



CJ530-01W: Seminar in Criminology

This class begins on MONDAY, January 14, 2019 and ends on FRIDAY, February 15, 2019!

INSTRUCTOR INFORMATION

Instructor: Danny Pirtle, PhD

Office Location: Virtual Office (I do not have a physical office)

Office Hours: I respond to all email with 24-48 hours.

Office Phone: 215-681-7893

Office Fax: n/a

University Email Address: danny.pirtle@tamuc.edu

Preferred Form of Communication: I can be reached immediately by phone call/text @ 215-681-7893.

Communication Response Time: I will attempt to return all calls/texts on the day of delivery.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Ronald L. Akers & Christine S. Sellers, 6th edition, 2012. *Criminological Theories: Introduction, Evaluation, and Application*. Oxford University Press. ISBN 978-0-19-984448-7

Additional Readings- As a graduate student, you should develop the skill of locating required readings. You will have the task of locating additional readings for this course. I would advise you to contact the University for assistance, if you have problems or need assistance locating any of the required additional readings.

Course Description:

This course examines crime and delinquency in America from several theoretical perspectives. This course provides an in-depth investigation into the major criminological theories that explain the causation, occurrence and development of criminal behavior. A wide spectrum of criminological theories are introduced and researched during this class.

Course Design:

This course is completely online, so a student ought to be determined to make use of the computer (having a working personal computer) and commit the appropriate time to completing the assignments. In this class we will digest a large amount of reading material that focuses on crime (committed by a juvenile or adult), information that addresses the reasons for such behavior whether in books or professional journal research articles, and develop skills that allow us to analyze, discuss and critique the information we digest. It is the intention of the professor through this course to broaden the students' knowledge pool of information pertaining to the explanations of criminal

behavior. The design of the course is not only to expose students to more and diverse information but also to cultivate individual skills that will allow a student to address/write on a number of ideas motivated or grounded in the reading of an assortment of literature. We will accomplish the addressing and writing through discussions, through limited summations, homework assignments, limited research papers and in the completion of an essay exam.

Student Learning Outcomes (Core Competencies):

- Student will be able to demonstrate critical thinking in reference to criminological theories introduced in the class and employ that skill to other criminological theories not introduced in this class;
- Student will be able to properly employ either the American Psychological Association (APA) or American Sociological Association (ASA) citation format;
- Student will display familiarity with criminological theories by being able to read and explain major ideas presented in professional research articles dealing with criminological theories

Student Learning Outcomes (Course Particular):

- Student will be able to identify and summarize the theories or causalities of criminal behavior covered in this class;
- Student will be able to critique what he/she sees as the weaknesses and limitations of theories of criminal causation;
- Student will be able to summarize and analyze the contributions of the literature dealing with criminological theories

It will be essential that a student is able to understand, achieve and perform all of the core competencies and course particulars. Successfully achieving these outcomes will be evident in the student's overall grade result.

The emphasis on critical thinking is a core trait throughout this course and the entire Applied Criminology program. The qualities of a critical thinker are:

- Possess the ability to gather credible sources while also cultivating the skill to evaluate the information gathered;
- An independent thinker and one who is willing to consider all points of view;
- One who gathers an array of viewpoints, consider an argument from many angles and realizes there may not be a firm right or wrong, good or bad, or a simple dichotomy

The emphases on course particular outcomes exist to serve as a measuring devise to ascertain whether the student has accomplished the goals of the class. It is essential that a student completing this class is capable of demonstrating a certain degree of gained knowledge. Possessing the skills to demonstrate that a student understands the introduced criminological theories; that a student has learned how to critique and inquire about the focus of criminological theories; and can digest the professional literature that addresses criminological theories, is a major point of accomplishment established for the students enrolled in this class.

All class assignments are due based on Central Standard Time (CST). All assignment will be due on or by the designated date at 11:59pm (CST).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

This course is 100% ONLINE.

Student Responsibilities or Tips for Success in the Course

Students are expected to read all assigned material. It is also expected that students will submit all assignments on time. If students experience any difficulties with the course content and/or face unexpected situations, PLEASE CONTACT ME AS QUICKLY AS POSSIBLE (215) 681-7893.

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between you, as the student, and me, as the professor for this course so that you know exactly what is expected of you. The syllabus will be altered only in the event of circumstances that necessitate a change. In such situations, I will notify you.

Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Instructional / Methods / Activities Assessments

Initial Presentation (10 pts., extra credit)

Every student must introduce him- or herself by the second day (no later than 11:59pm, January 16, 2019) of class during Week One. This information will be entered as a threaded discussion.

- Name
- Occupation/career and length of time;
- How this course is expected to help or aid your career, separate from the entire degree;
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class);
- Describe how you expect this degree to enhance your career

Comment (Student Communication) (5 @ 5 pts, each, 25 pts.)

In an online class it is not easy or effortless for students to communicate with each other. In fact, students may have to go out of their way to communicate with one another. Usually the communication is between the student and professor. I want to encourage student-to-student communication. Therefore, a student will be able to earn up to 25 points during the entire course when he/she participates in Student Communication.

Each week a student should post a comment pertaining to some ideas associated with the chapter being read, discussed, and studied for that specific week by posting a comment under the heading of Comment. It will be necessary for the student to post the relevant comment between Sunday and Thursday, no later than 11:59pm of that Thursday if he/she expects to earn any points for the posting during that week.

Comments should be relevant and demonstrate that the student is reading or has read the chapter and appear to be familiar with the information in that specific chapter on which he/she is commenting. Comments need not be of any particular length or number of words. Comments should be thought provoking. Comments could be a question of a thought or idea presented in the chapter, a challenge of ideas as presented by the author or a simple observation about the theory or information being presented in the chapter for that week.

Discussion (5 @ 20 pts. each, 100 pts.)

By performing this assignment the student will accomplish Student Learning Outcomes # 1 & 3 of the Core competencies, and Student Learning Outcomes # 3 & 4 of the Course particular.

Each student is expected to participate in the Chapter discussion by responding to idea(s) presented by the professor. One discussion, per week is required. The professor will post at least two statements or ideas reflecting some aspect of the chapter being studied for that week. Discussions must be posted by Saturday of each week by 11:59pm.

The Discussions for Week 5 will be due on Wednesday, (2/13).

Students may post earlier than the absolute due date if desired, but no later than the identified dates below. Where there are two chapters per week the student must only discuss one statement or idea of either chapter (do not discuss on both chapters). Each Chapter Discussion will be worth 20 points each. Late discussions will not be read or graded. Please identify which discussion question or task you are responding:

- Chapter Discussions are as follows:
 - (Week One) January 19, 2019 (Saturday) Chapter 1, Introduction to Criminological Theory;
 - (Week Two) January 26, 2019 (Saturday) Chapter 5 Social Learning Theory, & Chapter 6 Social Bonding and Control Theories;
 - (Week Three) February 2, 2019 (Saturday) Chapter 8 Social Disorganization Theory: Social Structure, Communities, and Crime, & Chapter 9 Anomie and Strain Theories;
 - (Week Four) February 9, 2019 (Saturday) Chapter 2 Deterrence and Rational Choice Theories, & Chapter 7 Labeling and Reintegrative Shaming Theory;
 - (Week Five) **February 13, 2019 (Wednesday)** Chapter 14 Integrating Criminological Theories

Points to consider for maximum grade achievement:

- Posted discussions should be no less than 250 words;
- Student must demonstrate he/she has read the chapter by employing criminological concepts and specifics from the chapter;
- In the discussion student must demonstrate an understanding of the information in the chapter by addressing it in detail fashion. A superficial discussion will not receive the maximum grade earnable;
- The discussion must be of graduate quality and contain detail information or analysis linking chapter material to critical appraisal of theories being presented;
- If sources are used then proper citations should be employed. If a source is used then a bibliography should also be provided. **Failure to provide citations and bibliography in the discussion will result in a 25-point deduction**

Research Article Exercise (3 @ 20 pts. each, 60 pts)

By performing this assignment the student will accomplish Student Learning Outcome # 3 of the Core competencies, and Student Learning Outcomes # 1- 4 of the Course particular.

The professor will assign three research articles to be read, and a written exercise will be performed over the five weeks of the course. Specifically, the research articles will be assigned during the middle three weeks of the course.

This assignment will equal to sixty points. The points will be achieved in this manner. For each research article assigned by the professor there are two questions constructed and already posted on the second, third and fourth weeks. Students will select ONE of the questions/statements and answer or reply to it (writing a reply) which will be due by Friday, 11:59pm of each respective week.

THE STUDENT WILL BE REQUIRED TO LOCATE THE ARTICLES.

All students are encouraged to give themselves time to read the assigned research articles.

Late posting will not be accepted. Writing and posting a reply to the question/statement will earn the student a maximum of twenty (20) points each.

DUE Date of Assigned Research Article

- (1) January 26, 2019 by 11:59pm
- (2) February 2, 2019 by 11:59pm
- (3) February 9, 2019 11:59pm

Points to consider for maximum grade achievement:

- Clarity of student's reply to task;
- Evidence student's answer reflects having read the article;
- Level of understanding of article as presented in reply written by student

Chapter Outline of Designated Chapter (45 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 3 of the Core competencies, and Student Learning Outcomes # 1- 4 of the Course.

Each student must develop an outline of ONE of the following chapters. These will be chapters not covered by the professor either in lecture notes, power point or any fashion. Those chapters which a student may develop an outline of are:

- Chapters 3 - Biological and Biosocial Theories
- Chapter 4 - Psychological Theories
- Chapter 10 - Conflict Theory
- Chapter 11 - Marxist Theories
- Chapter 12 – Radical and Critical Theories
- Chapter 13 - Feminist Theories

Please select only ONE chapter of which to develop an outline. The purpose of this exercise is to expose the student to the information within the chapter, and to indirectly require the student to become familiar with the theories within that chapter he/she selected to outline. The outline should be a **sentence outline**, not a topic outline. Only highpoints, important points, or points that provide the most understanding of the theory(ies) in the selected chapter should be placed in the outline.

The Chapter Outline will be due by February 1, 2019 by 11:59pm.

Please locate examples of sentence outlines if you are unfamiliar.

Research Paper (60 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 2, and Student Learning Outcomes # 1- 4 of the Course.

Each student must type a research paper with a minimum page count of seven pages not including the title page and bibliography.

The paper will consist of the following:

- title page
- body
- bibliography

The title page must include: the student's name, a title of the paper, the course title and date. The title page is not to be numbered, nor does it count towards enumerating the other pages.

The body of the paper should be about seven pages, in font size 12, Times New Roman, double-spaced with one inch margins all around. There should be NO running headline placed on each page. The presentation, organization and quality of the paper, taking in consideration grammar and mechanics will impact the grade received. Refer to the "maximum grade achievement" (Attachment A) in terms of how to achieve the maximum points available.

The bibliography should contain at least five resources. These resources should be peer-reviewed professional research articles, and scholarly books. I discourage the use of "website" writings. Journal articles (peer-reviewed professional research articles) that appear in print and are later reproduced full-text on the Internet do NOT count as a website; by "website" it is material written for an internet site, not merely reproduced there. If there is a dilemma about a source please check with the professor.

The research paper should focus on some aspect of a criminological theory, an area of crime, criminal data, or any area that the class has addressed or will address. Students are encouraged to employ their imagination in developing the paper. Students are encouraged to develop a topic that interests them, not to simply write a paper just to satisfy achieving a grade. Here is where critical thinking can be employed.

The research paper will be due by February 11, 2019 (Week Four) by 11:59pm. T

For maximum point achievement: See Attachment A.

Research Article (selected by student) Summary (35pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 2, and Student Learning Outcomes # 1- 4 of the Course.

Students are provided a format which must be used to summarize a research article selected by each individual student. The format for this assignment is attached to this class syllabus as Attachment B. This research article must pertain to one of the criminological theories studied in this class. The summary is due on the date identified below by 11:59pm.

Research Article (selected by student) Summary due by February 7, 2019 by 11:59pm.

Points to consider for maximum grade achievement:

- Format of summary followed as required
- Pertinent details of article present/presented
- Clarity exist in student's writing

Essay Test (100 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1- 2 of the Course.

Students will sign into the course during Week Five (February 11-15, 2019) and take the

essay exam. This test must be completed by **February 15, 2019 by 11:59pm**. Late work will not be accepted. This exam will also cover the class material presented to the student or read by the student during these five weeks. The importance of this test is that students will be able to write their thoughts and demonstrate that they are able to apply and draw inference from what they have studied in this course. This essay exam will cover the same chapters as mentioned for the objective test, Chapters 1, 2, 5, 6, 7, 8, 9, & 14.

Objective Test (100 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1- 2 of the Course.

Students will sign into the course during Week Five (February 11-15, 2019) and take the objective test over the entire course material that has been covered during the class.

Students will be responsible for the following chapters on this objective test:

Chapter 1 Introduction to Criminological Theory

Chapter 2 Deterrence and Rational Choice Theories

Chapter 5 Social Learning Theory

Chapter 6 Social Bonding and Control Theories

Chapter 7 Labeling and Reintegrative Shaming Theory

Chapter 8 Social Disorganization Theory: Social Structure, Communities, and Crime

Chapter 9 Anomie and Strain Theories

Chapter 14 Integrating Criminological Theories

The student will consist of one hundred multiple choice questions. **The test must be completed by 11:59pm on February 15, 2018.** The test will close at 11:59pm and students will not be able to enter the test after that time. This test will be more application and inference rather than simple recall type questions.

Grading Information

Course Possible Points:

1 Initial presentation (extra credit)	=	10pts
5 Chapter Discussions @ 20pts each	=	100pts
5 Student Comments @ 5 pts each	=	25pts
3 Research article exercises @ 20pts=	=	60pts
1 Chapter Outline for designated=	=	45pts
1 Research Paper	=	60pts
1 Research article summary	=	35pts
1 Objective Exam	=	100pts
1 Essay Exam	=	<u>100pts</u>
		525 pts total

Grading Scale:

A	=	525 - 472 pts
B	=	471 - 420 pts
C	=	419 - 367 pts
D	=	366 - 315 pts
F	=	314 and below

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer

- Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



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System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I am available by email and cell phone. Please allow me 24-48 hours to return email communication. Please allow me at least 24 hours to respond to phone calls/text messages. When communicating by email and/or by phone, please identify yourself by name.....Hello Dr. Pirtle I am Jane Doe and I am a student in your CJ 583 Policy course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

(LATE WORK WILL NOT BE ACCEPTED) (THERE WILL BE NO EXTRA CREDIT)

This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

[Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning

environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

Week One – January 14, – January 19, 2019

- Chapter 1 – Introduction to Criminological Theory
- Initial Presentation due by January 16, 2019, by 11:59pm
- Comment on Chapter 1 due by January 17, 2019, by 11:59pm
- Chapter 1 Discussion posted by January 19, 2019, by 11:59pm

Week One Discussion Question (select only one of which to post answer)

1. Criminological theories are systematically developed statements that explain some consistency or identifiable connection between variables (behavior in our case of studying crime or criminal behavior). Your task is to discuss as the author has introduced the differences between structural and social processes theories. Elaborate on theories, which theories can fit in each category and why. Are there any theories that may fit into both categories?
2. Discuss, elaborate on and/or interpret the following statement from Chapter One of Akers et al., Criminological Theories... "Criminological theory has implications not only for official public policy and programs, but also for what can be done informally in families, peer groups, neighborhoods, and communities..." (p. 10 of the 6th edition and p. 11 of the 5th edition).

Week Two – January 20 – January 26, 2019

- Chapter 5 – Social Learning Theory
- Chapter 6 – Social Bonding and Control Theories
- Comment on Chapter 5 or 6 due by January 24, 2019 by 11:59pm
- Research Article # 1 Exercise (answer due) January 25, 2019, by 11:59pm:

Gongaware & Dotter (2005). Developing the criminal self: Mead's social psychology and Sutherland's differential association. Sociological Spectrum 25:379-402.

Remember: student must locate the article.

Select only one of the below research article questions to answer:

- A. The authors (Gongaware and Dotter) presented an usual thought as they attempted to connect or explain the development of a "criminal self," using Mead's development of self (role taking, gaming and generalized others) and Sutherland's differential association. What idea or statement from the article provides (for you) the best insight into how these two theories connected can produce an explanation for the development of the "criminal self?" Be detail, identify a specific statement or area/idea of the article that provide this information (to) for you. You may have to provide a quote and stated page number to answer this task.

- B. After reading the article take the following statement and explain why either a "criminal self" or a non-criminal self may be developed (use the following statement to explain this idea: "... while the number of contacts is important, it is the quality of the interactions, and the internal process of translating those contacts into behaviors through the self, which makes the [the contacts] important" (Gongaware and Dotter, 2005, p. 396).

- Chapter 5 or 6 Discussion posted by January 26, 2019, by 11:59pm

Week Two Discussion Question (select only one of which to post answer)

3. There is a great deal of similarity and some differences between Sutherland's differential association theory and Akers' differential reinforcement theory, especially since both are declared or identified as social learning theories. Discuss the difference and similarities between these two theories and emphasize the social interaction that each theory points out.
4. After reading Chapter Six discuss why and/or how techniques of neutralization, containment theory, social bonding, and self-control theories are seen or placed within the social control paradigm or category. Emphasize the control variable or segment that each theory addresses. Do not simply describe each different theory, but discuss how each theory plays on or emphasizes the control aspect.

Week Three – January 27, – February 2, 2019

- Chapter 8 – Social Disorganization Theory: Social Structure, Communities, and Crime
- Chapter 9 - Anomie, and Strain Theories
- Comment on Chapter 8 or 9 by January 31, 2019 by 11:59pm
- Research Article # 2 Exercise (answer due) February 1, 2019, by 11:59pm

Robert Agnew (2013). When criminal coping is likely: An extension of general strain theory. *Deviant Behavior* 34:653-670.

Remember: student must locate the article.

Select only one of the below research article questions to answer.

- A. Based on Agnew's article, criminal copying is not an automatic coping strategy. Although it is very involved, and you may not go too in-depth, but what can you identify in the article that supports the idea that although criminal coping does occur there are conditions, other variables (personal and social environment related), and characteristics that appear to have to occur or be present for criminal coping to be applied or adopted?
 - B. What is the basis of Robert Agnew's general strain theory and that of Robert Merton (anomie, strain, modes of adaptation)? With that understanding being established, can you explain how criminal coping or deviant behavior may be a selected resolution to the strain or stressor(s) being experienced by an individual?
- Chapter Outline (students selecting one chapter from 3, 4, 10, 11, 12, or 13) due January 31, 2019 by 11:59pm
 - Chapter 8 or 9 Discussion posted by February 2, 2019, by 11:59pm

Week Three Discussion Question (select only one of which to post answer)

5. Akers and associates in the textbook explained that social disorganization may be seen in two forms influencing the crime rate or criminality – either as a result of “urban ecology, economic conditions... and rapid social change” (p.166 of 6th edition and p. 180 of 5th edition); and as a factor undermining informal social controls within the community. In either sense/view discuss (explain) how useful the social disorganization theory is in explaining the crime rate and criminality in today’s society. Be succinct in your discussion.
6. Strain theory, regardless of whether its Merton’s anomie or Agnew’s general strain, appears to contribute much to the explanation of criminal behavior. Take both theories and contrast their contribution(s) to understanding the commitment of criminal behavior.

Week Four – February 3, – February 9, 2019

- Chapter 2 – Deterrence and Rational Choice Theories Chapter 7 – Labeling and Reintegrative Shaming Theory
- Comment on Chapter 2 or 7 by February 7, 2019 by 11:59pm
- Research Article #3 (selected by student) summary due February 6, 2019, by 11:59pm

Research Article # 3 Exercise (answer due) February 8, 2019, by 11:59pm

Restivo & Lanier (2015). Measuring the contextual effects and mitigating factors of labeling theory. Justice Quarterly 32(1) 116-141.

Remember: student must locate article

Select only one of the below research article questions to answer:

- The first part of the task is to describe the premise or thesis of the labeling theory. After that describe, based on the article ("Measuring the contextual effects..."), the purpose of the present research study and in the process elaborate on the findings/results of the study.
- Describe the three mediating variables and what is their importance or impact on future deviant or delinquent behavior? In the process elaborate on which mediating variable has the strongest or most significant impact, and explain how you determined that significance.

- Chapter 2 or 7 Discussion posted by February 9, 2019, by 11:59pm

Week Four Discussion Question (select only one of which to post answer)

7. Based on our textbook authors’ comments in reference to research on deterrence, and other available sources, discuss how useful is deterrence to stopping or reducing the volume of crime.
8. Having studied the labeling theory, now discuss how and why some researchers (i.e., Smith and Paternoster, 1990; p. 146 of 6th edition) suggest that the impact of

labeling may really represent a “deviance-amplification model” (p. 146 of 6th edition).

- Research paper due February 10, 2019, by 11:59pm

Week Five – February 10, – February 15, 2019

- Chapter 14 – Integrating Criminological Theories
- Comment on Chapter 14 due by February 14, 2019 by 11:59pm
- Essay Test available February 10-15, 2019, must be completed by February 15, 2018 by 11:59pm
- Chapter 14 Discussion posted by February 13, 2019 by 11:59pm

Week Five Discussion Question (select only one of which to post answer)

9. After digesting the various models of integrating criminological theories and being introduced to the goal of life-course criminology, your task is to discuss the possible connections or areas of similar thoughts found between these two ideological presentations. Do not simply discuss the two separate ideas found or formulated in both campus, but discuss where the two criminogenic orientations follow parallel ideas.
 10. Discuss what you see as the advantages and disadvantages of employing an integrated explanation of criminal behavior. Be specific in employing ideas presented by the authors, this will also call for some inference based on your reading.
- Objective Test available February 14, 2019, must be completed by February 15, 2019, by 11:59pm

Attachment A: Points to consider for maximum grade achievement

Attachment A: Points to consider for maximum grade achievement

	100 – 90 points	89 – 75 points	74-60 or below
	Very Good	Moderate	Poor/ Weak
Thesis / Argument	Clearly describes central issues or thesis; Develops thesis with supporting arguments; Well argued Critiques, compares multiple perspectives Interesting, original, thought provoking	General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective	Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking
Organization			
Introduction	Clear thesis/ main themes	Topics noted	Thesis unclear Organization unclear
Body	Makes substantiating arguments in support of thesis or main theme Connects and synthesizes	Little organizational continuity Disjointed General, unspecific Little use of reading	No clear organization Repetitive Lacks detail No Citations
Conclusion	Draws conclusions about the argument Briefly summarizes body	A Summary; no conclusions Summary digressed from argument	Conclusion missing Summary unrelated to central argument
Evidence	Thorough, Detailed, Specific Numerous examples from reading and lecture materials	Moderate use of supporting evidence and examples Try to be more detailed and	Repetitive, General, Simplistic Incorrect examples, false data
Sources/ Citations	Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations	Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias	Little use of assigned reading sources or outside research No citations Need Works Cited page Plagiarism! (automatic F)
Language / Mechanics Rhetorical Quality Grammar/ Spelling	Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct	General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors	Unclear, awkward, repetitive language

Attachment B: Instructions for Research Article Summary Selected by Students

Instructions for writing Research Article Summary Exercise

Naturally, you want to provide the bibliographical information of the research article first. Place this at the top of the page (center it) and it should contain the following information:

Name of author(s) "Title of Article"

Title of Journal

volume: complete number of pages, year of publication

For Example

Volkан Topalli. "When being good is bad: An expansion of neutralization theory."
Criminology 43:797-827, 2005.

Now, proceed to summarize the article:

1. Make sure you describe the focus, purpose, or goal of the article. These should all be the same. To make this easier to read, students should probably identify these as headings, such as follows.

Focus, Purpose or Goal of Article

2. If a sample was used in the research then describe the sample and identify how it was collected or selected. If the article is a theoretical piece then there will be no sample and if that is the case then simply omit this area.

Sample

3. Describe the finding(s) of the research. What was the author(s) able to establish from the research should be described, discussed here.

Findings

4. What conclusions did the author(s) draw or write in the article? So make this a conclusion section which should be different from the findings.

Conclusion

5. In your last paragraph (or more if needed) develop a statement (brief discussion) of how this article fits into the understanding of the focus of the class, crime profiling. Relate the article/research to what we have talked about during this semester, criminological theory.

Article's

Application.

The *syllabus/schedule* are subject to change.