Instructor:
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Course Description:
The graduate catalog describes CRJU 5002 as follows: “Explores the origins of criminal behavior and the impact of crime on society. The course examines theories of deviant, delinquent, and criminal behavior. Additionally, practical implications and application of theoretical constructs are analyzed through current research paradigms and empirical research.”

In the School of Public Affairs Criminology and Criminal Justice Program, students will become innovative thinkers and skilled professionals in the fields of Criminology and Criminal Justice by developing five main competencies, including: (1) substantive knowledge, (2) research skills, (3) critical thinking, (4) effective communication, and (5) diversity and cultural literacy. These competencies are developed through both coursework and experiential learning.

Student Learning Objectives:
By the end of the course, students should be able to:

1. Analyze criminological theories and the concepts associated with them.

2. Describe the major schools of criminological theoretical thought, including their history and progression, the perceived causes of crime, and the causal mechanisms between crime causes and criminal behavior.

3. Identify contemporary criminological questions that newer theories are attempting to address.

4. Analyze the role of social construction and specifically race, social class, and gender in the formulation of laws that define crime and in the criminal justice system’s treatment of accused and convicted offenders.

5. Use criminological theories to analyze problems of crime causation and treatment and other social problems in the United States and to formulate thoughtful resolutions.

Required Textbook and Readings:

A Google account (so you can access Google docs)

Other readings include scholarly articles, which can be accessed on the Canvas course page.
You need to have an active UC Denver account; you need to be able to access the Canvas course page, as this page is where you will find readings, assignment descriptions, course announcements, etc. It also is where you will submit assignments. Assignments must be submitted online in Canvas—there should be a link in each assignment for online submission. Your submissions must be a doc or a docx file. You will not be able to upload any other type of file submission to Canvas.

**Evaluation of Student Learning:**
You will be evaluated according to the following grading scale and criteria:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%-100%</td>
<td>(463-500)</td>
<td>A</td>
</tr>
<tr>
<td>90%-92%</td>
<td>(447-462)</td>
<td>A-</td>
</tr>
<tr>
<td>88%-89%</td>
<td>(438-446)</td>
<td>B+</td>
</tr>
<tr>
<td>83%-87%</td>
<td>(413-437)</td>
<td>B</td>
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<tr>
<td>80%-82%</td>
<td>(397-412)</td>
<td>B-</td>
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<tr>
<td>78%-79%</td>
<td>(388-396)</td>
<td>C+</td>
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<tr>
<td>73%-77%</td>
<td>(363-387)</td>
<td>C</td>
</tr>
<tr>
<td>70%-72%</td>
<td>(347-362)</td>
<td>C-</td>
</tr>
<tr>
<td>60%-69%</td>
<td>(298-346)</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>(297 or below)</td>
<td>F</td>
</tr>
</tbody>
</table>

You will be graded on your participation, two exams, five article reviews, one applied policy memo, and one group research project. The total number of possible points is 500; no extra credit.

**Participation (25 points/5%):** It is impossible to meet the course objectives without engaging in the class. For an online format, the easiest and most effective way to engage with one another is through threaded discussions. Each week has a threaded discussion set up. You are required to meaningfully participate in a minimum of five separate discussions, each one at least twice (i.e., reply to someone who replies to you at least once for the discussions you participate in). The more participation, the better. Each threaded discussion opens on Sunday morning (12 AM) and closes the following Saturday night (11:59 PM). There are no available threaded discussions over Thanksgiving break. I expect the threaded discussions to be respectful and to raise different viewpoints. You should ask questions that demonstrate that you are critically thinking about the material. You should provide personal insight if and when you have it. If you find external resources (e.g., website links or journal articles), please share them with the class. I will monitor the discussions, but it is unlikely I will participate in them. Please do not use the discussion board as a place to ask me a question—you can send me an e-mail or call me. Keep track of your participation in threaded discussions by identifying the week of the discussion and the dates of your participation. You will be required to submit this documentation as an assignment. I will review the substance of the participation, but I need to see the weeks and dates for each of you. For example, “week 3, 2 entries on 9/3, 1 entry on 9/4, and 2 entries on 9/6”

**Exams (100 points each, 200 total points/40%):** Two essay/short answer exams, a mid-term and a final, will be given during the semester. The exams will involve answering essay and short answer questions and applying material from readings, lecture material, and discussions. The exams are designed to assess your knowledge of criminological theory and your ability to apply the knowledge in a critical and analytic manner. The final will focus on the final section of the course, but will be cumulative (i.e., you will need to draw on material from the entire semester to answer at least one of the questions).

**Article Reviews (20 points each, 100 total points/20%):** You will be required to review five articles throughout the semester on various theories. The purpose of these article reviews is for you to demonstrate your knowledge of criminological theory within the context of research methods, including utilizing the proper vocabulary and relating theory to methods, specifically the connections that exist through using a theory as a
starting point for a deductive methodological approach (developing a research question, operationalizing theoretical concepts, gathering and analyzing appropriate data, testing hypotheses, and interpreting findings within the context of the theory). The article reviews should include the following sections (please use these headings): Literature Review, Sample and Data Collection (Research Design), Variables and Measures, Findings, Discussion/Policy.

**Applied Policy Memo (75 points/15%)**: This memo is an opportunity for you to acquire an understanding of how criminological theory can be used to influence policy. It also helps you develop a concise argument for an intended audience, a skill that is useful in many careers and settings. Specifically, you should choose a criminological theory that interests you. Based on that theory, you should develop a policy that you would like to implement in a community. You should choose a real community in which to implement your proposed policy. Once you select a theory, a community, and a policy you believe should be implemented, you should organize your policy memo with the following headings: Introduction (identify the problem that your policy will address in a paragraph—provide statistics, an overview, etc. In a second paragraph, summarize your proposed policy); Current Situation (2-3 paragraphs on the existing problem—go into more depth on what you summarized in the introduction, then do 1 paragraph linking the policy to the problem); Stakeholder (identify the audience by name; do not use the heading ‘Stakeholder’) (discuss the role of your audience in your policy, as well as other stakeholders – this section likely will be ~ 1 paragraph); Future Issues (1-2 paragraphs – should talk about how your policy will affect the future of the issue it intends to address and also should briefly address factors on which your policy might be evaluated); Implementation (discuss how your policy will be implemented—connect the implementation to research on the theory showing how and why it should be effective). Your memo should have a heading that looks like this:

To:
From:
Date:
Re:

After this heading, you should immediately start with the heading: Introduction. You should not have a conclusion. Just structure the memo using the headings above. It should be between 2 and 3 pages, single spaced, with double spaces between headings. Going over 3 pages will result in a point penalty of 5 points.

**Group Research/Curriculum Infusion (100 points/20%)**: This paper should be created in Google docs (linked on Canvas). The life course perspective is designed in such a way that connections between theory and wellness outcomes can be established with some flexibility and creativity. In this paper, you (as a class) are responsible for reviewing the history and evolution of the framework (this discussion should make the substance of the perspective clear); summarizing and analyzing relevant research (there are numerous studies—be sure you include the research from the longitudinal work done by Laub and Sampson); and most importantly “bringing theory to practice.” For the first part of your paper, you should read original scholarship (not just textbook summaries). The last part of your paper should be comprised of a practical wellness outcome that is connected with the persistence or desistence of anti-social behavior. You should discuss the outcome and something you (as a class) carried out to minimize (or maximize, if it is a pro-social behavior) the outcome. For example, if you were trying to improve nutrition, you might contact a local school (or the university) to put together a seminar on healthy eating habits. You would discuss how and why this outcome (good nutrition) is important as a wellness outcome within the context of the theory, why you chose the avenue you did (seminar at local institution), and then be as creative as you can to show what you did (e.g., videotape the presentation and provide the link in the Google document; scan any written communication you had with the institutions or feedback you received from participants; provide power point slides or handouts you used in the presentation;
etc.) Please use headings in the paper (Introduction; History and Evolution of the Life Course Perspective; Research on the Life Course Perspective; Bringing Theory to Practice).

You should begin to work on this project fairly early in the semester (at least division of labor). You are free to divide up the research and paper however you wish. Everyone does not need to be involved in every part of the paper. If someone is overseas or out of state, for example, it might make sense for them to not be part of the practical application (if that is going to occur locally). If someone writes very well, perhaps that person should be responsible for editing or writing the section on presenting the research. The paper will receive a certain number of points out of 100 possible points—everyone will receive that grade. That said, if I see or am notified that anyone is not fulfilling an agreed-upon responsibility, I will deduct points from individual grades (including issuing a 0 for non-participation). Please make sure you document your participation in the project, in case there is a dispute. Also, it might be helpful (although it is not required) for one person to be the ‘project manager’ and keep track of who is responsible for what, including ensuring that people understand exactly what is expected from them and when.

**Standards of Excellence in Higher Education:**
The Council for the Advancement of Standards in Higher Education (CAS), comprised of over 40 organizations and over 100,000 professionals identifies six domains, each of which contains multiple dimensions, designed to frame student learning in such a way that outcome objectives are “…purposeful, contribute to students’ realization of their potential, and prepare students for satisfying and productive lives.” The domains, their respective dimensions, and how I cultivate these within the context of this class are as follows:

**Domain 1: Knowledge acquisition, integration, construction, and application**
Dimensions: Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
Applications: In this class, we will take an interdisciplinary approach, looking at criminological theories, their historical context, methods used to examine them, some connections to psychology and sociology, and policy and public affairs. This knowledge will be connected to other knowledge, ideas, and experiences orally through threaded discussions, article reviews, written examinations, and the group research project.

**Domain 2: Cognitive complexity**
Dimensions: Critical thinking; reflective thinking; effective reasoning; and creativity
Applications: Critical analysis will be modeled and facilitated through threaded discussions. Reflective and analytical thinking will be evaluated in various writing assignments. Assignments provide students with an opportunity to gather and organize resources; determine the importance of different information; and synthesize, interpret, and analyze, and communicate this information, a process that also is valuable in enhancing the learner’s cognitive sophistication. Creativity will be encouraged in threaded discussions, as well as in the group research project, which involves applying an outcome from the life course perspective. Specifically, students will be asked to share relevant personal experiences, knowledge from other classes, and information from other sources of knowledge. Indeed, students’ ingenuity and resourcefulness with respect to their approaches are encouraged through suggestions and guidelines of the assignment and will be rewarded in their evaluations.

**Domain 3: Intrapersonal development**
Dimensions: Realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
Applications: Many criminological theories involve normative perspectives. A graduate course like this one facilitates the probing of the learner’s assumptions about human behavior, philosophies of free will and the influence of structural environmental factors on attitudes and behaviors. Further, it necessitates the
relationship between values, policy, and broader areas like human rights and measures of social civility. Students will become cognizant of these dimensions through written assignments during the course.

Domain 4: Interpersonal competence
Dimensions: Meaningful relationships; interdependence; collaboration; and effective leadership
Applications: Collaboration among peers will be promoted through threaded discussions and the group research project. Students are encouraged to use their classmates as resources—to share ideas about their research project and to discuss the readings, which will better prepare them for meaningful participation and more effectively written papers and exams. Opportunities to foster peer relationships will be ongoing, and a Google document for the group research project is set up specifically for this purpose.

Domain 5: Humanitarianism and civic engagement
Dimensions: Understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
Applications: Criminological theory cannot be divorced from how people, institutions, and structures define criminal behavior and label offenders. Our responsibility as citizens in shaping crime, its causes, and its implications will be explored throughout the course. Students’ insights on these issues will be sought in threaded discussions, written assignments, and exams.

Domain 6: Practical competence
Dimensions: Pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life
Applications: In CRJU 5002, I communicate with students this class in the context of their education and their education in the context of their lives. I encourage them to pursue healthy and balanced lives and to be ambitious and passionate in whatever their chosen career fields are. I provide resources to them through personal experience, offers to assist them in searching for information in a chosen career field, etc. Students are encouraged to become more practically competent on their own through their group research project.

Class Schedule and Reading Assignments:

Week 1: Context and Implications of Criminological Theory (8/18-8/24)
Readings: Lilly et al. Chapter 1

Week 2: Classical and Positivist Schools (8/25-8/31)
Readings: Lilly et al. Chapter 2

Week 3: The Chicago School and Differential Association (9/1-9/7)
Readings: Lilly et al. Chapter 3
CRJU 5002: Criminological Theory

9/7, Sun. Article Review 1 (Seffrin) – submit online by 11:59 PM

Week 4: Anomie and Strain Theories (9/8-9/14)
Readings: Lilly et al. Chapter 4

Week 5: Control Theories (9/15-9/21)
Readings: Lilly et al. Chapter 5

Readings: Lilly et al. Chapter 6

9/28, Sun. Article Review 2 (Mears et al.) – submit online by 11:59 PM

Week 7: Labeling Theory (9/29-10/5)
Readings: Lilly et al. Chapter 7

10/5, Sun. Midterm is due – submit online by 11:59 PM

Week 8: Conflict Theories (10/6-10/12)
Readings: Lilly et al. Chapter 8

Week 9: New Directions in Critical Criminological Theory (10/13-10/19)
Readings: Lilly et al. Chapter 9

10/19, Sun. Article Review 3 (Schlosberg) – submit online by 11:59 PM
Week 10: Feminist Theory (10/20-10/26)
Readings: Lilly et al. Chapter 10

Week 11: Theories of White Collar Crime (10/27-11/2)
Readings: Lilly et al. Chapter 11

Week 12: Conservative Criminology (11/3-11/9)
Readings: Lilly et al. Chapter 12

11/9, Sun. Article Review 4 (Long and Ullman) – submit online by 11:59 PM

Week 13: Routine Activity Theory and Rational Choice Theories (11/10-11/16)
Readings: Lilly et al. Chapter 13

Week 14: Biosocial Theories (11/17-11/23)
Readings: Lilly et al. Chapter 14

11/23, Sun. Article Review 5 (Reynes et al.) is due – submit online by 11:59 PM

Week 15: Life Course Theories (12/1-12/7)
Readings: Lilly et al. Chapter 15

12/1, Mon. Policy Memo is due – submit online by 11:59 PM
12/8, Mon. Final Exam is due – submit online by 11:59 PM
12/8, Mon. Participation document is due – submit online by 11:59 PM
12/10, Wed. Group Research Project is due – submit online by 11:59 PM