

CRIM.603.201 – CORRELATES OF CRIME -- Fall 2012

Friday 12:00 noon - 2:20 PM -- Location: Mahoney 111

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Office Hours: Thursday 3:00 PM - 4:30 PM and Friday 11:00 AM - 12:00 noon or By Appointment

COURSE DESCRIPTION: This graduate course is designed to analyze and critically examine correlates of crime. Theory testing and development and empirical research form the basis of the seminar's examination of the nature and the direction of the relationships between social and individual attributes (e.g., gender & race) and crime. This course explores these correlates (at micro and macro levels of analysis) with crime (including offending and victimization) and societal response to crime. We focus on gender, race, and class but also examine age and human development; relationships including family, peer or other group memberships; neighborhood characteristics; immigration and mobility; educational attainment; and biological and genetic factors.

The study of the correlates of crime requires an understanding of how the attributes are conceptualized and defined; the connections to criminological theory; and how research is best designed to assess these factors, the direction of any correlations and the intersections of variables. In addition, it is critical to understand the impact of historical, social, economic and cultural conditions and the implications of and for criminal law, criminal justice policy, practice and programs.

Student Learning Objectives/Outcomes: At the end of the course, students will be able to:

1. Identify individual and social correlates of crime.
2. Apply criminological theories to the study of correlates of crime and evaluate how well the theories fit.
3. Assess the strength of empirical research on correlates of crime
4. Identify critical issues in understanding how social and criminal justice policies and laws contribute to the correlations observed.

REQUIREMENTS: The success of this course depends on each student's active participation and completion of ALL readings and other brief written or orally presented assignments. Your grade for this class will reflect these expectations. Students should obtain knowledge of the subject matter through class participation, assimilating the lecture materials, class discussions and assigned readings.

REQUIRED DOWNLOADABLE DOCUMENTS: Articles, book chapters, and related material for each week are included in this syllabus in the weekly planner (below). All of these are electronically available on blackboard and should be read prior to class discussion. Other readings may be assigned.

REQUIRED TEXT: Barak, G., Leighton, P., & Flavin, J. (2007) **Class, Race, Gender and Crime: The social realities of justice in America.** Lanham, MD: Bowman & Littlefield Publishers.

EVALUATION: There will be two take home exams for this class. The midterm is worth 35% of your grade and the final is worth 40%. Class participation, article discussions and brief assignments make up the other 25% of your grade. Detailed information on assignments will be available on 9/14. Tentative written assignment due dates are: 9/14; 9/28; 11/9 and 11/30.

LATE ASSIGNMENT POLICY: Make up exams are not permitted except when there are documented extenuating circumstances (e.g., medical and family emergencies), and the student has notified me 48 hours prior to or after the exam. Extensions on assignments will be allowed only in extenuating circumstances AND if you have contacted me and received approval before (or if that is not possible within 48 hours of) the due date and time. All makeup exams MUST be scheduled within one week of the original exam.

INCOMPLETES: Incompletes are permitted only when a student who is satisfactorily passing the course misses a minor part of the course or the final exam due to emergency circumstances. In that case, students need to provide documentation of emergency circumstances within 48 hours. Responsibility for making arrangements with an instructor to complete all outstanding course work rests entirely with the student. Please see the UML Academic Catalog section on Grading Policies for more information on Incompletes.

Web-Enhanced Course: This class provides web-enhanced features by logging in at: <http://continuinged.uml.edu/online> . A handout distributed during the first class provides information about how to get your password and log in. The syllabus and weekly readings and any updates and assignments are posted here. Discussion boards are available for our use. Written assignments must be submitted via this site. It is critical that all students taking this course use the web-enhanced features—so now is the time to get familiar with this resource and introduce yourself on the discussion board. **Please do not use the Blackboard mail function. In this on-campus class the best email to use in my UML email account (see below).**

Email Use: UML recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. UML encourages all official student email correspondence be sent only to a student’s UML email address and that faculty and staff consider email from students official only if it originates from a UML student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UML furnishes each student with an email account that is to be used in all communication with university personnel. UML also provides a method for students to have their UML email forwarded to their personal accounts.

COURSE CALENDAR AND ASSIGNMENTS (WEEKLY PLANNER)

WEEK-DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 1 Sept 7	Introduction and Theories	Gwilym, S., Howard, D. P. J., Davies, N., & Willet, K. (2005). Harry Potter casts a spell on accident prone children. <i>British Medical Journal</i> , 331, 1505-6. ** This will be distributed in class along with and assignment (and will also be available online)**
Week 2 Sept 14	Correlations of Crime and Crime Control Intro to Class, Race, Gender and Crime	Barak et al. Chapters: 1. Criminology and the Study of Class, Race, Gender, and Crime 2. Criminal Justice Work and the Crime Control Enterprise 3. Understanding Class and Economic Privilege Dunaway, G. R., Cullen, F. T., Burton, V. S., & Evans, T. D. (2000). The myth of social class and crime revisited: An examination of class and adult criminality. <i>Criminology</i> , 38 (2), 589-632. Simpson, S. S., & Piquero, N. L. (2002). Low self-control, organizational theory, and corporate crime. <i>Law and Society</i> , 36(3), 509. Sutherland, E. H. (1945). Is white-collar crime crime? <i>American Sociological Review</i> , 10, 132.
Week 3 Sept 21	Race	Barak et al. Chapter: 4. Understanding Race and White Privilege Sampson, R. J., Morenoff, J. D., & Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence. <i>American Journal of Public Health</i> , 95 (2), 224-232. Blee, K.M (2005). Racial violence in the United States. <i>Ethnic and Racial Studies</i> , 28, 4, 599-619 Piquero, A. R. (2008). Disproportionate minority contact. <i>The Future of Children</i> , 18(2), 59-79.
Week 4 Sept 28	Doing Gender (Video)	Barak et al. Chapter: 5. Understanding Gender and Male Privilege Messerschmidt, J. W. (2000). Becoming "real men": Adolescent masculinity challenges and sexual violence. <i>Men & Masculinities</i> , 2(3), 286-307. Miller, J. (2001) The strengths and limits of ‘doing gender’ for understanding street crime. <i>Theoretical Criminology</i> , 6(4): 433–460

WEEK-DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 5 Oct 5	Gender – Women and Girls	<p>Barak et al. Chapter: 6. Understanding Privilege and the Intersections of Class, Race, and Gender</p> <p>Chesney-Lind, M. (2006). Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash. <i>Feminist Criminology</i>, 1(1), 6-26.</p> <p>Steffensmeier, D., Schwartz, J., Zhong, H., and Ackermann, J. (2005). An assessment of recent trends in girls' violence using diverse longitudinal sources: Is the gender gap closing? <i>Criminology</i>, 43(2):355–406.</p> <p>Chesney-Lind, M. & Paramore, V.V. (2001). Are Girls Getting More Violent? Exploring Juvenile Robbery Trends. <i>Journal of Contemporary Criminal Justice</i>, 17 (2),142-166.</p> <p>Zahn, M., et al. (2010). <i>Girls Study Group: Causes and correlates of girls' delinquency</i>. Office of Juvenile Justice and Delinquency Prevention Bulletin. Available at: http://girlsstudygroup.rti.org/docs/GSG_Causes_and_Correlates_Bulletin.pdf</p>
Week 6 Oct 12	Ethnicities, intersections and immigration	<p>Jones, N. (2004) "It's not where you live, it's how you live": How young women negotiate conflict and violence in the inner city. <i>Annals of the American Academy of Political and Social Science</i>, 595, p 49-62.</p> <p>Valdez, A & Kaplan, C. (2007) Conditions that increase drug market involvement: The invitational edge and the Case of Mexicans in South Texas. <i>Journal of Drug Issues</i>, 37,(4), 893-917.</p> <p>Martinez, R., Stowell, J. I., & Lee, M. T. (2010). Immigration and Crime in an Era of Transformation: A Longitudinal Analysis of Homicides in San Diego Neighborhoods, 1980-2000. <i>Criminology</i>, 48 (3), 797-829.</p> <p>Stowell, J. I., Messner, S. F., Mcgeever, K. F., & Raffalovich, L. E. (2009). Immigration and the Recent Violent Crime Drop in the United States: A Pooled, Cross-Sectional Time-Series Analysis of Metropolitan Areas. <i>Criminology</i>, 47(3), 889-928.</p> <p>**EXAM 1 distributed 10/12, due on MONDAY 10/15 by 9:00pm **</p>
Week 7 Oct 19	Victimization	<p>Barak et al. Chapter: 7. Victimology and Patterns of Victimization</p> <p>Blumstein, A. (2010) Economic Conditions and Minority Violence: An introduction to “Violent Victimization among Males and Economic Conditions: The Vulnerability of Race and Ethnic Minorities” <i>Criminology & Public Policy</i>, 9, (4), 659-663.</p> <p>Chesney-Lind, M. (2002). Criminalizing victimization: The unintended consequences of pro-arrest policies for girls and women. <i>Criminology and Public Policy</i>, 2(1), 81-90.</p> <p>Boonzaier, F. & de la Rey, C. (2003). “He's a man, and I'm a woman”: Cultural constructions of masculinity and femininity in South African women's narratives of violence. <i>Violence Against Women</i>, 9(8), 1003-1029.</p>
Week 8 Oct 26	Age and Adolescence	<p>Hirschi, T., & Gottfredson, M. (1983). Age and the explanation of crime. <i>American Journal of Sociology</i>, 89(3), 552-584.</p> <p>Steffensmeier, D., Allan, E., Harer, M.D., & Streifel, C. (1989). Age and the distribution of crime. <i>American Journal of Sociology</i>, 94(4), 803-831.</p> <p>Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review</i>, 100(4), 674-701.</p> <p>Haynie, D. (2001). Delinquent peers revisited: Does network structure matter? <i>American Journal of Sociology</i>, 106(4), 1013.</p>

WEEK-DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 9 Nov 2	Family, Interpersonal relationships and marriage	Johnson, W., L., Giordano, P. C., Manning, W., D., & Longmore, M., A. (2011). Parent-children relations ond offending during young adulthood. <i>Journal of Youth and Adolescence</i> , 40, 786-799. Laub, J., H., Nagin, D., S., & Sampson, R. J. (1998). Trajectories of change in criminal justice offending: Good marriages and the desistance process. <i>American Sociological Review</i> , 63, 225-238. Horney, J., Osgood, D. W., & Marshall, I. H. (1995). Criminal careers in the short-term: Intra-individual variability in crime and its relation to local life circumstances. <i>American Sociological Review</i> , 60, 655-673. Giordano, P. C., Cernkovich, S. A., & Holland, D. D. (2003). Changes in friendship relations over the life course: Implications for desistance from crime. <i>Criminology</i> , 41(2), 293.
Week 10 Nov 9	Education	Blomberg, T., Bales, W. D., Mann, K., Piquero, A. R., & Berk, R. (2011). Incarceration, education and transition from delinquency. <i>Journal of Criminal Justice</i> , 35, 355-365. Lochner, L., & Moretti, E. (2004). The effect of education on crime: Evidence from prison inmates, arrest and self-reports. <i>American Economic Review</i> , 94(1), 155-189. Payne, A. (2009). Girls, boys, and the school community: Gender differences in the relationships between school-related factors and student deviance. <i>Criminology</i> , 47(4), 1167-1200.
Week 11 Nov 16 NO Class ASC	Justice Response and Policy	Barak et al. Chapters: (no class but finish reading the text) 8. Lawmaking and the Administration of Criminal Law 9. Law Enforcement and Criminal Prosecution 10. Punishment, Sentencing, and Imprisonment Conclusion: Crime, Justice, and Policy
Week 12 Nov 23		THANKSGIVING
Week 13 Nov 30	Neighborhoods and Socialization	Sampson, R. J., & Raudenbush, S. W. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i> , 227(5328), 918-925. Sampson, R. J., Morenoff, J. D., & Earls, F. (1999). Beyond social capital; spatial dynamics of collective efficacy for children. <i>American Sociological Review</i> , 64(5), 633. Fagan, J., & Tyler, T. R. (2005). Legal socialization of children and adolescents. <i>Social Justice Research</i> , 18(3), 217.
Week 14 Dec 7	Biology and genetics	Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., et al. (2002). Role of genotype in the cycle of violence in maltreated children. <i>Science</i> , 297(5582), 851. Raine, A. (2008). From genes to brain to antisocial behavior. <i>Current Directions in Psychology Science</i> , 17(5), 323. Rhee, S. H., & Waldman, I. D. (2002). Genetic and environmental influences on antisocial behavior: A meta-analysis of twin and adoption studies. <i>Psychological Health and Medicine</i> , 128(3), 490.
Exam Week Dec 12-21	EXAM	EXAM 2-- FINAL EXAM

Student Support & Special Services: While this course is not solely focused on victims' issues, materials on crime and violence can raise many emotions for us and many examples from my own research do focus on victimization. Due to the difficult nature of some of these materials, you may experience a need or desire to ventilate about the topic or to process some of your own personal experiences with violence or other crimes. This is a completely normal and reasonable response. Some students find they want to discuss these feelings or experiences with a supportive friend or other adult. The online or in-person classroom is not the appropriate venue for this processing to take place. If you contact me, I can elaborate on possible support services. For your reference, here are a few resources you may wish to utilize:

National Crime Victims Helpline 800-FYI-CALL (8:30 a.m. – 8:30 p.m.)
National Domestic Violence Hotline 800-799-7233 (24 hour)
National Sexual Assault Hotline 800-656-HOPE (24 hour)
<http://online.rainn.org/> (online hotline)
Safelink (Massachusetts Statewide Domestic Violence hotline) 877-785-2020 (24 hour)
The Counseling Center at UML 978-934-4331 (Weekdays, 8:30 a.m.-5 p.m.)

ACADEMIC INTEGRITY: The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to: statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty can involve one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, or from any other source is unacceptable and will be dealt with under the university's policy on plagiarism. The UMASS Lowell policy on academic integrity may be found here:

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm . Do not plagiarize. Plagiarism is defined as:

1. direct quotation or word for word copying of all or part of the work of another without identification or acknowledgement of the quoted work;
2. extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text; and
3. an abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased, without acknowledgment that another person's text has been the basis for the recapitulation; and
4. downloading information from the internet without direct quotation and reference, name of author, title of article, or text and date.

Very important: The paper and other written work submitted for this course must be your original work for this course and not in whole or part be work you submitted for another course.

Also see the following site-- It offers good suggestions:

<http://sociology.camden.rutgers.edu/jfm/plagiarism/plagiarism-jfm.htm>

If you are in doubt about what might constitute plagiarism in a written assignment let's discuss it. Any attempt to represent the work of someone else as your own, or any other form of academic dishonesty will result in an F (0 points) on that assignment. So please don't cheat, plagiarize, fabricate, or help anyone else do these things.

<http://www.youtube.com/watch?v=Fw6NxvwP4IU>

A Note about Citations: The style guidelines of the American Psychological Association (APA) for references to journal articles calls for them to be formatted as follows: Author's last name, author's first and middle initial. (Year of publication). Article title. Journal Name, volume number, page numbers. You may use guidelines for the APA or the ASA.



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To access the online supplement for your course:

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