

**CRIM.603.201 – CORRELATES OF CRIME -- Spring 2014**  
**Monday 5 PM - 7:50 PM -- Location: HSSB 130**

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**Office Hours: Monday 2:00 PM – 5:00 PM and others days as posted**  
**or by Appointment (call or e-mail)**

**COURSE DESCRIPTION:** This graduate course is designed to analyze and critically examine correlates of crime. Theoretical perspectives 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, & class) 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 and peers 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 underlying 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.

**REQUIRED TEXT:**

Messerschmidt, J.W. (2014) Crime as structured action: Doing masculinities, race, class, sexuality, and crime. Lanham, MD: Bowman & Littlefield Publishers.

**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 will be electronically available on blackboard and should be read prior to class discussion. Other readings will be assigned.

**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. Regular class participation is an important element for success in this course. Students should obtain knowledge of the subject matter through class participation, assimilating the lecture materials, class discussions and assigned readings.

**LATE ASSIGNMENT POLICY:** Late submission of course required materials is only permitted when there are documented extenuating circumstances (e.g., medical and family emergencies), and the student has notified me 48 hours prior to (or, if dictated by the emergency, after) the due date. Extensions on assignments will be allowed only in extenuating circumstances AND if you have contacted me and received approval 48 before the due date and time. Emailing me to tell me an assignment is going to be late is NOT prior approval. The equivalent of one letter grade (for example, from an A to an A-) will be deducted for each day (including weekend days) that a paper is late, up to five days. Assignments more than five days late will be given a zero. Generally all makeup work MUST be scheduled within one week of the original due date.

**INCOMPLETES:** Incompletes are permitted only when a student who is satisfactorily passing the course misses a minor part of the course or a 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 and the arrangements are to be made PRIOR to the end of the course. Please see the UML Academic Catalog section on Grading Policies for more information on Incompletes.

**EVALUATION:** There will be two take home exams for this class. The midterm is worth 30% of your grade and the final is worth 40%. Class participation, article discussions and brief assignments make up the other 30% of your grade. **\*\*MIDTERM EXAM distributed 3/3, due by 4:30 pm Monday March 10th \*\* Final exam during finals week.**

Course Grading Scale
98 - 100 = A+
94 - 97 = A
90 - 93 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
75 - 79 = C+
70 - 75 = C
<= 69 = F

**COURSE CALENDAR AND ASSIGNMENTS 00 WEEKLY PLANNER**

WEEK-DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 1 Jan 27	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. <b>** Assignment is available on Blackboard and is due by Jan 30<sup>th</sup> at 9 PM.</b>
Week 2 Feb 3	Correlations of Crime and Crime Control  Class, Race, Gender and Crime	<b>Messerschmidt—Crime as Structured Action</b> <b>Read Chapters: Introduction and Chapter 1: Theory</b>
Week 3 Feb 10	Review of introductory materials and week 2 work	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 4 Feb 18 – Tuesday	Race; Understanding Race and White Privilege	<b>Messerschmidt—Crime as Structured Action</b> <b>Read Chapter 2 Racist Lynchers</b> 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-DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 5 Feb 24	Doing Gender Understanding Privilege and the Intersections of Class, Race, and Gender  Gender – Women and Girls	<b>Messerschmidt—Crime as Structured Action</b> <b>Read Chapter 3 Reformed Hustler</b> Messerschmidt, J. W. (2000). Becoming "real men": Adolescent masculinity challenges and sexual violence. <i>Men &amp; Masculinities</i> , 2(3), 286-307. Miller, J. (2002) The strengths and limits of 'doing gender' for understanding street crime. <i>Theoretical Criminology</i> , 6(4): 433–460. Understanding Privilege and the Intersections of Class, Race, and Gender Chesney-Lind, M. (2006). Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash. <i>Feminist Criminology</i> , 1(1), 6-26. 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. 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. 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: <a href="http://girlsstudygroup.rti.org/docs/GSG_Causes_and_Correlates_Bulletin.pdf">http://girlsstudygroup.rti.org/docs/GSG_Causes_and_Correlates_Bulletin.pdf</a>
Week 6 Mar 3	Ethnicities, intersections and immigration	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. 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. 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. 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. <b>**MIDTERM EXAM distributed 3/3, due by 4:30 pm Monday March 10th **</b>
Week 7 Mar 10	Victimization and Justice	<b>Messerschmidt—Crime as Structured Action</b> <b>Read Chapter 4 Reformed Hustler</b> 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. <b>**MIDTERM EXAM distributed 3/3, due by 4:30 pm Monday March 10th **</b>
March 17	SPRING BREAK	
Week 8 Mar 24	Age and Adolescence	Hirschi, T., & Gottfredson, M. (1983). Age and the explanation of crime. <i>American Journal of Sociology</i> , 89(3), 552-584. 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. Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review</i> , 100(4), 674-701. Haynie, D. (2001). Delinquent peers revisited: Does network structure matter? <i>American Journal of Sociology</i> , 106(4), 1013.

WEEK-DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 9 Mar 31	Family, Interpersonal relationships and marriage	Johnson, W., L., Giordano, P. C., Manning, W., D., & Longmore, M., A. (2011). Parent-children relations and 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. 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 Apr 7	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 Apr 14	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 12 Apr 28	Justice Response and Policy	<b>Messerschmidt—Crime as Structured Action</b> <b>Read Chapter 5 Perilous President and Conclusion</b>
Exam Week May 5-10	EXAM	FINAL EXAM

**Web-Enhanced Course:** This class provides web-enhanced features by logging in at: <https://uml.umassonline.net/>. A handout (attached) provides information about how to get your password and log in. The syllabus and weekly readings and any assignments are posted here. 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.

**Please do not use the Blackboard mail function, however. 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.

**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 university's academic integrity policy, which can be found on-line, will be enforced in this class. Students are also encouraged to readings the policy on plagiarism:

<http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx> 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.

If you are in doubt about what might constitute plagiarism in a written assignment, post a question on the discussion board or send me an e-mail me about it (discussion board is preferred since your question will undoubtedly be useful to others). 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.

**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. A few pointers:

- All names should be inverted (last name first), followed by the author's initial(s) and a period after each initial. Separate multiple authors' names by commas. The last author in a list of two or more authors should be preceded by an ampersand (the "&" sign). List all authors in the same order in which they appear in the article.
- For the title of the article, capitalize only the 1<sup>st</sup> word and the first word following a semi-colon in the title and any proper nouns: e.g. Three strikes laws in California: Good policy or good politics?
- If you retrieve the article from an electronic source as opposed to a paper copy available in the library or through inter-library loan, refer to the APA's guidelines for instruction on how to add a notation about the electronic retrieval.
- More tips on APA style: <http://sociology.camden.rutgers.edu/curriculum/citation.htm>
- <http://owl.english.purdue.edu/owl/resource/560/01/>