Professor Simon I. Singer, Churchill 400C; Phone: 617-373-7446; E-mail: s.singer@neu.edu; Office Days and Hours: Tuesday 9:30-11:30, and by appointment.
Teaching Assistant: Stuti S. Kokkalera: Hayden 502F; Phone: 202-322-0125; E-mail: kokkalera.s@husky.neu.edu. Office hours by appointment.

Course Questions and Objectives
Why do people routinely violate societal rules? And how serious are their violations? Are they serious enough to warrant their label as chronic, career or sociopathic criminals? And how can we account for the fact that only a small proportion of offenders are considered career criminals? These are just a few of the questions that we will address in this Master’s level criminology course.

Our general objective is to review major criminological theories. We begin with a view of theory as a set of sensitizing concepts that make visible the less visible reasons for criminality and crime control policies.

Diagrammed below is how the framing of criminological theories can relate concepts, facts and relevance to produce prevention and control policies:

Learning objectives:
Class time includes lectures, student presentations, and group activities. Students shall learn to think critically about 1) a theory’s basic concepts, 2) facts to support a theory, and 3) a theory’s policy relevance. Student should also be able to apply criminological theory to explain particular cases as well as patterns in crime.

Course Schedule*

Week 1 (January 10): Introduction
- Basic issues
- Organization of class, sessions, and assignments
- Get to know each other, and your group.
• Singer. America’s Safest City: Delinquency and Modernity in Suburbia, Chps.1-3

Week 2 (January 17): Relational Theories. Could modernity be a reason for crime?
• Singer. America’s Safest City: Delinquency and Modernity in Suburbia. Chps.4-8
• Cullen, Agnew and Wilcox, Understanding Criminological Theory, (Reader, Introduction)

Week 3 (January 24): Classical Rational Choice Theories and Biological Determinism. Are criminals freely able to choose?
• Cullen, Agnew and Wilcox, Understanding Criminological Theory, (Reader, Introduction)
• The Origins of Modern Criminology (Reader, Introduction to Part 1)
• Beccaria, Crimes and Punishment (Reader, Chp.1)
• Peskin, Gao, Gleen, Rudo-Hutt, Yang and Raine, Biology and Crime (Reader, Chp.5)
• Reviving Classical Theory (Reader Introduction to Part XI)
• Stafford and Warr, Reconceptualizing Deterrence Theory (Reader, Chp.33)
• Wright and Decker, Narratives of Armed Robbers (Reader, Chp.35)

Week 4 (January 31): Anomie/Strain Theories. Are offenders isolated from the main stream of society—too much on their own?
• Anomie/Strain Theories (Reader, Introduction to Part V)
• Merton, Social Structure and Anomie, (Reader, Chp.13).
• Cohen, Delinquent Boys (Reader, Chp.14)
• Rosenfeld and Messner, Crime and American Dream (Reader, Chp.15)

Week 5 (February 7): Social Disorganization Theories. Why does a good neighborhood or community matters?
• The Chicago School (Reader, Introduction to Part III)
• Shaw and McKay, Delinquency and Place (Reader, Chp. 7)
• Sampson, Raudenbush, and Earls, Collective Efficacy (Reader, Chp.9)
• Wilson and Kelling, Broken Windows Theory (Reader, Chp.39)
• Thomas, Regulating Wishes, Chps.1 and 2 (Blackboard)

Week 6 (February 14): Learning theories of crime. Is learning criminal conduct just like learning non-criminal conduct?
• Learning Crime (Reader, Introduction to Part IV)
• Sutherland and Cressey, Differential Association (Reader, Chp.10)
• Akers, Social Learning (Reader, Chp.11)
• Anderson, Code of the Street (Reader, Chp.12)
• Thomas, The individualization of Behavior, Chp.3 (Blackboard)

**Week 7 (February 21): Control Theory. Why doesn’t everybody do it?**
• Self and social control (Reader, Introduction to Part VI)
• Matza and Sykes, Techniques of Neutralization (Reader, Chp.17)
• Hirschi, The social in Attachment theory (Reader, Chp.18)
• Gottfredson and Hirschi, Self-control (Reader, Chp.19)
• Thomas, Demoralized Girls, Chps 3-4 (Blackboard)

**Week 8 (February 28): Social Reaction. Why are official criminal labels able to stick more than others?**
• Labeling, Interaction, and Crime (Reader, Introduction to Part VII)
• Lemert, Primary and Secondary Deviance (Reader, Chp.20)
• Braithwaite, Shame and Inclusionary Control (Reader, Chp.21)

**Week 9 (March 14): Critical Criminology. Are the wealthy just as deviant as the poor?**
• Critical Criminology (Reader, Introduction to Part VIII)
• Bonger, Egoism and Capitalism (Reader, Chp.23)
• Currie, Social Darwinism (Reader, Chp.24)

**Week 10 (March 21): Feminist theories. Is female criminality that different from male criminality?**
• Feminist theories (Reader Introduction to Part IX)
• Adler, Liberation theory (Reader, Chp.26)
• Stefensmeier and Allen, A Gendered Theory of Female Offending (Reader, Chp. 29)

**Week 11 (March 28): White-Collar Crime Theories. Is white-collar crime just a crime of high occupational status?**
White-Collar Crime Theories (Reader Introduction to Part IX)
• Sutherland, White-Collar Criminality (Reader, Chp.30)
• Benson, The Guilty Mind (Reader, Chp.31)
• Shover and Hochstetler, White-Collar Crime as a crime of choice (Reader, Chp.32)
• Singer, White-Collar Delinquency (Blackboard)

**Week 12 (April 4): Life Course Criminology. Why do offenders age out of their criminal behavior?**

Developmental Theories (Reader Introduction to Part XIII)

• Moffitt, Pathways in the Life Course to Crime (Reader, Chp.40)
• Laub and Sampson, A Theory of Persistent Offending and Desistance (Reader, Chp.41)
• Giordano, Cernkovich, and Rudolph, Cognitive Transformation and Desistance (Reader, Chp.42)

**Week 13 (April 11): Concept Exam and Scheduled Individual Meetings**

**Week 14 (April 18): Presentation of semester papers**

**Semester Paper due Friday April 21 by 5PM (Blackboard, TurnItIn)**

*Schedule is tentative and subject to change

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**Course Readings**


**Available at the Bookstore and on reserve in NU library. Thomas book on Blackboard.**

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**Course Requirements and Grading Points**

**Weekly individual and group quiz (20):**

- A blackboard quiz submitted the evening before.
- A group quiz taken in class, and discussed in class.

**Discussion Board Posts/Presentation/Concept page (20):**

- Group presentation and posting:
  - Every week one group will take primary responsibility for a discussion board posting. Each group will have the opportunity to present twice for a total of 10 points. Group members are expected to independently choose a concept they wish to focus on in the week’s reading. The posted concept should be no more than three paragraphs: 1) The concept defined (as referenced in summary or by
referring to the author’s words; 2) Concept interpreted based on relevant facts; 3) Concept’s practical application (relevance). Discussion group post to be submitted by 10AM the morning of class.

- In addition, each group is to present a power-point, which may be supplemented by a brief video or film clipping that illustrates the theory’s concept. Possible YouTube links and videos are posted in Blackboard. Presentations are to be coordinated for about 20 minutes with each group member presenting their concept of choice. Group power-point presentations are to be emailed by 10AM the morning of class.

- Individual concept page:

If your group is not presenting, you’ll need to submit a one paragraph concept of choice. The concept must be fully referenced and defined in your own words. Individual concept pages count for 10 points. Concept page is to be printed and brought to class, and to be submitted at the end of class. Submitted concept pages are to be posted as well on your Blackboard journal.

Concept Exam (20): This will be an open-book, timed blackboard exam. Its aim is to provide you with the opportunity to discuss concepts reviewed in class.

Semester Paper, Applying criminological theory (30 points):

- You are free to choose a criminological theory or set of theories to explain patterns in crime or the life and crime of an individual.
- Option one, the individual case: You may draw on best-selling books about true crimes. A few of my favorite are Dreiser’s American Tragedy, Wright’s Native Son, Dostoevsky’s Crime and Punishment, and Mailer’s Executioner Song. Some fiction biographical fiction about an offender would work as well, such as Phillip Roth’s American Pastoral. Or, you can draw on biographies written by criminologist, such as, Sutherland’s Professional Fence or Shaw’s Jack Roller. I have case files of offenders that you can draw on as well, and they are linked to videos of their parole board hearings.
- Option two, statistical patterns. This option requires you to examine statistical data that includes several variables of interest, such as time, place, and type of offense. There are a lot of archived data sets, government reports, and statistical studies that you could draw on.
- Your paper should include applicable criminological theory, facts related to case or patterns, and policy implications. Your paper should be no less than seven and no more than ten single spaced pages in length. It must be well referenced (at least six scholarly sources). The exact format of the paper and the grading rubric will be discussed and posted on Blackboard. Your one-page paper proposal and 10-minute power-point presentation will be graded for 5 of your 30 points. Proposal is due April 4; your 10-minute power-point presentation is scheduled for the last day of class, April 18.

Class and group participation (10 points): Showing up having read the assigned reading, contributing to class discussions, group reviews, and participating in TRACE will produce maximum credit.
*** Points are equal to percent of grade, so that assignment scores are proportionally weighted.

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**Grading Criteria**

**Important Points**

- Laptops and phones are for the exclusive purpose of taking notes, preparing your reviews, and looking up class related information.
- Students must act in accordance with the Academic Integrity Policy in the NU student handbook: http://www.northeastern.edu/admissions/pdfs/UndergradHandbook.pdf), (Pages 36-37), which mandates that your work is your own and appropriately referenced.
- Students with documented disabilities shall be fully accommodated;
- If you are unable to complete an assignment on time or attend class because of a family emergency or illness, you should email me.
- Emails should have in the subject heading: CRIM7200
- A late submission is subject to a half-point penalty for each day past its due date.
- Civility in class: All of us must feel free to openly discuss difficult questions and controversial ideas. Civility requires us to respect cultural, linguistic, and intellectual diversity. While it is at times appropriate to share our beliefs and opinions, our goal in this course is to *inform* those beliefs and opinions through careful and organized inquiry and evidence-based thinking, research, and writing.