



STONEHILL COLLEGE

CRM 201B – CRIMINOLOGICAL THEORIES SPRING 2021

Class Meetings:	Tuesday & Thursday 11 ³⁰ -12 ⁴⁵ pm
Virtual Classroom:	Zoom Meeting
Instructor:	Dr. Anamika Twyman-Ghoshal
Office:	Martin 235
Office Hours:	Monday 10:00am-12:00pm and by appointment Zoom Personal Meeting Room https://stonehill.zoom.us/j/8682320577
E-mail:	atwymanghoshal@stonehill.edu
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Teaching Assistant:	Anna Samaniego
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AIMS OF THE COURSE:

This course provides an overview of sociological and interdisciplinary theories of criminal behavior and social control, which includes exploring the definition, nature, causes, and consequences of crime and willful social harm. Topics covered include the historical foundations of criminology, the theories and paradigms used to understand deviant behavior. The course will take a critical approach exploring counter currents in criminology, including studying societal reaction, social harm, and critical criminology perspectives. In addition to analyzing and applying theories, students will learn how crimes are socially constructed and about alternative approaches to understanding deviance. We will explore the nexus between criminological theories and public policies concerning crime and harm control. Sophomore or Junior, or with permission of instructor.

REQUIRED TEXTS:

- Francis T. Cullen, Robert Agnew & Pamela Wilcox, (2018, sixth edition). *Criminological Theory: Past to Present*. (Paperback) (CA)
You can access an online version at: <https://www.vitalsource.com/products/criminological-theory-past-to-present-francis-t-cullen-v9780190639389?term=9780190639389>
- Robert Heiner, (2016). *Criminological Theory: Just the Basics* (Paperback) (RH)
- NOTE: **Additional readings will be required.**

LEARNING OBJECTIVES:

- Students will develop a critical understanding of the major theories which underlie the discipline of criminology.
- Students will be able to describe and summarize the development of the discipline over time and the various paradigms used to approach the study of crime and harm.
- Students will be able to identify the effects of economic, racial, ethnic, and cultural diversity on defining and responding to crime and harm.
- Students will learn to utilize criminological theory to understand and critique social and criminal justice practice and policy.
- Through the use of a human rights lens, students will develop an understanding of the ethical and social justice implications of defining and controlling deviance.

EXPECTATIONS:

CLASSROOM POLICIES: You need to **arrive to our virtual class on time and remain for the entire session**. If there is a serious reason for the delay, please email me in advance. If you need to leave early, please communicate this to me in advance.

Out of respect for your Professor and your classmates, do not schedule any other meetings during class time. You are expected to **submit work on the days specified** below. **Late work** will not be accepted.

If **any issues or concerns** arise during the semester, please come and see me **as soon as possible**. Please do NOT wait till the end of the semester.

Please do not share access codes, passwords, or other mechanisms designed to secure online forums.

Students who share such information may be held responsible for the behavior of the recipient, including harassment, “Zoombombing,” and other inappropriate conduct.

CAMERA USE: Camera use is strongly encouraged and very helpful for building class rapport, but it is not mandatory. I recognize that you may be in an environment that might not feel private, safe, or comfortable to “open” to an entire class. You always have the option of using a [non-distracting virtual Zoom background](#). If you plan to have your camera off for any portion of the class, please get in touch so we can develop a participation contract to make clear how you will participate and indicate that you are following along.

CELL PHONES: Please turn your **cell phone to silent mode during class time and keep it out of sight throughout the duration of the class. Please be respectful and do not use the phone during class time.**

CLASS DISCUSSIONS: **This is a discussion-based class; therefore, it is a requirement that ALL students participate in each virtual class. In our class discussions, students should work on developing an ability to defend their ideas (supported by evidence) but also an openness to relinquish and modify positions that are not justifiable. Be respectful & thoughtful in all your communications. Be aware of your own biases and work on acknowledging and changing these throughout the semester (& beyond).**

ELEARN: I will use eLearn for communication, announcements and *posting of additional readings*. **You are expected to check eLearn regularly in order to remain informed of the most recent developments in schedule and assignments.**

ASSIGNMENT SUBMISSIONS: **All coursework should be submitted on ELEARN on the due date.** Work that is missing **will have points deducted**. You may be required or permitted to submit work to me via email if circumstances require it. **By submitting work in this manner, you are consenting to receiving grades or feedback from me via email.**

WORK LOAD: The federal definition of a credit one hour of classroom or direct faculty instruction and a *minimum* of two hours of student work for approximately fifteen weeks. Therefore, my expectation is that **you are spending at least six hours per week in addition to our time in the classroom.**

READINGS: It is important that you arrive to class having completed **ALL the readings & watched the lecture recordings COMPLETELY for that class/virtual class.** Class meeting will be used to clarify the course material and to elicit critical discussion. Attendance, preparedness, and participation are a portion of your grade. Participation requires not only that you attend class prepared for each lecture, but that you actively engage in class discussion.

MOVIES: Any movies that are listed in the syllabus can be accessed via eLearn in eReserves.

COLLABORATION: My expectation is that you will adhere to the **Stonhill Academic Honor Code and Academic Integrity Policy** found in the 2019-2020 Hillbook under Academic Policies and Procedures.

In this course, **I expect students to work independently** on all assignments and exams, unless otherwise specified. Evidence of collaboration will result in a failing grade. When in doubt, always check with me if something is being done properly or is allowable in this class rather than simply make an assumption based on the fact that it was or is currently allowable in another class.

GRADING:

Grades are assigned using objective criteria, they are non-negotiable. Your grades will be available on eLearn.

<i>A</i>	<i>A-</i>	<i>B+</i>	<i>B</i>	<i>B-</i>	<i>C+</i>	<i>C</i>	<i>C-</i>	<i>D+</i>	<i>D</i>	<i>F</i>
<i>95-100</i>	<i>90-94</i>	<i>87-89</i>	<i>84-86</i>	<i>80-83</i>	<i>77-79</i>	<i>74-76</i>	<i>70-73</i>	<i>65-69</i>	<i>60-64</i>	<i>0-59</i>

RESOURCES FOR ACADEMIC SUPPORT

The Center for Writing and Academic Achievement (CWAA) provides academic support services in a welcoming, professional environment that emphasizes collaborative learning and peer tutoring, supplemented with professional-level support. The CWAA offers a variety of academic support services, including peer tutoring in writing, math, and foreign languages. Students can visit the [CWAA website](#) to view schedules, make appointments, or request a tutor.

INCLUSIVE CLASSROOM

Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences. There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit: <https://www.stonehill.edu/offices-and-services/intercultural-affairs/bias-incident-protocol-team/>

If you ever have a concern about my behavior or that of another student in the class, please approach me in person, by email, or with an anonymous note under my door... whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you!

ACADEMIC ACCOMMODATIONS

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104 or visit: <https://www.stonehill.edu/offices-and-services/accessibility-resources/>. For additional information please call (508) 565-1306 or email accessibility-resources@stonehill.edu

EMOTIONAL HEALTH

The subject matter of this class inherently deals with violence and victimization. This can be upsetting to those who have experienced or are close to someone who has experienced such events. Stonehill Counselling Services, located in the Chapel of Mary, offers free and confidential counseling. To make an appointment call 508-565-1331. <http://www.stonehill.edu/offices-services/counseling-services/>

EVALUATION:

ATTENDANCE & PARTICIPATION:

Regular attendance will be monitored in class. Attendance will be graded out of 28 points, all *unexcused* absences will result in the deduction of one point. Each day you are tardy to class/virtual classroom will also be counted as an unexcused absence, unless you have a legitimate reason for being late that has been communicated to me in advance.

The larger part of this grade is your participation, this means regular contribution to class is required; this includes contributing constructively & regularly in class discussion. **(15%)**

QUIZZES: Throughout the semester you will need to complete reading quizzes that monitor timely reading of the **assigned readings**, these will usually be offered online but may take place in class. These need to be completed *INDEPENDENTLY* at the start of each section. **(10%)**

ANTI-RACISM READINGS & JOURNAL:

As part of our anti-racism journey, you are required to read Jason Reynold's and Ibram X. Kendi's book 'Stamped: Racism, Antiracism, and you' (2020) (adapted from Ibram Kendi's 'Stamped from the Beginning: The Definitive History of Racist Ideas in America') before the semester starts. You will need to complete a reading quiz once you have finished the book (the completion of the quiz is also required before we start semester). During the semester you are required to keep an anti-racism journal, this will be an online journal consisting of a series of guided questions which are aimed at self-awareness, reflection, and action to becoming an anti-racist. This work will be reflected in our discussions throughout the semester highlighting the importance of anti-racism for criminologists and criminal justice practitioners. To get full credit, you need to complete the quiz and you can miss no more than 3 entries in your anti-racism journal. (20%)

PERSONAL CRIMINOLOGY PAPERS: This project will involve you writing two papers, one at the start of the semester and one at the end of the semester, with a number of reflections in the interim.

PAPER I: The aim of this paper is for you to consider your personal philosophy on crime and the societal response to it. Consider: Why does crime happen? Why do you think people break the law? What should we do about people who break the law? How should society prevent crime? Are there any problems with the way we deal with crime at the moment? What informs your opinions (i.e. what experiences, media, or beliefs steer these opinions)?

Make sure your writing is free of grammatical, spelling, and punctuation mistakes. Your arguments need to be coherent and clearly explained. (5%)

REFLECTIONS ON PAPER I: Throughout the semester you will be required to submit **one-page** reflections on your first paper and consider how your original perspectives have changed or been solidified through the various theories & research we study. (10%)

PAPER II: In the second paper you will revisit the questions set in PAPER I, however this time you will consider how you have developed your criminological mind, incorporating the reflections you have written into a second paper that is based on knowledge rather than opinions and beliefs. (15%)

EXAMINATIONS: There will be two examinations which will monitor understanding of the course material and monitor timely reading of the assigned readings. There will be a TA session to review material before each examination.

EXAMINATION I: Introduction to Criminological Theory; What is Crime; Theory and Crime; Intellectual Contexts for Criminology (10%)

EXAMINATION II: The second examination will cover sociological theories of crime. (15%)

SCHEDULE & READINGS

The following is a tentative schedule; changes will be announced in advance. It is *YOUR* responsibility to be aware of any such changes. Make sure you *regularly* check on eLearn for announcements.

Week	Dates	Topic / Readings
Part I: An Introduction to Criminological Theory		
1	1/26 1/28	Introductions What is Crime? What are human rights? Why do we need to focus on Racial Justice? - <i>Universal Declaration of Human Rights (eLearn)</i> http://www.un.org/en/universal-declaration-human-rights/
	PAPER I due 1/28	
2	2/2 2/4	Theory, Contexts, & Beccaria - <i>CA: Introduction: Understanding Criminological Theory & Part I, Chapter 1</i> - <i>RH: Introduction & Chapter 1</i>

- 3 2/9 2/11 **Intellectual Contexts for Criminology: Lombroso & DuBois**
 - CA: Part I, Chapter 2
 - Du Bois, W.E.B. (1899). *The Negro Criminal* (eLearn)
- 4 2/16 2/18 (Reading Day) **Intellectual Contexts for Criminology: Durkheim**
 - RH: Chapter 3
 - Newburn, T. (2013). Chapter 8, *Durkheim, anomie and strain*. In T. Newburn, *Criminology* (170-174). London: Routledge. (eLearn)

Part II: Sociological Theories of Crime

- 5 2/23 2/25 **Robert K. Merton, Anomie & Strain Theories**
 - RH: Chapter 5,7, & 16
 - CA: Part IV Introduction
 - CA: Part IV Chapter 9, 10, 11 & 12
 - Watch: 'Fun with Dick and Jane'

- 6 3/2 3/4 **Opportunity & Deterrence Theories**
 - CA: Part X Introduction
 - CA: Part X Chapter 29
 - CA: Part XVII Chapter 49
 - CA: Part XI Chapter 31
 - CA: Part XVII Chapter 48
 - Peters, J. (2014). Loose Cigarettes Today, Civil Unrest Tomorrow. The racist, classist origins of broken windows policing. Available at: http://www.slate.com/articles/news_and_politics/crime/2014/12/edward_banfield_the_racist_classist_origins_of_broken_windows_policing.html

EXAM I

- 7 3/9 3/11 **Social Disorganization Theories: The Chicago School**
 - RH: Chapter 4
 - CA: Part II Introduction
 - CA: Part II Chapter 3 & Chapters 4
 - CA: Part XV Chapter 43
 - Watch: TED Talk by Historian Rutger Bregman on Poverty https://www.ted.com/talks/rutger_bregman_poverty_isn_t_a_lack_of_character_it_s_a_lack_of_cash#t-9690

- 8 3/16 3/18 **Another Intellectual Context for Criminology: Symbolic Interactionism & Sutherland's Differential Association Theory & White Collar Crime**
 -Appelrouth, S., & Edles, L.D. (2008). Chapter 12 *Symbolic Interactionism and Dramaturgy*. In S. Appelrouth & L.D. Edles *Classical and Contemporary Sociological Theory*, p. 474-480. (eLearn)
 - RH: Chapter 6
 - CA: Part III Introduction & Chapter 6
 - CA: Part IX Chapter 26

- 9 3/23 3/25 **Learning Theories – Social Learning Theory & Subcultural Theory**
 - CA: Part III Chapter 7 & 8
 - Watch: 'American History X'
- 10 3/30 4/1 **Techniques of Neutralization & Control Theories: Social Bond Theory & General Theory of Crime**
 - CA: Part V Introduction
 - CA: Part V Chapter 13, 14, & 15
 - RH: Chapter 8 & 11

Part III: Rethinking Criminology

- 11 4/6 4/8 **Age & Crime: Developmental Theories of Crime**
REFLECTION 4 due 4/6
 - CA: Part XIII Introduction
 - CA: Part XIII Chapter 39
 - CA: Part VI Chapter 18
- 12 4/13 4/15 **Societal Reaction Theories – The Meaning of Crime to Society & to the Self**
 - Newburn, T. (2013) *Moral Panics*. In T. Newburn, *Criminology* (96-102). London: Routledge. (eLearn)
 - RH: Chapter 12
 - CA: Part VI Introduction
 - CA: Part VI Chapter 16 & 17
 - RH: Chapter 9
- 13 4/20 4/22 **Societal Reaction Theories – Restorative Justice, State Power, and the Meaning of Crime**
 - Sherman L., & Strang, H. (2007). *Restorative Justice: The Evidence*. The Smith Institute. Available at: http://www.iirp.edu/pdf/RJ_full_report.pdf
 - Friedrichs, D. (2015). *Crimes of the powerful and the definition of crime*. In G. Barak (Ed.) *The Routledge International Handbook of the Crimes of the Powerful* (Chapter 1). London: Routledge. (eLearn)
- 14 4/27 4/29 **Another Intellectual Contexts for Criminology: Marx & Critical Criminology**
 - RH: Chapter 2
 - CA: Part VII, Intro
 - CA: Part VII, Chapter 19
 - CA: Part VII, Chapter 20

EXAM II

- 15 5/4 (Th schedule) **Critical Thinking & Black Lives Matter**
REFLECTION 5 due 5/4
 - CA: Part XV Introduction
 - CA: Part XV Chapter 45
 - Ghandnoosh, N. (2015). *Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System. The Sentencing Project*. Available at: <https://www.sentencingproject.org/publications/black-lives->

[matter-eliminating-racial-inequity-in-the-criminal-justice-system/](#)

16 EXAM WEEK

PAPER II due 5/12