

**SOC 631  
Seminar in Criminology  
Fall 2016**

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**Office hours: Mondays & Wednesdays 12:15 – 1:15 or by appointment. Please call before dropping by my office hours. I usually leave a message on my office voicemail if I need to cancel my office hour that day.**

**Course Description:**

This seminar will explore some of the core theories of crime causation and social control as well as introduce students to core theories and concepts in critical criminology. The course is divided into two parts: “Crime Causation Theories” and “Managing Dangerous and Unruly Classes.” During the first several weeks of the course we will review some of the historic and contemporary criminological theories and look at how criminal motivations have been located within individual bodies, human natures, social contexts, and structures. We will also closely examine how seminal crime causation theories are able to account for race and gender inequalities. During the second part of the course, we will critically examine theories of punishment and social control. We begin this section of the course by looking at how class, race, ethnicity, and gender intersect in the efforts to identify and control “dangerous classes,” and we will conclude our discussion by reviewing the policy implications that arise from intersectional theories and critical criminology.

The first hour of each class is devoted to covering the historic trends underpinning the various readings for that week. The next hour will be creative student presentations of the readings and group discussions of how to use the information from our readings in our research, teaching, and professional lives.

**Course Goals:**

In addition to providing students with a firm grounding in some of the theories, concepts, debates, and recent research within criminology, this course is also designed to “professionalize” students in the practice of criminology by acquainting them with the teaching and research opportunities in this field of study. While you may not know whether you are more inclined to practice criminology in the academy, communities, the private sector, research centers, government agencies, or any combination of these, the goal of this course is to familiarize you with some of the norms and demands of professional criminology. You will also be asked to begin forming your own research project and organize, write about, and formalize your work to reach professional standards within the discipline. This is primarily accomplished through the many assignments in this course.

**Graduate Program Student Learning Objectives:**

Across all of our graduate programs, and especially through our course offerings, students will be able to:

- 1) Demonstrate understanding of a broad range of sociological theories and be able to apply them to frame a research problem and to conduct a research project.
- 2) Demonstrate understanding of a range of quantitative and qualitative methods for conducting sociological research.
- 3) Apply principles to protect human subjects in a sociological research project.

**Assignments:**

1) Theory and Reading Presentations: You will be required to present (in some fashion) some of the assigned readings for the course. The goal of this assignment is prepare you to “teach” the concepts, theories, or research covered that week to undergraduates. This assignment will have several personal and professional benefits for you. First, it will contribute to your teaching portfolio by allowing you to prepare at least one lecture/lesson plan suitable for undergraduate students. I do understand that some of you have fairly extensive teaching experience. In these cases, this assignment is designed for you to block out time

from your busy teaching schedule to research and find creative ways to effectively communicate complex theories and ideas to undergraduate students. Second, this assignment will give you a chance to develop your personal pedagogical style. For example, you will discover whether you are more comfortable lecturing about, leading discussion of, or designing hands-on activities pertaining to some of the core theoretical concerns in criminology. Third, it will help you better understand the theories and concepts at hand. Teaching is often the most effective method of grasping difficult concepts. You will be rewarded for being creative and for your ability to engage the class members in reading discussions.

2) Review of an Article: you should select one article published in a peer reviewed criminology journal of your choice. The article should be in your research area and you should review the significance and/or relevance of the data, methods, and theory presented. In addition, you should indicate whether the article makes a significant contribution to the field. In this way, this assignment will prepare you to become an accomplished peer reviewer.

3) Statement of Research Problem: Please turn in a one-paragraph description of a research problem that you want to address in the final paper for this course. I will review these proposals to determine if the research problem can be addressed adequately in a seminar paper. I will also give you feedback.

4) Mid-Term: A take home mid-term will be handed out two weeks before it is due. The assignment will allow you to begin to synthesize and critically assess the readings for the course and connect them to your own work.

5) Book Review: you should select a recently published book in your area and provide a review of the piece. In no more than 800 words, you should summarize the book, evaluate the weaknesses and strengths of the piece, and explain its contribution to the field. This assignment is specifically designed to prepare you to compose book reviews.

5) Research Presentation: You will present your final paper during the last few weeks of course. This assignment is designed to build a “collaborative” classroom environment where students share ideas and encourage one another to take bold steps with their research and writing. The presentations should last no longer than 20 minutes.

6) Final Paper: You will need to compose a final paper for the course in some area of criminology. You can either produce a research paper in which you present your own or pre-collected data or you can compose a literature and theory review in your future area of research. If you present data (either primary or secondary), you should use the concepts and theories covered in class to extend your analysis of the data. You should begin to organize and write about your data and theories that “speak to your data” in a publishable format. If you do not have data to analyze, you should compose a very detailed review of the literature in the field in which you will be working. In addition, you should summarize the key competing theoretical models pertaining to your research area and propose a research plan designed to address the questions emerging within/between/among these paradigms. Like those who are presenting data, you should attempt to make your literature and theory review meet publication standards. Your final papers should be 15-20 pages.

**Assigned Readings:**

The following texts will be required reading for this course:

Shaun L. Gabbidon. (Gabbidon) 2015. *Criminological Perspectives on Race and Crime*. 3<sup>RD</sup> Edition.

Francis T. Cullen, Robert Agnes, and Pamela Wilcox (Cullen et al.). 2014. *Criminological Theory: Past to Present*. 5<sup>th</sup> Edition.

In addition to these books, several electronic copies of book chapters and journal articles will be made available to you either on Laulima or through the Sinclair Library electronic reserves for Soc 631.

## READINGS & ASSIGNMENTS

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### WEEK 1: WELCOME BACK FROM ASA & COURSE INTRODUCTION

**Aug 24**

Cullen et al., Introduction, Pgs. 1-20, "Understanding Criminological Theory: A Guide for Readers."  
Gabbidon, Chpt. 1, Pgs. 1-8, "A Brief Introduction to Race, Crime, and Theory."

#### ASSIGNMENTS DUE:

Sign up for reading presentations

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### PART 1:

#### PAST AND PRESENT CRIME CAUSATION THEORIES

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### WEEK 2: THE CRIMINAL INDIVIDUAL: CLASSICAL BIOLOGICAL THEORIES

**Aug 31 Readings:**

#### Textbooks

Cullen et al., Section I, Pgs. 21-96, "In Search of the Criminal Man."  
Cullen et al., Part XI, Pgs. 417-436, "Reviving Classical Theory: Deterrence and Rational Choice Theory."  
(Do not read Cullen et al., Chpts. 34 & 35).

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### WEEK 3: GENDER, RACE, ETHNICITY, CLASS, & TRAIT THEORIES

**Sept 7 Readings:**

#### Textbooks

Gabbidon, Chpt. 2, Pgs. 9-44, "Biological Perspectives on Race and Crime."  
Cullen, et al., Chpts. 34 & 35, Pgs. 437-453, "Crime as a Rational Choice" (Cornish and Clarke); "Armed Robbers in Action" (Wright and Decker).  
Cullen et al., Chpt. 19, Pgs. 238-252, "A General Theory of Crime" (Gottfredson and Hirschi).

#### On-Line Readings

\*Kellor, A. (1900), "Psychological and Environmental Study of Women Criminals. Part I." (available on Laulima)

Reading Presenters (for readings with an \*):

- 1)
- 2)

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### WEEK 4: CRIME AND CONTEXT: DISORGANIZATION, ANOMIE, & STRAIN,

**Sept 14 Readings:**

#### Textbooks

Cullen et al., Part III, Pgs. 97-126, "The Chicago School: The City, Social Disorganization, and Crime."  
Cullen et al., Part V, Pgs. 166-212, "Anomie/Strain Theories of Crime."  
\*Gabbidon, Chpt 3, Pgs. 45-72, "Social Disorganization and Strain Perspectives on Race and Crime."

Reading Presenters (for readings with an \*):

- 1)
- 2)

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### WEEK 5: LEARNING, CONTROL, & INTEGRATED THEORIES

**Sept 21 Readings**

#### Textbooks

Cullen et al., Part IV, Pgs. 127-153 only, "Learning to Be a Criminal: Differential Association, Subcultural, and Social Learning Theories." (Do not read Anderson's "The Code of the Streets" this week.)  
Cullen et al., Part VI, Pgs. 212-237, "Varieties of Control Theory."  
Gabbidon, Chpt. 7, Pgs. 121-151, "Social Control Perspectives on Race and Crime."  
Cullen et al., Part XV Introduction, Pgs. 586-595, "Pulling It All Together: Integrated Theories of Crime."

\*Cullen et al., Chpt. 45, Pgs. 596-607, "Toward an Interactional Theory of Delinquency" (Thornberry).  
\*Cullen et al., Chpt. 47, Pgs. 619-633, "Why Criminals Offend: A General Theory of Crime and Delinquency" (Agnew).

Reading Presenters (for readings with an \*):

- 1)
- 2)

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## **WEEK 6: LIFE COURSE, SUBCULTURES, AND ENVIRONMENTAL THEORIES.**

### **Sept 28 Readings:**

#### Textbooks

Cullen et al., Part XIII, Pgs. 511-557, "Developmental Theories: Crime and the Life Course."  
Cullen et al., Part XII, Pgs. 454-489; 497-510, "Environmental Criminology" (Do not read Newman's "Defensible Space").  
\*Gabbidon, Chpt. 4, Pgs. 73-92, "Subcultural Perspectives on Race and Crime."  
\*Cullen et al., Chpt. 12, Pgs. 154-165, "The Code of the Streets" (Anderson).

Reading Presenters:

- 1)
- 2)

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## **WEEK 7: LABELING AND CONFLICT PERSPECTIVES**

### **Oct 5 Readings**

#### Textbooks

Gabbidon, Chpt. 5, Pgs. 93-120, "Labeling Perspectives on Race and Crime."  
Gabbidon, Chpt 6, Pgs. 121-151, "Conflict Perspectives on Race and Crime."  
Cullen et al., Part VII, Pgs. 253-283, "Labeling, Interaction, and Crime: Societal Reaction and the Creation of Criminals."  
\*Cullen et al., Part VIII, Pgs. 284-324, "Critical Criminology: Power, Peace, and Crime."

Reading Presenters:

- 1)
- 2)

### **ASSIGNMENT DUE: Article Review**

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## **WEEK 8: FEMINIST PERSPECTIVES**

### **Oct 12 Readings:**

#### Textbooks

Cullen et al., Part IX, Pgs. 325-375, "Feminist Theories: Gender, Power, and Crime."  
Gabbidon, Chpt. 9, Pgs. 195-228, "Gender and Race-Centered Perspectives on Race and Crime."

#### On-Line Readings

\*Leverentz, A. M. (2014). Excerpt from *The Ex-Prisoner's Dilemma*. "Family Dynamics in Reentry and Desistance." (available through Sinclair on-line reserves, Soc 631)  
\*Broidy, L., & Agnew, R. (1997). "Gender and Crime: A General Strain Theory Perspective." (available on Laulima)

Reading Presenters:

- 1)
- 2)

### **ASSIGNMENT DUE: Statement of Research Problem**

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## **WEEK 9: CRITICAL & RACE-BASED THEORIES**

### **Oct 19 Readings:**

#### Textbooks

Cullen et al., Part XIV, Pgs. 558-585, "Paying Attention to Race: Theoretical Perspectives."

Gabidon, Chpt. 8, Pgs. 177-194, "Colonial Perspectives on Race and Crime."

#### On-Line Readings

Hawkins, D. (2011), "Things Fall Apart: Revisiting Race and Ethnic Differences in Criminal Violence amidst a Crime Drop" (available on Lulima).

\*Russel, K. K., (2002). Excerpt from *African American Classics in Criminology & Criminal Justice*. "The Racial Hoax as Crime: The Law as Affirmation." (available through Sinclair on-line reserves, Soc 631).

\*Tatum, B. L., (2000). Excerpt from *Crime, Violence and Minority Youths*. "Toward a Neocolonial Model of Adolescent Crime and Violence" (available through Sinclair on-line reserves, Soc 631).

Reading Presenters:

- 1)
- 2)

### **HANDOUT MID-TERM**

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## **PART II MANAGING UNRULY GROUPS AT THE INTERSECTIONS OF CRIME AND PUNISHMENT**

### **WEEK 10: PUBLIC FEARS & MORAL PANICS. PART 1. MASS INCARCERATION AND SOCIAL CONTROL.**

#### **Oct 26 Readings**

##### On-Line

Tonry, M. (2009). "Explanations of American Punishment Policies: A National History" (available on Lulima).

Tonry, M. (2004). Excerpt from *Thinking about Crime: Sense and Sensibility in American Penal Culture*. "Moral Panics and Windows of Opportunity." (available through Sinclair on-line reserves, Soc 631).

Wacquant, L. (2009). Excerpt from *Prisons of Poverty*. "From Social State to Penal State: American Realities, European Possibilities" (available through Sinclair reserves, Soc 631).

Wacquant, L. (2008). Excerpt from *Urban Outcasts*. "The Rise of Advanced Marginality: Specifications and Implications" (available through Sinclair on-line reserves, Soc 631).

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### **WEEK 11: PUBLIC FEARS & MORAL PANICS PART II: POLICING TROUBLESOME MASCULINITIES**

#### **Nov 2 Readings:**

##### On-Line

Connell, R. W. (2005). Excerpt from *Masculinities*. "The Social Organization of Masculinity." (available through Sinclair on-line reserves, Soc 631)

Messerschmidt, J. (2006). Excerpt from *The Essential Criminology Reader*. "Masculinities and Theoretical Criminology" (available through Sinclair on-line reserves, Soc 631)

Katz, J. (1988). Excerpt from *Seductions of Crime*. "Primordial Evil: Sense and Dynamic in Cold-Blooded, 'Senseless' Murder" (available through Sinclair on-line reserves, Soc 631).

Rios, V. (2011). Excerpt from *Punished*. "The Labeling Hype: Coming of Age in the Era of Mass Incarceration." (available through Sinclair on-line reserves, Soc 631)

Young, V. (2006). Excerpt from *The Many Colors of Crime*. "Demythologizing the 'Criminalblackman': The Carnival Mirror." (available through Sinclair on-line reserves, Soc 631)

### **DUE: MID-TERM**

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### **WEEK 12: CONTROLLING UNRULY WOMEN & GIRLS**

#### **Nov 9 Readings:**

##### On-Line

DeKeseredy, W. (2010). Excerpt from *Fighting for Girls*. "Moral Panics, Violence, and the Policing of Girls: Reasserting Patriarchal Control in the New Millennium" (available through Sinclair on-line reserves, Soc 631)

Burgess-Proctor, A. (2006) "Intersections of Race, Class, Gender, and Crime: Future Directions for Feminist Criminology" (available on Laulima)

Chesney-Lind, M. & Morash, M. (2103). "Transformative Feminist Criminology: A Critical Re-Thinking of a Discipline" (available on Laulima).

\*Richie, B. E. (2012). Excerpt from *Arrested Justice*. "The Matrix: A Black Feminist Response to Male Violence and The State." (available through Sinclair on-line reserves, Soc 631)

\*Crenshaw, K. W. (2013) "From Private Violence to Mass Incarceration: Thinking Intersectionally about Women, Race, and Social Control." (available on Laulima)

Reading Presenters:

- 1)
- 2)

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### **WEEK 13: AMERICAN SOCIETY OF CRIMINOLOGY MEETINGS**

#### **Nov 16 Readings:**

Read a public criminology, general criminology book, or criminology report of your choice. The book or report will be the basis for your 800-word book review (due Nov 30th)

My recommendations are:

Clear, *Imprisoning Communities: How Mass Incarceration Makes Disadvantages Neighborhoods Worse*  
Petersilia, *When Prisoners Come Home*.

Jacobson, *Downsizing Prisons: How to Reduce Crime and End Mass Incarceration*

Farabee, *Rethinking Rehabilitation: Why Can't We Reform Our Criminals?*

Braman, *Doing Time on the Outside: Incarceration and Family Life in Urban America*.

Contreareas, *Stick Up Kids*

Bourgois, *Righteous Dopefiend*

Goffman, *On the Run*

Pager, *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration*

Flores, *Caught Up: Girls, Surveillance, and Wraparound Incarceration*

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### **WEEK 15: THANKSGIVING BREAK**

#### **Nov 23 Readings**

**Continue readings from last week.**

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### **WEEK 16: PUBLIC CRIMINOLOGIES**

#### **Nov 30 Readings**

##### Textbooks

Cullen et al., Part XVI, Pgs. 634-676. "Putting Theory to Work: Guiding Crime Control Policy."

Research Presentations:

- 1)
- 2)
- 3)

**ASSIGNMENT DUE: Book Review**

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### **WEEK 17: PUBLIC CRIMINOLOGIES AND COLONIAL CONTROL**

#### **Dec 7 Readings:**

##### On-Line

DeKeseredy W. (2010). "Confronting Crime: Critical Criminological Policies" (available through Sinclair on-line reserves, Soc 631)

Belknap, J. (2015). "Activist Criminology: Criminologists' Responsibility to Advocate for Social and Legal Justice." (available through Sinclair on-line reserves, Soc 631)

Burawoy, M. (2005). "2004 ASA Presidential Address: For Public Sociology." (available on Laulima)

Research Presentations:

- 1)
- 2)
- 3)

**ASSIGNMENT DUE: Final Papers Due December 12<sup>th</sup>**

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