

Texas A&M University-San Antonio
College of Arts & Sciences, Department of Social Sciences
CRIM 5301 – 600 24048: Advanced Criminological Theory
Spring 2024

General Information

Course & Section #	CRIM 5301
Term & Year-	Spring 2024
Course schedule (day and time of class)-	online asynchronous
Course location-	Remote

Instructor Information

Name and Title:	Dr. Claire Nolasco Braaten, Associate Professor in Criminology and Criminal Justice
E-mail	claire.braaten@tamusa.edu
Phone Number	210-784-2210
Office hours for students	By appointment
Office location	CAB 349C

Course Overview

Social context has given rise to various theoretical developments in the explanation of criminal behavior. Throughout this course, you will examine the evolution and empirical status of traditional to contemporary theories of criminal behavior, with a focus on the historical context of each theory. In addition, you understand the impact of theory on prevailing crime control policies in different historical eras.

Student Learning Outcomes

This course is designed to review the basic concepts of criminological theories, discuss the empirical findings of studies designed to test these theories, and examine the effectiveness of these theories in regard to guiding actions designed to prevent and control crime.

Upon successful completion of this course, students will:

1. Be able to thoroughly discuss the creation and progression of mainstream criminological theories.
2. Have a comprehensive knowledge of the empirical literature associated with each theory.
3. Be able to assess the empirical validity of each theory.
4. Be able to evaluate the ability of the theory to influence prevention and crime control policies and practices.

Required Course Materials

Lilly, J. R., Cullen, F. T., & Ball, R. A. (2019). *Criminological theory: Context and consequences* (7th ed.). Thousand Oaks, CA: SAGE.

ISBN: 9781506387307

Student Study Site: <https://study.sagepub.com/lilly7e>

COURSE REQUIREMENTS AND GRADING COMPONENTS:

Your grade in this course will be based on your performance on 1 introduction discussion board, 7 discussion board posts, and 1 literature review. Grades are not curved and extra credit is not offered individually. Although this is an online course, your participation will be monitored weekly via the discussion forum. For purposes of financial aid, etc., faculty are required to report nonattendance to the registrar's office. If you do not participate regularly in the course you may be dropped administratively by either myself or the registrar's office.

Discussion Posts

There will be a total of 8 discussion posts. Each discussion post is worth a total of 50 points for a total of 400 points for all discussion posts. The topic for the week's discussion post will be available on the Discussion Board on Blackboard Monday morning and is due the coming Saturday by 11:59 pm. Discussion board responses must be the student's own, original work and must include the required citations. You **MUST** cite from the assigned articles for the week and/or the textbook. Examples of proper citations will be included in the directions each week. Make sure you read the instructions to ensure that you are completing the discussion boards correctly. **All discussion posts MUST also discuss the two questions that you have about the readings.** Please follow the instructions for the Blackboard Discussion assignments.

In addition to completing each discussion board, **you will need to respond to at least one other student's discussion boards.** Your response must go above simply stating that you liked or did not like their comments. The goal here is to simulate the discussions that would arise in the classroom. A great way to respond to another classmate would be to make an attempt at answering the questions they have about the readings. Since the discussion boards are turned in through Blackboard, you may turn them in any time after they are posted (BUT NOT LATE).

Online discussion forums are used to inspire thought and interaction between classmates. It is a critical part of the online course experience. It is the place where you will not only respond to questions posed by the instructor, but where you may post questions concerning the material presented. It is also the place where you are to ask for and provide help and encouragement to your classmates. **You are required to respond to one of your classmate's posts.** Your online participation will be evaluated on a quantity and quality basis.

Your comments should advance the discussion, add value, and be relevant. Comments such as "I agree" and "ditto" are not considered value-added participation. Therefore, when you agree or disagree with a comment, please state and support your agreement or disagreement.

Literature Review

You are required to complete one mini-research paper this semester. Because this class is concerned with criminological theories, you will be conducting a thorough literature review on a theory/topic of your choice. Your paper must be typed, APA style, and include proper citations. Detailed instructions on how to complete your literature review will be presented on Blackboard under the "Course Content" tab. The literature review is worth 100 points, and is due by Sunday, March 9, 2024 at 11:59pm. The submission site for your research paper is located in the "Module 9" folder in the "Course Content" tab on Blackboard.

The 10-page literature review should be on a theory of your choice. Detailed instructions of what is required for this assignment will be on Blackboard in the "Module 9" folder. To summarize, you will be asked to evaluate the current state of research of a theory of your choice and will be asked to recommend future directions scholars should consider in regard to that specific theory. This paper is required to be typed in APA format and include all relevant citations (both in-text and a reference page). Guidance on proper citations will be provided for you with the instructions and can also be found using the link provided above (see Discussion Boards section). You will have access to the instructions for your literature review assignment beginning the start of this course on January 16, 2024 and it will be due Week 8 on Sunday, May 9, 2024 at 11:59pm. You can submit your assignment any time before the deadline using the submission site on Blackboard. Because you have multiple weeks to work on this paper, NO LATE SUBMISSIONS will be accepted.

*It is your responsibility to make sure that you submit your assignment in the correct format (.doc, .docx, or PDF). Do not submit your assignment in any other format because I will not be able to open it to grade it.

Extra Credit

Individual student requests for extra credit will not be entertained. The instructor may or may not, in her discretion, offer and announce an extra credit opportunity for the entire class if there is something the instructor feels strongly about encouraging participation in.

All of the following components are **REQUIRED** for the course completion. The breakdown of the final grade is as follows:

Grading Component	Points
Eight Discussion Assignments (50 points)	400
One Mini-Literature Review (100 points)	100
Total Points	500

The final grade will be based on the following grading scale:

GRADE	EQUIVALENT POINTS
A	450-500 points
B	400-449 points
C	350-399 points
D	300-349 points
F	299 points or less

Note on the written assessments and deadline for discussions: Unless otherwise indicated, the written assignments may be submitted before the end of the day (midnight) of the deadline indicated in the class schedule. **The time used for written assessments and deadlines for discussions refer to Texas time (central time zone).** If you are in another time zone, please make sure to check your calendars and watches to be aware of Texas times.

ATTENDANCE POLICY:

Every student is responsible for familiarizing himself/herself with the specific academic regulations contained in the university catalog including degree requirements. For a detailed explanation of policies on class attendance, absence due to religious holidays, field trips, degree planning and withdrawal from the university, please refer to the catalog or the online version at <http://www.TAMUSA.edu/academics/catalog/>.

The University Attendance Policy provides that any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. Students will be excused in this class for no more than two missed classes without proper documentation or prior approval. Thereafter, each absence must be properly documented or approved by the professor. Absences that exceed the number described herein or incurred without proper documentation will result in a grade of F. Complete class attendance without any absence during the semester, on the other hand, will result in a letter increase in grade in borderline cases, at the instructor's discretion. It is the student's responsibility to obtain missed material from other class members. Participation and engagement on the part of the student will be an integral part of this course.

Cellular Phone Policy: All cellular phones, pagers, and other forms of electronic communication must be silenced during the class period. If you need to have your device on for emergency purposes, inform the teacher as well as take steps to minimize the disturbance in class.

Make-Up Assignments: Make-up assignments will not be given unless a student can provide appropriate cause for missing the deadlines. Examples of this would be: (a) illness that is certified with a licensed physician's note stating that the student should avoid participating in class functions; or (b) certifiable death or cataclysmic life course event that has an adverse effect on the student and that can be documented and/or verified. Make-up assignments will be given at a time and place convenient for the professor and the student concerned, upon mutual agreement of the parties.

COMMUNICATIONS POLICY

E-mail communications are an integral part of this course. It is recommended you make sure you:

1. Check your e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.

RULES AND GUIDELINES FOR BLACKBOARD DISCUSSION

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

PENALTIES FOR ACADEMIC DISHONESTY

The faculty of the Department of Arts and Sciences expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion- the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the College. Students are expected to do their

own course work. Cheating or plagiarism by an individual student will result in a grade of F on the particular paper or in the course.

The University's policy on academic honesty and appeal procedures can be found in <http://www.tamusa.tamus.edu/undergraduate-catalog-2011.pdf>.

PROHIBITED CONDUCT

All forms of prohibited conduct are outlined in the TAMU-SA student handbook. In addition, guidelines and procedures for handling instances of student misconduct are contained therein, which can be viewed on line at: <http://www.tamusa.tamus.edu/studenthandbook.html>.

SCHEDULE OF CLASSES AND ASSIGNMENTS:

Day	Area of Discussion	Assigned Readings
WEEK 1		
16 Jan 2024	Orientation- Review of Class Syllabus	
17 Jan 2024	MODULE 1: THE CONTEXT AND CONSEQUENCES OF THEORY	Required Reading: Lilly, Cullen, & Ball, <i>Criminological Theory</i> , Chapter 1
17 Jan 2024	Aas, K. F. (2012). 'The Earth is one but the world is not': Criminological theory and its geopolitical divisions. <i>Theoretical Criminology</i> , 16(1), 5-20. https://doi.org/10.1177/1362480611433433	Required Reading: Article Assignment
18 Jan 2024	MODULE 2: THE SEARCH FOR THE CRIMINAL MAN	Required Reading: Lilly, Cullen, & Ball, <i>Criminological Theory</i> , Chapter 2
18 Jan 2024	Ferrajoli, L. (2014). Two hundred and fifty years since the publication of <i>On Crimes and Punishments</i> : The currency of Cesare Beccaria's thought. <i>Punishment & Society</i> , 16(5), 501-519. https://doi.org/10.1177/1462474514551524	Required Reading: Article Assignment
20 Jan 2024	Assignment No. 1- Blackboard Discussion	Deadline to answer question
20 Jan 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 2		
22 Jan 2024	MODULE 3: REJECTING INDIVIDUALISM: THE CHICAGO SCHOOL	Required Reading: Lilly, Cullen, & Ball, <i>Criminological Theory</i> , Chapter 3
23 Jan 2024	Allen, A. N., & Lo, C. C. (2012). Drugs, Guns, and Disadvantaged Youths: Co-Occurring Behavior and the Code of the Street. <i>Crime & Delinquency</i> , 58(6), 932-953. https://doi.org/10.1177/0011128709359652	Required Reading: Article Assignment
24 Jan 2024	Kingston, B., Huizinga, D., & Elliott, D. S. (2009). A Test of Social Disorganization Theory in High-Risk Urban Neighborhoods. <i>Youth & Society</i> , 41(1), 53-79. https://doi.org/10.1177/0044118X09338343	Required Reading: Article Assignment
24 Jan 2024	Miller, B., & Morris, R. G. (2016). Virtual Peer Effects in Social Learning Theory. <i>Crime & Delinquency</i> , 62(12), 1543-1569. https://doi.org/10.1177/0011128714526499	Required Reading: Article Assignment
27 Jan 2024	Assignment No. 2- Blackboard Discussion No. 2	Deadline
27 Jan 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 3		
29 Jan 2024	MODULE 4: CRIME IN AMERICAN SOCIETY: ANOMIE AND STRAIN THEORIES	Required Reading: Lilly, Cullen, & Ball, <i>Criminological Theory</i> , Chapter 4

30 Jan 2024	Agnew, R. (2010). A general strain theory of terrorism. <i>Theoretical Criminology</i> , 14(2), 131-153. https://doi.org/10.1177/1362480609350163	Required Reading: Article Assignment
30 Jan 2024	Roh, M., Cho, S., Nolasco, C., Kim, J., & Kim, J. (2022). The impact of life domains on delinquent behaviors in the five Caribbean countries: A partial test of Agnew's general theory of crime and delinquency. <i>Violence and Victims</i> , 37. DOI: 10.1891/VV-D-20-00206 (impact factor=1.317).	Required Reading: Article Assignment
30 Jan 2024	Murphy, D. S., & Robinson, M. B. (2008). The Maximizer: Clarifying Merton's theories of anomie and strain. <i>Theoretical Criminology</i> , 12(4), 501-521. https://doi.org/10.1177/1362480608097154	Required Reading: Article Assignment
3 Feb 2024	Assignment No. 3- Blackboard Discussion No. 3	Deadline
3 Feb 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 4		
5 Feb 2024	MODULE 5: SOCIETY AS INSULATION: THE ORIGINS OF CONTROL THEORY	Required Reading: Lilly, Cullen, & Ball, Criminological Theory, Chapter 5
6 Feb 2024	Ugelvik, T. (2012). Prisoners and their victims: Techniques of neutralization, techniques of the self. <i>Ethnography</i> , 13(3), 259-277. https://doi.org/10.1177/1466138111435447	Required Reading: Article Assignment
7 Feb 2024	Assignment No. 4- Blackboard Discussion No. 4	Deadline
7 Feb 2024	Deadline for responding to your classmate's discussion post	Deadline
8 Feb 2024	MODULE 6: THE COMPLEXITY OF CONTROL: HIRSCHI'S TWO THEORIES AND BEYOND	Required Reading: Lilly, Cullen, & Ball, Criminological Theory, Chapter 6
8 Feb 2024	Donner, C. M., & Jennings, W. G. (2014). Low self-control and police deviance: Applying Gottfredson and Hirschi's general theory to officer misconduct. <i>Police Quarterly</i> , 17(3), 203-225. https://doi.org/10.1177/1098611114535217	Required Reading: Article Assignment
8 Feb 2024	Morris, R. G., Gerber, J., & Menard, S. (2011). Social Bonds, Self-Control, and Adult Criminality: A Nationally Representative Assessment of Hirschi's Revised Self-Control Theory. <i>Criminal Justice and Behavior</i> , 38(6), 584-599. https://doi.org/10.1177/0093854811402453	Required Reading: Article Assignment
10 Feb 2024	Assignment No. 5- Blackboard Discussion No. 5	Deadline
10 Feb 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 5		
12 Feb 2024	MODULE 7: THE IRONY OF STATE INTERVENTION: LABELING THEORY	Required Reading: Lilly, Cullen, & Ball, Criminological Theory, Chapter 7
13 Feb 2024	Suzuki, M., & Wood, W. R. (2018). Is restorative justice conferencing appropriate for youth offenders? <i>Criminology & Criminal Justice</i> , 18(4), 450-467. https://doi.org/10.1177/1748895817722188	Required Reading: Article Assignment
17 Feb 2024	Assignment No. 6- Blackboard Discussion No. 6	Deadline
17 Feb 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 6		
19 Feb 2024	MODULE 8: CRIMES OF THE POWERFUL: THEORIES OF WHITE COLLAR CRIME	Required Reading: Lilly, Cullen, & Ball, Criminological Theory, Chapter 11
22-23 Feb 2024	*Nolasco, C., & Vaughn, M. (2019). Convenience theory of cryptocurrency crime: A content analysis of U.S. federal court decisions. <i>Deviant Behavior</i> , 42, 958-978. DOI: https://doi.org/10.1080/01639625.2019.1706706	Required Reading: Article Assignment
22-23 Feb 2024	Braaten, C. & Tsai, L. (forthcoming, 2023). Corporate Anti-Trust Prosecutions: Prosecutorial Decision Making in Assessment of Corporate	Required Reading: Article Assignment

	Penalties. <i>Crime, Law, and Social Change</i> . DOI: 10.1007/s10611-023-10136-4	
22-23 Feb 2024	Braaten, C. & Tsai, L. (2023). Effects of Bounded Rationality on Prosecutorial Decision Making: Analysis of Penalties on Corporate Fraud Violators. <i>International Journal of Law, Crime, and Justice</i> . https://doi.org/10.1016/j.ijlcrj.2023.100634	Required Reading: Article Assignment
24 Feb 2024	Assignment No. 7: Blackboard Discussion No. 7	Deadline
24 Feb 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 7		
26 Feb 2024	MODULE 9: CHOOSING CRIME IN EVERYDAY LIFE: ROUTINE ACTIVITY AND RATIONAL CHOICE THEORIES	Required Reading: Lilly, Cullen, & Ball, <i>Criminological Theory</i> , Chapter 13
27 Feb 2024	McNeeley, S. (2015). Lifestyle-Routine Activities and Crime Events. <i>Journal of Contemporary Criminal Justice</i> , 31(1), 30-52. https://doi.org/10.1177/1043986214552607	Required Reading: Article Assignment
28 Feb 2024	Pratt, T. C., Holtfreter, K., & Reisig, M. D. (2010). Routine Online Activity and Internet Fraud Targeting: Extending the Generality of Routine Activity Theory. <i>Journal of Research in Crime and Delinquency</i> , 47(3), 267-296. https://doi.org/10.1177/0022427810365903	Required Reading: Article Assignment
2 Mar 2024	Assignment No. 8: Blackboard Discussion No. 8	Deadline
2 Mar 2024	Deadline for responding to your classmate's discussion post	Deadline
WEEK 8		
4 Mar 2024	MODULE 12: LITERATURE REVIEW	
9 Mar 2024	Assignment No. 9: Literature Review	Deadline

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how

to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to

report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

LITERATURE REVIEW

CRIM 5301

Due Date: Saturday, March 9, 2024 at 11:59pm

Total Points: 100 Points

This research paper requires you to write a literature review on one criminological theory reviewed over the semester. The main goal of this literature review is to provide a comprehensive overview of the empirical status of the criminological theory of your choice. Follow the instructions provided below in order to successfully complete the assignment. Failure to follow directions will result in a loss of points.

Required Sections

Introduction

This section introduces the topic of your research paper to the reader.

You may choose any theory we have reviewed this semester. If you are unsure about a theory, please ask me. This section should be about a page long. Detailed instructions on what is required to be included in your Introduction section are included below.

Paragraph #1: Write a paragraph that introduces your topic.

- Mention your theory in the first sentence.
- Give a brief overview of the theory.
 - Write 1-2 sentences that provide a rudimentary overview of the theory.
 - For example, "The General Theory of Crime proposes that individuals with low self-control are more likely to commit crime and analogous behavior than those with high self-control."
- Write 1-2 sentences informing the reader why this is the theory you chose to review.

Paragraph #2: Describe the theory in detail.

- Provide a detailed overview of the theory.
 - Give a detailed description of the main proponents of the theory.

Paragraph #3: Detail the specific areas you want to focus on when reviewing the empirical literature.

- You **must** discuss at least 3 separate areas/topics from the theory that have received attention in the empirical research.
 - These areas/topics should be a reflection of the empirical body of research associated with your theory.
 - For example, if I chose to review the General Strain Theory, I could focus on the coping process, the role of anger in the strain-crime relationship, the types of strain that are most likely to result in criminal coping, etc. (there are many other areas within this theory you could discuss!).

Literature Review

Keep in mind that the main goal of this literature review is to provide a comprehensive overview of the empirical status of the theory you chose. First, write an introduction paragraph that highlights what you will be discussing in this section of the paper. Next, discuss each of the areas you identified in the introduction section by reviewing the empirical research. Finally, write a conclusion paragraph that sums up the overall status of the empirical research you reviewed. An outline of this section is provided below:

Paragraph #1: Introduction Paragraph

- Briefly restate your theory and the subareas/topics you will be reviewing.
- State what you expect to find in your review.

Paragraphs #2-4: Review the Literature

- Review the subareas/topics you chose using facts from empirical articles.
 - Dedicate 1-2 (long) paragraphs to each of the subareas/topics you chose to discuss.
- Each paragraph should discuss common findings that are backed up by the empirical research.
 - You want to highlight common trends that are found in the empirical literature. You should include multiple citations for each point you are making (see below).
 - For example: Empirical research shows a strong connection between neuropsychological impairment and violent crime (CITE, CITE, CITE).
 - You should then review at least two of the articles you cited in more detail.
 - For example: Raine (2008) found that murderers had less functioning in their prefrontal cortex than non-murderers.
 - SEE BELOW FOR MORE DETAIL ON PROPER CITATIONS

Paragraph #5: Conclusion Paragraph

- Summarize the findings.
 - Combining information from all of the articles discussed, what were the overall findings?
- Give your overall assessment of the empirical validity of the theory.
 - Do you think there is enough empirical support for your theory? Why or why not?

Conclusion Section

This section provides an overall summary of the findings, highlights any major gaps in the literature, and provides future directions in research and/or suggestions for theoretical advancement. This section should be 1-2 pages long.

Paragraph #1: Summarize your knowledge of the research.

- What are the overall findings for each of the subareas you reviewed?
- Restate your overall assessment of the empirical validity of the theory.

Paragraph #2: Limitations

- State any common issues in research design/implementation
 - Review any common issues with operationalizing variables, if applicable
- Review all common limitations mentioned in the studies you reviewed.

Paragraph #3: Future Directions

- Discuss the gaps in the literature that future research should address.
- Discuss any major policy considerations suggested by the research.

References

You are required to include a reference/bibliography page at the end of your assignment. All citations included in your paper need to be listed here. Below is an explanation of how to make your references page.

- Your references/bibliography page must be written in APA style.
 - Feel free to use Google Scholar's cite function to help you cite properly. *Make sure you check the citation it provides for you because it does not always provide a complete or accurate citation!!*
- Examples of APA citation for Reference Page:

Hall, M. (2021). Counting crime: Discounting victims? *International Review of Victimology*, 28(1), 3-32.

Kanwal, D.P. & Singh, A. V. M. (2019). Bankruptcy fraud and victim redressal system: A time for change. *Journal of*

Victimology and Victim Justice, 2(2), 184-201.

Additional Criteria for This Assignment:

- This assignment must be typed in 12-point font and double-spaced.
- You **must** include citations **only** from peer-reviewed articles.
- You will lose points for grammatical errors in cases in which errors detract from my ability to easily read through your work.
- **Do not plagiarize.** Plagiarism is a serious issue and will result in NO POINTS being given. Plagiarism can be avoided using proper citations.
- **Do not use direct quotes** unless absolutely necessary. Information taken from the book, PowerPoint slides, or any other sources should be paraphrased instead.
- This assignment must be turned in through Blackboard by 11:59 pm the day it's due.

How to Cite Articles in Your Paper (i.e. Internal Citations):

- Make sure that when you are discussing the findings of the articles you cite internally to give the authors credit.
 - Example 1: In a slightly different fashion, Nurco, Kinlock, & Balter (1993) measured crime among narcotic addicts on a severity scale ranging from no criminal involvement to serious criminal involvement, to determine whether addicts commit more serious crimes.
 - Example 2: Another different measurement strategy in studying crime among narcotic addicts is to use a severity scale ranging from no criminal involvement to serious criminal involvement, to determine whether addicts commit more serious crimes (Nurco, Kinlock, & Balter, 1993).
 - *If there are more than 3 authors listed, you can use this format: (Krohn et al., 2010)
- **DO NOT PLAGIARIZE.** *Not including internal citations is plagiarism.* If you do not include internal citations when discussing your four articles, *you will lose points.*

When looking for articles you need to adhere to the following guidelines:

- Use scholarly journals rather than popular magazines, newspaper articles, or the Internet as your four (or more) main sources. To be clear, your **sources MUST be peer-reviewed articles.**
 - These are articles published in academic journals such as *International Review of Victimology*, *Journal of Victimology and Victim Justice*, *Journal of Forensic Sciences*, *Criminology*, *Criminology and Public Policy*, *Journal of Research in Crime and Delinquency*, *Justice Quarterly*, *Social Forces*, *Social Problems*, etc.
- In general, select recent articles (i.e., 1990 or later). However, if an article written in 1952, for example, is extremely pertinent to your proposal, then use it (but you should ask me first).
- Do not include editorials, book reviews, etc. You should focus on **theoretical, quantitative, or qualitative studies only.** If you are unsure about an article, let me know! I will gladly take a look at it.

Outline of Required Sections for Literature Review:

Introduction

- Paragraph 1: Introduce your topic
- Paragraph 2: Describe the theory in detail
- Paragraph 3: Detail the specific areas you want to focus on when reviewing the empirical literature

Literature Review

- Paragraph 1: Introduction Paragraph
- Paragraph 2: Review the Literature: topic/subarea 1
- Paragraph 3: Review the Literature: topic/subarea 2
- Paragraph 4: Review the Literature: topic/subarea 3

- Paragraph 5: Conclusion Paragraph

Conclusion Section

- Paragraph 1: Summarize Findings
- Paragraph 2: Limitations
- Paragraph 3: Future Directions

References/Bibliography (which includes APA citations of all sources you used)

Grading Rubric for Literature Review

	Undeveloped (20%)	Beginning (40%)	Developing (60%)	Accomplished (80%)	Exemplary (100%)
Section 1: Introduction 30%	<p><u>Any of these are true:</u></p> <ol style="list-style-type: none"> 1) Does not introduce topic (Intro Paragraph 1). 2) Does not state the purpose of research (Intro Paragraph 1). 3) Does not state specific areas of interest (Intro Paragraph 2). 4) Does not outline the paper (Intro Paragraph 3). 	Provides inadequate detail when: introducing the topic, discussing the purpose of the research, stating specific areas of interest, OR outlining the paper (Intro Paragraph 3).	Provides minimally adequate detail when: introducing the topic, discussing the purpose of the research, stating specific areas of interest, OR outlining the paper (Intro Paragraph 3).	Provides good detail when: introducing the topic, discussing the purpose of the research, stating specific areas of interest, OR outlining the paper (Intro Paragraph 3).	Provides great detail when: introducing the topic, discussing the purpose of the research, stating specific areas of interest, OR outlining the paper (Intro Paragraph 3).
Section 2: Literature Review 50%	<p><u>Any of these are true:</u></p> <ol style="list-style-type: none"> 1) Does not restate research topic (Literature Review Paragraph 1) 2) Does not discuss at least 4 articles (Literature Review Paragraphs 2-5). 3) Does not summarize the findings of the articles combined (Literature Review Paragraph 5). 	Provides inadequate detail when: restating research topic, discussing the 4 articles, OR summarizing the findings of the articles combined.	Provides minimally adequate detail when: restating research topic, discussing the 4 articles, OR summarizing the findings of the articles combined.	Provides good detail when: restating research topic, discussing the 4 articles, AND summarizing the findings of the articles combined.	Provides great detail when: restating research topic, discussing the 4 articles, AND summarizing the findings of the articles combined.
Articles 10%	<p><u>All of these are true:</u></p> <ol style="list-style-type: none"> 1) Any of the 4 main articles are not peer-reviewed. 2) Does not provide internal citations when discussing each article. 3) Used articles not related to the topic. 	<p><u>Three of these are true:</u></p> <ol style="list-style-type: none"> 1) Any of the 4 main articles are not peer-reviewed. 2) Does not provide internal citations when discussing each article. 3) Used articles not related to the topic. 	<p><u>Two of these are true:</u></p> <ol style="list-style-type: none"> 1) Any of the 4 main articles are not peer-reviewed. 2) Does not provide internal citations when discussing each article. 3) Used articles not related to the topic. 	<p><u>One of these is true:</u></p> <ol style="list-style-type: none"> 1) Any of the 4 main articles are not peer-reviewed. 2) Does not provide internal citations when discussing each article. 3) Used articles not related to the topic. 	<p><u>None of these are true:</u></p> <ol style="list-style-type: none"> 1) Any of the 4 main articles are not peer-reviewed. 2) Does not provide internal citations when discussing each article. 3) Used articles not related to the topic.
Formatting, Following Instructions, & Writing Mechanics 10%	<p><u>Any of these are true:</u></p> <ol style="list-style-type: none"> 1) Did not get topic approved by professor. 2) Did not include references page. 3) Did not include 	Major errors in: references page, cover page, formatting, writing mechanics, OR following instructions.	Moderate errors in: references page, cover page, formatting, writing mechanics, OR following instructions.	Very few minor errors in: references page, cover page, formatting, writing mechanics, OR following instructions.	No errors in: references page, cover page, formatting, writing mechanics, AND following instructions.

	cover page with name & research topic. 3) Gross/serious errors in writing mechanics. 4) Did not complete library tutorial.				
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