

**Society, Deviance, & Crime**  
**Sociology 555.001**  
**Spring 2024, Clark B 252**  
**R 3:30pm-6:20 pm**

Instructor: Jeff Nowacki, Ph.D.  
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This course is designed to serve as a graduate-level introduction to empirical research in both Criminology & Criminal Justice. The first half of the course will focus explicitly on theories of crime causation and empirical tests of these theories and frameworks. The second half of the course will focus on the major criminal justice institutions: policing, courts & sentencing, and corrections. Ideally, you will acquire a foundation in both theoretical frameworks and these institutions by the end of the course.

**Course Objectives**

- Learn about different types of criminological and criminal justice data, and the strengths and weaknesses associated with them.
- Familiarize ourselves with some of the institutions which make up the criminal justice system. Specifically: police, courts, and corrections.
- Apply sociological research methods to studies of criminal justice by reading and discussing original theoretical and empirical research.
- Integrate concepts from the theoretical and empirical literature and apply them to the criminal justice system, both orally and in writing.
- Develop skills to weave broad literatures together in an informative, concise way.
- Engage in deep discussion to identify the strengths and weaknesses of empirical research in Criminology & Criminal Justice.
- Formulate evaluations, critiques, and policy recommendations designed to improve the functioning of the criminal justice system.

**Prerequisites**

There are no prerequisites for this course.

## Required Reading

The following books are required for the course:

Garland, D. (2001). *Culture of Control: Crime & Social Order in Contemporary Society*. Oxford University Press.

Tonry, M. H. (2016). *Sentencing fragments: Penal reform in America, 1975-2025*. Oxford University Press.

In addition to these books, selected articles will be placed on Canvas.

## Requirements

**Critical Response Papers (5% each, 25% total):** Students will write a total of five (5) critical response papers of a particular week's readings (you choose which weeks to write your responses). These are not summaries. Instead, you should attempt to engage in thoughtful discussion and critical analysis of the readings, and ideally, link the material together (both within and potentially across weeks). You should e-mail your responses to all class members by 10am on Thursday morning. Responses should be approximately 1000-1500 words (4-6 double-spaced pages).

**Research Paper (25% Paper, 5% Proposal, 30% total):** Students will also write a paper related to some topic related to the course. This paper can take the form of a comprehensive literature review, or an empirical study where you include data to answer a research question. As a very general guideline, papers should be approximately at least 4000 words (16 double-spaced pages). By the 6<sup>th</sup> week of class, please submit a 2-page paper proposal which states the research problem, and also contains a brief outline and preliminary reading list (beyond course materials). Papers are due by the beginning of finals week.

**Exams (2 Exams, 15% each, 30% total):** The exams in this course will approximate a mini version of a "comprehensive exam". You will receive a small number of questions (some required, others a choice among a group of questions) and write thoughtful, coherent responses to each question. We will not meet during the week of the midterm exam. Exams will be submitted through Canvas.

**Presentation (5%):** Students will also present their research to the class. These presentations should take the form of a professional conference talk. Presentations will occur during the 16<sup>th</sup> week of the term.

**Participation (10%):** Each student will be expected to contribute to classroom discussion on a regular basis. In support of this, I ask that each student submits at least one question per week. The question can be either a substantive or technical question about any of the readings, or a global question regarding the topic for the week. Students are welcome to submit more than one question each week.

## Grading Scale

<u>Points</u>	<u>Letter Grade</u>
97%+	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70-76%	C
60-69%	D
<60%	F

## Other Issues

The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code.

Please come to class prepared. This includes completing the required reading for the day, and being ready to participate in discussion and activities. This will help you do well in all aspects of the course.

Be proactive. If you have a personal issue that is preventing you from doing well in the course, please come and talk to me as soon as possible. The longer you wait, the less I will be able to help you.

Please turn your cell phones off during class. Do not send text messages or browse the internet during class. If you want to do this, the Lory Student Center is probably more comfortable.

Late assignments are strongly discouraged. For each day that an assignment is late, 10% of the assignment's value will be deducted from your score.

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs.

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to

help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- o Emergency Response 911
- o Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- o Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Anyone caught cheating and/or plagiarizing will receive a zero on the assignment and will be turned over to university officials.

## **COVID-19**

**Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.**

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

## **Course Calendar**

### **Week 1: Welcome (January 18)**

### **Week 2: Data & Measurement (January 25)**

Gaston, S., Teti, M. J., & Sanchez, M. (2021). Does racial congruence between police agencies and communities reduce racialized police killings of civilians?. *Criminology & Public Policy*, 20(4), 665-690.

Paintsil, I. K. (2022). Does a Victim's Race Influence Violent Crime Arrest? A Test of the Victim Devaluation Thesis. *Crime & Delinquency*, 00111287221143938.

Frazier, J. D., & Matusiak, M. C. (2022). Crossing the Threshold: Organizational and Community Correlates of Female and Minority Representation Among US Law Enforcement Agencies. *Police Quarterly*, 10986111221116341.

Kramer, K. L., & Kelley, S. M. (2022). Examining the Sentencing of American Indian Women in US Federal District Courts. *Crime & Delinquency*, 00111287221137305.

Edwards, E. R., Greene, A. L., Epshteyn, G., Gromatsky, M., Kinney, A. R., & Holliday, R. (2022). Mental Health of Incarcerated Veterans and Civilians: Latent Class Analysis of the 2016 Survey of Prison Inmates. *Criminal Justice and Behavior*, 49(12), 1800-1821.

#### Supplemental Readings:

Maxfield, M. G. (1999). The national incident-based reporting system: Research and policy applications. *Journal of Quantitative Criminology*, 15, 119.

Mosher, C. J., Miethe, T. D., & Hart, T. C. (2010). *The Mismeasure of Crime*. Sage Publications.

### **Week 3: Control Theory (February 1)**

Krohn, M. D., & Massey, J. L. (1980). Social control and delinquent behavior: An examination of the elements of the social bond. *The Sociological Quarterly*, 21(4), 529-544.

Giordano, P. C., Lonardo, R. A., Manning, W. D., & Longmore, M. A. (2010). Adolescent romance and delinquency: A further exploration of Hirschi's "cold and brittle" relationships hypothesis. *Criminology*, 48(4), 919-946.

Costello, B. J., & Laub, J. H. (2020). Social control theory: The legacy of Travis Hirschi's causes of delinquency. *Annual Review of Criminology*, 3, 21-41.

Grasmick, H. G., Tittle, C. R., Bursik Jr, R. J., & Arneklev, B. J. (1993). Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime. *Journal of Research in Crime and Delinquency*, 30(1), 5-29.

Burt, C. H., Sweeten, G., & Simons, R. L. (2014). Self-control through emerging adulthood: Instability, multidimensionality, and criminological significance. *Criminology*, 52(3), 450-487.

#### Supplemental Readings:

Gottfredson, M. R., & Hirschi, T. (1990). *A General Theory of Crime*. Stanford University Press.

Hirschi, T. (2017). *Causes of Delinquency*. Routledge.

Laub, J. H. & Sampson, R. J. (2003). *Shared beginnings, divergent lives*. Harvard University Press.

Reckless, W. C. (1963). A non-causal explanation: Containment theory. *Int'l Annals Criminology*, 2, 220.

Sampson, R. J., & Laub, J. H. (1995). *Crime in the making: Pathways and turning points through life*. Harvard University Press.

Sykes, G. M., & Matza, D. (1957). Techniques of neutralization: A theory of delinquency. *American Sociological Review*, 22(6), 664-670.

#### **Week 4: Learning Theory (February 8)**

Burgess, R. L., & Akers, R. L. (1966). A differential association-reinforcement theory of criminal behavior. *Social Problems*, 14, 128-147.

Akers, R. L., Krohn, M. D., Lanza-Kaduce, L., & Radosevich, M. (1995). Social learning and deviant behavior: A specific test of a general theory. *American Sociological Review*, 44(4), 636-655.

Matsueda, R. L. (1982). Testing control theory and differential association: A causal modeling approach. *American Sociological Review*, 48, 489-504.

Pratt, T. C., Cullen, F. T., Sellers, C. S., Thomas Winfree Jr, L., Madensen, T. D., Daigle, L. E., ... & Gau, J. M. (2010). The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802.

Kreager, D. A., Rulison, K., & Moody, J. (2011). Delinquency and the structure of adolescent peer groups. *Criminology*, 49(1), 95-127.

#### Supplemental Readings:

Akers, R. L. (1998). *Social learning and social structure: A general theory of crime and deviance*. Routledge.

Sutherland, E., & Cressey, D. (1939). *Principles of Criminology*.

#### **Week 5: Strain Theory (February 15)**

Merton, R. K. (1938). Social Structure & Anomie. *American Sociological Review*, 3(5), 672-682.

Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. *Criminology*, 30(1), 47-88.

Broidy, L. M. (2001). A test of general strain theory. *Criminology*, 39(1), 9-36.

Steele, M. E., Sutton, T. E., Brown, A., Simons, L. G., & Warren, P. Y. (2022). A test of General Strain Theory: Explaining intimate partner violence and alcohol use among black women. *Feminist Criminology*, 17(2), 163-184.

Messner, S. F., Thome, H., & Rosenfeld, R. (2008). Institutions, anomie, and violent crime: Clarifying and elaborating institutional-anomie theory. *International Journal of Conflict and Violence (IJCV)*, 2(2), 163-181.

#### Supplemental Readings:

Messner, S. F., & Rosenfeld, R. (2012). *Crime and the American Dream*. Cengage Learning.

#### **Week 6: Feminist Criminology (February 22)**

Simpson, S. S. (1989). Feminist theory, crime, and justice. *Criminology*, 27(4), 605-632.

Steffensmeier, D., & Allan, E. (1996). Gender and crime: Toward a gendered theory of female offending. *Annual Review of Sociology*, 22(1), 459-487.

Broidy, L., & Agnew, R. (1997). Gender and crime: A general strain theory perspective. *Journal of Research in Crime and Delinquency*, 34(3), 275-306.

Burgess-Proctor, A. (2006). Intersections of race, class, gender, and crime: Future directions for feminist criminology. *Feminist Criminology*, 1(1), 27-47.

DeHart, D. D. (2018). Women's pathways to crime: A heuristic typology of offenders. *Criminal Justice and Behavior*, 45(10), 1461-1482.

#### Supplemental Readings:

Jones, N. (2009). *Between good and ghetto: African American girls and inner-city violence*. Rutgers University Press.

Richie, B. E. (2018). *Compelled to Crime: The gender entrapment of battered black women*. Routledge.

#### **Week 7: Green Criminology (February 29)**

Halsey, M. and White, R. (1998). Crime, ecophilosophy and environmental harm. *Theoretical Criminology*, 2(3): 345-371.

Gibbs, C., Gore, M. L., McGarrell, E. F., & Rivers III, L. (2010). Introducing conservation criminology: Towards interdisciplinary scholarship on environmental crimes and risks. *The British Journal of Criminology*, 50(1), 124-144.

Ruggiero, V., & South, N. (2013). Green criminology and crimes of the economy: Theory, research and praxis. *Critical Criminology*, 21, 359-373.

Lynch, M. J., Barrett, K. L., Stretesky, P. B., & Long, M. A. (2017). The neglect of quantitative research in green criminology and its consequences. *Critical Criminology*, 25, 183-198.

Brisman, A., & South, N. (2019). Green criminology and environmental crimes and harms. *Sociology Compass*, 13(1), 1-12.

## Supplemental Readings

Lynch, M. J. (2020). Green criminology and environmental crime: Criminology that matters in the age of global ecological collapse. *Journal of White Collar and Corporate Crime*, 1(1), 50-61.

## Week 8: Midterm (March 7)

## Week 9: Spring Break (March 14)

## Week 10: ACJS Meetings – No Class (March 21)

## Week 11: Police (March 28)

Jacobs, D., & O'brien, R. M. (1998). The determinants of deadly force: A structural analysis of police violence. *American Journal of Sociology*, 103(4), 837-862.

Eitle, D., D'Alessio, S. J., & Stolzenberg, L. (2014). The effect of organizational and environmental factors on police misconduct. *Police Quarterly*, 17(2), 103-126.

Huff, J. (2022). Do body-worn cameras reduce disparities in police behavior in minority communities? Evidence of nuanced influences across Black and Hispanic neighborhoods. *Criminology & Public Policy*, 21(3), 671-711.

Cordner, G., & Cordner, A. (2011). Stuck on a plateau? Obstacles to recruitment, selection, and retention of women police. *Police Quarterly*, 14(3), 207-226.

Morabito, M., & Shelley, T. O. C. (2015). Representative bureaucracy: Understanding the correlates of the lagging progress of diversity in policing. *Race and Justice*, 5(4), 330-355.

## Supplemental Readings:

Barrick, K., Hickman, M. J., & Strom, K. J. (2014). Representative policing and violence towards the police. *Policing: A Journal of Policy and Practice*, 8(2), 193-204.

Desmond, M., Papachristos, A. V., & Kirk, D. S. (2016). Police violence and citizen crime reporting in the black community. *American Sociological Review*, 81(5), 857-876.

Deuchar, R., & Crichlow, V. (2021). *Police–community relations in times of crisis: Decay and reform in the post-Ferguson era*. Policy Press.

Engel, R. S., McManus, H. D., & Herold, T. D. (2020). Does de-escalation training work? A systematic review and call for evidence in police use-of-force reform. *Criminology & Public Policy*, 19(3), 721-759.

Hickman, M. J., & Piquero, A. R. (2009). Organizational, administrative, and environmental correlates of complaints about police use of force: Does minority representation matter?. *Crime & Delinquency*, 55(1), 3-27.

Lum, C. M., & Koper, C. S. (2017). *Evidence-based policing: Translating research into practice*. Oxford: Oxford University Press.

Provine, D. M., Varsanyi, M. W., Lewis, P. G., & Decker, S. H. (2016). *Policing immigrants: Local law enforcement on the front lines*. University of Chicago Press.



Shjarback, J. A., & Todak, N. (2019). The prevalence of female representation in supervisory and management positions in American law enforcement: An examination of organizational correlates. *Women & Criminal Justice, 29*(3), 129-147.

White, M. D., & Fradella, H. F. (2016). *Stop and Frisk: The use and abuse of a controversial policing tactic*. NYU Press.

### **Week 12: Sentencing (April 4)**

Tonry, M. H. (2016). *Sentencing Fragments: Penal Reform in America, 1975-2025*. Oxford University Press.

#### Supplemental Readings:

Kohler-Hausmann, I. (2018). *Misdemeanorland*. Princeton University Press.

Kramer, J. H., & Ulmer, J. T. (2009). *Sentencing Guidelines: Lessons from Pennsylvania*. Boulder, CO: Lynne Rienner Publishers.

Lynch, M. (2016). *Hard bargains: The coercive power of drug laws in federal court*. Russell Sage Foundation.

Tonry, M. (1995). *Malign Neglect: Race, crime, and punishment in America*. Oxford University Press.

Tonry, M. H. (1997). *Sentencing Matters*. Oxford University Press.

### **Week 13: Sentencing (April 11)**

Steffensmeier, D., Ulmer, J., & Kramer, J. (1998). The interaction of race, gender, and age in criminal sentencing: The punishment cost of being young, black, and male. *Criminology, 36*(4), 763-798.

Doerner, J. K., & Demuth, S. (2010). The independent and joint effects of race/ethnicity, gender, and age on sentencing outcomes in US federal courts. *Justice Quarterly, 27*(1), 1-27.

Ulmer, J. T., Light, M. T., & Kramer, J. H. (2011). Racial disparity in the wake of the Booker/Fanfan decision: An alternative analysis to the USSC's 2010 report. *Criminology & Public Policy, 10*, 1077.

Kim, B., Wang, X., & Cheon, H. (2019). Examining the impact of ecological contexts on gender disparity in federal sentencing. *Justice Quarterly, 36*(3), 466-502.

Wooldredge, J., Frank, J., Goulette, N., & Travis III, L. (2015). Is the impact of cumulative disadvantage on sentencing greater for black defendants?. *Criminology & Public Policy, 14*(2), 187-223.

### **Week 14: Corrections (April 18)**

Garland, D. (2001). *The Culture of Control*.

#### Supplemental Readings:

Clear, T. R. (2009). *Imprisoning communities: How mass incarceration makes disadvantaged neighborhoods worse*. Oxford University Press.

Pratt, T. C. (2018). *Addicted to Incarceration: Corrections policy and the politics of misinformation in the United States*. Sage Publications.

### **Week 15: Corrections (April 25)**

Unnever, J. D., & Cullen, F. T. (2010). THE SOCIAL SOURCES OF AMERICANS' PUNITIVENESS: A TEST OF THREE COMPETING MODELS. *Criminology*, 48(1), 99-129.

Keen, B., & Jacobs, D. (2009). Racial threat, partisan politics, and racial disparities in prison admissions: A panel analysis. *Criminology*, 47(1), 209-238.

Clear, T. R., & Latessa, E. J. (1993). Probation officers' roles in intensive supervision: Surveillance versus treatment. *Justice Quarterly*, 10(3), 441-462.

Harris, A., Evans, H., & Beckett, K. (2011). Courtesy stigma and monetary sanctions: Toward a socio-cultural theory of punishment. *American Sociological Review*, 76(2), 234-264.

Cullen, F. T., Jonson, C. L., & Mears, D. P. (2017). Reinventing community corrections. *Crime and Justice*, 46(1), 27-93.

### **Week 16: Presentations (May 2)**

**Final Research Papers Due: Monday May 6, 10am**

**Final Exam Due: Friday May 10, 10am**