Course Description
Crime is a complex problem. There are so many seemingly distinct types of crime, and crimes occur for different reasons and under different circumstances. In fact, the complexity of crime is increasing. For example, the globalization of communications (e.g., the internet) and conflict (e.g., terrorism) had substantial impacts on the nature of crime. Despite this complexity, it is imperative that we gain as great an understanding of crime as possible through criminology. Criminology can be defined as the study of the nature of crime, its causes, and the systemic practices that (re)produce patterns of harm. At its core, criminology attempts to understand what crime is and why it occurs. We will study the major theoretical traditions that have emerged over the past several centuries to offer insight into the crime problem. We will also evaluate each theory using extant research and identify policy implications.

Course Objectives
At the completion of this course, you should be able to:

✔ Articulate the shortcomings of various definitions of crime and explain the social construction of crime and criminals.
✔ Identify and explain all the major schools of criminology.
✔ Evaluate criminological theories using empirical evidence.
✔ Apply theory and research to formulate criminal justice policy.

Required Materials


** Additional materials in the form of articles and/or book chapters will supplement this course. NOTE: If a student chooses to purchase anything other than the current edition of the assigned course texts, it is their responsibility to ensure access to and familiarity with the most up-to-date course materials

**COURSE NOTES AND RECOMMENDATIONS**
Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me for support. Your success is my goal.

Please make sure to have your official UNT email forwarded to your preferred email address (if different) to receive important updates, changes, announcements, class cancellations (if applicable), and generally, so I can reach you if necessary. The announcement board in Canvas, and email, will be used for primary communication to the class as a whole. I advise you check the announcements section frequently. It is your responsibility to utilize a computer system that works and is compatible with the UNT online system/Canvas.

Important: Minimum technology requirements for this course: a browser that is compatible with Canvas (visit [this link](#) to ensure your browser is suitable) and Microsoft Office Word (or a similar word-processing software). Microsoft Office 365 is available for free to all currently-enrolled students. For instructions to download the software, please see [this link](#). Students are expected to know how to access their UNT email, open attachments, and use Microsoft Word (or a similar word-processing software). Students facing IT issues should visit UNT’s IT website or the [IT Helpdesk](#). Students are also expected to have basic digital literacy skills such as using UNT’s library’s website, searching online databases, and properly citing information sources. Here is a [UNT Library Guide for Criminal Justice students](#) that walks you through how to find research and official sources online.

**COURSE REQUIREMENTS AND GRADING**
There are a total of 750 points that can be earned in this class. The grading policy is presented below. Students can expect to receive feedback on all graded work within 1 week of the assignment’s due date. If there is going to be a delay, I will let you know via an announcement on Canvas.

**Grading Scale:**
675-750 points = A
600-674 points = B
525-599 points= C
450-524 points= D
Below 450 points= F

**Mid-Term and Final Examination**
Each student is required to take a mid-term and a comprehensive final examination in this course (150 points for each exam, for a total of 300 points towards the final grade). The examinations will consist of essay style questions for which students will be required to choose one or more questions to answer (I may also opt to choose the question for you to answer).

The mid-term will be comprised of all reading and lecture material up to the time of that exam. The final exam will be comprehensive and based on all reading (including handouts), lectures, and video material given during the entire class. Please be prepared for this final exam by reading all material given in class during the course of the entire semester. Last minute efforts to catch up will likely result in an undesirable grade.

Exams should be organized based upon the question, with clear headings and subheadings to organize your answer. Citations should be in APA format. Exam grades are based on: 1) Addressed all parts of the question (35 points); 2) Proper organization of answer (20 points); 3) Accurate and sufficient explanation/application of appropriate perspectives to question issue(s) (80 points) and, 4) Spelling and grammar (15 points). Please check the course schedule for exam due dates. **IMPORTANT:** Completed exams should be submitted through Canvas. Late exams will not be accepted. Do NOT try to wait until the last minute to do the exam. Something may happen that prevents you from submitting it on time.

**Peer Teaching Exercise**
Once this semester you will lead the class in an exploratory exercise based on that week’s readings. The goal: to help you try out different ways to connect students with challenging material. For that reason, I ask you not to prepare a lecture-style statement for this task; you should of course have your thoughts about the reading you would like to draw out, but the point of the exercise is not to tell us what they are.

There are lots of exercises to choose from; you might want to consult some research on “active learning” or the “flipped classroom” to help you out, or you could of course ask Dr. Craig to discuss some options. Your exercise need not be complicated, but it should be more than you simply asking, “So, what did you think?”

When you come to class on Monday, you will run the exercise and then debrief it. You will have a total of 30-45 minutes for your session. (NOTE: this is actually not a lot of time, use it with care.)

Confused? Don’t worry—Dr. Craig will model the task in our second class meeting. If you’re still stuck, ask yourself this question: did a teacher or professor ever do a really useful, cool thing in class that really stuck with you? What was that cool thing?
Your grade, worth a total of 50 points, will be based upon the quality of your learning exercise.

Theory Briefs
Each student is required to write 4 theory briefs throughout the course. These papers will require you to reflect on those assigned readings for that week and how it illustrates the theory of the week (in the weeks we cover multiple theories, you can pick which specific theory to focus on). In the paper, you should discuss the strengths, limitations, and policy implications of the theory. You should also relate the supplementary reading to the theory we are covering and the primary text (e.g., how does the material in the supplementary text illustrate concepts in the theory? Are there any conflicts between the supplementary text and the theory?).

Each theory brief is worth 50 points. These papers should be 4-5 pages in length, not including the title and reference pages. They must be typed using double-spaced, 12-point Times New Roman font with 1-inch margins in APA format. Please limit the use of direct quotes to no more than 2-3 lines.

Class Participation
This class is organized as a seminar. It is my expectation that you will come to each and every class prepared to discuss the assigned readings. In this type of class, I see class participation as an important component of a successful seminar. To facilitate dialogue and interpretation, you must submit via email at least one discussion question and provide a brief answer to that question by 8 AM each class day. These questions must be based on our readings. Your answers should be approximately 2-4 sentences in length. I will select a subset of these questions to help guide our in-class discussions. Please note you do NOT need to submit a separate discussion question on the day of your Peer Teaching Exercise. Each day you can receive up to 10 points for your class participation and this grade will be based upon the quality of these questions as well as the quality of your participation in class. A total of 90 points can be earned for your class participation.

Class Reflections
At the end of each class day, I will pose a reflection question to the class. The purpose of this question is for you to think back on not only the theory we covered, but how our class discussion and activities may have illuminated the theory and its concepts in a new way. Each student will provide a brief, 3-4 sentence written response to the reflection question and submit those to me. This assignment is worth 10 points each. We have 12 class days over the course of the semester and the lowest reflection grade will be dropped, leaving a total of 110 points that can be earned for your class reflections.

Class Policies
I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable.
Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

To be successful at learning and understanding the material in this class, it is essential that you read and complete the assigned material and engage in thoughtful discussions both in class and online. Your active participation, along with your willingness to engage in thoughtful discussions will be taken into account at all times during the semester. A classroom, especially during times of discussion, is a place to express ideas, opinions, and engage in thoughtful discussions. Students will respect the views and opinions of others at all times or their status in the course will be examined. In sum, simply be appropriate during all interactions. Each student brings unique insight and perspectives, and that can make for a very interesting and lively discussion forum, but just please be appropriate and respectful of others. Please review the undergraduate catalog concerning conduct which adversely affects the university community.

Make-Up Policy
There will be no opportunities to make up any missed coursework with the exception of authorized absences according to University policies prescribing authorized absences in certain situations. I reserve the right to consider extreme circumstances and modify this rule. Students should notify me prior to missing an assignment, if possible. Those in athletics, those who are absent for religious holidays, and/or those involved in other school supported activities that require being absent from class will be allowed to make up assignments if proper procedures are followed in requesting an excused absence. I must have written documentation in advance that you will be away from class for the absence to be excused.

Attendance Policy
The course is specifically designed to make the most of the time we spend together as a class. As such, students are expected to attend every class. Since this is an active-learning course, it is much more difficult to keep up with the class when you do not attend. The professor will only make accommodations for missed assignments for students under exceptional circumstances. This includes illnesses lasting over one week, illness or death of family member, or major religious observances. These will be extremely rare events and will require proper documentation.

It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Students that have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of “F.” Last day to withdraw with a grade of “W” is April 7, 2023.

Syllabus Change Policy
I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that the syllabus must be modified. In the case that the syllabus needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student’s responsibility to check announcements/email so that any and all syllabus changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements does not constitute a defense against missed assignments, test dates, and other applicable changes.
UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr. Additionally, disruptive behaviors such as arriving late, having a conversation while someone else is talking, profanity, sleeping, text messaging, using laptops/tablets for anything other than course related
activities, cell phones going off during class, etc. are not acceptable. Students repeatedly engaging in any of these behaviors may be asked to leave the classroom.

**Additional policies:**
- Recording devices are not allowed in the classroom unless specifically approved by the instructor.
- Tobacco products of any kind (including e-cigs) are not allowed in the classroom.
- Due to liability concerns and the content of course discussions, children are not permitted in the classroom at any time.
- Laptops and similar devices can be used during class as long as they are used for taking notes and/or other related classroom functions. If used for surfing the web, instant messaging, sending emails or otherwise, they will not be allowed in the classroom.

**Sexual Assault Prevention**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

**Course Evaluation**
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**Miscellaneous**
The material posted online is my personal intellectual property or that of the University of North Texas. You may not utilize the material for other than class purposes.
A variety of resources services are available to students in the Academic Support tab in Canvas.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC, READING ASSIGNMENTS, AND DUE DATES</th>
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| 1/23/23   | Topic: Introduction to Criminological Theories  
Readings: Chapters 1-2 of Snipes et al. (2019)                                                                             |
| 1/30/23   | Topic: Classical Theories  
Readings: Chapter 3 of Snipes et al. (2019); Felson & Eckert (2019)  
**Theory Brief #1 Due**                                                   |
| 2/6/23    | Topic: Biological & Biosocial Theories  
Readings: Chapter 4 of Snipes et al. (2019); YouTube lecture by Dr. Adrian Raine (posted on Canvas)                  |
| 2/13/23   | Topic: Psychological Theories  
Readings: Chapter 5 of Snipes et al. (2019); Bergstrom & Farrington (2022)                                                |
| 2/20/23   | Topic: Neighborhood-Based Theories  
Readings: Chapter 8 of Snipes et al. (2019); Wilson (1997)  
**Theory Brief #2 Due**                                                   |
| 2/27/23   | Topic: Strain Theories  
Readings: Chapter 7 of Snipes et al. (2019); Broidy & Santoro (2018)                                                     |
| 3/6/23    | **No Class- Midterm Exam Due on Canvas at 1 PM**                                                                           |
| 3/13/23   | **No Class- Spring Break**                                                                                                 |
| 3/20/23   | Topic: Learning Theories  
Readings: Chapter 9 of Snipes et al. (2019); Wright & Decker (1997)  
**Theory Brief #3 Due**                                                   |
| 3/27/23   | Topic: Social Control Theories  
Readings: Chapter 10 of Snipes et al. (2019); Costello & Laub (2020)                                                       |
| 4/3/23    | Topic: Self-Control Theory  
Readings: Gottfredson (2017); Burt (2020)                                                                                    |
| 4/10/23   | Topic: Developmental/Life Course Theories  
Readings: Chapter 14 of Snipes et al. (2019); Moffitt (1993); Moffitt (2018)  
**Theory Brief #4 Due**                                                   |
| 4/17/23   | Topic: Developmental/Life Course Theories  
Readings: Bersani & Doherty (2018); Healy (2014)                                                                              |
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<tr>
<th>Date</th>
<th>Topic: Wrap-Up Day</th>
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<tr>
<td>4/24/23</td>
<td>Readings: Conclusion chapter of Snipes et al. (2019)</td>
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<td><strong>No Discussion Question Due</strong></td>
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<tr>
<td>5/1/23</td>
<td><strong>No Class- Final Exam Due on Canvas at 1 PM</strong></td>
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