

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: SOCY 369 Causes of Crime and Delinquency

Date Submitted: 9/10/2020

Proposed Effective Date: Spring 2021

	Name	Email	Phone	Dept
Dept Chair or UPD	Christine Mair (UPD)	christine_mair@umbc.edu	410-455-3979	SAPH
Other Contact	Brian Soller	bsol@umbc.edu	510-517-5459	SAPH

COURSE INFORMATION:

Course Number(s)	SOCY 369
Formal Title	Causes of Crime and Delinquency
Transcript Title (≤30c)	Crime and Delinquency
Recommended Course Preparation	SOCY 101
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course provides an overview of criminological theories focusing on the causes of delinquency and crime. Students will pay close attention to the assumptions of these theories, how to empirically test these theories, and identifying fundamental consistencies and discrepancies between these theories. This course is sociological in nature. Therefore, course material presents crime and delinquency as resulting from enduring social processes that operate at the micro and macro levels.

RATIONALE FOR NEW COURSE:

(a) **Why is there a need for this course at this time?** The sociology program offers popular upper division courses focusing on various topics in criminology (SOCY 372 - Juvenile Delinquency, SOCY 374 - Drugs and Alcohol in Society), but no current course in the catalogue provides adequate and focused training in prevailing theories of crime and delinquency and their empirical status. Adding this course to the catalogue will provide a course that 1) advances Sociology undergraduates' comprehension of social theory and 2) provides a strong theoretical foundation for work focusing on issues in criminology, law, and criminal justice.

Causes of Crime and Delinquency will be a course in a set of upper division electives in the Sociology Program that focuses on crime and justice-related issues. These courses aim to meet extant student demand within the Sociology major and attract students from other disciplines interested in crime and deviance. Causes of Crime and Delinquency course will be particularly attractive for students interested in criminal justice-related occupations (e.g., police, probation) and will be a core course for an undergraduate certificate in Crime, Law and Society that is being developed by SAPH faculty.

- (b) ***How often is the course likely to be taught?*** This course will be taught at least once per academic year.
- (c) ***How does this course fit into your department's curriculum?*** The course will count towards 3 credits of upper division electives for the Sociology (12 required), Anthropology (6 possible), and Public Health (6 possible) majors, and the Sociology minor (6 required).
- (d) ***What primary student population will the course serve?*** This course will primarily serve upper division students in the social sciences. Taught for the first time at UMBC as a special topics course in Fall 2019, this course drew majors from Sociology and Anthropology, as well as Psychology, Social Work, Individualized Study, Africana Studies, Gender, Women's, + Sexuality Studies, Philosophy, and Media and Communications Studies.
- (e) ***Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?*** This course will be offered at the 300 level because it assigns advanced material, including peer-reviewed publications from flagship journals in sociology and criminology. Assignments require students to articulate subtle but key differences among competing social theories and apply them to explain social phenomena. This course requires levels of reading comprehension and verbal ability that are expected of upper division undergraduate students.
- (f) ***Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).*** Causes of Crime and Delinquency builds on SOCY 101 (Basic Concepts in Sociology). SOCY 101 introduces students to research methods and prevailing theoretical approaches in sociology that are discussed in much more detail in Causes of Crime and Delinquency. SOCY 101 is recommended but not required, as Causes of Crime and Delinquency covers key concepts and sociological research methods early in the semester to provide all students with a stronger foundation in sociological approaches to understanding and studying crime.
- (g) ***Explain the reasoning behind the P/F or regular grading method.*** Employing the regular A-F grading method ensures Causes of Crime and Delinquency can count towards SAPH major and minor requirements.
- (h) ***Provide a justification for the repeatability of the course.*** N/A. This course will not be repeatable for credit.

ATTACH COURSE SYLLABUS (mandatory):

SOCIOLOGY 369: Causes of Crime and Delinquency

Instructor:

Dr. Brian Soller

Assistant Professor, Department of Sociology, Anthropology, and Health Administration and Policy

Email: bsol@umbc.edu

Phone: 410-455-8467

Office Hours: HOURS (or by appointment), PUP 218

Course Details:

Term: TERM

Class Meeting Days: DAYS

Location: LOCATION

Class Time: TIME

Course Credits: 3

Recommended Preparation: SOCY 101

Course Description:

This course provides an overview of criminological theories focusing on the causes of delinquency and crime. We pay close attention to the assumptions of these theories, how to empirically test these theories, and identifying fundamental consistencies and discrepancies between these theories. This course is *sociological* in nature. Therefore, course material presents crime and delinquency as resulting from enduring social processes that operate at the micro and macro levels.

Course Goals:

The key objective of the course is for students to comprehend the sociological foundations of criminological perspectives. Apart from mastering course material, students will apply skills in expository writing expected of upper-division undergraduate students, demonstrate critical thinking through written expression, and effectively synthesize information from published research on exams and written assignments. Upon successful completion of this course, students should be able to:

1. identify key correlates of crime,
2. describe how criminologists empirically test theories of crime and delinquency,
3. identify the intellectual connections between core criminological theories, and
4. articulate theoretically informed explanations of the causes of crime in written and verbal communication.

Student Learning Outcomes:

1. Students will be able to articulate the key assumptions, central arguments, and core hypotheses of mainstream criminological theories, and apply them to empirical facts.
2. Students will be able to distinguish between correlates of crime, explanations and criminological theories at the individual level vs the macro level.

Required Course Materials

Course Readings

All readings are available through the course Blackboard page.

Films

Devil's Playground (to be shown in class and is currently available to stream online)

Other Useful (but not required) Works

[Cullen and Wilcox's *Encyclopedia of Criminological Theory*](#) (Available for digital download through UMBC library)

[Lanier and Henry's *The Essential Criminology Reader*](#) (Available for digital download through UMBC library)

[Cullen, Agnew, and Wilcox's *Criminological Theory: Past to Present*](#)

[Bernard, Snopes and Gerould's *Vold's Theoretical Criminology*](#)

Course Requirements

1. *Attendance is necessary for success.* In class, we will discuss readings as well as new material not included in the assigned readings. If you miss a class, it is your responsibility to become aware of new announcements, assignments, or material.
2. *Team Participation.* We will have 5 in-class Team Exercises throughout the semester that count toward your Team Participation grade. Students who participate in all 5 Team Exercises receive 1% extra credit on their final course grade.
3. *Unscheduled quizzes.* We will have 8 short, in-class, “pop” quizzes that assess your comprehension of the reading due that day. The average score of your 6 top quiz scores contribute to your final grade (i.e., the lowest 2 quiz grades do not count towards your final grade). Because I drop the lowest 2 quiz grades, there are no make-up quizzes.
4. *Exams.* Four exams will be given during the semester as scheduled on the course calendar below. The average score of your top 3 exam scores contribute to your final grade. (i.e., the lowest exam score is dropped). Because I drop the lowest exam grade, there are no make-up exams unless the exam was missed due to a documented medical emergency.
5. *Final paper.* One required written assignment will be due at the end of the term. The assignment must be submitted through the Blackboard page as a Word file. Handwritten, printed, or late assignments will not be accepted. The essay must be submitted by 11:59pm on December 13th. For the essay you will discuss theories and findings presented in course readings to help explain events in the documentary *The Devil’s Playground*. In the essay, you will address how course readings enrich the understanding of life during Rumspringa. This paper will contribute to 35% of the final course grade. More information on the assignment will be provided throughout the semester.
6. *Extra Credit.* Students may complete an Article Review of one of the three “Optional Readings” listed in the syllabus below (with the Prefix “OP”) for up to 2% extra credit on the total course grade. Those wishing to complete an extra credit article review must first contact Dr. Soller to receive the assignment details.

Grading

Final grades are based on a total point score as determined by performance on quizzes, group exercises, and exams.

Best 6 Quizzes	10%
Team Participation	10%
Best 3 Exams	45%
Final Paper	35%

Grades are based on the following scale:

Grade	% of total
A	90.00-100.00
B	80.00-89.99
C	70.00-79.99
D	60.00-69.99
F	Below 60.00

Other Relevant Information

UMBC Policies and Resources for Students during COVID-19. Please see the document “UMBC Policies and Resources for Students during COVID-19” found in the course Blackboard page for additional information on University Academic Policies and Resources available during the COVID-19 Pandemic.

Accessibility and Disability Accommodations, Guidance and Resources. Accommodations for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would create equal access for students when barriers to participation exist in University courses, programs, or activities. Students who have a documented disability and need to request academic accommodations should refer to the SDS website at sds.umbc.edu for registration information and office procedures. SDS email: disAbility@umbc.edu; SDS phone: (410) 455-2459. If you will be using SDS approved accommodations in this class, please contact me (instructor) to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Academic Integrity Statement. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult [UMBC policies](https://www.umbc.edu/policies/pdfs/iii-1.10.03.pdf) <<https://www.umbc.edu/policies/pdfs/iii-1.10.03.pdf>>, or the [Faculty Handbook](https://provost.umbc.edu/policies/faculty-handbook) (Section 14.3 <<https://provost.umbc.edu/policies/faculty-handbook>>).

COVID-19: Safety Expectations and Guidelines. Students enrolled in this course are expected to adhere to all UMBC policies, rules, and regulations, including COVID-19 emergency health and safety rules, policies, guidelines, and signage enacted for the UMBC community. For students attending in-person classes, signage, policies, rules, and/or guidelines may include but are not limited to specific requirements for face coverings, physical distancing, and sanitization, in addition to efforts to reduce density efforts that involve reductions in seating and room capacity. Please be aware that UMBC's COVID-19 emergency health and safety rules, regulations, policies, guidelines, and/or signage are subject to change as our public health crisis evolves. Any violation will be subject to disciplinary action and may include but not limited to immediate dismissal from the classroom, removal from the classroom and/or campus, a requirement to work remotely, and/or sanctions and conditions enumerated in the UMBC Code of Student Conduct that may entail suspension or expulsion from UMBC.

Diversity and Inclusion Statement. Diversity is large part of what social scientists study. Diversity is also what makes a classroom experience and a university education at a place like UMBC so engaging. The Department of Sociology, Anthropology, and Public Health is committed to creating an inclusive environment for students of all backgrounds to learn and to thrive. We expect our students to be part of this work. We encourage anyone who has concerns or suggestions to talk with their faculty and advisers.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination. All faculty members are considered *Responsible Employees*, per [UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty are therefore required to report possible violations of the [Policy](#) to the Title IX Coordinator, even if a student discloses something they experienced before attending UMBC.

Although faculty members want you to be able to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report Sexual Misconduct to the Title IX Coordinator so that the University can inform students of their [rights, resources and support](#). If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- The [Counseling Center](#): 410-455-2742 / After-Hours 410-455-3230
- [University Health Services](#): 410-455-2542
- Pastoral Counseling via [Interfaith Center](#): 410-455-3657; interfaith@umbc.edu
- [Women's Center](#) (for students of all genders): 410-455-2714; womenscenter@umbc.edu.
- [Shady Grove Student Resources](#), [Maryland Resources](#), [National Resources](#).

Child Abuse and Neglect. Please note that Maryland law and [UMBC policy](#) require that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

Pregnancy. UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions or guidance or to request an accommodation, please contact the [Office of Equity and Inclusion](#) at oei@umbc.edu.

Hate, Bias, Discrimination and Harassment. UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement. Consistent with these principles, UMBC Policy prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race,

creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information. Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the online reporting form to report discrimination, hate or bias incidents; reporting may be anonymous.

Courtesy Policy. Online seminars present unique opportunities and challenges for learning. Background noise can be particularly disruptive to conversations. If you anticipate loud disruptions during class, please mute yourself when you are not speaking.

Religious holidays. UMBC Policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions please contact the Office of Equity and Inclusion at oei@umbc.edu. Contact Dr. Soller regarding any conflict between religious observance dates and course assignments one month prior to the assignment due date to ensure adequate accommodation.

Extensions. Extensions on required assignments only will be allowed in the case of a documented medical or familial emergency (e.g., doctor’s note, emergency room visit, etc.).

Communication. Emails should be reserved for brief questions. You should schedule office hours for lengthy discussions. Dr. Soller will attempt to answer emails sent Monday through Thursday within 24 hours. Emails sent Friday through Sunday will be answered by the following Monday. Emails should be concise, and students should expect concise replies.

Schedule of Activities:

Read assignments before class meetings and be prepared to discuss them. Any changes in dates—including changes in exam dates—readings, or other schedule modifications will be announced in class. You are responsible for finding out about any announcements made in class.

	<p>COURSE INTRODUCTION</p> <p>No Assigned Reading</p> <p>Team Activity 1: Introductions</p>
	<p>OVERVIEW OF CRIMINOLOGICAL THEORY/HOW TO SKIN A CAT</p> <p>R01. Bernard, Thomas J., Jeffrey B. Snipes, Alexander L. Gerould, and George B. Vold. 2009. “Theory and Crime.” Pp. 1–10 in <i>Vold’s Theoretical Criminology</i>. New York: Oxford University Press.</p>
	<p>ASSESSING THEORY</p> <p>R02. Bernard, Thomas J. et al. 2009. “Assessing Criminology Theories.” Pp. 346–65 in <i>Vold’s Theoretical Criminology</i>. New York: Oxford University Press.</p>
	<p>RESEARCH METHODS IN CRIMINOLOGY</p> <p>Select, read, and bring an empirical research article for team discussion</p> <p>Team Activity 2: Article Discussion</p>
	<p>CLASSICAL SCHOOLS OF THOUGHT</p> <p>R03. Bernard, Thomas J. et al. 2009. “Classical Criminology.” Pp. 14–37 in <i>Vold’s Theoretical Criminology</i>. New York: Oxford University Press.</p> <p>Supplemental Podcast:</p>

	<p><i>How A Theory Of Crime And Policing Was Born, And Went Terribly Wrong.</i> Podcast is available on Blackboard and Online: http://www.npr.org/2016/11/01/500104506/broken-windows-policing-and-the-origins-of-stop-and-frisk-and-how-it-went-wrong</p>
	<p>DETERRENCE</p> <p>R04. Jacobs, Bruce A. 2010. "Deterrence and Deterrability." <i>Criminology</i> 48:417–41.</p>
	<p>EXAM 1</p>
	<p>BEYOND THE STATE: INFORMAL CONTROL</p> <p>R05. Britt, Chester L. and Michael Rocque. 2015. "Control as an Explanation of Crime and Delinquency." Pp. 182–208 in <i>The Handbook of Criminological Theory</i>, edited by A. R. Piquero. John Wiley & Sons, Inc.</p>
	<p>SOCIAL CONTROL</p> <p>R06. Reiss, Albert J. 1951. "Delinquency as the Failure of Personal and Social Controls." <i>American Sociological Review</i> 16:196–207.</p>
	<p>FROM SOCIAL CONTROL TO SELF-CONTROL</p> <p>R07. Burt, Callie H. 2014. "Self-Control and Crime: A Sociological Perspective." In K. Beaver, J.C. Barnes, & B. Boutwell, <i>The Nurture versus Biosocial Debate in Criminology</i>. (Pp. 143-171). Sage Publishers.</p> <p>Optional Reading 1:</p> <p>OP1. Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik, and Bruce J. Arneklev. 1993. "Testing the Core Empirical Implications of Gottfredson and Hirschi's General Theory of Crime." <i>Journal of Research in Crime and Delinquency</i> 30:5–29.</p>
	<p>CRIME OVER THE LIFE COURSE</p> <p>R08. Moffitt, Terrie E. 1993. "Adolescence-Limited and Life-Course-Persistent Antisocial Behavior: A Developmental Taxonomy." <i>Psychological Review</i> 100:674–701.</p> <p>Team Activity 3: Classifying Sue</p>
	<p>CRIME OVER THE LIFE COURSE (CONTINUED)</p> <p>R09. Sampson, Robert J. and John H. Laub. 2003. "Life-Course Desisters? Trajectories of Crime Among Delinquent Boys Followed to Age 70." <i>Criminology</i> 41:555–92.</p>
	<p>CRIME OVER THE LIFE COURSE (CONTINUED)</p> <p>R10. Sampson, Robert J. and John H. Laub. 2005. "A Life-Course View of the Development of Crime." <i>The ANNALS of the American Academy of Political and Social Science</i> 602:12–45.</p>
	<p>GENDER AND CRIME OVER THE LIFE COURSE</p> <p>R11. Kreager, Derek A., Ross L. Matsueda, and Elena A. Erosheva. 2010. "Motherhood and Criminal Desistance in Disadvantaged Neighborhoods." <i>Criminology</i> 48:221–58.</p>
	<p>EXAM 2</p>
	<p>ROUTINE ACTIVITIES</p> <p>R12. Osgood, D. Wayne, Janet K. Wilson, Patrick M. O'Malley, Jerald G. Bachman, and Lloyd D. Johnston. 1996. "Routine Activities and Individual Deviant Behavior." <i>American Sociological Review</i> 61:635–55.</p>
	<p>LEARNING</p>

	R13. Becker, Howard S. "Becoming a Marihuana User." <i>American Journal of Sociology</i> 59: 235-242.
	SOCIAL LEARNING/DIFFERENTIAL ASSOCIATION THEORY R14. Haynie, Dana L. and Brian Soller. 2014. "Social network analysis in criminology." In <i>The Encyclopedia of Criminology and Criminal Justice</i> . Gerben Bruinsma and David Weisburd, Editors. New York: Springer. OP2. Haynie, Dana L. 2001. "Delinquent Peers Revisited: Does Network Structure Matter?" <i>American Journal of Sociology</i> 106:1013-57.
	LEARNING AND OPPORTUNITY R15. Haynie, Dana L. and D. Wayne Osgood. 2005. "Reconsidering Peers and Delinquency: How Do Peers Matter?" <i>Social Forces</i> 84:1109-30.
	DEFINING CRIME R16. Bernard, Thomas J., Jeffrey B. Snipes, Alexander L. Gerould, and George B. Vold. 2009. "Durkheim, Anomie, and Modernization." Pp. 115-132 in <i>Vold's Theoretical Criminology</i> . New York: Oxford University Press. Start Film: Devil's Playground
	SMALL GROUP DISCUSSION Finish Film: Devil's Playground Team Activity 4: Rumspringa!
	EXAM 3
	No Class (ASC MEETINGS)
	SOCIAL DISORGANIZATION R17. Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." <i>Science</i> 277:918-24.
	CULTURE AND CRIME R18. Anderson, Elijah. 1998. "The Social Ecology of Youth Violence." <i>Crime and Justice</i> 24:65-104.
	IMMIGRATION AND CRIME R19. Light, Michael T., And Ty Miller. 2018. "Does Undocumented Immigration Increase Violent Crime?" <i>Criminology</i> 56:370-401. OP3. Soller, Brian and Alena Kuhlemeier. 2019. "Gender and Intimate Partner Violence in Latino Immigrant Neighborhoods." <i>Journal of Quantitative Criminology</i> 35:61-88.
	THANKSGIVING RECESS
	EXAM 4
	Final Paper Discussions Paper Outline Due in Class
	No Class: Extra office hours for final paper consultation Final Paper Due December 13 by 11:59 pm