

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: __SAC__ COLLEGE: CAS
DEPARTMENT CONTACT: __RAOUF HANNA CONTACT PHONE: 734-487-0012
CONTACT EMAIL: __RHANNA@EMICH.EDU

1. Subject Code, Number, and Title: CRM 447 Senior Seminar in Criminology
2. Credit Hours 3
3. Course Description: Summations and integrations of the various bodies of criminological knowledge and their applications to policies of crime prevention and control.

4. This course is (check one):
 - an existing course with no revisions (need not go through the input system)
 - an existing course with revisions (attach this form to Request for Course Revision form)
 - a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.
 - Effective Communication**
 - Quantitative Reasoning (*QR designation*)**
 - Writing Intensive (*WI designation*)**
 - Perspectives on a Diverse World**
 - Global Awareness
 - U.S. Diversity
 - Knowledge of the Disciplines**
 - Arts
 - Humanities
 - Science
 - Social Science
 - Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

Senior Seminar in Criminology is the capstone course for majors in Criminology and Criminal Justice. It is designed to provide students with the opportunity to demonstrate the integration of knowledge gained in previous criminology courses. Through intensive writing, reading and discussion students will be able to manage the vast amounts of information in crime prevention and control, understand and critique that information and become proficient at communicating that information to others for the purpose of individual and societal engagement in this important field. As a graduate of the criminology program and a criminal justice professional you will need to communicate the knowledge you have gained to a variety of audiences (your friends and family, other criminal justice professionals and people in decision making positions). This class will teach you to effectively communicate the information to these various audiences.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

See attached.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

See attached.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

- **Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.**

a.) Students are asked to engage current national and international news through various media sources and to make the relevant linkages to articles published in major criminological journals. This combination of reading and writing strategies reveals the relevance of the material to life outside the academy and generates ongoing student interest. For example, one assignment asks students to prepare a discussion of one specific topic (current crime issue) for a variety of different forums making the language and explanations appropriate to the target audience: 1) neighborhood organization made up of lay persons 2) police organization made up of law enforcement officers and 3) fellow academics.

b.) Methods of Evaluation:

Discussion Papers with the following requirements:

Have I provided a brief overview of the readings; include the arguments, perspectives/ideas and findings presented?

Have I evaluated the reading with respect to how well and convincingly the argument is made (logic, theory, method)?

Have I used at least 2 articles published in major criminological or sociological journals that support or counter the argument to draw possible policy implications?

(See attached holistic scale for specifics regarding evaluation)

- **Use writing strategies that achieve the purposes for writing and address the expectations of audiences within a disciplinary context.**

a.) Students are asked to prepare a detailed outline/prospectus of their intended final research paper including research questions, theory and methods including appropriate subheadings. They also include an annotated bibliography and a collection of potential outlets for publication of this type of research paper. The purpose of this capstone project is to demonstrate the ability to write for other criminologists, so the focus is on the requirements of the field for example format, language and structure.

b.) Methods of Evaluation:

Student Check List and Grading Matrix that asks the following questions: Did I organize the paper in a manner acceptable to that of scholarly journals in the field? Have I included the relevant literature and current developments on the topic in a succinct manner? To what degree does my prospectus/outline direct me towards answers to the research question? Have I utilized the appropriate language? Is the paper formatted correctly? (Have I adhered to the guidelines provided in the American Sociological Association's manuscript checklist?)

- **Formulate research questions and employ strategies for researching and responding to those questions.**

a.) The final research project (a scaffolded project) requires clear and concise research questions and a literature review that critically analyses prior research methodologies used to investigate similar research questions. Building up to this project the student will have completed the weekly executive summaries. In these summaries they are asked to identify the research question, the methodologies and to critically analyze them. Through my feedback and our discussions of these 10 papers the strategies become clear. (See section V of Papers 2-12) In addition, each section of the final paper is conducted in stages with staggered due dates, each stage building on the one before it with ample time for feed back and appropriate changes.

b.) Methods of Evaluation:

Included in the grading matrix for the final research project is a point assignment for: research question construction, degree to which chosen methods are appropriate for this question, effectiveness of method justification. (See Final Research Paper Scoring Guide)

- **Use discipline-specific genres to communicate information.**

a.) This course requires that students present all work in the accepted format of the field. The primary purpose is to write for professional peers in criminology as such the assignments are all expected forms of communication appropriate for publication and presentation through the American Society of Criminology: executive summaries, annotated bibliography and the final research paper.

b.) Methods of Evaluation:

Outcome is determined by, as included in the grading matrix: the degree to which students have identified an appropriate journal, to which the paper will be submitted, the degree to which the final paper meets the submission guidelines set forth by the journal including format, citation and references. (Full details are provided in the Final Research paper Scoring Guide)

- **Understand conventions for communicating, disseminating and interpreting information within a discipline.**

a.) Throughout the course students are examining the various conventions of communication in the field and become more familiar with them. Specifically, 1. Students present the final paper in the format required at the national conference of the American Society of Criminology (see presentations section of final paper) 2. The final written paper (and all other papers) adhere to all formatting/submission requirements of the ASC.

b.) Methods of Evaluation:

The degree to which students achieve this outcome is indicated by the ongoing work in the scaffolded final project. In addition, all students are required to present their findings in a typical professional conference format.

(Specifically see Stage 5 of final paper presentation and publication outlets
(See Final Research Paper Scoring Guide)

8. Attach a syllabus. The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

CRM 447 Senior Seminar in Criminology

Catalog Description: Summations and integrations of the various bodies of criminological knowledge and their applications to policies of crime prevention and control.

Course Description: Senior Seminar is the capstone course designed to review the basic philosophies and principles of criminological theories and the methods of research in order to evaluate their adequacy as explanations of criminal and deviant behavior, and thus the foundations for crime prevention and control policies.

Course Objectives:

Students will be able to:

Write a clear, coherent, well organized and well documented scholarly essay.

Construct and design research projects appropriate to the field.

Understand the linkages between theory, research and public policy.

Effectively communicate research findings in writing.

Effectively communicate research findings verbally.

Outcomes:

Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.

Use writing strategies that achieve the purposes for writing and address the expectations of audiences within a disciplinary context.

Formulate research questions and employ strategies for researching and responding to those questions.

Use discipline-specific genres to communicate information

Understand conventions for communicating, disseminating and interpreting information within a discipline.

Brief description of how the course objectives address these outcomes:

The course employs several writing strategies that require the student to make the linkages between theory and public policy. Additionally, these strategies immerse students in the current scholarly literature and to think critically about the various methodologies. Further, students are required by weekly assignments to make the connections between the 'real world' and the 'research process'. Finally, students are required to communicate their work in the traditional formats of the field.

Outline of Content

Course Schedule

Week 1

INTRODUCTION

- A. Overview of the course
- B. Introductions
- C. What is Theory

Week 2

PARAGIGMS IN CRIMINOLOGY

- A. What is Criminological Theory?
- B. Theories, Perspectives and Paradigms
- C. Paradigms in Criminology
- D. The Behavioral Paradigm and The Political Labeling Paradigm

READING ASSIGNMENT: Cullen, Introduction; Vold Chapter 1. Handout The Analytical Framework.

Week 3

WRITING IN CRIMINOLOGY

- A. Research Questions
- B. Literature Reviews
- C. ASA Format
- D. Target Audiences
- E. Politicians, Academics, Community

PAPER 1 DUE

READING ASSIGNMENT: Writing for Social Scientists

Week 4

THE CLASSICAL SCHOOL OF CRIMINOLOGY: CRIME AS INDIVIDUAL CHOICE

- A. Prelude: The Demonic Perspective
- B. Classical Criminology (Beccaria)
- C. The Revival of Classical Theory
- D. Deterrence Theory
- E. Rational Choice Theory (Cornish and Clarke)
- F. Routine Activities Theory (Cohen and Felson)

PAPER 2 DUE

READING ASSIGNMENT: Cullen Part I(Essay 1) and Part VII; Vold Chapter (pp14-20) and chapter 11.

Week 5

THE PATHOLOGICAL PERSPECTIVE: BIOLOGICAL AND PSYCHOLOGICAL THEORIES

- A. The Rise of Positivist Criminology (Guerry, Quetelet, Lombroso)
- B. Biological Factors
- C. Psychological Factors and Individual Traits

READING ASSIGNMENT: Cullen Part I (Essay 2) and Part II; Vold chapter 2 (pp20-30), chapter 3 and 4

PAPER 3 DUE

Stage 1 DUE

- Week 6 **THE CHICAGO SCHOOL OF SOCIOLOGICAL CRIMINOLOGY: SOCIAL ECOLOGY AND SOCIAL DISORGANIZATION THEORIES**
- A. Social Ecology Theory (Park and Burgess)
 - B. Social Disorganization Theory (Shaw and McKay)
 - C. Neighborhoods and Collective Efficacy (Sampson)

PAPER 4 DUE

READING ASSIGNMENT: Cullen Part III, Vold Chapter 7

- Week 7 **CONTROL THEORIES**
- A. Control Theory as a Social Psychological Extension of Social Disorganization Theory
 - B. Early Control Theories (Reckless, Nye, Reiss and Toby)
 - C. Neutralization and Drift (Sykes and Matza)
 - D. Social Bond Theory (Hirschi)
 - E. Self Control Theory (Gottfredson and Hirschi)
 - F. Developmental Theory: Crime and the Life Course (Sampson and Laub)

PAPER 5 DUE

Stage 2 Due

READING ASSIGNMENT: Cullen Parts VI and XI, Vold Chapters 10 and 16.

- Week 8 **LEARNING THEORIES**
- A. Imitation (Tarde)
 - B. The Concept of Cultural Transmission (Shaw and McKay)
 - C. Differential Association Theory (Sutherland)
 - D. Differential Identification Theory (Glaser)
 - E. Social Learning/Differential Reinforcement Theory (Akers)
 - F. Subcultural Theories (Miller, Wolfgang and Ferracuti, Anderson)

PAPER 6 DUE

READING ASSIGNMENT: Cullen Part IV, Vold chapter 9

- Week 9 **ANOMIE AND STRAIN THEORIES**
- A. Anomie Theory (Durkheim)
 - B. Anomie Theory (Merton)
 - C. Strain Theory (Merton)
 - D. Subcultural Strain Theories (Cloward and Ohlin; Cohen)
 - E. General Strain Theory (Agnew)
 - F. Institutional Anomie Theory (Messner and Rosenfeld)

PAPER 7 DUE

READING ASSIGNMENT: Cullen Part V, Vold Chapter 6 and 8

- Week 10 **ANOMIE AND STRAIN THEORIES (CONT)**
- INTERACTIONISM: THE LABELING/SOCIETAL REACTION PERSPECTIVE**
- A. Symbolic Interactionism (Mead)
 - B. The Concepts of Tagging and Stigma (Tannenbaum)
 - C. The Societal Reaction Perspective (Lemert)
 - D. The Interactionist Approach to Deviance (Becker)
 - E. The Retrospective Emergence of Labeling Theory

F. A Paradigmatic Shift: Focusing on the Criminalization Process

G. Reintegrative Shaming (Braithwaite)

PAPER 8 DUE

READING ASSIGNMENT: Cullen Part VIII, Vold Chapter 12 and Braithwaite Handout

Week 11 PLURALISTIC CONFLICT THEORIES OF CRIMINALIZATION

A. Culture Conflict (sellin)

B. Group Conflict (Vold)

C. The Social Reality of Crime (Quinney)

D. Law, Order and Power (Chambliss)

E. Universal Conflict over Authority

READING ASSIGNMENT: Vold Chapter 13

PAPER 9 DUE

Stage 3 DUE

Week 12 CRITICAL CRIMINOLOGY I: MARXIST

A. The Political Economy of Crime and Social Control: Marxist Critical Thought

B. Crime and Economic Conditions (Bonger)

C. Class, State and Crime (Quinney)

D. Structural Contradictions Theory of Law (Chambliss)

E. The Berkeley School of Radical Thought (Platt, Schwendingers)

F. The New Criminology (Taylor, Walton and Young)

G. Other Marxist Developments (Currie, Colvin, Spitzer, Greenberg)

H. Peacemaking Criminology

PAPER 10 DUE

READING ASSIGNMENT: Cullen Part IX, Vold chapter 5 and 14 (pp248-259) Hand outs.

Week 13 CRITICAL CRIMINOLOGY II: FEMINIST AND POSTMODERNIST THEORIES

A. Feminist Theories (Klein, Adler, Simon, Smart, Stanko, Cain, Messerschmidt, Daly, Chesney-Lind, and Simpson)

B. Postmodern Theories (Foucault, Manning, Milovanovic and Henry)

PAPER 11 DUE

READING ASSIGNMENT: Cullen Part X, Vold chapter 14 (pp.259-266) and 15. Handouts.

Week 14 INTEGRATED THEORIES

A. Elliott et al's Integrated Theory

B. Title's Control Balance Theory

C. Braithwaite's Theory of Reintegrative Shaming

D. Cullen and Colvin's Differential Social Support and Coercion

PAPER 12 DUE

STAGE 4 DUE

READING ASSIGNMENT: Cullen Part XII and Vold Chapter 17. Handouts

Week 15 PAPER PRESENTATIONS

Week 16 PAPER PRESENTATIONS

Final Draft of Research Paper including STAGE 5 DUE on Scheduled Final Exam Date

Required Materials:

Francis T. Cullen and Robert Agnew (eds.) 2003. *Criminological Theory: Past to Present. Essential Readings*. Second Edition. Roxbury Publishing Company.

George B. Vold, Thomas J. Bernard, and Jeffrey B. Snipes. 2002 *Theoretical Criminology*. Fifth Edition. Oxford University Press.

Becker, Howard. 1986. *Writing for Social Scientists* University of Chicago Press..

Assignments:

PAPER 1: Choose a crime problem of your choice from recent headlines.

First, it is well known in the neighborhood that you are studying criminology as such, you have been asked by a local citizens group to shed some light on the subject. Prepare a statement to address your neighbors concerns.

Second, having been successful at the neighborhood forum, they have asked you to speak with the Mayor, City Council and the Police Chief regarding the issue. Prepare a statement to present to them.

Third, you have decided that this topic needs further investigation and requires the attention of criminologist's world wide. Write a research prospectus including possible research questions and possible methods of investigation. Explore 3 levels of measurement; micro, meso and macro.

Be prepared to discuss the different strategies employed depending on the target audience.

PAPERS 2-12

Each Executive Summary is due the day we are scheduled to discuss that theoretical perspective. Consult the schedule attached. Each paper should be structured EXACTLY in the following manner:

- I. **BACKGROUND:** Describe the *sociohistorical context* in which the theory or perspective developed and the *intellectual history* it follows. In other words, what was the world like, what was happening and who were the leading thinkers of the time?
- II. **UNDERLYING ASSUMPTIONS:** What are the *underlying assumptions* of the perspective with regard to issues such as human nature, human agency, society and the social order, the definition of crime, the image of the criminal and causal logic?
- III. **CORE CONCEPTS AND PROPOSITIONS:** Describe the *core concepts and propositions* contained within the perspective and identify the names of the theorists responsible for their development.
- IV. **POLICY IMPLICATIONS:** Identify the policy implications of the perspective. Apply these implications to a recent international, national or local crime problem. If the causal logic of this perspective is valid what does that suggest that we do to prevent or control criminal behavior? What are the broader political and ideological implications of the approach?
- V. **CRITICAL EVALUATION:** Present a critical analysis, assessment or evaluation of the perspective (strengths, weaknesses, causal logic, methodology, empirical support etc.) To do this you will need to search the appropriate scholarly journals and find at least 2 articles that either

support or counter the claims of this perspective. Be sure to identify research questions, methods and overall findings.

The purpose of these papers is to 1) focus your reading and writing preparing you for participation in class discussions and 2) familiarize you with scholarly publications and formats and 3) help you to connect theory with public policy. You should make clear connections between current events in the world around you, be able to link those events to the relevant scholarly literature and communicate those linkages both in writing and verbally. If you do them well, you will have no problem contributing to class discussion. I suggest that you prepare 2 copies of each paper—one to hand in and one for note taking during discussion.

Each paper should be well organized (as directed above) well written, concise and analytical. The ASA reference format should be followed throughout. All papers should be carefully typewritten and proofread before they are submitted. Double spaced, 12 point font.

FINAL RESEARCH PAPER

This project begins with weekly paper 1. Building on your work in part 3 of that paper and incorporating the skills developed throughout the semester you are asked to provide a final research paper. The due dates for each section are noted above.

Stage 1:

- A. A Description of the Problem
- B. A working bibliography with short annotations
- C. A listing of possible sub-topics

Stage 2:

- A. Submit a thesis statement.

Stage 3:

A. Theory Section: Identify and summarize what the various theoretical perspectives have to say on the topic.

Stage 4:

- A. Culled from your annotated bibliography and theory section, survey the relevant literature on the topic.
- B. Synthesize the research on the topic.

Stage 5:

- A. Identify any gaps or weaknesses in the literature.
- B. Discuss how you would construct an original research project to overcome one or more of these gaps.
- C. Include a collection of possible outlets for this project.

PRESENTATIONS:

Each of you will have the opportunity to present your final research papers to the class. Following the format of the American Society of Criminology, you will be organized into panels by topic. Each member of the panel will have 15 minutes to present their research. After the entire panel has presented there will be a 20 minute question and answer period. (Don't forget to dress appropriately!) Let me know if you will need any technology support ahead of time so I can make arrangements.

Methods of Evaluation

Weekly Papers

Holistic Scale

An Executive Summary should be directed at imagined readers who have not read the materials being summarized. The purpose is to the readers a clear overview of the main points. The criteria for an executive summary are 1) accuracy of content, 2) comprehensiveness and balance, and 3) clarity, readability, grammatical correctness, and formatting.

6 points: An executive summary receiving 6 points meets all the criteria. The writer understands the readings thoroughly. The main points in the readings appear in the summary with all main points proportionately developed. The summary is comprehensive, reads smoothly, contains appropriate transitions and is clear, without vagueness or ambiguity, is free of grammatical errors and adheres to the ASA guidelines.

5 points: An executive summary receiving a 5 is still very good, but is weaker than a 6 in one area. It may have excellent accuracy and balance, but show occasional problems in sentence structure or formatting. Or it may be clearly written but be somewhat less comprehensive or unbalanced or it may show a minor misunderstanding of the readings.

4 points: A score of 4 means “good but not excellent.” A 4 summary reveals a generally accurate reading of the articles, but is noticeable weaker in quality of writing. Or it may be well written but only cover part of the readings or neglect to address subcategories outlined in the assignment specifications.

3 points: A score of 3 indicates strength in at least one area of competence and reveals that the writer has understood the readings fairly well. However, a 3 summary is not written well enough to convey an understanding of the materials to someone who has not already read them.

2 points: A 2 point summary is weak in all areas of competence, either because it is so poorly written that the reader cannot understand the content or because the content is inaccurate or seriously disorganized. However, there is an indication that the writer has read the material and is struggling to understand it.

1 point: Summary fails to meet any of the areas of competence.

(This scale, with the exception of minor additions and changes, has been adopted from Bean, John. 1996. *Engaging Ideas*)

Final Research Paper
Scoring Guide

Quality of Ideas (30 points)

Range and depth of topic understanding; logic of argument; quality of research; quality of original thought; appropriate sense of complexity of the issue; appropriate awareness of the variety of interpretations/opinions

Organization and Development (30 points)

Effective Title; Clarity of thesis statement; logical and clear arrangement of ideas; effective use of transitions; unity and coherence of paragraphs; good development of ideas through supporting details and evidence

Clarity and Style (15 points)

Ease of readability; appropriate use of sub-headings; appropriate style and language for target audience; appropriate format.

Sentence Structure and Mechanics (15 points)

Grammatically correct sentences; absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading; absence of long or repeated quotations; adherence to due dates

Professional Presentation (10 points)

Familiarity with topic expressed through eye contact, absence of notes. Effective use of support materials (handouts, overheads, power point etc.)

(This scoring guide, with the exception of minor additions and changes, has been adopted from Bean, John. 1996. *Engaging Ideas*)

Grading Scale:

Total Possible Points for the Course 160

(12 Weekly Papers worth 6 points each. Best 10 of the 12 for 60 possible points)

Request for Approval of a General Education Course (continued)

(1 Final Research Paper worth 100 points.)

A= 150+ 149-147=B+ 146-144 =B 143-140= B-
 139-137=C+ 136-134=C 133-130=C-
 129-127=D+ 126-124=D 123-120=D-
Below 120=E