



**Advanced Theory in Criminal Justice**  
**CJ 604**  
Spring 2017  
Department of Criminal Justice and Criminology  
Marshall University

**Classroom:** SH 418  
**Meeting Times:** Wednesday: 4pm – 6:20pm  
**Instructor:** Wyatt Brown, Ph.D.  
**E-Mail:** brownwy@marshall.edu  
**Office Hours:** Monday and Wednesday, 12:00pm-2:00pm; Tuesday and Thursday 2-3pm  
**Office:** Smith Hall 731

**Please note that the best way to contact me is via email.**

*In the event of an emergency, it may be necessary for MU to suspend normal operations. During this time, MU may opt to continue delivery of instruction through methods that include but are not limited to: MU Online, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Blackboard site for each class for course specific communication, and the main MU, College, and department websites, and email for important general information.*

### **Course Description 404**

Course is designed to provide the student already familiar with the basic concepts of criminological theory the opportunity to examine in depth a selected set of theories.

- Prerequisites: CJ 504, its equivalent, or permission from instructor
- CJ 604 convenes on Wednesdays from 4:00-6:20 pm in SH 418 and will be taught as a blended course. A blended course is where 50% of the content is delivered in the classroom and 50% of the content is delivered online. This course will include interactive, web-based activities, a student-centered learning approach, and frequent feedback loops to enhance learning.

### **University Policies**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [www.marshall.edu/academic-affairs/policies/](http://www.marshall.edu/academic-affairs/policies/). Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

### **Required Materials**

1. Cullen, F. T., & Agnew, R. (2014). Criminological theory: Past to present (5th ed.). New York: Oxford University Press.
2. Jacoby, J. E. (2012). (Ed.). Classics of criminology (4th ed.). Long Grove, IL: Waveland Press.
3. Additional articles/chapters/excerpts provided on the course website on Blackboard.

**Student Learning Outcomes**

Upon completion of the Master of Science degree in criminal justice, and in part emphasized and reinforced through this course, graduate students will be able to:

Exhibit specialized knowledge in the criminal justice and criminology field by

1. demonstrating advanced knowledge of the terms, laws, theories, processes, research methods, statistics, and key principles and (met by objectives a, b, and c)
2. analyzing and critiquing concepts, theoretical perspectives, empirical findings, and trends. (met by objectives b and c)

Demonstrate oral, written, and analytic abilities by

3. evaluating contemporary criminal justice issues using analytical reasoning, problem solving, and effective communication skills; (met by objectives a, b, c, d, and f)
4. preparing and delivering a presentation using effective oral communication skills that contains sustained, coherent arguments or explanations; and/or (met by objective e)
5. interpreting descriptive and inferential statistical data. (met by objectives b and c)

Integrate and apply advanced knowledge of the criminal justice and criminology field by:

6. designing and producing an applied, investigative, paper or project with real-world implications that draws on scientific literacy, theoretical criminology, and research methods
7. supporting the paper or project with appropriate information from the scholarly literature and using citations in APA format; and (met by objective f)
8. assessing and articulating the relevant public policy implications of that project. (met by objective d)

**Course Learning Outcomes Matrix**

<b>Course Learning Outcome</b>	<b>How Each Outcome is Practiced in this Course</b>	<b>How Each Outcome is Evaluated in this Course</b>
a. Students will interpret and assess criminological theories from the primary source in which they were written.	Assigned readings, in-class and online discussions, presentations	Research paper, quizzes, final exam, presentation
b. Students will examine the empirical evidence which may support or deny criminological theories.	In-class and online discussions, research paper	Quizzes, Research paper, presentation
c. Students will critically analyze and evaluate the strength of different theoretical points of view.	In-class and online discussions, research paper	Research paper, presentation
d. Students will select and evaluate the related policy implications from a criminological theory or set of theories.	In-class examples and assignments, readings, and discussions	Research paper, quizzes final exam, presentation
e. Students will compose and deliver a professional presentation.	In-class discussion	Presentation
f. Students will produce a theoretical research paper using scholarly sources and proper APA citations.	Research for term paper	Research paper

### Required Technology

Students must have a computer or access to one, as well as access to the Internet to send and receive email messages. If you are using an email account other than your Marshall email account, (i.e., hotmail, yahoo, aol, etc.) you must set your Marshall email account to forward to your other account. In addition, students are required to have access to MU Online in order to access course materials or to complete assignments/quizzes. Make certain that you use a computer that is compatible for completing any online assignments.

### Student Expectations

To ensure learning outcomes are met, students are expected to:

**Attend Class and Participate.** Students are expected to be prepared for class by completing required readings prior to the start of class. Students are expected to attend **all** classes and are responsible for **all** material presented during class sessions, including course related announcements. **PowerPoint slides and lecture notes will not be made available on Blackboard or via email.**

*Note that if a student **must** miss class, it is the **student's responsibility** to obtain lecture notes from one of their classmates. Therefore, it is **expected** that all students will have the contact information of at least one classmate.*

**Advocate.** Students in this class are expected to be proactive. This is critical in a criminal justice course. If a student finds him/herself struggling with course material, concerned about his/her grade, or otherwise in need of assistance, s/he is expected to advocate for themselves by communicating with the instructor *as soon as possible*. Helping you earn the grade you want is a top priority to me, but my ability to help you is greatly diminished, if not eliminated entirely, if you choose to procrastinate.

**Check Email & Blackboard Regularly for Course Correspondence.** Important information regarding the course schedule, assignments, and grades will be posted to Blackboard.

**Be Respectful.** This includes directing full attention to class lectures and discussions. Students are not permitted to use cell phones or other electronic devices during class. Laptops are to be used for access to word processing for class notes only. Students who disregard this expectation may be asked to leave class and will be responsible for any material missed. When participating in class and in email exchanges with the instructor and other classmates, students are expected to use respectful language. Do not communicate with others via the internet in a way you would not interact with them in person. Disrespectful language, and/or disrespectful classroom behavior will not be tolerated. Disregard for this expectation will result in students being asked to leave class. In instances of serious or repeated infractions, students will be subject to University disciplinary action.

**Complete Exams, Reading Questions and Assignments When Scheduled.** Students are informed both verbally (in class) and in writing (this syllabus) of the due dates of ALL exams and assignments **for the entire semester on the first day of class.** For this reason:

#### **LATE WORK IS NOT ACCEPTED & MAKE UP EXAMS ARE NOT AN OPTION\***

**\* Exception: Emergencies, Religious Observances, & University Excused Absences.** Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for an announced examination. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed.

### **Make Up Exam / Assignment Policy:**

If a student feels an unforeseen event requires them to request a make-up test/assignment, he or she **must** complete the following:

**(1) Determine the event constitutes a University Excused Absence or an emergency.** Emergencies refer to **very serious** physical or mental health issues only. Because students are made aware of class due dates in advance, emergencies do **NOT** refer to events such as: social obligations (e.g., weddings, birthdays), computer/technology issues, or work requirements.

**(2) Communicate (email/office hours) your issue as soon as possible: preferably before class.** Delayed requests may not be considered.

**(3) Provide acceptable documentation of the emergency** (documents from a person or organization other than the student [e.g. medical professional]).

*If the instructor determines all 3 criteria are satisfied, a make-up exam / assignment will be given at a date and time of the instructor's choosing.*

### **Extra Credit**

There will be no opportunities for extra credit in this course.

### **Policy Regarding Absences**

Although attendance is encouraged, it is not required. In the event of an absence, no student will be given the opportunity to earn credit toward an in-class assignment or an examination. The professor is not obligated and will not provide to any absent student lecture notes, class summaries, or any other information that was provided in class. The university has detailed policies regarding absences, including what constitutes an excused absence. In the event of a university-excused absence, the professor will follow the guidelines set forth by the university. Each student is expected to review, be familiar with, and follow the university's guideline regarding absences.

### **Incompletes**

As late work is not accepted and make up exams are not scheduled, no grade of Incomplete ("I") will be given in this class.

### **Academic Dishonesty**

Any form of cheating on examinations constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The Marshall University has very specific policies and procedures regarding academic dishonesty or disruption of academic process. If you have any questions, please refer to the University's Undergraduate Academic Dishonesty policy at:

- Academic Dishonesty Policy:  
<http://www.marshall.edu/board/files/policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf>
- Student Handbook:  
<http://www.marshall.edu/student-affairs/files/15-16-Code-of-Conduct.pdf>

In an effort to ensure compliance, plagiarism tracking software will be employed in this course. The Marshall University has an account with *SafeAssign* an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. The professor reserves the right to

submit assignments to this detection system. Assignments are compared automatically with a large database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Because all papers will be submitted to *SafeAssign*, you should know your rights:

*This course requires you to submit your paper to a plagiarism detection site that will be identified by your instructor. In order to comply with federal (FERPA) and state privacy laws, you (students) are not required to include personal identifying information such as your name, SSN, and/or 901# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor's instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.*

### **Students with Disabilities**

Students with disabilities are responsible for registering with the Office of Disabilities Services (ODS) in order to receive academic accommodations. ODS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from ODS must accompany this request.

- For more information, see: <http://www.marshall.edu/disability/>

### **Class Notes and Tape Recordings**

Any student who wishes to tape record class lectures must first get permission from the instructor. Any recording, whether audio or written (i.e., class notes), can only be used by the individual who recorded them. No student has permission to sell or distribute any recording (in any form) made in the course.

### **Grading Scale and Distribution**

#### **Grading Scale**

Grading is an exceptionally difficult task, especially in a criminal justice class. To that end, the grading criteria for this class is determined prior to the start of class and is detailed in the syllabus. There will be no changes to the grading scale, as in the points a student acquires will determine their final grade.

#### **Grade Distribution**

The final grade is the total of five different components: exams, weekly reading questions, survey assignment, critical thinking assignment, and class participation.

#### **1. Final Exam (100 points)**

Due: **May 3<sup>rd</sup>- Submit Online**

There will be one take home exam in this course. This exam will consist of an essay. Each essay will be treated as a paper. You will receive an essay question one week before it is due. The essay response should be typed (doubled space, 12 font, 1 inch margins) and no shorter in length than 5 pages and no longer than 7 pages (does not include title page and reference page). The essay response will be due online. The essay will be graded in terms of substance – the use of analytical thinking, organization, and presentation (writing). Mores specifics on the essay will be given in class.

## 2. Quizzes (500 points)

There will be 5 quizzes and you are required to take all 5 quizzes, no quiz scores will be dropped. The quizzes will consist of multiple choice, true or false, short answer, and fill-in-the-blank questions) based on the assigned material.

- Quiz 1: January 18th
- Quiz 2: February 15th
- Quiz 3: March 1st
- Quiz 4: March 15th
- Quiz 5: April 5th

## 3. Research Paper (200 Points)

Due: **April 12th- Submit the assignment online.**

Students should produce a **15-20 page paper** that centers on the person's favorite theory. A minimum of 20 sources need to be used and not more than a reliance on 5 books. The paper should discuss origin and development of the theory as well as a summary of supporting and oppositional research. Within the historical presentation there needs to be an evaluation of the strengths and weaknesses of the theoretical development and empirical research. This exercise is worth 25 percent of your final grade. To accompany the paper a **15 minute oral presentation** will be paper delivered on a scheduled date (to be randomly assigned). The presentation will be based on your paper that reflects your favorite theory.

## 4. Participation (200 points)

Class participation is central to this course. As graduate students, I expect interactive engagement in class discussion. I will provide a brief setup at each meeting to provide the stage for the class discussion. In an effort to accomplish this collective discussion **I will be assigning anywhere from 1 to 3 students to be in charge of leading the discussion** on the assigned readings as well as provide probing questions. This will include a 20 to 30min presentation on the assigned reading followed by presentation of questions and discussion. The second part of the participation grade is based on both the frequency and quality of your participation in online class discussion boards. Each week that class meets online a discussion topic will be posted within the corresponding module. Each student is required to respond to the discussion topic (150 word minimum) as well as respond to another student's discussion post (50 word minimum). This assignment is designed to facilitate class discussion on the weeks we do not meet live. Frequent but off track or irrelevant contributions do not count toward discussion points.

**The following grading schema and point distribution will be used to assign final letter grades in this course:**

<b><u>Grading Scale</u></b>		<b><u>Point Distribution</u></b>		
A	=	≥ 900 points	Examinations:	
B	=	800 - 899 points	Quizzes	500 pts (50%)
C	=	700 - 799 points	Final Exam	100 pts (10%)
D	=	600 - 699 points	Assignments:	
F	=	≤599 points	Research Paper	200 pts (20%)
			Participation	<u>200 pts</u> (20%)
				1000 pts

**Class Schedule**

**Subject to Change:** While it is the intention to cover topics throughout the semester as described below, the following course outline is subject to change at the discretion of the instructor. Any subsequent changes to the course outline will be discussed in class and/or posted to Blackboard.

**Course Outline**

<b><u>Week</u></b>	<b><u>Date</u></b>	<b><u>Topic/Assigned Readings</u></b>	<b><u>Source</u></b>
1	1/11	Introduction to the course Theory Overview & Evaluation Criteria	Cullen et al. Introduction pp. 1-18
2	1/18	<b>ONLINE-The Classical School and Rational Choice Theories</b>  <i>Beccaria, Stafford &amp; Warr, Cornish &amp; Clarke, Cohen &amp; Felson, Clarke, Wright &amp; Decker, &amp; Newman</i> An Introduction to the Principles of Morals and Legislation- <i>Bentham</i> Modeling Offenders' Decisions: A Framework for Research and Policy- <i>Clarke and Cornish</i> <b>Online Quiz 1 and Discussion Board 1</b>	Cullen et al. Part I pp. 21-30, Part XI, pp. 417-453 & Part XII pp. 454-4966 Jacoby et al. pp. 147-150 Jacoby et al. pp. 151-160
3	1/25	<b>The Positive School &amp; Individual Trait Theories</b>  <i>Lombroso, Glueck &amp; Glueck, Ellis &amp; Walsh, Peskin et al., &amp; Caspi et al.</i> Criminal Man- <i>Lombroso-Ferrero</i> The Jukes: A Study in Crime, Pauperism, & Heredity- <i>Dugdale</i> The American Criminal- <i>Hooten</i> Criminality in Adoptees- <i>Hutchings &amp; Mednick</i>	Cullet et al. Part I pp. 29-31 & Part II Jacoby et al. pp. 183-198 Jacoby et al. pp. 199-206 Jacoby et al. pp. 207-218 Jacoby et al. pp. 219-225
4	2/1	<b>ONLINE-Social Ecology &amp; The Chicago School</b>  <i>Shaw &amp; McKay, Sampson &amp; Wilson, Sampson et al.</i>	Cullen et al. Part III





		<i>Outsiders-Becker</i>	Jacoby et al. pp. 354-361
10	3/15	<b>ONLINE-Critical Criminology</b> <i>Bonger, Currie, Colvin</i> Class Conflict & Law- <i>Marx</i> <b>Online Quiz 4 and Discussion Board 5</b>	Cullen et al. Part VIII Jacoby et al. pp. 166-172
11	3/22	<b>SPRING BREAK (NO CLASS)</b>	
12	3/29	<b>The Feminist Perspective</b> <i>Adler, Chesney-Lind, Messerschmidt, Steffensmeir &amp; Allan</i>  The Etiology of Female Crime: A Review of the Literature- <i>Klein</i>  Girls' Crime & Woman's Place- <i>Chesney Lind</i> Women's Pathways to Felony Court- <i>Daly</i> <b>Online Quiz 5 and Discussion Board 6</b>	Cullen et al. Part IX Jacoby et al. pp. 367-377 Jacoby et al. pp. 378-388 Jacoby et al. 389-400
13	4/5	<b>ONLINE-Developmental Theories</b> <i>Moffitt, Laub &amp; Sampson, Giaordano et al.</i> Online Assignments/Discussion	Cullen et al. Part XIII
14	4/12	<b>ONLINE-Integrated Theories &amp; Summary &amp; Review</b> <i>Thornberry, Cullen, Agnew</i> <b>Discussion Board 7</b> <b>Research Papers Due ONLINE</b>	Cullen et al. Part XV
	4/19	<b>Presentations</b>	
	4/26	<b>Presentations, Final Exam Opens (DUE 5/3 by midnight)</b>	