

**Sociology 421.20: Special Topics in Deviance and Criminology
Crime and the Life Course**

The University of Calgary, Faculty of Arts, Department of Sociology
Course Outline, Winter 2016

Instructor: Tamara Humphrey

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*Please note that e-mail is the best way
to reach me.*

Classroom: MS 319

Office: SS 826

Office Hours: MWF 12:00 – 1:00 p.m. or by
appointment

Office Phone:

Introduction

Born with fetal alcohol syndrome, Paul's early deficits were compounded by spinal meningitis in infancy, a head injury as a toddler and a car accident that resulted in a permanent brain injury. He has a grade 5 level of education. He was sexually abused by multiple family members and foster parents as a child. He began drinking at the age of 8 and was addicted to marijuana at 15 years old; he also became addicted to crack cocaine.

Paul has 20 offenses on record over a 28 year period. His official criminal history began at the age of 19 when he was first charged and convicted of theft, assault and sexual assault. He has since been charged with 7 additional sexual assaults against both strangers and victims known to him.

Through his contact with the justice system, it has become clear that Paul requires a structured living environment and a court-appointed guardian who closely watches his behavior and provides him with a weekly allowance. It is only with this constant monitoring that Paul's risk to the community is deemed manageable. Of note, he has not offended since residing within this structured environment.

This individual is one who appears to have been set on a path toward antisocial behavior at a young age and continued to engage in various types of offending behavior for forty years yet has, under supervision, stopped offending. Is this a typical scenario for offenders? Do most offenders experience disadvantage in childhood and offend over such a long period of time? What are the reasons for why offenders stop committing crimes? These questions will be answered by examining major theoretical perspectives in criminology and highlighting key pieces of research that explore the factors that are considered to impact offending over an individual's life course.

Objectives

By the end of this course students will:

- Illustrate knowledge about key theoretical debates within the field of criminology
- Have an understanding of how the field has progressed both theoretically and empirically over the last several decades
- Communicate both verbally and through written work, a thorough understanding of empirical research and how to interpret the key findings presented in these pieces

- Produce an original written assessment of a particular topic/issue related to crime and the life course

Required Readings

In addition to various readings that are included in the schedule below, the following text will be used:

Sampson, R.J. & Laub, J.H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.

This book is available in the University Bookstore. The links for the articles are included below and are available to download for free from the library website or from any computer on campus.

Student Responsibilities

1. A careful and punctual reading of the required material prior to class.
2. Regular attendance at lectures and participation in class discussions and questions.
3. Advanced notice to the instructor if unable to comply with the schedule of assignments due to illness.
4. Students who are having difficulty with the course are advised to contact the instructor immediately to discuss the situation.
5. Refrain from inappropriate or disruptive behavior, comments or language. This will enable us to create a classroom environment in which all students feel comfortable sharing ideas and participating in discussions. If there are any concerns about the classroom environment, students are encouraged to see me in person.
6. Students are asked to familiarize themselves with University Regulations covering plagiarism.

Evaluation

The final grade for this course will be based on five components.

Requirement	Weight	Date
Midterm	30%	February 12, 2016
Critical article review	15%	TBA
Table summaries	10%	TBA
Case study critique	15%	March 16, 2016
Course paper	30%	April 20, 2016

Assessment Components

Midterm Exam 30%

The midterm exam will cover readings and lecture discussions up to, and including, February 8, 2016. The midterm will be comprised of multiple choice questions, short answer and long answer responses. It is expected this exam should take about 45 minutes to complete.

Critical Article Review 15%

Journal articles are an important site for theory refinement and for disseminating empirical research. As such, it is a crucial skill to be able to understand the research questions that are being addressed, the methodology that is being used as well as the findings that are being relayed. We will walk through how to do a critical article review in class and you will be expected to submit a two page review of an article that we will cover in class. This assignment should be 2 pages long, not including the title page or bibliography; 12-point Times New Roman or Calibri font; and, have 1" margins on all sides. A sign-up sheet will be circulated during the first and second weeks of class so that you can sign up for the article which interests you most and will fit best into your schedule. As such, the due dates for these assignments will be variable. During the week of your assigned article, you will also be responsible for devising two discussion questions that you will put forward to the class. Your review will be due the Monday after it has been covered i.e. if we cover your article during week 4, your article would be due at the **beginning** of class on Monday of week 5.

Table Summaries 10%

A table summary, consisting of a ½ - 1 page, discussing the most important findings of one table of findings in Sampson and Laub's (1993) book will be due either during week 8 or 9 of class. Given how it is difficult to know how quickly we will cover the book, we will decide this closer to that date. A more detailed description of this assignment will be covered in class.

Case Study Critique 15%

Sampson and Laub's (1993) book is comprised of both quantitative and qualitative analyses that they put forth in order to provide support for their age-graded theory of informal social control. This assignment will require you to pick a case study from Ch 9 and discuss how well it fits the theory and data these authors have laid out in earlier chapters. This assignment should be 2 pages and follow the specifications detailed above. This assignment will be due on March 16, 2016 at the start of class. A more detailed description of this assignment will be provided in class.

Course Paper 30%

A final paper (no longer than 10 pages, double-spaced, not including title page and references) will be due April 20, 2016. The specific topic may be one addressed by the required readings or during lectures, but students are encouraged to explore topics of their own interests. Possible paper ideas include the contrasting of two or more theories, the application of a theory discussed in class to a current event, an explication of how the criminal justice system does or does not incorporate theories relating to crime over the life course in its handling of offenders etc. You are strongly encouraged to discuss your paper topic with me beforehand. I will post a

more detailed list of requirements and a grading scheme to D2L early in the semester. This paper will be due by 12:00 p.m. on April 20, 2016 and can be handed in to me in my office on that day.

Grading

Letter grades will be assigned based on the following scale. This scale will be the course grading scheme on the D2L system. Please note that grades for this course will be calculated using the points grades (numerical grades) entered into D2L.

95 – 100 = A+	67 – 69 = C+
90 – 94 = A	63 – 66 = C
85 – 89 = A-	59 – 62 = C-
80 – 84 = B+	54 – 58 = D+
76 – 79 = B	50 – 53 = D
70 – 75 = B-	00 – 49 = F

Lectures & Readings Schedule

Please keep in mind that this schedule is expected to be flexible. Some topics may require more time than scheduled. Students should ensure that they have completed the readings before each class.

Week 1 – January 11, 13 & 15: Introduction and the Criminal Career Paradigm

Blumstein, A., Cohen, J. & Farrington, D.P. (1988). Criminal career research: Its value for criminology. *Criminology* 26, 1 – 35.

<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/crim26&id=11>

Piquero, A.R., Brame, R. & Lynam, D. (2004). Studying criminal career length through early adulthood among serious offenders. *Crime and Delinquency* 50, 412 – 435.

<http://cad.sagepub.com.ezproxy.lib.ucalgary.ca/content/50/3/412.full.pdf+html>

Supplementary Reading:

Paternoster, R., Dean, C.W., Piquero, A., Mazerolle, P. & Brame, R. (1997). Generality, continuity, and change in offending. *Journal of Quantitative Criminology* 13, 231 – 266.

<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007%2FBF02221092>

Week 2 – January 18, 20 & 22: Gottfredson and Hirschi’s General Theory of Crime

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

<http://jrc.sagepub.com.ezproxy.lib.ucalgary.ca/content/30/1/5.full.pdf+html>

Brannigan, A. (1997). Self control, social control and evolutionary psychology. *Canadian Journal of Criminology* 39, 403 – 431.

<http://go.galegroup.com.ezproxy.lib.ucalgary.ca/ps/i.do?p=AONE&u=ucalgary&id=GALE|A19968001&v=2.1&it=r&sid=summon&userGroup=ucalgary&authCount=1>

Supplementary Reading:

Pratt, T.C. & Cullen, F.T. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology* 38, 931 – 964.

<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/crim38&id=941>

Week 3 – January 25, 27 & 29: Moffitt's Dual Taxonomy of Offender Types and Precursors of Offending

Moffitt, T.E. (1993). Adolescence-limited and life-course persistent antisocial behavior: A developmental taxonomy. *Psychological Review* 100, 674 – 701.

http://dc8qa4cy3n.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Adolescence-limited+and+life-course-persistent+antisocial+behavior%3A+A+developmental+taxonomy&rft.jtitle=Psychological+Review&rft.au=Moffitt%2C+Terrie+E&rft.date=1993&rft.issn=0033-295X&rft.eissn=1939-1471&rft.volume=100&rft.issue=4&rft.spage=674&rft.epage=701&rft_id=info:doi/10.1037%2F0033-295X.100.4.674&rft.externalDBID=n%2Fa&rft.externalDocID=10_1037_0033_295X_100_4_674¶mdict=en-US

Maas, C., Herrenkohl, T.I. and Sousa, C. (2008). Review of research on child maltreatment and violence in youth. *Trauma, Violence, & Abuse* 9, 56 – 67.

<http://tva.sagepub.com.ezproxy.lib.ucalgary.ca/content/9/1/56>

Supplementary Reading:

Widom, C.S. (1989). The cycle of violence. *Science* 244, 160 – 165.

<http://go.galegroup.com.ezproxy.lib.ucalgary.ca/ps/i.do?id=GALE%7CA7533135&v=2.1&u=ucalgary&it=r&p=HRC&sw=w&asid=0a9d31c676179b9e417e453dbf7c3d11>

Heck, C. and Walsh, A. (2000). The effects of maltreatment and family structure on minor and serious delinquency. *International Journal of Offender Therapy and Comparative Criminology* 44, 178 – 193.

<http://ijo.sagepub.com.ezproxy.lib.ucalgary.ca/content/44/2/178>

Week 4 – February 1, 3 & 5: Life-course Sociology and Theories of Crime

Thornberry, T.P. (2005). Explaining multiple patterns of offending across the life course and across generations. *The ANNALS of the American Academy of Political and Social Science* 602, 156 – 195.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdf/25046147.pdf?acceptTC=true>

Supplementary Reading:

Thornberry, T.P (1987). Toward an interactional theory of delinquency. *Criminology* 25, 863 – 891.

<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/crim25&id=875>

Midterm Exam – in class on February 12, 2016

Week 5 – February 8, 10 & 12: Life-course Theories of Crime continued and Midterm Exam

Agnew, R. (2013). When criminal coping is likely: An extension of general strain theory. *Deviant Behavior* 34, 653 – 670.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86994635&site=ehost-live>

Sampson, R.J. & Laub, J.H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.

Introduction and Chapter 1, Towards an Age-Graded Theory of Informal Social Control

Week 6 – February 15, 17 & 19: Reading Week – NO CLASSES

Week 7 – February 22, 24 & 26: Sampson and Laub’s Age-Graded Theory of Informal Social Control

Sampson, R.J. & Laub, J.H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.

Chapters 2, 3 and 4

Week 8 – February 29, March 2 & 4: Sampson and Laub’s Age-Graded Theory of Informal Social Control

Sampson, R.J. & Laub, J.H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.

Chapters 5 and 6

Week 9 – March 7, 9 & 11: Sampson and Laub’s Age-Graded Theory of Informal Social Control

Sampson, R.J. & Laub, J.H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.

Chapters 7 and 8

Case Study Critique – Due Wednesday March 16, 2016

Week 10 – March 14, 16 & 18: Continuity and Patterns of Offending

Piquero, A.R. (2000). Assessing the relationships between gender, chronicity, seriousness, and offense skewness in criminal offending. *Journal of Criminal Justice* 28, 103 – 115.

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0047235299000409>

McGloin, J.M., Sullivan, C.J. Piquero, A.R. & Pratt, T.C. (2007). Local life circumstances and offending specialization/versatility: Comparing opportunity and propensity models. *Journal of Research in Crime and Delinquency* 44, 321 – 346.

<http://jrc.sagepub.com.ezproxy.lib.ucalgary.ca/content/44/3/321.full.pdf+html>

Week 11 – March 21 & 23 (Good Friday is March 25 – No classes): Understudied Areas in Life-Course Theories of Crime

Gomez-Smith, Z. & Piquero, A.R. (2005). An examination of adult onset offending. *Journal of Criminal Justice* 33, 515 – 525.

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0047235205000577>

Block, C., Blokland, A., van der Werff, C., van Os., C & Nieuwbeerta, P. (2010). Long-term patterns of offending in women. *Feminist Criminology* 5, 73 – 107.

<http://fcx.sagepub.com.ezproxy.lib.ucalgary.ca/content/5/1/73.full.pdf+html>

Week 12 – March 28, 30 & April 1: Desistance from Crime

Kazemian, L. (2007). Desistance from crime: Theoretical, empirical, methodological, and policy considerations. *Journal of Contemporary Criminal Justice* 23, 5 – 27.

<http://ccj.sagepub.com.ezproxy.lib.ucalgary.ca/content/23/1/5.full.pdf+html>

Wright, J.P. & Cullen, F.T. (2004). Employment, peers, and life-course transitions. *Justice Quarterly* 21, 183 – 205.

<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/jquart21&id=193>

Supplementary Reading:

Horney, J., Osgood, D.W., Marshall, I.H. (1995). Criminal careers in the short-term: Intra-individual variability in crime and its relation to local life circumstances. *American Sociological Review* 60, 655-673.

<http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1289964176?pq-origsite=summon>

Week 13 – April 4, 6 & 8: Desistance and Criminal Justice System (CJS)/Policy Responses

Giordano, P. G., Cernkovich, S.A. & Rudolph, J.L. (2002). Gender, crime and desistance: Toward a theory of cognitive transformation. *American Journal of Sociology* 107, 990 – 1064.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/pdf/10.1086/343191.pdf?acceptTC=true>

McNeill, F. (2006). A desistance paradigm for offender management. *Criminology and Criminal Justice* 6, 39 – 62.

<http://crj.sagepub.com.ezproxy.lib.ucalgary.ca/content/6/1/39.full.pdf+html>

Supplementary Reading:

Weaver, B. (2014). Control or change? Developing dialogues between desistance research and public protection practices. *Probation Journal* 61, 8 – 26.

<http://prb.sagepub.com.ezproxy.lib.ucalgary.ca/content/61/1/8.full.pdf+html>

Carlsson, C. (2013). Masculinities, persistence and desistance. *Criminology* 51, 661 – 693.

<http://onlinelibrary.wiley.com/doi/10.1111/1745-9125.12016/abstract>

Week 14 – April 11 & 13: CJS, Policy & Course wrap-up

Olds, D. et al. (1998). Long-term effects of nurse home visitation on children's criminal and antisocial behavior: 15-year follow-up of randomized controlled trial. *Journal of the American Medical Association* 280, 1238 – 1244.

http://dc8qa4cy3n.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Long-term+Effects+of+Nurse+Home+Visitation+on+Children%27s+Criminal+and+Antisocial+Behavior%3A+15-Year+Follow-up+of+a+Randomized+Controlled+Trial&rft.jtitle=JAMA&rft.au=Kitzman%2C+Harriet&rft.au=Luckey%2C+Dennis&rft.au=Henderson%2C+Jr%2C+Charles+R&rft.au=Sidora%2C+Kimberly&rft.date=1998-10-14&rft.pub=American+Medical+Association&rft.issn=0098-7484&rft.eissn=1538-3598&rft.volume=280&rft.issue=14&rft.spage=1238&rft.epage=1244&rft_id=info:doi/10.1001%2Fjama.280.14.1238&rft.externalDocID=188048¶mdict=en-US

Final Paper – Due at 12:00 p.m. Wednesday April 20, 2016

Course Policies

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Education Block Food Court.

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any “Help” phone located around Campus.

Deferrals

If at all possible, you must provide advance notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction, or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form

Please note that requests to defer a Registrar-scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form

Deferral of term work past the end of a term also requires a form, available at:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

I expect that every student will complete all work for the course but recognise that emergencies might prevent this. My policy on missed work varies with the assignment:

1. If you miss the midterm test due to unforeseeable OR foreseeable emergencies or other circumstances, you will write the midterm in a make-up session as per department practices.
2. Late written work will be assigned a penalty of five percent per day; in other words, a paper submitted two days late that would have received an 80 will instead receive a 70.

Ethics Research

Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct

Plagiarism, cheating, and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct. Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Freedom of Information and Protection of Privacy (FOIPP)

The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Student Representation

The 2015-16 Students' Union VP Academic is Stephan Guscott: email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Course-Related Matters

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

Failing an Assignment and Failing the Course

In order to pass the course a student does not have to record a passing grade on all of the assignments.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.

Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise, final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.