

**2/11/2022**

## **CRIM 7307: Measures and Correlates of Crime**

**Spring 2022**

**JO 4.708**

**Wednesday 4:00PM – 6:45PM**

**Instructor:** Andrew Krajewski, PhD

**Email:** [andrew.krajewski@utdallas.edu](mailto:andrew.krajewski@utdallas.edu)

**Office:** GR 2.202

**Office Hours:** Wednesday 3:00PM to 4:00PM (and by appointment)

### **COURSE DESCRIPTION**

In this course, students will examine the major sources of data on crime and criminals and the limitations of such data. Review patterns and trends over time in specific forms of crime; identify geographic and demographic correlates according to each data source.

### **PREREQUISITE(S)**

CRIM 7305

### **COURSE OBJECTIVES / STUDENT GOALS**

- To learn the basic correlates of deviant and criminal behavior
- To apply different criminological theories to the correlates of crime and critically evaluate their appropriateness
- To understand how different datasets influence our understanding of deviant and criminal behavior
- To continue developing the skills necessary to responsibly consume and produce social science research

### **REQUIRED READINGS**

Articles, handouts, online resources, and other required materials will be made available via the course website.

### **SUPPLEMENTAL READINGS**

Kubrin, C. E., Stucky, T. D., & Krohn, M. D. (2009). *Researching theories of crime and deviance*. Oxford University Press.\*\*

Cullen, Francis T., and Pamela Wilcox. (2012). *The Oxford Handbook of Criminological Theory*.\*\*

\*\* Available at the University of Texas at Dallas Library

### **COURSE GRADING**

***Class Attendance and Participation.*** Class attendance will not be taken on a regular basis; however, students are expected to attend every class meeting. Students are responsible for all material covered throughout the lecture and class discussions, whether they are in class or not. The lectures and discussions will add material that is unique from the course readings.

To encourage students to fully engage with the course material during class sessions, students are expected to participate in class discussions and activities. In total, class participation will be worth 230 points (23 percent) of students' final grade.

My goal is for there to be an environment where you feel comfortable to participate and ask questions. I want you to feel comfortable to speculate and make claims or ask questions that may not be formally developed. I do not want it to feel intimidating.

**If you must miss a class meeting, please inform the instructor as soon as possible.**

**Discussion Questions.** Students are expected to submit at least 2 discussion questions before each class session. The discussion questions are meant to provide students the opportunity to request clarification or draw attention to areas that were particularly interesting. Please refer to the following websites for guidance on effective discussion questions:

<https://teaching.resources.osu.edu/examples/effective-online-discussion>

<https://ctl.wiley.com/writing-discussion-forum-questions/>

There will be a submission drop-box available for students to upload their discussion questions. The discussion questions will be worth 120 points (12 percent) of students' final grade. Students are allowed to miss one week of discussion questions and still receive maximum points.

**Discussion questions must be submitted by 11AM on the day of class.**

**Writing Prompts.** There will be 2 writing assignments given during the semester. These assignments will require students to engage with the course material in a more in-depth manner by answering writing prompts. The writing prompts will resemble prompts that are assigned to students for their final comprehensive exams in doctoral programs.

More details about the expectations for the writing assignments, including a grading rubric and writing prompts, will be given prior to their due dates. Writing assignments are worth a total of 25 percent of your final grade (12.5 percent each). Late submissions will have points deducted from the total possible points (one fifth of the assignments' total points per day).

**Project Proposal.** Students will complete a project proposal for the course's final assignment. Students are expected to produce a write-up of their project and create a short presentation overviewing their project. The write-up should consist of an introduction and literature review, as well as a description of the project's intellectual merit and broader impact. PhD students are expected to include a description (or identification) of a dataset that would be appropriate for their project. More details about the expectations for the project proposal, including a grading rubric, will be given before **February 9th**.

Students will submit a brief description or abstract of their project topic for instructor approval by **March 13th**, the Sunday before Spring Break. This will be worth 50 points (5 percent).

## GRADE DETERMINATION

Overall, your final grade will be calculated as follows:

Class Participation	230 points	23 %
Discussion Questions	120 points	12 %
Writing Assignments	250 points	25 %
Project Abstract	50 points	5 %
Project Proposal	350 points	35 %
<b>Total</b>	<b>1000 points</b>	<b>100 %</b>

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	75-79%
C	70-74%
D	60-69%
F	Below 60%

## **CLASSROOM ETIQUETTE**

The use of laptops or other technological devices are permitted if they are being used for the purposes of note taking, but they should not be a distraction to yourself or your fellow classmates.

The study of criminal behavior sometimes requires discussing sensitive and controversial topics. These topics may be uncomfortable for some students. While I encourage both good discussions and critical assessments of the course material, I also expect that students will treat their fellow classmates with respect. Offensive or belligerent attacks against one another will not be tolerated.

## **RECORDING OF CLASS LECTURES**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

## **STUDENT CODE OF CONDUCT**

The University defines cheating as, but not limited to, the use or attempted use of unauthorized materials, information, or study aids in any academic exercise; the use of sources beyond those authorized by the instructor in completing any academic exercise or, engaging in any behavior specifically prohibited by the professor in the course syllabus or class discussion. Academic exercise includes all forms of work submitted for credit hours. (<https://policy.utdallas.edu/utdsp5003>).

## **ACCESSIBILITY ACCOMMODATIONS**

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required.

If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Administration Building, AD 2.224. They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

## COUNSELING AND PSYCHOLOGY SERVICES

Many students at the University of Texas at Dallas face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of services to help you through difficult times. Please refer to the Student Counseling Center at UT Dallas (<https://counseling.utdallas.edu/>) for more information.

## OTHER SYLLABUS POLICIES AND PROCEDURES (INCL. COVID-19 POLICIES)

This seminar will adhere to the Policies and Procedures outlined by UT Dallas. The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

## COURSE SCHEDULE

\* *Supplemental*

**1/19/2022 Introduction**

**1/26/2022 Criminological Theory and Correlations**

Braithwaite, J. (1989). *Facts a theory of crime ought to fit* in Crime, shame and reintegration. Cambridge University Press.

DeLisi, M., & Vaughn, M. G. (2016). Correlates of crime. *The handbook of criminological theory*, 18-36.

Hernán, M. A., Hsu, J., & Healy, B. (2019). A second chance to get causal inference right: a classification of data science tasks. *Chance*, 32(1), 42-49.

Chapter 1 in Pearl, J., & Mackenzie, D. (2018). *The book of why: The new science of cause and effect*. Basic books.

\* Description, prediction and causation: Methodological challenges of studying child and adolescent development

\* To Explain or to Predict?

\* <https://www.youtube.com/watch?v=u7APc9kJOfA&t=3s>

**2/2/2022 Criminological Data Sets and Validity**

Chapter 2 in Mosher, C. J., Miethe, T. D., & Hart, T. C. (2010). *The mismeasure of crime*. Sage Publications.

Krohn, M. D., Thornberry, T. P., Gibson, C. L., & Baldwin, J. M. (2010). The Development and Impact of Self-Report Measures of Crime and Delinquency. *Journal of Quantitative Criminology*, 26(4), 509–525. <https://doi.org/10.1007/s10940-010-9119-1>

Kirk, D. S. (2006). Examining the Divergence Across Self-report and Official Data Sources on Inferences About the Adolescent Life-course of Crime. *Journal of Quantitative Criminology*, 22(2), 107–129. <https://doi.org/10.1007/s10940-006-9004-0>

Baumer, E. P., Vélez, M. B., & Rosenfeld, R. (2018). Bringing Crime Trends Back into Criminology: A Critical Assessment of the Literature and a Blueprint for Future Inquiry. *Annual Review of Criminology*, 1(1), 39–61. <https://doi.org/10.1146/annurev-criminol-032317-092339>

**Read until “CURRENT STATE OF THE RESEARCH”**

Sullivan, C. J., & McGloin, J. M. (2014). Looking Back to Move Forward: Some Thoughts on Measuring Crime and Delinquency over the Past 50 Years. *Journal of Research in Crime and Delinquency*, 51(4), 445–466. <https://doi.org/10.1177/0022427813520446>

\* <https://jacobdkaplan.com/>

\* <https://www.icpsr.umich.edu/web/pages/NACJD/index.html>

## 2/9/2022 Sex and Gender

Felson, R. B. (1996). Big People Hit Little People: Sex Differences in Physical Power and Interpersonal Violence\*. *Criminology*, 34(3), 433–452. <https://doi.org/10.1111/j.1745-9125.1996.tb01214.x>

Steffensmeier, D., & Allan, E. (1996). Gender and Crime: Toward a Gendered Theory of Female Offending. *Annual Review of Sociology*, 22(1), 459–487. <https://doi.org/10.1146/annurev.soc.22.1.459>

Lauritsen, J. L., Heimer, K., & Lynch, J. P. (2009). Trends in the Gender Gap in Violent Offending: New Evidence from the National Crime Victimization Survey\*. *Criminology*, 47(2), 361–399. <https://doi.org/10.1111/j.1745-9125.2009.00149.x>

Zahn, M. A., Agnew, R., Fishbein, D., Miller, S., Dakoff, G., Kruttschnitt, C., Giordano, P., Gottfredson, D. C., Payne, A. A., Feld, B. C., & Chesney-Lind, M. (n.d.). *Causes and Correlates of Girls' Delinquency*. 20.

\* Giordano, P. C., & Copp, J. E. (2019). Girls' and women's violence: The question of general versus uniquely gendered causes. *Annual review of criminology*, 2, 167-189.

\* Lauritsen, J. L., & Heimer, K. (2008). The gender gap in violent victimization, 1973–2004. *Journal of Quantitative Criminology*, 24(2), 125-147.

## 2/16/2022 Age

Hirschi, T., & Gottfredson, M. (1983). Age and the Explanation of Crime. *American Journal of Sociology*, 89(3), 552–584. <https://doi.org/10.1086/227905>

Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review*, 28(1), 78–106. <https://doi.org/10.1016/j.dr.2007.08.002>

Sweeten, G., Piquero, A. R., & Steinberg, L. (2013). Age and the Explanation of Crime, Revisited. *Journal of Youth and Adolescence*, 42(6), 921–938. <https://doi.org/10.1007/s10964-013-9926-4>

Steffensmeier, D., Allan, E., Harer, M., & Streifel, C. (1989). Age and the Distribution of Crime. *American Journal of Sociology - AMER J SOCIOL*, 94. <https://doi.org/10.1086/229069>

\* Steffensmeier, D., Zhong, H., & Lu, Y. (2017). Age and its relation to crime in Taiwan and the United States: Invariant, or does cultural context matter? *Criminology*, 55(2), 377–404.

## 2/23/2022 Race and Ethnicity / Immigration

Piquero, A. R., Schubert, C. A., & Brame, R. (2014). Comparing Official and Self-report Records of Offending across Gender and Race/Ethnicity in a Longitudinal Study of Serious Youthful Offenders. *Journal of Research in Crime and Delinquency*, 51(4), 526–556. <https://doi.org/10.1177/0022427813520445>

Sampson, R. J., Wilson, W. J., & Katz, H. (2018). Reassessing “Toward A Theory of Race, Crime, and Urban Inequality”: Enduring and New Challenges in 21st Century America. *Du Bois Review: Social Science Research on Race*, 15(1), 13-34.

Unnever, J. D., Barnes, J. C., & Cullen, F. T. (2016). The racial invariance thesis revisited: Testing an African American theory of offending. *Journal of Contemporary Criminal Justice*, 32(1), 7-26.

Light, M. T., & Miller, T. (2018). Does undocumented immigration increase violent crime?. *Criminology*, 56(2), 370-401.

Ousey, G. C., & Kubrin, C. E. (2018). Immigration and crime: Assessing a contentious issue. *Annual Review of Criminology*, 1, 63-84.

\* Steffensmeier, D., Feldmeyer, B., Harris, C. T., & Ulmer, J. T. (2011). Reassessing trends in black violent crime, 1980–2008: Sorting out the “Hispanic effect” in Uniform Crime Reports arrests, National Crime Victimization Survey offender estimates, and US prisoner counts. *Criminology*, 49(1), 197-251.

\* Sampson, R. J., & Wilson, W. J. (2020). *Toward a theory of race, crime, and urban inequality* (pp. 312-325). Routledge.

\* Sampson, R. J., Morenoff, J. D., & Raudenbush, S. (2005). Social Anatomy of Racial and Ethnic Disparities in Violence. *American Journal of Public Health*, 95(2), 224–232. <https://doi.org/10.2105/AJPH.2004.037705>

\* Sohoni, T. W., Ousey, G. C., Bower, E., & Mehdi, A. (2021). Understanding the gap in self-reported offending by race: A meta-analysis. *American Journal of Criminal Justice*, 46(5), 770-792.

\* De Coster, S., & Heimer, K. (2017). Choice within constraint: An explanation of crime at the intersections. *Theoretical Criminology*, 21(1), 11-22.

### **3/2/2022 Socioeconomic Status**

Sutherland, E. H. (1940). White-Collar Criminality. *American Sociological Review*, 5(1), 1–12.  
<https://doi.org/10.2307/2083937>

Simpson, S. S. (2019). Reimagining Sutherland 80 years after white-collar crime. *Criminology*, 57(2), 189-207.

Rekker, R., Pardini, D., Keijsers, L., Branje, S., Loeber, R., & Meeus, W. (2015). Moving in and out of poverty: The within-individual association between socioeconomic status and juvenile delinquency. *PLoS one*, 10(11).

Wikström, P. O. H., & Treiber, K. (2016). Social disadvantage and crime: A criminological puzzle. *American Behavioral Scientist*, 60(10), 1232-1259.

Agnew, R., Matthews, S. K., Bucher, J., Welcher, A. N., & Keyes, C. (2008). Socioeconomic status, economic problems, and delinquency. *Youth & Society*, 40(2), 159-181.

\* Weisburd, D., Chayet, E. F., & Waring, E. J. (1990). White-collar crime and criminal careers: Some preliminary findings. *Crime & Delinquency*, 36(3), 342-355.

\* Dunaway, R. G., Cullen, F. T., Burton Jr, V. S., & Evans, T. D. (2000). The myth of social class and crime revisited: An examination of class and adult criminality. *Criminology*, 38(2), 589-632.

### **3/9/2022 Biology / Genetics / Mental Health**

Hoskin, A. W., & Ellis, L. (2015). Fetal Testosterone and Criminality: Test of Evolutionary Neuroandrogenic Theory. *Criminology*, 53(1), 54–73. <https://doi.org/10.1111/1745-9125.12056>

Pratt, T. C., Turanovic, J. J., & Cullen, F. T. (2016). Revisiting the criminological consequences of exposure to fetal testosterone: A meta-analysis of the 2D: 4D digit ratio. *Criminology*, 54(4), 587-620.

Wertz, J., Caspi, A., Belsky, D. W., Beckley, A. L., Arseneault, L., Barnes, J. C., Corcoran, D. L., Hogan, S., Houts, R. M., Morgan, N., Odgers, C. L., Prinz, J. A., Sugden, K., Williams, B. S., Poulton, R., & Moffitt, T. E. (2018). Genetics and Crime: Integrating New Genomic Discoveries Into Psychological Research About Antisocial Behavior. *Psychological Science*, 29(5), 791–803. <https://doi.org/10.1177/0956797617744542>

Markowitz, F. E. (2011). Mental illness, crime, and violence: Risk, context, and social control. *Aggression and Violent Behavior*, 16(1), 36–44. <https://doi.org/10.1016/j.avb.2010.10.003>

\* James, D. J., & Glaze, L. E. (2006). Mental health problems of prison and jail inmates.

\* Indicators of Mental Health Problems Reported by Prisoners: Survey of Prison Inmates, 2016

\* Burt, C. H., & Simons, R. L. (2014). Pulling Back the Curtain on Heritability Studies: Biosocial Criminology in the Postgenomic Era. *Criminology*, 52(2), 223–262. <https://doi.org/10.1111/1745-9125.12036>

\* Barnes, J. C., Wright, J. P., Boutwell, B. B., Schwartz, J. A., Connolly, E. J., Nedelec, J. L., & Beaver, K. M. (2014). Demonstrating the Validity of Twin Research in Criminology. *Criminology*, 52(4), 588–626. <https://doi.org/10.1111/1745-9125.12049>

\* Link, B. G., Monahan, J., Stueve, A., & Cullen, F. T. (1999). Real in their consequences: A sociological approach to understanding the association between psychotic symptoms and violence. *American Sociological Review*, 316-332.

\* Raphael, S., & Stoll, M. A. (2013). Assessing the contribution of the deinstitutionalization of the mentally ill to growth in the US incarceration rate. *The Journal of Legal Studies*, 42(1), 187-222.

**3/11/2022**

**WRITING ASSIGNMENT #1 DUE AT 11:59PM**

**3/13/2022**      **ABSTRACT DUE AT 11:59 PM**

**3/16/2022**      **Spring Break**

**3/23/2022**      **Life Course Criminology and Role Transitions**

Barr, A. B., & Simons, R. L. (2015). Different dimensions, different mechanisms? Distinguishing relationship status and quality effects on desistance. *Journal of Family Psychology*, 29(3), 360–370. <https://doi.org/10.1037/fam0000079>

Larson, M., & Sweeten, G. (2012). Breaking up Is Hard to Do: Romantic Dissolution, Offending, and Substance Use During the Transition to Adulthood\*. *Criminology*, 50(3), 605–636. <https://doi.org/10.1111/j.1745-9125.2012.00272.x>

Giordano, P. C., Seffrin, P. M., Manning, W. D., & Longmore, M. A. (2011). Parenthood and crime: The role of wantedness, relationships with partners, and sex. *Journal of Criminal Justice*, 39(5), 405–416. <https://doi.org/10.1016/j.jcrimjus.2011.05.006>

Siennick, S. E., & Osgood, D. W. (2008). A Review of Research on the Impact on Crime of Transitions to Adult Roles. In A. M. Liberman (Ed.), *The Long View of Crime: A Synthesis of Longitudinal Research*.

\* Does Marriage Reduce Crime?

\* The Context of Marriage and Crime: Gender, the Propensity to Marry, and Offending in Early Adulthood\*

\* Crime and parenthood: Age and gender differences in the association between criminal careers and parenthood

**3/30/2022**      **Parenting and Parenting Styles**

Hoeve, M., Dubas, J. S., Eichelsheim, V. I., Van der Laan, P. H., Smeenk, W., & Gerris, J. R. (2009). The relationship between parenting and delinquency: A meta-analysis. *Journal of abnormal child psychology*, 37(6), 749-775.

Antecol, H., & Bedard, K. (2007). Does single parenthood increase the probability of teenage promiscuity, substance use, and crime?. *Journal of Population Economics*, 20(1), 55-71.

Hoeve, M., Blokland, A., Dubas, J. S., Loeber, R., Gerris, J. R., & Van der Laan, P. H. (2008). Trajectories of delinquency and parenting styles. *Journal of abnormal child psychology*, 36(2), 223-235.

Unnever, J. D., Cullen, F. T., & Agnew, R. (2006). Why is “Bad” Parenting Criminogenic? Implications From Rival Theories. *Youth Violence and Juvenile Justice*, 4(1), 3–33. <https://doi.org/10.1177/1541204005282310>

Simons, R. L., Simons, L. G., CHEN, Y. F., Brody, G. H., & LIN, K. H. (2007). Identifying the psychological factors that mediate the association between parenting practices and delinquency. *Criminology*, 45(3), 481-517.

\* Cullen, F. T., Unnever, J. D., Wright, J. P., & Beaver, K. M. (2008). Parenting and self-control. Out of control: Assessing the general theory of crime, 61-74.

\* Hay, C. (2001). Parenting, self-control, and delinquency: A test of self-control theory. *Criminology*, 39(3), 707-736.

\* Harris, J. R. (2000). The outcome of parenting: What do we really know?. *Journal of Personality*, 68(3), 625-637.

\* Burt, C. H. (2020). Self-Control and Crime: Beyond Gottfredson & Hirschi's Theory. *Annual review of criminology*, 3, 43-73.

**4/6/2022 Peer Groups**

Haynie, D. L., & Osgood, D. W. (2005). Reconsidering peers and delinquency: How do peers matter?. *Social Forces*, 84(2), 1109-1130.

McGloin, J. M., & Thomas, K. J. (2019). Peer influence and delinquency. *Annual Review of Criminology*, 2, 241-264.

Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: an experimental study. *Developmental psychology*, 41(4), 625.

Ragan, D. T. (2014). Revisiting “what they think”: Adolescent drinking and the importance of peer beliefs. *Criminology*, 52(3), 488-513.

Young, J. T., Rebellon, C. J., Barnes, J. C., & Weerman, F. M. (2015). What do alternative measures of peer behavior tell us? Examining the discriminant validity of multiple methods of measuring peer deviance and the implications for etiological models. *Justice Quarterly*, 32(4), 626-652.

\* Pratt, T. C., Cullen, F. T., Sellers, C. S., Thomas Winfree Jr, L., Madensen, T. D., Daigle, L. E., ... & Gau, J. M. (2010). The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802.

\* Young, J. T., Rebellon, C. J., Barnes, J. C., & Weerman, F. M. (2014). Unpacking the black box of peer similarity in deviance: Understanding the mechanisms linking personal behavior, peer behavior, and perceptions. *Criminology*, 52(1), 60-86.

\* Warr, M., & Stafford, M. (1991). The influence of delinquent peers: What they think or what they do?. *Criminology*, 29(4), 851-866.

#### **4/13/2022           Victimization**

Van Gelder, J. L., Averdijk, M., Eisner, M., & Ribaud, D. (2015). Unpacking the victim-offender overlap: On role differentiation and socio-psychological characteristics. *Journal of quantitative criminology*, 31(4), 653-675.

Berg, M. T., & Schreck, C. J. (2021). The Meaning of the Victim–Offender Overlap for Criminological Theory and Crime Prevention Policy. *Annual Review of Criminology*, 5.

Felson, R. B., Berg, M. T., Rogers, E. M., & Krajewski, A. (2018). Disputatiousness and the offender–victim overlap. *Journal of Research in Crime and Delinquency*, 55(3), 351-389.

Berg, M. T., & Felson, R. (2020). A social interactionist approach to the victim-offender overlap. *Journal of quantitative criminology*, 36(1), 153-181.

\* Schreck, C. J., Stewart, E. A., & Osgood, D. W. (2008). A reappraisal of the overlap of violent offenders and victims. *Criminology*, 46(4), 871-906.

\* Walters, G. D. (2020). Mediating the victim–offender overlap with delinquent peer associations: A preliminary test of the person proximity hypothesis. *Criminal Justice Studies*, 33(4), 297-315.

\* Jennings, W. G., Higgins, G. E., Tewksbury, R., Gover, A. R., & Piquero, A. R. (2010). A longitudinal assessment of the victim-offender overlap. *Journal of Interpersonal Violence*, 25(12), 2147-2174.

\* Berg, M. T., & Felson, R. B. (2016). Why are offenders victimized so often. *The Wiley handbook on the psychology of violence*, 49-65.

#### **4/20/2022           Neighborhoods and Macro Factors**

Anderson. Code of the Street. <https://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/306601/>

Baumer, E., Horney, J., Felson, R., & Lauritsen, J. L. (2003). Neighborhood disadvantage and the nature of violence. *Criminology*, 41(1), 39-72.

Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American journal of sociology*, 94(4), 774-802.

O'Brien, D. T., Farrell, C., & Welsh, B. C. (2019). Looking through broken windows: The impact of neighborhood disorder on aggression and fear of crime is an artifact of research design. *Annual Review of Criminology*, 2, 53-71.

Papachristos, A. V., Smith, C. M., Scherer, M. L., & Fugiero, M. A. (2011). More coffee, less crime? The relationship between gentrification and neighborhood crime rates in Chicago, 1991 to 2005. *City & Community*, 10(3), 215-240.

\* Anderson, E. (2000). *Code of the street: Decency, violence, and the moral life of the inner city*. WW Norton & Company.

\* Graif, C., Gladfelter, A. S., & Matthews, S. A. (2014). Urban poverty and neighborhood effects on crime: Incorporating spatial and network perspectives. *Sociology compass*, 8(9), 1140-1155.

#### **4/27/2022           Different Crime Types, and Crime Trends**

McGloin, J. M., Schreck, C. J., Stewart, E. A., & Ousey, G. C. (2011). Predicting the violent offender: The discriminant

validity of the subculture of violence. *Criminology*, 49(3), 767-794.

Felson, R. B. (2009). Violence, crime, and violent crime. *International Journal of Conflict and Violence (IJCV)*, 3(1), 23-39.

Widom, C. S. (2014). Varieties of Violent Behavior. *Criminology*, 52(3), 313–344. <https://doi.org/10.1111/1745-9125.12046>

Moffitt, T. E., Krueger, R. F., Caspi, A., & Fagan, J. (2000). Partner abuse and general crime: How are they the same? How are they different?. *Criminology*, 38(1), 199-232.

**4/29/2022 WRITING ASSIGNMENT #2 DUE AT 11:59PM**

**5/4/2022 Project Presentations**

Weisburd, D., & Piquero, A. R. (2008). How well do criminologists explain crime? Statistical modeling in published studies. *Crime and justice*, 37(1), 453-502.

Antonaccio, O., Tittle, C. R., Botchkovar, E., & Kranidiotis, M. (2010). The Correlates of Crime and Deviance: Additional Evidence. *Journal of Research in Crime and Delinquency*, 47(3), 297–328. <https://doi.org/10.1177/0022427810365678>

**5/11/2022 Finals Week**

**5/11/2022 PROPOSAL DUE AT 11:59 PM**