

**CRIM 7307: Measures and Correlates of Crime**  
**Spring 2023**  
**CB 1.210 - Wednesday 1:00PM – 3:45PM**

**Instructor:** Andrew Krajewski, PhD

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

**Office:** GR 2.202

**Office Hours:** Wednesday 10:30AM to 12:00PM or by appointment; **must reserve a timeslot via ...**

<https://tinyurl.com/atkrajewskimeet>

### **COURSE DESCRIPTION**

During this course, students will examine the major sources of data on crime and criminals and the limitations of such data. Students will also review patterns and trends of crime over time, including violent crime, property crime, and drug crime. Students will also learn micro- and macro-level correlates of criminal behavior and their potential explanations.

### **PREREQUISITE(S)**

CRIM 7305

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

- To learn the strategies that criminologists use to quantify the amount of crime that occurs in an area, with a particular emphasis on the United States;
- To compare and contrast different crime datasets for understanding crime;
- 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 continue developing the skills necessary to responsibly consume, critique, and produce social science research.

### **REQUIRED READINGS**

Mosher, C. J., Miethe, T. D., & Hart, T. C. (2011). The mismeasure of crime. SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781483349497>\*\*

Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press. ISBN: 9780128044773\*\*

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

Any other articles, handouts, online resources, and other required materials are available via Google Scholar or via the course website.

## COURSE GRADING

***Class Attendance and Participation.*** Class attendance will not be taken on a regular basis; however, the student's level of participation will be graded to encourage them to fully engage with the course material.

Although class attendance does not directly contribute to your final grade, the student's ability to participate is contingent on their attendance. You should therefore attend every class session. I understand that emergencies occur, so **if you must miss a class meeting, please inform me as soon as possible.**

Class participation is worth 150 points (15 percent). Excellent participation are demonstrated by:

- Preparing for the class discussion by thoughtfully reading the required materials;
- Contributing to class discussions by offering one's own ideas, expanding upon another student's ideas, and asking questions that are relevant to the course material;
- Actively listening and attending to the class discussion, including the professor and other students;
- Showing respect for the professor and other students and *not* displaying or engaging in disruptive or malicious behavior during class.

Ultimately, the quality of the course is dependent on each student's personal level of engagement with the reading materials and class discussions.

Sometimes talking about criminal behavior with others involves discussing sensitive and controversial topics. While I encourage you to actively converse with and challenge your classmates, I expect that you will treat your peers with respect. **Offensive or belligerent attacks against another person will not be tolerated.** My goal is for there to be an environment where each student feels comfortable to contribute and ask questions. This will be an active classroom-wide effort, and we should also all be cognizant of our body language and tone when interacting with one another.

Students are responsible for all material covered throughout the lecture and class discussions, whether they attend class or not. The lectures and discussions will add material that is unique from the course readings.

***Weekly Discussion Questions.*** Students are expected to submit 2 discussion questions for each week's class discussion. These questions should be submitted the **Monday before each course discussion at 10 AM via eLearning.**

Students should use these discussion questions as an opportunity to engage with the material. Students may propose alternative research questions or methods for analyzing the question; suggest how the research may be relevant to criminal justice policy; or request clarification on something in the readings. **Importantly, these questions should not be answerable by solely referring to the readings (i.e., what data source did the authors use, did the sample involve adolescents).**

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 are worth 50 points (5 percent) of the student's final semester grade, with each individual discussion question worth a total of 2 points.

**Discussion Leaders.** Throughout the semester, students will have two opportunities to work with another student to lead a discussion on one of the assigned course readings for the week. Student discussion leaders are responsible for creating a brief PowerPoint that will guide the class in summarizing, understanding, and critiquing the assigned empirical article. They are responsible for leading the discussion on that article. At minimum, the presentation should address the following:

- a. What are the main research questions?
- b. What is the rationale and what would theory and/or previous empirical evidence suggest?
- c. What is their dataset, and what are its attributes (e.g., who is in the sample; is it longitudinal, cross-sectional, or repeated cross-sectional)?
- d. What are the main findings and what does it mean for their research questions?
- e. What are the main take-aways for criminological theory or policy?

I encourage the discussion leaders to be creative when drafting their PowerPoints in order to create the most educational and engaging course discussion as possible. Discussion leaders may find it beneficial to refer to real-life examples during their session. For example, they may:

- Refer to a public health policy that encourages young adults to attend higher education during the week on socioeconomic status; or
- Refer to a government report or newspaper article that describes trends in marriage rates and then ask the class to speculate further change would affect crime rates.

**It is important for students to understand that their assignment is to lead a discussion on the article, and **NOT** do a presentation that summarizes the information. I encourage you to lean on your fellow students' discussion questions and ask for their input/thoughts during the session.**

Students will be randomly assigned to a week and to a partner. They may change with another classmate if they know that their schedule will present problems for assigned date. **You must inform me of the change *before* Monday at 10 AM.**

A (nearly) complete rough draft of the PowerPoint should be submitted via **eLearning on Monday at 10 AM**. Discussion leaders will have access to the other students' discussion questions at that point and will receive feedback from Dr. Krajewski by **Monday at 6 PM**. They should then use the discussion questions and feedback to revise their PowerPoint and discussion before Wednesday (students do **NOT** need to resubmit their PowerPoint slides)

**Students do NOT need to submit their own discussion questions for the week that they are leading the classroom discussions.**

After the class period, discussion leaders will complete an evaluation of their and their partners' contributions. This is to encourage both partners to contribute meaningfully to the final product. **This evaluation is due by class time (1PM) the following Wednesday.**

Leading the class discussion is worth 300 points (30 percent), with each incident being worth 150 points (15 percent).

**Class Writing Assignments.** There will be 3 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.

Two of the writing assignments will involve writing a brief research proposal for a project that is related to the course material that has been covered. The research proposal should be no longer than 400 words, and must contain the following:

- Research question(s) with hypotheses;
- A description of the rationale or theory underlying the research question(s) and hypotheses;
- An overview of the target population and a plausible research design
- A summary of the study's contribution to either criminological theory or to criminal justice policy

While you are encouraged to be creative, I **strongly** encourage you to be relatively realistic with your proposals. Although you can propose a data collect, designing a project with secondary data source makes the project more plausible. The more realistic and detailed your project proposal, the better I am able to provide you with feedback. These writing assignments are worth 125 points each.

The other writing assignment will resemble prompts that are assigned to students for their final comprehensive exams in doctoral programs. Students will be given a prompt related to the course material covered and will be asked to write a detailed outline of their response, i.e., with topic sentences and one or two pieces of evidence. Students will submit their outlines via eLearning. This writing assignment is worth 100 points.

More details about the expectations for the writing assignments will be given prior to their due dates. Writing assignments are worth a total of 35 percent of your final grade (12.5, 12.5, 10.0) percent each).

**Article Critique.** Students will critique an empirical article for their final assignment via recorded video. The videos should be no longer than 5 minutes. Students will be assigned the designated article several weeks before the final assignment is due. Students' critiques should reflect their own thoughts and efforts.

I **strongly** encourage students write a script before recording their video to ensure that their video is as succinct as possible. Students can record the video multiple times and/or splice together different cuts of their critique to ensure that it is as representative of their thoughts as possible.

The article critique is worth a total of 150 points (15 percent) of the student's grade.

## GRADE DETERMINATION

Overall, your final grade will be calculated as follows:

Class Participation	150 points	15 %
Discussion Questions	50 points	5 %
Discussion Leaders	300 points	30 %
Writing Assignments	350 points	35 %
Article Critique	150 points	15 %
<b>Total</b>	<b>1000 points</b>	<b>100 %</b>

<b>A</b>	88-100%
<b>A-</b>	80-87%
<b>B+</b>	75-79%
<b>B</b>	70-74%
<b>B-</b>	65-69%
<b>C+</b>	60-64%
<b>C</b>	55-59%
<b>D</b>	50-54%
<b>F</b>	Below 50%

## **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.

## **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**

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*

*Red* – Article for Discussion Leaders

*Blue* – Assignment Due Dates

**1/18/2023 Introduction to the Course**

Zotero (<https://www.zotero.org/>)

**1/25/2023 Criminological Theory and Correlation**

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

Altman, N., & Krzywinski, M. (2015). Points of Significance: Association, Correlation and Causation. *Nature methods*, 12(10).

Martin A. Schwartz; The importance of stupidity in scientific research. *J Cell Sci* 1 June 2008; 121 (11): 1771. doi: <https://doi.org/10.1242/jcs.033340>

McNeeley, S., & Hoeben, E. M. (2017). Public unstructured socializing and the code of the street: Predicting violent delinquency and victimization. *Deviant behavior*, 38(6), 633-654.

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

\* 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.

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

**2/1/2023 Criminological Data Sets and Validity**

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>

\* <https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/home>

\* <https://ncvs.bjs.ojp.gov/Home> gss

\* <https://www.census.gov/data/data-tools.html>

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

\* <https://gssdataexplorer.norc.umd.edu/>

\* 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>

**2/8/2023          Sex and Gender**

Chapter 2.1 and 2.2 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

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.

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>

\* The mind-blowing stats on male inequality: <https://bigthink.com/series/the-big-think-interview/male-inequality/> [We will watch this during class.]

\* 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.

\* 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>

**2/15/2023          Age and the Age-Crime Curve**

Chapter 2.3 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

Loeber, R. (2012). Does the study of the age-crime curve have a future. *The future of criminology*, 11-19.

Willoughby, T., Heffer, T., Good, M., & Magnacca, C. (2021). Is adolescence a time of heightened risk taking? An overview of types of risk-taking behaviors across age groups. *Developmental Review*, 61, 100980.

Duell, N., Steinberg, L., Icenogle, G., Chein, J., Chaudhary, N., Di Giunta, L., ... & Chang, L. (2018). Age patterns in risk taking across the world. *Journal of youth and adolescence*, 47(5), 1052-1072.

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.

\* 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>

\* 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., Lu, Y., & Schwartz, J. (2021). Gender Variation in the Age-Crime Relation in Cross-National Context: Taiwan-US Comparison. *Journal of Developmental and Life-Course Criminology*, 7(4), 623-648.

\* 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>

\* 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.

**2/22/2023 Race and Ethnicity**

Chapter 2.4 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

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.

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.

Lu, Y., Luo, L., & Santos, M. R. (2022). Social Change and Race-Specific Homicide Trajectories: An Age-Period-Cohort Analysis. *Journal of Research in Crime and Delinquency*, 00224278221129886.

\* Sen, M., & Wasow, O. (2016). Race as a bundle of sticks: Designs that estimate effects of seemingly immutable characteristics. *Annual Review of Political Science*, 19(1), 499-522.

\* Sampson, R. J., & Wilson, W. J. (1995). *Toward a theory of race, crime, and urban inequality*. Routledge.

\* 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.

**Writing Assignment 1 (Project Proposal) due @ 10:00 AM on 2/27/2023****3/1/2023 Socioeconomic Status**

Chapter 2.6 and 2.7 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

Duncan GJ, Magnuson K, Votruba-Drzal E. Moving Beyond Correlations in Assessing the Consequences of Poverty. *Annu Rev Psychol*. 2017 Jan 3;68:413-434. doi: 10.1146/annurev-psych-010416-044224.

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.

\* Sutherland, E. H. (1940). White-Collar Criminality. *American Sociological Review*, 5(1), 1–12.

<https://doi.org/10.2307/2083937>

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

\* Galvin, M. A., & Simpson, S. S. (2019). Prosecuting and sentencing white-collar crime in US Federal courts: Revisiting the Yale findings. *The handbook of white-collar crime*, 381-397.

**3/8/2023 Intergenerational Transmission of Crime**

Chapter 4.3 and 4.4 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

Besemer, S., Ahmad, S. I., Hinshaw, S. P., & Farrington, D. P. (2017). A systematic review and meta-analysis of the intergenerational transmission of criminal behavior. *Aggression and violent behavior*, 37, 161-178.

[Katherine M. Auty, David P. Farrington, Jeremy W. Coid, The Intergenerational Transmission of Criminal Offending: Exploring Gender-specific Mechanisms, The British Journal of Criminology.](#)

[Sytse Besemer, David P. Farrington, Catrien C.J.H. Bijleveld, Official Bias in Intergenerational Transmission of Criminal Behaviour, The British Journal of Criminology, Volume 53, Issue 3, May 2013.](#)

\* 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.

\* 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.

**3/15/2023 Spring Break**

**3/22/2023 Association with Delinquent Peers**

Chapter 4.8 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

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

[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.

\* Ivaniushina, V., & Titkova, V. (2021). Peer influence in adolescent drinking behavior: A meta-analysis of stochastic actor-based modeling studies. *PLoS one*, 16(4), e0250169.

\* 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.

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

**3/29/2023      Mental Illness and Mental Disorder**

Chapter 6.8, 6.9, and 6.10 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

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>

Peterson, J. K., Skeem, J., Kennealy, P., Bray, B., & Zvonkovic, A. (2014, April 14). How Often and How Consistently do Symptoms Directly Precede Criminal Behavior Among Offenders With Mental illness?. *Law and Human Behavior*. Advance online publication. <http://dx.doi.org/10.1037/lhb000007>

Berg, M. T., Rogers, E. M., Liu, W., Mumford, E. A., & Taylor, B. G. (2019). The interpersonal context of depression and violent behavior: A social psychological interpretation. *Aggressive behavior*, 45(4), 437-449.

\* 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.

\* Fried, E. I. (2022). Studying Mental Health Problems as Systems, Not Syndromes. *Current Directions in Psychological Science*, 31(6), 500–508. <https://doi.org/10.1177/09637214221114089>.

\* 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.

\* Swanson, J. W., McGinty, E. E., Fazel, S., & Mays, V. M. (2015). Mental illness and reduction of gun violence and suicide: bringing epidemiologic research to policy. *Annals of epidemiology*, 25(5), 366-376.

**Writing Assignment 2 (Comprehensive Question Outline) due @ 10:00 AM on 4/3/2023****4/5/2023      Community and Neighborhood Factors**

Chapter 3.5, 3.8, and 3.9 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Handbook of crime correlates. Academic Press.

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.

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.

Chamberlain, A. W., & Hipp, J. R. (2015). It's all relative: Concentrated disadvantage within and across neighborhoods and communities, and the consequences for neighborhood crime. *Journal of Criminal Justice*, 43(6), 431-443.

\* Graif, C., Lungeanu, A., & Yetter, A. M. (2017). Neighborhood isolation in Chicago: Violent crime effects on structural isolation and homophily in inter-neighborhood commuting networks. *Social networks*, 51, 40-59.

**4/12/2023      Victimization**

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

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.

\* 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.

\* 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.

**4/19/2023      Transitioning into Marriage (and Parenthood)**

Chapter 4.1 of Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). *Handbook of crime correlates*. Academic Press.

Skardhamar, T., Savolainen, J., Aase, K. N., & Lyngstad, T. H. (2015). Does marriage reduce crime?. *Crime and Justice*, 44(1)

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**Writing Assignment 3 (Project Proposal) @ 10:00 AM on 4/24/2023**

#### **4/26/2023      Crime Trends**

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, 39-61.

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Baumer, E. P., Cundiff, K., & Luo, L. (2021). The contemporary transformation of American youth: An analysis of change in the prevalence of delinquency, 1991–2015. *Criminology*, 59(1), 109-136.

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#### **5/3/2023      Immigrants and Immigrant Communities**

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

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#### **Final Assignment (Article Critique) due @ 10:00 AM on 5/8/2023**