CRIMINAL JUSTICE 27:202:513
Fall 2017

CRIME IN THE LIFE COURSE

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Class Date, Time, and Location:
Fridays, 1:00–3:40 pm, CLJ 572
Office Hours: By appointment

COURSE DESCRIPTION

This seminar is designed to introduce you to foundational concepts, theories, and empirical analyses of crime across the life course. We will examine processes of initiation and desistance from crime over developmental life course stages; age, cohort, and period effects; trajectories and turning points; variations in criminal careers; and consequences of linked lives for pathways, among other topics. Core debates in life course criminology center on the roles of structure and agency, stability and change, and both micro and macro experiences that shape crime through the life course. In addition to evaluating the current state of these debates in quantitative, qualitative, and theoretical scholarship, we will consider how specific age-graded transitions can influence and, at times, redirect crime across the life course.

COURSE OBJECTIVES

This graduate seminar is designed to provide an overview and synthesis of crime in the life course. The course will:
• Provide you with an appreciation of the life course perspective in studying crime
• Expose you to foundational concepts and theories in the life course literature
• Evaluate the core theoretical orientations and debates in this literature with empirical evidence
• Familiarize you with the kinds of data, methods, and tools that can be applied to understand the developmental nature of criminality and processes of desistence

**Please note that I reserve the right to modify the syllabus as the course progresses**
REQUIREMENTS & GRADING

The major requirements of the course include reading assigned material prior to class, active participation in seminar discussion, completion of four reaction papers, completion of a take-home final exam, and leading seminar discussion in weeks for which you have written reaction papers. You are expected to read and reflect on all required readings prior to class – completing the assigned reading is a necessary prerequisite for satisfactory completion of the course. During weeks for which you have prepared a reaction paper, you will be expected to take the lead in class in discussing and raising questions about the material. Please come to class prepared to do so. More instruction will be provided on the first day of class. Active participation in each class is required and thus a poor attendance record will negatively affect your final grade. Completion of all course requirements is required to receive a passing grade. This is an advanced graduate course; the same expectations will apply to both Ph.D. and Masters students.

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<tr>
<th></th>
<th>Valid %</th>
<th>Cumulative %</th>
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<tr>
<td>Participation &amp; Seminar Leadership</td>
<td>20%</td>
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<tr>
<td>Four Reaction Papers</td>
<td>4 x 10%</td>
<td>40%</td>
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<tr>
<td>Take-home Final Exam</td>
<td>40%</td>
<td>100%</td>
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The grading scale that will be used for the final semester grades is as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90.0% or higher</td>
<td>The work is exceptional and exceeds expectations for quality in a graduate course</td>
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<tr>
<td>B+</td>
<td>87.0% to 89.9%</td>
<td>Grades in the B range reflect high quality work that shows a strong command of literature, given the level of the course</td>
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<tr>
<td>B</td>
<td>80.0% to 86.9%</td>
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<tr>
<td>C+</td>
<td>77.0% to 79.9%</td>
<td>Grades in the C range represent satisfactory performance and knowledge of the literature, with opportunities for improvement</td>
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<tr>
<td>C</td>
<td>70.0% to 76.9%</td>
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</tr>
<tr>
<td>F</td>
<td>69.9% or lower</td>
<td>The work does not meet expectations for quality in a graduate level course and/or does not demonstrate a solid understanding of the material</td>
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REACTION PAPER INSTRUCTIONS

In your reaction papers, you should reflect upon and/or critique the readings. Do not merely summarize them! Rather, describe some of the main concepts in one or more of the readings and consider how the major arguments/findings relate to ideas from previous weeks, discussion points, or major concepts from the course. Your reaction papers should provide a thoughtful and considered evaluation and/or critique of issues raised in the readings. Each reaction paper should be approximately 5 pages, double-spaced in length, excluding references. They will be due **by 5 p.m. on the Wednesday before the class**; please email me your reaction papers at elizabeth.griffiths@rutgers.edu.
TAKE-HOME FINAL EXAM

The final exam will be administered on Friday December 15, 2017 between 9:00 am and 5:00 pm. For the final exam, you will be required to respond to one of two essay questions. The exam questions will require you to provide a competent overview of the state of the theoretical and empirical literature as it relates to the topic of the question, and to link concepts and theories from life course criminology to develop your argument. Your essay should be 8 to 10 pages double-spaced (in 12-point Times New Roman font with one-inch margins). I will email you a copy of the exam at 9:00 am on the morning of December 15. Please send me an email immediately acknowledging receipt. You should have your exam returned to me via email by 5:00 pm on the same day. Your exam will only be considered officially submitted once you receive a response email from me, confirming receipt of your completed exam.

TEXTS

REQUIRED


Other required readings are available on Blackboard (B). 20179:202:513:02:ISSUES CRIM JUSTICE

RECOMMENDED

Various chapters are assigned from these two books throughout the course; they will not be available on Blackboard. If you choose not to purchase these books, it will be your responsibility to access and read the assigned chapters for the weeks in which they are assigned


ACADEMIC INTEGRITY

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students http://studentconduct.rutgers.edu/academic-integrity. Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in appropriate action.
STUDENTS WITH DISABILITIES

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: https://ods.rutgers.edu/students/registration-form.

PSYCHOLOGICAL AND COUNSELING SERVICES

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university’s psychological and counseling service center (http://counseling.newark.rutgers.edu/clinical-services/psychiatric-services; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

COURSE DETAILS

September 8th

INTRODUCTION TO THE COURSE: FOUNDATIONAL CONCEPTS IN CRIMINOLOGY OF THE LIFE COURSE


Recommended:


September 15th

CRIMINAL CAREERS


Recommended:

George, Conceptualizing and Measuring Trajectories, p. 163-86 in *The Craft of Life Course Research*.


September 22nd

AGE-GRADED THEORY OF INFORMAL SOCIAL CONTROL


Recommended:


September 29th

Age-Graded Theory of Informal Social Control, Con’t.


Recommended:


October 6th

More Theoretical Orientations


Recommended:


October 13th

Transitions & Turning Points: Marriage & Partnering

October 20th
TRANSITIONS & TURNING POINTS: MARRIAGE & PARTNERING, CON’T.


October 27th
TRANSITIONS & TURNING POINTS: VICTIMIZATION, ARREST & INCARCERATION


Recommended:


November 3rd

**INCARCERATION AND TRANSITIONS TO ADULTHOOD AMONG URBAN YOUTH**


November 10th

**LINKED LIVES: PARENTING, INTERGENERATIONAL TRANSMISSION & SOCIAL RELATIONSHIPS**


November 17th  

**NO CLASS – CLASS CANCELLED FOR ASC CONFERENCE**
November 22nd  NO CLASS – CLASS CANCELLED FOR THANKSGIVING BREAK

December 1st
LIFE COURSE METHODS, MODELS & DATA SOURCES


Giele, Life Stories to Understand Diversity: Variations by Class, Race, and Gender, p. 236-57 in The Craft of Life Course Research.


December 8th
CRIMINAL JUSTICE POLICY AND THE FUTURE OF CRIMINAL CAREERS, LIFE COURSE & DEVELOPMENTAL RESEARCH


Recommended: