



Life Course Criminology
CJ 202:652
Fall Semester 2025
Thursday 1:00 PM - 3:40 PM
Location: [CLJ-567](#)

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Office Hours: Thursday, 10:00-11:00 and by appointment

I. Course Description

This graduate seminar is designed to introduce you to the life course perspective as a framework for understanding criminal behavior and justice system involvement over the life span. The life course paradigm discusses patterns of stability and change in offending, recognizing the interconnectedness of human lives and the role that socio-historical context plays in shaping trajectories.

The first part of the course examines the development of the life course paradigm and its integration into criminology. We will discuss the conceptual shift it brought to the study of crime, moving beyond static explanations toward a process-oriented understanding of behavior, and discuss the methodological and data challenges involved in this process. We will then introduce the key theories of crime over the life course, and the ones that focus particularly on the process of moving away from crime, i.e., the process of desistance.

In the second half, we will analyze the role of key turning points—such as employment, family relationships, and residential change—in shaping offending trajectories, as well as new domains where life course thinking has expanded. Throughout the course, students will engage with both classic and contemporary research that will help us to discuss the historical and current application of this framework. By the end of the semester, students will be able to critically evaluate life course research, identify gaps in the literature, and design studies that address theoretical, empirical, and methodological questions in this field.

Organization and Expectations

The course is organized into weekly modules; each focused on a specific topic but building on prior discussions. This is a reading-intensive, discussion-driven seminar. Students are expected to complete all assigned readings before class, come prepared to engage critically with the material, and actively contribute to the discussion.

Readings will be provided through Perusall, where you can annotate, comment, and respond to your peers' observations. Ph.D. students will have one or two additional readings each week. Consistent and thoughtful engagement with Perusall is an important part of your course grade.

Active participation in seminar discussions is essential for the success of the course. You may be called on to share your reflections or to help guide the conversation. Attendance is expected; if you must miss more than one class, please contact me so we can make arrangements. The same applies to assignments: late submissions will incur a 10% deduction (although this does not apply to the readings! You will not have a score assigned if submitted late). My priority is for each of you to succeed—if something is interfering with your ability to participate or complete your work, please reach out as early as possible.

II. Requirements and Grading

The class will be graded based on the following assignments:

Assignment	Sub-assignment	Due date	Percentage
A. Reading engagement via Perusall	-	Weeks 2-14	40%
B. Discussion leader and class participation	-	TBD	15%
C. Research Proposal	Topic selection	Friday, Sept 26 th by 6pm	5%
	Abstract + Outline lit review	Friday, Oct 31 st by 6pm	10%
	Peer feedback	Friday, Nov 7 th by 6pm	5%
	Final paper	Wednesday Dec 10 th by 6pm	25%

A. Reading via Perusall:

We will use Perusall for team learning, which means you will be reading and commenting on the texts in a shared learning environment that promotes active learning. Perusall is currently linked in Canvas, and you are required to do a short introduction assignment during the first week.

Each week, students will read and annotate 4 to six journal articles or chapters posted on Perusall. There is only one book that is required, and it will need to be bought through the system (more instructions in class: do not buy the book in advance). Perusall assigns grades based on a quality score, which reflects

your level of engagement with the readings. While the score is assigned by an algorithm, I can override the grades if I believe it was not properly assigned. Annotations are due every Tuesday by 6:00 pm. Annotations after that time will not be included in your grade.

More information can be found here: <https://support.perusall.com/hc/en-us/categories/360002173133-Students>; and at the end of this syllabus (thanks to Dr. Wakefield's tip sheet!).

B. Discussion leader and class participation:

Students will be randomly selected to act as seminar discussion leaders for a specific class during the semester. The task of the leader is to facilitate discussion around the assigned readings. The objective IS NOT to summarize the readings or to give a lecture. Remember that everyone in the class has already read the assigned texts. The comments in Perusall will help the leader to develop a productive and engaged discussion!

You are required to circulate via email a selection of at least five discussion questions no later than 6:00 p.m. on Wednesdays before class, so the classmates have an opportunity to review and process them. These questions will be a combination of the leader's unique thoughts and the students' comments and questions submitted in Perusall.

Overall, good discussion leaders are able to identify the main themes that connect the different readings and organize the discussion based on them. They also create an environment that encourages discussion by asking probing questions that are clear and can be built into more nuanced debates. While everyone should know the readings, the leader should be particularly knowledgeable of what we read for that week.

While each set of readings is different, below are some things that might help you guide the discussion:

- Outline the main points and/or major findings of the readings.
- Highlight key issues of theoretical debate and controversy. For example, are there problems with the logic of the authors' arguments? How about their assumptions? What are the key elements of theoretical or empirical tension between the readings?
- Highlight any important methodological issues in the reading. What are the strengths and weaknesses of the design and the analyses?
- Highlight the implications for future work on the subject. What are some new questions that emerge?

While being a discussion leader will count for half of your grade, the other half will be based on class participation. In order to participate, you need to come to class. All students will have an "emergency" absence per semester: you do not need to email me, document your absence, or do anything else. If you are absent more than once, it is likely to affect your grade. So, please reach out.

C. Research proposal:

Students are required to write a 15–20-page research proposal on a topic relevant to the class. Your proposal should outline a feasible, theoretically grounded empirical study that advances knowledge in life course criminology. The goal is to identify a significant gap in the literature, justify why addressing it matters, and propose a rigorous plan for doing so.

The following in-between step will be taken before the final submission:

1. **Topic selection:** Introduce the topic you are interested in exploring this semester. You will need to justify WHY studying your topic is important from a life-course perspective. Include some relevant literature you will be reviewing. No more than 2 pages.
2. **Detailed abstract and outline of the literature review:** In this assignment, you provide i) a detailed abstract of your project that clearly defines the topic and question you aim to study; and ii) an outline of your proposed lit review. This outline will help you to later build an argument about what we know about your topic and how prior research has addressed it, and how your specific question will contribute to this knowledge. As a first step, I am asking you to outline your argument, making reference to the sources you are using for building your argument. You **DO NOT** need to provide a full written assignment, just the outline. No more than 6 pages.
3. **Peer-reviewed:** I will randomly assign each student an assignment to review. You will have one week to provide constructive feedback. We will do this through Perusall.
4. **Final proposal:** Your final proposal should include:
 - 1) **Statement of the problem:** Clearly define the substantive issue you aim to address and identify the current gap(s) in theory, research, or data. Justify why answering this question is relevant for the field. Be sure to ground your justification in the existing literature, not personal opinion.
 - 2) **Review of relevant literature:** Provide a targeted review of empirical and theoretical work directly related to your research question. This should situate your proposed study within existing knowledge, identify limitations of prior work, and set up the need for your research.
 - 3) **Research question:** State the specific question you aim to answer.
 - 4) **Research design and methodology:** Describe the data you will use or propose to collect. Be specific about the sample, key variables, and analytic plan.
 - 5) **Potential implications:** Explain how your proposed research will advance theoretical understanding, inform policy or practice, and/or improve methodological approaches in life course criminology.

In times of AI, it is impossible to say: “Do not use it”. **BUT**, my expectations in a graduate-level class are that students will produce original work and develop their own ideas, while using and citing the work of others. Refer to the academic integrity policy to double-check you are going in the right track.

III. Reading Assignment per week

Week 1 - Sept 4th

NO CLASS

But please, **do all** the following steps (in the proposed order):

- Watch the introductory video in Canvas
- Introduce yourself in Canvas
- Read the syllabus
- Ask any questions you have about the syllabus in the discussion board in Canvas
- Do your first assignment in Perusall: “Making the most of learning with Perusall”

Week 2 - Sept 11

Introduction to the Life Course Paradigm

- Elder Jr, G. H. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12.
- Elder, Glen H., Jr. (1994). Time, Human Agency, and Social Change: Perspectives on the Life Course. *Social Psychology Quarterly* 57:4-15.
- Shanahan, Michael J. (2000). “Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective.” *Annual Review of Sociology* 26:667-692.
- Neil, R., & Sampson, R. J. (2021). The birth lottery of history: Arrest over the life course of multiple cohorts coming of age, 1995–2018. *American Journal of Sociology*, 126(5), 1127-1178.

Recommended:

- *Ryder, N. B. (1965). The Cohort as a Concept in the Study of Social Change. *American Sociological Review*, 843-861.
- Giele, J. Z. and Elder Jr, G. H. (2009). Life Course Studies: an Evolving Field. Pp. 1-24. in *The Craft of Life Course Research*, Sage Publications.
- Bäckman O., Estrada F., Nilsson A., Shannon D. 2014. “The Life Course of Young Male and Female Offenders: Stability or Change Between Different Birth Cohorts?” *British Journal of Criminology* 54(3):393–410.
- Laub, J. H. (2004). The life course of criminology in the United States: The American Society of Criminology 2003 presidential address. *Criminology*, 42(1), 1-26.

Week 3 – Sept 18th

Life Course Criminology: Age-crime curve and the criminal careers debate

- Hirschi, T. & Gottfredson, M. 1983. Age and the Explanation of Crime. *American Journal of Sociology* 89: 552-584.

- Blumstein, A. & Cohen, J. 1987. Characterizing Criminal Careers. *Science* 237: 985-981.
- Piquero, Alex R., David P. Farrington, and Alfred Blumstein. 2007. *Key Issues in Criminal Career Research: New Analyses of the Cambridge Study in Delinquent Development*. Cambridge, UK: Cambridge University Press (Chapters 1 and 2)
- Carlsson, C., Sivertsson, F. 2021. Age, Gender, and Crime in a Stockholm Birth Cohort to Age 64. *J Dev Life Course Criminology* 7, 359–384. <https://doi.org/10.1007/s40865-021-00172-w>

Recommended:

- *Gottfredson, M., & Hirschi, T. (1986). The true value of lambda would appear to be zero: An essay on career criminals, criminal careers, selective incapacitation, cohort studies, and related topics. *Criminology*, 24(2), 213-234.
- Sampson, R. J., & Laub, J. H. (2016). Turning points and the future of life-course criminology: Reflections on the 1986 criminal careers report. *Journal of research in crime and delinquency*, 53(3), 321-335.
- Sullivan, C. J., & Piquero, A. R. (2016). The criminal career concept: Past, present, and future. *Journal of Research in Crime and Delinquency*, 53(3), 420-442.

Week 4 – 25th Sept

Methods, Models, Data

- Bushway, S. D., Thornberry, T. P., & Krohn, M. D. (2003). Desistance as a Developmental Process: A Comparison of Static and Dynamic Approaches. *Journal of Quantitative Criminology*, 19(2), 129-153.
- Giele, Janet Z. (1998). Life Stories to Understand Diversity: Variations by Class, Race, and Gender, p. 236-57 in Giele, J. & Elder Jr., G. *The Craft of Life Course Research*.
- Shaw, R. (1966). *The Jack Roller: A delinquent boy's own story*. Chapter 1.
- Nguyen, H., & Loughran, T. A. (2018). On the measurement and identification of turning points in criminology. *Annual Review of Criminology*, 1, 335-358.
- **Choose one** Cohort Profile from the *Journal of Developmental and Life Course Criminology*. You will need to discuss this in class. The list is here:
 - Cambridge Study in Delinquent Development (CSDD): Farrington, D.P., Jolliffe, D. & Coid, J.W. Cohort Profile: The Cambridge Study in Delinquent Development (CSDD). *J Dev Life Course Criminology* 7, 278–291 (2021). <https://doi.org/10.1007/s40865-021-00162-y>
 - Cambridge-Somerville Youth Study (CSYS): Welsh, B.C., Zane, S.N., Yohros, A. *et al*. Cohort Profile: the Cambridge-Somerville Youth Study (CSYS). *J Dev Life Course Criminology* 9, 149–168 (2023). <https://doi.org/10.1007/s40865-022-00210-1>
 - Incarcerated Serious and Violent Young Offender Study (ISVYOS): McCuish, E., Lussier, P. & Corrado, R. Cohort Profile: The Incarcerated Serious and Violent Young Offender Study. *J Dev Life Course Criminology* 8, 315–335 (2022). <https://doi.org/10.1007/s40865-022-00194-y>

- Pittsburgh Youth Study (PYS): Ahonen, L., Farrington, D.P., Pardini, D. *et al.* Cohort Profile: the Pittsburgh Youth Study (PYS). *J Dev Life Course Criminology* 7, 481–523 (2021). <https://doi.org/10.1007/s40865-021-00165-9>
- Prison Project: Dirkzwager, A.J.E., Nieuwbeerta, P., Beijersbergen, K.A. *et al.* Cohort Profile: the Prison Project—a Study of Criminal Behavior and Life Circumstances Before, During, and After Imprisonment in the Netherlands. *J Dev Life Course Criminology* 4, 120–135 (2018). <https://doi.org/10.1007/s40865-017-0077-2>
- Project on Human Development in Chicago (PHDCN): Sampson, R.J., Kirk, D.S. & Bucci, R. Cohort Profile: Project on Human Development in Chicago Neighborhoods and Its Additions (PHDCN+). *J Dev Life Course Criminology* 8, 516–532 (2022). <https://doi.org/10.1007/s40865-022-00203-0>
- Woodlawn: Doherty, E.E., Green, K.M. Cohort Profile: The Woodlawn Study. *J Dev Life Course Criminology* 9, 531–554 (2023). <https://doi.org/10.1007/s40865-023-00236-z>
- Zurich Project: Ribeaud, D., Murray, A., Shanahan, L. *et al.* Cohort Profile: The Zurich Project on the Social Development from Childhood to Adulthood (z-proso). *J Dev Life Course Criminology* 8, 151–171 (2022). <https://doi.org/10.1007/s40865-022-00195-x>

Recommended:

- *Gottfredson, M., & Hirschi, T. (1987). The methodological adequacy of longitudinal research on crime. *Criminology*, 25(3), 581-614.
- Kurlychek, M. C., Bushway, S. D., & Brame, R. (2012). Long-term crime desistance and recidivism patterns-evidence from the Essex County convicted felon study. *Criminology*, 50(1), 71-103.
- Laub, J. H. and Robert J. S. (1998). Integrating Qualitative and Quantitative Data. Pp. 213-230 in *Methods of Life Course Research*, edited by Janet Z. Giele and Glen Elder, Jr. Thousand Oaks, CA: Sage Publications.
- Lin, N., Ensel, W. M., & Lai, W. F. G. (1997). Construction and use of the life history calendar: reliability and validity of recall data. In: *Stress and adversity over the life course: Trajectories and turning points*, 249-.

Week 5 – Oct 2nd

Continuity and change: Age-graded theory of informal social control and other approaches

- Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, 100 (4), 674–701.
- Nagin, D. & Paternoster, R. (2000). Population Heterogeneity and State Dependence: State of the Evidence and Directions for Future Research. *Journal of Quantitative Criminology* 16:117-144.
- Sampson, Robert J. and John H. Laub (1993). *Crime in the Making: Pathways and Turning Points Through Life*. (Chapters 1, 6, and 7).

Recommended:

- *Wheaton, B., & Gotlib, I. H. (1997). Trajectories and turning points over the life course: Concepts and themes. *Stress and adversity over the life course: Trajectories and turning points*, 1-25.
- *Sampson, Robert J. and John H. Laub (1993). *Crime in the Making: Pathways and Turning Points Through Life*. (Chapters 8 and 10).
- Basto-Pereira, M., Farrington, D.P. & Maciel, L. Unraveling the Sequences of Risk Factors Underlying the Development of Criminal Behavior. *J Dev Life Course Criminology* 10, 242–264 (2024). <https://doi.org/10.1007/s40865-024-00254-5>
- Sampson, Robert J. and John H. Laub (1995). "Understanding Variability in Lives Through Time: Contributions of Life-Course Criminology." *Studies on Crime and Crime Prevention* 4:143-158.
- Lanfear, C. C., Kirk, D. S., & Sampson, R. J. (2024). Dual pathways of concealed gun carrying and use from adolescence to adulthood over a 25-year era of change. *Science Advances*, 10(49), eadp8915.
- Matsueda, R.L. & Heimer, K. (1997). A Symbolic Interactionist Theory of Role-Transitions, Role-Commitments, and Delinquency. In: Thornberry, T. (Ed). *Developmental Theories of Crime and Delinquency*. Routledge:163-214. doi:10.4324/9780203793350-5
- Laub, John H. and Robert J. Sampson (1993). "Turning Points in the Life Course: Why Change Matters to the Study of Crime." *Criminology* 31:301-325.
- Sampson, Robert J. and John H. Laub (1997). "A Life-Course Theory of Cumulative Disadvantage and the Stability of Delinquency." Pp. 133-161 in *Developmental Theories of Crime and Delinquency: Advances in Criminological Theory* (Volume 7), edited by Terence P. Thornberry. New Brunswick, NJ: Transaction Publishers.

Week 6 – Oct 9th

Continuity and change: Age-graded theory of informal social control (cont)

- Laub, John H. and Robert J. Sampson. 2003. *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Harvard University Press.

Week 7 – Oct 16th

Moving away from crime- Approaches to desistance

- Giordano, P. C., Cernkovich, S. A., & Rudolph, J. L. (2002). Gender, crime, and desistance: Toward a theory of cognitive transformation. *American Journal of Sociology*, 107(4), 990-1064.
- Maruna, S. (2001). *Making good. How ex-convicts reform and rebuild their lives*. Chapters 1, 4, and 5.
- McNeill, F., & Schinkel, M. (2024). Tertiary or relational desistance: Contested belonging. *International Journal of Criminal Justice*, 6(1), 47-74.
- Paternoster, R. & Bushway, S. (2009). Desistance and The 'Feared Self': Toward an Identity Theory of Criminal Desistance. *Journal of Criminal Law and Criminology* 99:11031156.

Recommended:

- * Bersani, Bianca E. and Elaine Eggleston Doherty (2018). "Desistance from Offending in the Twenty-First Century." *Annual Review of Criminology* 1: 311-334.
- Carlsson, C. (2016). Human agency, criminal careers and desistance. In *Global Perspectives on Desistance* (pp. 44-65).
- Paternoster, R. (2017). Happenings, acts, and actions: Articulating the meaning and implications of human agency for criminology. *Journal of Developmental and Life-Course Criminology*, 3(4), 350-372.
- Bottoms, A., & Shapland, J. (2011). Steps towards desistance among male young adult recidivists. *Escape routes: Contemporary perspectives on life after punishment*, 43-80.
- Broidy, L., Cauffman, E. The Glueck Women: Using the Past to Assess and Extend Contemporary Understandings of Women's Desistance from Crime. *J Dev Life Course Criminology* 3, 102-125 (2017). <https://doi.org/10.1007/s40865-016-0048-z>
- LeBel, T. P., Burnett, R., Maruna, S., and Bushway, S. (2008). The 'chicken and egg' of subjective and social factors in desistance from crime. *European Journal of Criminology* 5: 131-159.

Week 8 – Oct 23th**Transitions & Turning points: marriage and family**

- Bersani, B. E., & Doherty, E. E. (2013). When the ties that bind unwind: Examining the enduring and situational processes of change behind the marriage effect. *Criminology*, 51(2), 399-433
- Kreager, D. A., Matsueda, R. L., & Erosheva, E. A. (2010). Motherhood and criminal desistance in disadvantaged neighborhoods. *Criminology*, 48(1), 221-258.
- Schinkel, M. (2019). Rethinking turning points: Trajectories of parenthood and desistance. *Journal of developmental and life-course criminology*, 5, 366-386.
- Van Schellen, M., Poortman, A. R., & Nieuwbeerta, P. (2012). Partners in crime? Criminal offending, marriage formation, and partner selection. *Journal of Research in Crime and Delinquency*, 49(4), 545-571.
- Wyse, J. J., Harding, D. J., & Morenoff, J. D. (2014). Romantic relationships and criminal desistance: Pathways and processes. *Sociological Forum* 29, 365-385.

Recommended:

- *Warr, M. (1998). Life-course transitions and desistance from crime. *Criminology* 36: 183-216.
- DiPietro, S. M., Doherty, E. E., & Bersani, B. E. (2018). Understanding the role of marriage in black women's offending over the life course. *Journal of developmental and life-course criminology*, 4, 162-187.
- Giordano, P. C., Seffrin, P. M., Manning, W. D., & Longmore, M. A. (2011). Parenthood and crime: The role of wantedness, relationships with partners, and SES. *Journal of criminal justice*, 39(5), 405-416.

- Hassan, S., Kirk, D. S., & Andersen, L. H. (2022). The importance of living arrangements for criminal persistence and desistance: a novel test of exposure to convicted family members. *Journal of Developmental and Life-Course Criminology*, 8(4), 571-596.

Week 9 – Oct 30th

Transitions & Turning points: Employment, residential mobility, and incarceration

- Apel, R., & Horney, J. (2017). How and why does work matter? Employment conditions, routine activities, and crime among adult male offenders. *Criminology*, 55(2), 307-343.
- Harding, D. J., Morenoff, J. D., & Wyse, J. J. (2019). *On the outside: Prisoner reentry and reintegration*. University of Chicago Press. Chapter 3.
- Hickert, A., Bushway, S., Nieuwbeerta, P., & Dirkzwager, A. J. (2021). Confinement as a two-stage turning point: Do changes in identity or social structure predict subsequent changes in criminal activity? *Criminology*, 59(1), 73-108
- Kirk, D. S. (2012). Residential Change as a Turning Point in the Life Course of Crime: Desistance or Temporary Cessation. *Criminology*, 50, 329-358.
- Kirk, D. S., & Wakefield, S. (2018). Collateral consequences of punishment: A critical review and path forward. *Annual Review of Criminology*, 1(1), 171-194.

Recommended:

- *Sugie, N. F. (2018). Work as foraging: A smartphone study of job search and employment after prison. *American Journal of Sociology*, 123(5), 1453-1491.
- Nguyen, H., Kamada, T., & Ramakers, A. (2022). On the margins: Considering the relationship between informal work and reoffending. *Justice Quarterly*, 39(2), 427-454.
- Chetty, R., Hendren, N., & Katz, L. F. (2016). The effects of exposure to better neighborhoods on children: New evidence from the moving to opportunity experiment. *American Economic Review*, 106(4), 855-902.
- Apel, R., & Sweeten, G. (2010). The impact of incarceration on employment during the transition to adulthood. *Social Problems*, 57(3), 448-479. <https://doi.org/10.1525/sp.2010.57.3.448>
- Nguyen, H., Thomas, K. J., & Tostlebe, J. J. (2023). Revisiting the relationship between age, employment, and recidivism. *Criminology*, 61(3), 449-481.
- Opsal, T. (2012). 'Livin' on the straights': identity, desistance, and work among women post-incarceration. *Sociological Inquiry*, 82(3), 378-403.

Week 10 – Nov 6th

Desistance and reentry

- Bersani, B., Larroulet, P., Chen, C., Doherty, E. (forthcoming). Moving beyond Failure: Modeling the Multidimensional Conceptualization of Success after Prison. *Journal of Developmental and Life-Course Criminology*.

- Harding, D. J., Morenoff, J. D., & Wyse, J. J. (2019). *On the outside: Prisoner reentry and reintegration*. University of Chicago Press. Introduction and Chapter 2.
- Leverentz, A. M. (2006). The love of a good man? Romantic relationships as a source of support or hindrance for female ex-offenders. *Journal of research in crime and delinquency*, 43(4), 459-488.
- Lindsay, S. L. (2022). Damned if you do, damned if you don't: How formerly incarcerated men navigate the labor market with prison credentials. *Criminology*, 60(3), 455-479.
- Western, B., Braga, A. A., Davis, J., & Sirois, C. (2015). Stress and hardship after prison. *American Journal of Sociology*, 120(5), 1512-1547.

Recommended:

- * Rodermond, E., Van De Weijer, S., Rosenkrantz Lindegaard, M., Bijleveld, C. C., Slotboom, A. M., & Kruttschnitt, C. (2023). Out of prison, out of crime? The complex interplay between the process of desistance and severe resource disadvantages in women's post-release lives. *European Journal of Criminology*, 20(6), 1852-1877.
- Brayne, Sarah (2014). Surveillance and System Avoidance: Criminal Justice Contact and Institutional Attachment. *American Sociological Review*, 79: 367-391.
- DeMarco, L. M. (2023). Criminal record stigma, race, and neighborhood inequality. *Criminology*, 61(4), 705-730.
- Western, B. (2018). *Homeward: Life in the year after prison*. Russell Sage Foundation.

Week 11 – Nov 13th

NO CLASS: American Society of Criminology Conference

Week 12 – Nov 20th

Linked Lives: Intergenerational continuity

- Augustyn, M.B., Ward, J.T., Krohn, M.D. *et al.* Criminal Justice Contact Across Generations: Assessing the Intergenerational Labeling Hypothesis. *J Dev Life Course Criminology* 5, 137–175 (2019). <https://doi.org/10.1007/s40865-019-00118-3>
- 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.
- Giordano, Peggy C., Jennifer E. Copp, Wendy D. Manning, and Monica A. Longmore. 2019. Linking Parental Incarceration and Family Dynamics Associated with Intergenerational Transmission: A Life-Course Perspective. *Criminology* 57: 395-423.
- Thornberry, T. P. (2009). The apple doesn't fall far from the tree (or does it?): Intergenerational patterns of antisocial behavior—the American Society of Criminology 2008 Sutherland Address. *Criminology*, 47(2), 297-325.

- Wildeman, C., & Sampson, R. J. (2024). Desistance as an intergenerational process. *Annual Review of Criminology*, 7(1), 85-104.

Recommended:

- * Robey, J. P., Massoglia, M., & Light, M. T. (2023). A generational shift: Race and the declining lifetime risk of imprisonment. *Demography*, 60(4), 977-1003.
- Giordano, P. C. (2010). *Legacies of crime: A follow-up of the children of highly delinquent girls and boys*. Cambridge University Press.
- Thornberry, T. P. (2020). Intergenerational patterns in offending: Lessons from the Rochester intergenerational study—ASC division of developmental and life course criminology David P. Farrington lecture, 2019. *Journal of developmental and life-course criminology*, 6(4), 381-397.
- Western, Bruce (2015). Lifetimes of Violence in a Sample of Released Prisoners. *RSF: The Russell Sage Foundation Journal of the Social Sciences* 1:14-30.
- Wildeman, C. (2020). The intergenerational transmission of criminal justice contact. *Annual Review of Criminology*, 3(1), 217-244.

Week 13 – Nov 27th

NO CLASS: Thanksgiving

Week 14 – Dec 4th

New topics

- Cruz, J. M., Rosen, J. D., & Mizrahi, Y. (2023). The long arm of the gang: Disengagement under gang governance in Central America. *Criminology*, 61(4), 929-956.
- Fredriksson, T., & Gålnander, R. (2020). Fearful futures and haunting histories in women's desistance from crime: A longitudinal study of desistance as an uncanny process. *Criminology*, 58(4), 599-618.
- Hunter, B., & Farrall, S. (2018). Emotions, future selves and the process of desistance. *The British Journal of Criminology*, 58(2), 291-308.
- Laub, J. H., & Sampson, R. J. (2020). Life-course and developmental criminology: Looking back, moving forward—ASC Division of Developmental and Life-Course criminology Inaugural David P. Farrington Lecture, 2017. *Journal of Developmental and Life-Course Criminology*, 6(2), 158-171.
- Osgood, D. W. (2023). Delinquency, unstructured socializing, and social change: The rise and fall of a teen culture of independence. *Criminology*, 61, 681–704. <https://doi.org/10.1111/1745-9125.12358>

Recommended:

- *DiPietro, S. M. (2019). Roads diverged: An examination of violent and nonviolent pathways in the aftermath of the Bosnian war. *Criminology*, 57(1), 74-104.
- Doleac, J. L. (2023). Encouraging desistance from crime. *Journal of Economic Literature*, 61(2), 383-427.
- Maruna, S. (2025). Redeeming desistance: From individual journeys to a social movement. *Criminology*, 63(1), 5-25.
- Neil R., Sampson R. J., Nagin D. S. 2021. "Social Change and Cohort Differences in Group-Based Arrest Trajectories Over the Last Quarter-Century." *Proceedings of the National Academy of Sciences* 118(31).

Course Policies

Classroom Rules

Please be respectful to other students while engaging in discussion of our course materials – read carefully and respond thoughtfully with supporting evidence from our course materials.

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.

General University information

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

Disabilities: As stated in the Manual for Students and Coordinators of Services for Students with Disabilities (<http://disabilityservices.rutgers.edu/docs/studentmanual.pdf>), Rutgers University "is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990." Students with disabilities should review the manual.

The Office of Disability Services (ODS) is responsible for the determination of appropriate **accommodations** for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable

accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375, via email atods@newark.rutgers.edu or by contact the Student Disability Coordinator, Nelitha Wilson-Michael (nmichael@andromeda.rutgers.edu; 973-353-5300), who is located in room 352 in the Robeson Campus Center.

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://www.counseling.newark.rutgers.edu>; 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.

Pregnancy: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential **accommodations related to pregnancy**. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

Temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

Interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their

academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

Emergencies: Call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Understanding Perusall:

Tips, Tricks, and Resources from Dr. Wakefield

Why Do I Use Perusall and Why is it Graded?

Reason #1: Students vary tremendously in their comfort with speaking up in class and Perusall offers another forum to join the discussion. When I first began using Perusall, a student who was always silent in class absolutely floored me with the strength of their commentary and the insightfulness of their comments on Perusall. Without it, I would not have known what a gifted methods scholar this student was until much further into the semester. As an introverted Midwesterner who dislikes conflict and always felt slightly anxious in graduate seminars, Perusall is here for students like me.

Reason #2: Undergrads who haven't done the reading mercifully tend to hide in the back of class and not speak. Doctoral students (and many professors) alas are undeterred from speaking when they haven't done the reading. Have you ever been in a class and had a peer talk and talk and talk and you're sure they didn't do the reading and you're wondering why the professor doesn't call them out? The reason we don't is the power differential between students and professors. Like you, I am usually 99.9% sure someone hasn't done the reading too but it's always possible they did read it and just completely missed the point. As I don't enjoy shaming students in public (or private), Perusall gives all of us the freedom to say, "hey zip it, you didn't even read it" and confine our discussion to those who have earned the right to speak.

Reason #3: The entire purpose of Perusall is to provide a forum for students to flag what they don't understand. I can then come to class with a better sense of what was unclear, what I need to correct, and where our attention should be focused. As a result, class time is better utilized.

Reason #4: Perusall is graded to accomplish the goals outlined above. If there isn't a grade, there is little incentive to do it well. You shouldn't worry about the grades; it is not difficult to do well on them. If it helps, many grad students reflexively dislike the idea of Perusall if they haven't used it before. Once they use it, they invariably tell me how much they like it and my end of semester evals typically praise it. This suggests you'll probably come to like it too.

General Perusall Information

Perusall uses an algorithm to evaluate annotations, comments, and responses to peers in terms of quality and engagement. I spot check them for every student throughout the course (and I can see your grades while commenting within the platform to modify them as needed).

People tend to dislike algorithms (for good reason) but there are also good reasons to dislike a small number of (imperfect) human beings evaluating you. The idea with Perusall is that you have an algorithm PLUS a human being evaluating you. I've been using Perusall for several years now and have yet to find a case where I disagree with the algorithm (but I always spot check it just in case).

You should not worry about getting a perfect score on every assignment, you are aiming for something in the 80-90% range. It is relatively difficult to get a perfect score every time, but perfection is not required.

Comments/replies are evaluated on a 0-3 scale, and you receive additional credit for things like reading time, comments that are spread throughout the text, and engaging with your peers. All these components are factored in to produce an overall score.

Remember that the purpose of Perusall is to give us a forum for discussion and asking questions. Don't get too stuck on the grades unless you're consistently struggling with it (reach out to the instructor if you are consistently scoring at or below 50%). The point is for us to connect with and help one another.

Some students prefer to "get in early" on an assignment and comment first while others prefer to wait a bit and spend more time responding to comments from peers or the instructor. It doesn't matter what kind of student you are, and you can do well following either strategy or a mix of both.

Perusall offers me a chance to answer questions outside of class as well as have a sense of what is interesting or confusing to you. If you have a question, feel free to @ the instructor in Perusall (either within the text as a highlighted comment or in the general discussion section). I will receive a notification and respond as soon as I am able.

Perusall offers a variety of settings to increase accessibility. Links are provided [here](#) and please speak to the instructor as soon as possible if you have additional needs.

Your Perusall comments/annotations/questions **MUST BE YOUR OWN REFLECTIONS**. If you find a useful outside source, include the link in your comment and refer the rest of the class to it. If you use an outside source to produce an annotation, you must include a link and cite it. Perusall annotations are also covered by the course student conduct policy.

Finally, while you should aim to write clearly using full sentences in your annotations, you are not being graded on your grammar or ability to use big words and jargon. A simply put annotation that is insightful will often be graded more highly than a confusing one using big words and jargon.

Tips for Improving Your Engagement Score:

If you're looking to improve your engagement score, try the following:

Do more than the minimum number of annotations (the required number will depend on the length of the reading but is always listed in the assignment description) and remember that doing the minimum is not the same as A+ work (this is why a C stands for average but is still passing). You must do the minimum to receive a score but only doing the minimum is unlikely to achieve a perfect score.

Perusall will grade your "best" annotations to come up with your summary score so if you are looking to improve, more high-quality questions, responses, and comments will help. If the assignment requires 7 annotations and you complete only 7, Perusall will grade those 7. If you do 15 annotations, however, Perusall will use your highest scoring 7 annotations among all 15 when calculating your grade.

Comments, questions, and responses are treated the same in Perusall. The main purpose of Perusall is to generate discussion and to allow students to teach one another so replies are great! A reply or response should include analysis, however, just like a first comment. For example, a reply that says "that's a great point" is kind but not necessarily analytical engagement. If you turn that reply into "That's a great point and it makes me think of (another example)," you've demonstrated engagement (and kindness!). You'll also receive a higher score for the second version of a comment.

Say WHY you are highlighting something. A comment that highlights an important definition is fine ("important!") – but a comment that also offers examples of that concept or asks questions about it is better ("this definition is important because it tells us one metric for evaluating a survey study").

Simply saying *something* the required number of times will not yield a high score unless what you say demonstrates engagement with the material. Think of your comments as responding to the text, rather than simply marking up important points (though you can do a bit of that too for your own notetaking, Perusall also has a notes section that does not count towards your grade but allows you to complete notes for yourself).

Try responding to peer or instructor questions.

Comment throughout the article. Comments that are clustered on the first page will score lower than comments that are spread throughout the document (and as an FYI, Perusall can tell whether you read the whole thing).

Check your Perusall grades in the Perusall gradebook. If you click on your score, you'll see how you were graded in detail (number of comments, average quality score, and additional information).