

CJFS 3750: Theories of Criminal Behavior (Go to the Movies!)

Dr. Ryan Larson

Spring 2025



Instructor

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Office Hour Signup: <https://calendar.app.google/jycNo8kLK9AmdsmU6>

Dr. Larson's Website: https://ryanplarson.github.io/personal_site/index.html

Class Information

Classroom: West 105

Class Hours: 12:50-2:20 p.m. TTh

Class Canvas: <https://canvas.hamline.edu/courses/19888>

Course description

What is crime? How might we measure it? Why do people commit crimes? What social contexts are more criminogenic than others? What can society do to reduce it? This course will survey classic and contemporary theories of crime etiology and the effectiveness of society's response to crime. This course will begin with a discussion of the fundamentals of criminology including definitions of crime and criminology, crime measurement, and trends in crime across space and time. Next, the course will delve into schools of criminological theory: classical rational choice models, biological and psychological trait theories, and sociological theories. Throughout the course we will focus not only on the criminological theories and their societal implications, but also the methodological and empirical foundations underpinning the social science of crime. We will also explore criminological theory through application of theoretical concepts to film. At the conclusion of the course, each student will have an understanding of criminological theory, how to these theories to crime, the policy ramifications of these theories, and an introduction to their empirical foundation.

Objectives

Course Objectives

1. Learn the history and current state of criminological theories.
2. Be able to apply criminological theories to empirical patterns.
3. Be able to read, digest, and explain empirical research articles.
4. Understand the connections between theory, data, and policy.
5. Explain how researchers use data and statistical evidence to develop criminological insights.
6. Use theoretical concepts to make sense of crime as depicted in film.

Hamline Plan Objectives

This course is a [Hamline Plan](#) Writing (W) course and therefore upon completion of this course you will be able to:

1. Employ writing process strategies appropriate to the writing task and audience.
2. Demonstrate analytical insight and depth.
3. Articulate a compelling central idea or purpose.
4. Establish a clear and logical organizational structure.
5. Provide appropriate evidence and support for ideas.
6. Use stylistic strategies appropriate to audience, genre, and purpose.
7. Control the mechanics of readable sentences.

Required Texts

1. Kubrin, Stucky, and Krohn. 2009. *Researching Theories of Crime and Deviance*.
2. Various films as listed below. These will be accessed through the Hamline Bush Library.
3. Various empirical journal articles found on the class Canvas page.

Course Requirements

“Scholarly Attitude”

Some faculty members evaluate participation as a part of students’ course grades. But mere participation – how much you do or don’t talk, sit up or fall asleep – isn’t really what most of us want from our students. Instead, most of us hope to see students accept our invitation to “*the life of mind*” by adopting a “scholarly attitude.” Having a “scholarly attitude” involves developing intellectual curiosity and a genuine engagement with the ideas presented in the course. In a sense, embodying the idea of being a **student**: approaching the class as an opportunity to learn about criminology and work alongside an expert in the field, rather than treating any class period or assignment as a means to an end, such as a grade.

Students with a scholarly attitude take the student role seriously and demonstrate their commitment to academic pursuits by actively engaging in and **reading** the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, bringing unsolicited materials to share that are directly relevant to the topics being covered, come early and/or stay late to raise their own questions about the material, and generally go above and beyond the baseline requirements of the course. Students who lack a scholarly attitude passively complete the readings and requirements, only occasionally engage in other activities during lecture and discussion, do not actively engage with research design during lab time, and are primarily concerned with obtaining a particular grade in the course.

That being said, I understand that this class is likely not the top priority in your life (and it probably shouldn’t be!). Another exemplary aspect of having a “scholarly attitude” is how you handle a situation when you must be *absent* from class. A scholarly way to handle this will be to notify me of any potential absences *ahead of time*, as well as to take initiative to catch up on any material missed by reading the lecture slides, getting notes from a fellow student, or coming to office hours.

This portion of your grade is kind of a “catch-all”: it’s about how you approach the class, engage with the material in and out of class (e.g., asking questions in class, engaging in class discussions), work collaboratively (with me or other students) on a project, etc. The main idea here is to be actively engaged with the class material we will engage this semester, and to display a genuine curiosity towards learning about criminology. This portion of your grade is *necessarily subjective*, so **please come see me if you have any questions or concerns about this part of your grade.**

Film Theory Applications

This semester, we will explore criminological theory not only from a social scientific perspective, but also explore theories of crime etiology through the **medium of film**. Every week where we engage a new theoretical perspective, we will watch a film **in class** that engages some of the concepts we will discuss in lecture/discussion at the beginning of each class on Tuesdays. Some films we will be able to complete during the time provided by the course. Other times we will watch what we can in class and then students will finish the movies on their own time. The movies we will watch this semester are as follows:

- Deterrence: *Double Indemnity* (1944)
- Trait: *Psycho* (1960)
- Social Disorganization: *Taxi Driver* (1976)
- Strain: *Traffic* (2000)
- Social Learning: *Goodfellas* (1990)

- Control: *City of God* (2002)
- Labeling Theory: *Joker* (2019)
- Conflict: *Parasite* (2019)
- Integrated Theory: *How the Grinch Stole Christmas* (2000)

For each movie, each student will fill out a film-specific template (located on each week's Canvas module) and fill out the prompts with applications of criminological theory applies to the plot, characters, and events in the film. Each film is an invitation to:

- 1) Briefly summarize the theories we engaged in Tuesday's lecture/discussion
- 2) Apply each week's criminological theory to the film by explicitly using concepts we have been engaging. In other words, how does the film depict concepts or mechanisms from the theory under consideration?
- 3) Use **specific events, quotes, or depictions from the movie** to illustrate the concepts you are discussing

Each application is graded on the basis of 1) the depth of theoretical discussion and 2) the thoroughness and accuracy of the theoretical applications.] Each application is due at **11:59 on the Tuesday after we watch each film (see the Canvas due dates for specifics)**. Should you miss a day and miss part of a film, each film can be accessed either by a streaming link provided by the Hamline Bush Library (and linked on Canvas) and/or can be accessed via DVD from Hamline Bush Library.

Exams

There will be both a midterm and final exam, each of which cover material previously covered in each half of the semester respectively. The exams will cover ideas and topics from the class lecture, course readings, films, and class discussions, and will consist of multiple choice, short answer, and essay questions. The class period before each exam will consist of a review day and study period, where we will review the relevant material for the exam. Students are expected to come to the review/study day with questions, concerns, and ideas, and we will "study together" before each exam. I know exams can bring about worry and anxiety, and I know that you will likely have exams in other classes to study for as well. However, there will be no "trick" questions on the exams, and students who come to lecture and actively participate in class should be well situated for the exams. Please come prepared for each review/study day, as it is likely other students have the same or similar questions that you do. More details about each exam will be discussed in class. Exams are in-person and on pen and paper. **Dates for the midterm and final exam, as well as the study days, can be found on the tentative course schedule below.**

Research Paper

In order to delve deeper on a criminological topic of interest (and because this course is writing intensive!), you will write a research paper in the style of a mini social science review article. The idea here is relatively simple: using **crime as the dependent (aka outcome)** variable, think about some phenomenon of the world (your independent variable aka a cause) that could potentially impact crime, and construct a research question relating your chosen phenomenon with crime (e.g., how does gentrification influence rates of crime?). Then, work to find relevant empirical research articles that answer parts of your research question, **apply the criminological theories we are discussing in class to your question of interest**, and write a "review" of the studies and applications that help answer your question of interest. Integral to this paper is to pick a question where the dependent variable, or outcome, is some sort of crime, broadly defined, as

this will allow you to apply criminological theory to your research question. The purpose of this assignment is to learn 1) to ask a good criminological question, 2) to formulate and support a clear and sophisticated thesis, 3) gain skills in finding appropriate and valid research to support your thesis, and 4) to go deeper on a criminological topic and theories of *your own interest*. In the early weeks of the semester, do some thinking about what *truly* interests you within criminology, and then you'll write a paper about it over the course of the semester!

Example research questions could include, but are certainly not limited to:

- How do monetary sanctions (fines, fees, etc.) impact crime?
- Does cybercrime follow the predictions made by criminological theory?
- What is the relationship between sport participation and crime?
- How does racial discrimination impact crime?
- What is the relationship between gender and crime?
- What are the causes of mass shootings?

The research paper should have the following sections:

1. *Abstract* - a summary of your paper and its structure in approximately 150 words.
2. *Introduction* - including clarification and exposition of the central question, important subsidiary questions, and general framing for the reader.
3. *Literature Review/Theory Application* - summarizing and synthesizing the main findings of at least 4 studies that have been done on your topic or a related one. What do these studies have to say about your research question? How does criminological theory apply to your research question? How, methodologically, do these studies use/test criminological theories we have engaged in class?
4. *Conclusion* - Overall, what do these studies conclude about your research question? What questions remain unanswered? How might future research study these remaining questions?
5. *References* - all citations (including in-text) should be in ASA format.
 - [Purdue OWL ASA In-Text Citation Guide](#)
 - [Purdue OWL ASA References Page Formatting](#)

Each topic will be chosen, and approved, in consultation with me and I will help guide you towards relevant research and ideas throughout the semester. We will **work together** to learn how to find relevant research articles and how to read and digest them. [Google Scholar](#) and the [Bush Library Website](#) will be integral sources for finding relevant theoretical and empirical scholarship. We will discuss how to use these tools and strategies for searching in class, as well as how to identify quality primary and secondary sources.

In order to produce high quality papers, you will write, workshop, and revise your papers over the course of the semester. The initial sub-submissions will be graded for completion, and will allow an opportunity for me to give everybody feedback on their papers step-by-step, without the specter of grades. The final submission will be graded as a normal paper. This process hopefully will split the workload across the semester and mitigate any end of the semester time crunch, as well as allow you to improve your ideas, sources, and papers over the semester to produce high-quality papers! Thus, the following due dates apply:

- 2/13 - Research Question Synopsis. 10 pts.
- 3/27 - Annotated References. 10 pts.
- 4/17 - Draft of Research Paper (4-6 pages). 10 pts.

- 5/8 - Final Research Paper (4-6 pages). 70 pts.

All writing assignments are **due at 11:59pm on each respective due date** and must be typed, double-spaced, in 12-point Times New Roman font, and have 1-inch margins. The assignments should also have the student's full name, and date. More detailed descriptions of each subcomponent will be discussed in advance of each due date and **each subcomponent will also have a template available for student use**. Please use them! A more detailed rubric for the final paper can be found on the class Canvas site.

Extra Credit

In each theory we will discuss, there will be an exemplary empirical journal article I will discuss during lecture to give a glimpse into how criminologists **test** the theory under consideration. For extra credit (going *above and beyond* the required classwork), you may optionally choose to read the empirical journal article for the week. For the reading you choose, you will fill out a simple worksheet that guides you in reading and making sense of the research articles. This will a) allow you to distill often complex, scientific writing into your own observations, b) gain insight into how criminologists actually "test" the theories we are discussing, and c) be prepared with critical thoughts and reflections for our weekly discussions of each theory. If you would like to complete this opportunity, I'd be happy to discuss early in the semester how to read empirical journal articles, which is an essential skill to have as a social science student. These extra credit worksheets will be primarily graded for completion, but lower scores can be obtained if the worksheets are not filled out **satisfactorily or to completion**. The submission is worth 10 points. **The extra credit is due at midnight on 5/8.**

Course Policies and Information

General

First and foremost, welcome to CJFS 3750! I am excited to go on this criminological journey and meet all of you! I find questions surrounding the causation of crime to be truly fascinating, and they speak to more broad social questions around how/where we draw social boundaries, what drives violations of those boundaries, and how we react to violations of those boundaries. I hope we can have a great time this semester exploring these criminological ideas through the medium of film! Given this is an upper-level class, many of you will have already developed strategies that help you be successful in the college classroom. However, I also have some tips that will be useful in this class and the others you may be taking:

General

- Come to class as much as possible! This will allow you to keep up to date with everything, and really engage with the class material. There will be experiences, discussion, and explanation that takes place in class that cannot be replicated otherwise (e.g., by just reading the material).
- Take notes! Either electronically or the old fashioned way with pen and paper, take notes during lecture and discussion. These will help you when you are studying for exams and writing your papers. I structure my lecture slides to be somewhat partially-constructed notes, so that student driven notes and additions from lecture can be added to them. In addition, this gives a baseline structure for students who have to miss class to get caught back up.
- Ask questions! **Please, please, please**, ask questions whenever you have them. They can be simple logistical things or in depth questions about the class material. *Grappling with class material is what college is all about*, so I encourage you to ask questions whenever you find something confusing or fascinating! I'm happy to answer any questions as I am able, no matter how big or small. If I don't know the answer to something, I will work with you to find the answer!
- Come to office hours! Faculty members love when you come to see them. Take this time to get to know me and your other professors, which I personally found to be one of the most rewarding experiences of a liberal arts college experience as an undergraduate student. I am paid and am here to be a resource for you, and expect to serve in that capacity for your learning. Further, I want this to be explicit: no matter how cheesy it sounds, I care about each of you and want you to have the best experience possible in this course. I love to help!
- Use a calendar! Whether it be your Google calendar or a planner book, write out all the relevant dates for the course: assignment deadlines, exam dates, class times, my office hours, etc. This will help you stay a bit organized and keep tabs on what's to come in the semester.
- **Take advantage of this opportunity!** College is a time where you are given significant time and flexibility to engage in questions in a collaborative environment that in other times in your life you will not have the bandwidth for. This is an invitation to treat this class less as a barrier to a degree/employment, but rather as an opportunity for learning, growth, and exploration.

Please make use of this syllabus and the class Canvas site. They will both give a guide to what's coming next, and Canvas is also the hub for all assignment submissions. All supplementary class reading materials and other resources will also be posted to the class Canvas site.

Grading and Absences

Overall, I'd love for everybody to not worry about their grades and instead spend that energy with the readings and engagement in class and workshops. If you do so, I am *confident* that the grades will follow, and I want everybody in the class to succeed however you define that for yourself. With that being said, keeping up to date on the readings and class material will be *essential* to obtaining a high grade in this class. Keep in mind that grades **do not** define your worth as a person, nor as a student.

The grading breakdown, course requirements, and letter grade distributions are listed below. Please come see me if you have any questions related to grading or general course expectations.

I encourage you to turn in assignments on time, as this will allow me to give you feedback: to pat you on the back and give pointers for improvement for the submissions to come. I cannot encourage you strongly enough to take this feedback seriously, as they often will key you in to where the project could use some improvement.

Late assignments are deducted one letter grade if they are turned in within 24 hours of the due date and an additional letter grade for each additional 24 hours beyond this; assignments will not be accepted more than 1 week after the due date or all assignments are graded (whichever is later). Emailed assignments are not accepted unless otherwise arranged, and all submissions will take place via Canvas.

Incompletes will not be granted except in rare or extraordinary circumstances and cannot be given without prior written agreement. Incompletes at Hamline University are for exceptional circumstances where the majority of student work in the semester is complete (e.g., classes attended, assignments complete), and some unforeseen event or barrier prevents a student from successfully completing the course. Incompletes will **not** be granted in the case of students falling behind, not attending classes or exams, or turning assignments in, or scrambling at the last minute to complete the class. As per Hamline University policy, *"Incomplete grades should be given only in unusual circumstances that are beyond the control of the student. An incomplete cannot be granted if a student is failing or has not completed a substantial portion of the course."*

If you have questions about how you have been graded on a particular assignment, I have a general policy for handling these situations: please briefly put in writing your thoughts or comments on the grading and see me in the next available office hours. We will then discuss your grade(s). Any requests must be submitted within one week of the date the grades for that assignment are distributed.

If you miss a class, please ask a classmate to share their notes with you (in advance, if possible). If you are uncomfortable asking another student, please let me know and I will find a volunteer to share notes. **We are in this together!** Note that while attendance is not strictly required, multiple absences without proper notice and adequate reasoning will be reflected in your "scholarly attitude" grade, and may impact your preparation and performance on exams and papers.

You must notify me in person or via email **at least 24 hours prior** to missing an assignment due date or exam for me to *consider* giving you a makeup or extension. Exams may not be made up except in the rare event of an excused absence.

I know your lives are busy and hectic, and this class is likely not going to be the most important thing in your life (and it probably shouldn't be!). I'm also cognizant that many Hamline students have external work, child/family care responsibilities, etc., that, apart from some work study, I

was privileged to avoid in my undergraduate education. I pride myself of being understanding of these issues, and I ask that you be open with me in regards to the pressures you may face. The key here is to **be in communication with me** when you are going to be gone or would request an extension, and I will do my best under the circumstances to work with you to find a solution.

Grade Distribution:

Grade	Range
A	93+
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	< 60

Assignment Weighting:

Item	Weight(%)	Points
Scholarly Attitude	14.7	50
Film Theory Applications	26.5	90
Research Paper	29.4	100
Exams	29.4	100

Communication

The best way to reach me is by email or come in-person to office hours. I will attempt to return email within 24 hours M-F and within 48 hours over the weekend. There will be times I cannot respond within 24 hours. If you wait until the last minute to email me with questions, I may not be able to respond in time. However, I will do my best to respond to all email inquiries in a timely fashion. I'm usually pretty on top of my email, it's something I take pride in! Should an email go unresponded to beyond these parameters, feel free to reach back out with a friendly bump reminding me of your message. I will also often be available after class to chat about any issues/questions you may have.

Inclusivity and Discussion

Hamline University values diversity and inclusion; we are collectively committed to a climate of mutual respect and full participation. My goal is to create learning environments that are usable, equitable, inclusive, and welcoming. My goal is to welcome everyone to the fascinating world of criminology. As your professor, I hold the fundamental belief that everyone in the class is fully capable of engaging and mastering the material. Our classroom should be an inclusive space, where

ideas, questions, and misconceptions can be discussed with mutual respect for others' ideas, beliefs, and experiences. There is usually more than one way to see and solve a problem and we will all be richer if we can be open to multiple paths to knowledge.

Content Warning

This course will cover topics of a sensitive nature such as but not limited to class, gender, race, ethnicity, sexuality, religion, violence, victimization, and criminality. These are sensitive social topics, and I expect each of you to broach with maturity and scholarly curiosity. In addition, I expect students to show respect toward the subjects of our study, particularly those who have engaged in crime or have criminal legal system contact, as well as to treat your classmates and myself with respect and dignity at all times.

Because I cannot possibly know each student's life history and what you may/may not find distressing (although, I certainly hope to learn about you throughout the semester!), I am unable to alert the class to each possibility. Thus, this is a content warning of a sort for the entire course. If you have concerns over a particular topic/issue, please review the syllabus and if there is a concern, please let me know.

Office Hours

Please come to office hours! This is dedicated time (of mine!) set aside for **you**, the student, to:

- Ask questions or get clarifications on topic that weren't clear in the lecture or readings
- Get caught up to speed should you miss a day of lecture
- Get feedback on assignments and papers
- Just talk "shop": research, criminology, etc.
- Talk about concerns you have inside or outside of class
- Get to know me! It also lets me get to know you as well, which is one of the best parts of my job.

I'm excited to meet and get to know each of you personally, and office hours are a great time to do that. I have a sign up link at the top of this syllabus, please sign out a open slot if you'd like to stop by for office hours. The link can be found on Canvas and at the top of this syllabus (also [here](#)).

I will be there and drop ins are always welcome, but if a student has a signed out slot I will prioritize that student's time first. Signing out a slot also allows me to be prepared for students that want to come! If my usual office hours do not work with your schedule, please email me to schedule an office hours appointment and I will find a time that works our collective schedules. I'd love the opportunity to learn about you, what is bringing you to study criminology, and how I can help you in your future studies/research/career. Please don't hesitate to stop by and chat!

Because we will be watching films in class with sensitive and sometimes graphic and/or offensive content, I feel a second content warning (in BOLD!) is appropriate when it comes to the viewing of films in the classroom. Because we are in a class about crime, there will necessarily be depictions of violence, crime, harm, and other "wrongdoing" in the films. Beyond this, the films also may have the following sensitive content: profanity, drug use, police violence, frightening and/or intense scenes, sex and/or nudity, death, racial and/or homophobic slurs, gore, murder, child sexual abuse, sexual references, suicide, incest, among other disturbing and/or sensitive content. If you have concerns over particular content from the list above or more generally, please come see me in office hours and we can discuss each film's content and

options to involve you in the course content while respecting any content concerns you may have.

Academic honesty

Academic dishonesty will not be tolerated. Academic dishonesty includes but is not limited to cheating, plagiarism, making multiple submissions, fabricating information, using materials in an unauthorized manner, misrepresenting academic records, and facilitating academic dishonesty. A student found guilty of academic dishonesty can receive failure for an assignment, failure for the entire course, or academic suspension or expulsion. For more information on the Honor Code, please visit the [Honor Code website](#).

Technology is rapidly changing; in some ways online tools have outpaced the skills of students and professors. One such tool is ChatGPT. Students should be aware that not only is using ChatGPT for assignments a gray area for the honor code, but the artificial intelligence (AI) used by ChatGPT may make significant mistakes - providing information that is clearly incorrect to those with subject-matter expertise. It is possible that AI will eventually get to the point where those mistakes rarely happen; that day, however, is not today. As such I do not recommend using ChatGPT for course assignments. If you do choose to use these tools, they can be useful in helping generate research questions, brainstorming or fine tuning your ideas, and checking grammar and spelling. I urge extreme caution for using these tools for wholesale drafting, as the output may contain significant mistakes and not adhere to the assignment structure and requirements.

Further, I am generally interested in **your** ideas, designs, and analysis. I care far more about the “aliveness” and substance of your writing as opposed to the polish, perfection, or sheen of the final product. Using generative AI to spur ideas and augment your learning is encouraged; using AI to do your work for you (e.g., by copy & pasting wholesale generations of text) **cheats yourself** out of doing the work of *thinking, synthesizing, and actually learning*, which is the point of taking the course! If you do choose to use ChatGPT or any other AI system (e.g., Google Bard) for language and writing generation, please cite the program in your references. In addition to citing the language model used, you must also include a brief paragraph at the end of your work explaining how and why you used the model, including any prompts you used to generate output. **Failure to do so constitutes an honor code violation as using AI’s words without citation and representing another’s words as your own.**

Discussion of class material and readings amongst students is encouraged, and helping each other out is expected!

Preparedness

I promise to be prepared, engaged, and as helpful as I can be in each class period, as well as outside of class time. We will be wrestling with new and difficult topic matter during the course of the semester, and I understand it can seem daunting especially given your other responsibilities on and off campus. All I ask is that you give your best effort on each assignment, reading, and class period and I promise to reciprocate.

Campus Resources and Policies

Accessibility

If you have a documented disability for which accommodations may be required in this class, please contact Steve Anderson (sanderson65@hamline.edu, West Hall 108) as soon as possible

to discuss accommodations. If you have already arranged accommodations through Disability Resources, **please be sure to meet with me within the first two weeks of class** to initiate conversation about how we might work together to make the course as accessible as possible. Although I will receive the letter electronically, I would like to touch base on how I can best accommodate each student in the course. Ultimately, I wish for you to only share with me what you are comfortable with and how we might arrange accommodations in the course.

COVID-19 policy

Any requirements for use of face masks on campus will be determined by the [Hamline University COVID-19 shift plan](#). See [Hamline's Mask Policy](#) for more information.

In general, if you were exposed to COVID-19, please follow the recommendations as follows from the CDC. Please keep the safety of your fellow students as well as faculty and staff at Hamline at the forefront in your decision making.

- [What to Do If You Were Exposed to COVID-19](#)
- [What to Do If You Test Positive for COVID-19](#)

Writing Assistance

The ability to communicate effectively in writing is an important skill that will be required in all classes at Hamline University and in life outside of the University. While we will workshop papers/projects throughout the semester and you will receive feedback before your final submission, there are also resources on campus to assist you with your writing.

There is free student writing support at the [Writing and Communication Center](#). The writing center can assist you in all stages of the writing process and I encourage all students to take advantage of this valuable resource. To schedule an appointment call (651) 523-2026 or visit the [Hamline University Writing and Communication Center Website](#) [Hamline University Writing and Communication Center Website].

Mental health

Mental health is important to be a successful university student, and aspects of university life can be stressful and can negatively impact mental health. Hamline University Counseling and Health Services provides confidential, free counseling and crisis intervention services to students. More information can be found at the [Counseling and Health Services Website](#).

Sexual Assault, Relationship Violence, and Stalking

Hamline University also provides academic and other accommodations to students who have experienced sexual assault, relationship violence (physical, emotional, or other form of abuse by a dating or other intimate partner), or stalking. For more information about Hamline's policy and the resources available to you, consult [Hamline's website](#) or contact our Title IX Coordinator and Associate Dean of Students, Patti Kersten, (651) 523-2421, pkersten01@hamline.edu.

Final thoughts

I am excited to discuss the causes of crime with you this semester, and I hope you all find this class to be interesting and engaging! I am especially excited to dive into theories of crime through the channel of movies. Maybe we even can get the buttered popcorn and candy going this semester!

This class will be challenging on two different fronts: 1) challenge your preconceived notions of the nature and causes of crime, as well as that of the causes and effects of punishment, and 2) delve deep into criminological theories and their empirical foundation. This second challenge will present new, sometimes terse, terminology, complex theoretical relationships, as well as discussion of methodological and statistical issues (e.g., causality). Despite these challenges, you are not alone in this endeavor. We will work through these challenges **together** this semester!

I reserve the right to amend any part of this syllabus as appropriate including the tentative schedule below. If this document is updated, a copy will be supplied to you via Canvas and changes will be announced and discussed in class.

Tenative Course Schedule

Date	Week	Lecture	ToDo
2025-01-28	1	Course Overview	Google Form
2025-01-30	1	Intro to Criminology	Kubrin Ch.1
2025-02-04	2	Deterrence Theory	Kubrin Ch.2
2025-02-06	2	Film: Double Indemnity	
2025-02-11	3	Trait Theories	Kubrin Ch.3; FTA #1
2025-02-13	3	Film: Psycho	RQS DUE
2025-02-18	4	Social Disorganization	Kubrin Ch.4; FTA #2
2025-02-20	4	Film: Taxi Driver	
2025-02-25	5	Strain Theories	Kubrin Ch.5; FTA #3
2025-02-27	5	Film: Traffic	
2025-03-04	6	Social Learning	Kubrin Ch.6; FTA #4
2025-03-06	6	Film: Goodfellas	
2025-03-11	7	Study Day #1	Study Day #1; FTA #5
2025-03-13	7	Midterm Exam	Midterm Exam
2025-03-18	8	MIDTERM BREAK	
2025-03-20	8	MIDTERM BREAK	
2025-03-25	9	Exam Review/Paper WS #1	
2025-03-27	9	Paper WS #2	AR DUE
2025-04-01	10	Control Theories	Kubrin Ch.7
2025-04-03	10	Film: City of God	
2025-04-08	11	NO CLASS(NCUR)	
2025-04-10	11	NO CLASS(NCUR)	
2025-04-15	12	Labeling Theory	Kubrin Ch.8; FTA #6
2025-04-17	12	Film: Joker	
2025-04-22	13	Conflict Theory	Kubrin Ch.9; FTA #7
2025-04-24	13	Film: Parasite	DRP DUE
2025-04-29	14	Integrated Theory	Kubrin Ch. 10; FTA #8
2025-05-01	14	Film: The Grinch	
2025-05-06	15	Paper WS #3	FTA #9
2025-05-08	15	Study Day #2	FRP/EC DUE
2025-05-12	16	Final 2:45-4:45pm	Final Exam