Spring 2018

Criminology (GSU, Clayton)

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Grants Collection
Georgia State University
and Clayton State University

Scott Jacques and Andrea Allen

Criminology
Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team’s selected and created materials and the adaptation/ transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project’s aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.

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Initial Proposal
Team Members (Name, Title, Department, Institutions if different, and email address for each):

Scott Jacques, Associate Professor of Criminal Justice and Criminology, Department of Criminal Justice and Criminology, Georgia State University, sjacques1@gsu.edu

Andrea Allen, Assistant Professor of Criminal Justice, Department of Social Sciences, Clayton State University, andreaallen@clayton.edu

Sponsor, (Name, Title, Department, Institution):
Richard Wright, Chair and Professor, Department of Criminal Justice and Criminology, Georgia State University

Lisa Holland-Davis, Chair and Associate Professor, Department of Social Sciences, Clayton State University

Course Names, Course Numbers and Semesters Offered:

Georgia State University:
Criminological Theory (CRJU 3410) here forward simply referred to as “Criminology” for brevity– offered Fall, Spring, and Summer semesters

Clayton State University:
Criminology (CRJU 3100) – offered Fall, Spring, and Summer semesters

| Average Number of Students per Course Section: | 38 (CSU); 120 (GSU) |
| Number of Course Sections Affected by Implementation in Academic Year: | 3 (CSU); 3 (GSU) |
| Total Number of Students Affected by Implementation in Academic Year: | 474 |
| Proposal Categories: | No-Cost-to-Students Learning Materials |
| Requested Amount of Funding: | $10,800 |
| Original per Student Cost: | $100 plus tax |
| Post-Proposal Projected Student Cost: | $0.00 |
| Projected Per Student Savings: | $100 plus tax |
Project Goals:

We will transform Criminology at our respective institutions, Georgia State University (GSU) and Clayton State University (CSU), from a traditional textbook to no-cost materials. Criminology is a viable course to transform because, one, it is a required class for criminal justice majors at our institutions, and, moreover, part of the criminal justice curriculums at schools such as Georgia Southern University, University of North Georgia, Kennesaw State University, University of Georgia, and University of West Georgia, to name a few. There are two major goals of this transformation.

One goal of this transformation is to eliminate the cost of textbooks for students in this course. Criminology textbooks are expensive; for example, each of the two textbooks currently used at GSU are CSU are $100 plus tax. There is a significant need for no-cost options at our institutions. This is evidenced, for instance, by 55% of GSU students and 64% of CSU students receiving Pell Grants, which is indicative of a low-income background (USDOE, 2015).

A second, related goal of this transformation is to increase students' timely access to course materials by making them free. Due to the cost of textbooks, many students do not purchase the reading material at all or, if they do, they wait until a significant portion of class time has passed (e.g., ¼ of the semester). This not only impedes their ability to complete readings, but also to complete related assignments and generally succeed in the class. By providing a no-cost textbook option, the readings are available to everyone from the very beginning, which should enhance student learning and related outcomes (e.g., good test scores). Moreover, this success should improve retention and matriculation rates.

Statement of Transformation:

At present, there is no available “Criminology” OER textbook. Thus, for this transformation we will compile no-cost source materials to use in place of a traditional textbook. Before describing this process, it may be worth specifying for non-criminologists that in our field, “Criminology” as a course is synonymous with “Criminological Theory”; and, the goal of these courses is to convey and critically analyze our field's most influential theories.

For our transformation, first we will conduct a content analysis of Criminology textbooks to determine what content is most often covered in such books and in what order. Given our training and expertise, of course, we already have a strong sense of the content that will be covered. This is because certain disciplines (e.g., biology, sociology, psychology, economics,
etc.) and foundational theories nested within them are always covered in such books. However, these books vary in which of the less foundational theories they include. Thus, the content analysis will be geared toward identifying which of these theories receive the most coverage across textbooks. Then, we will gather source materials on said content and arrange it in the most common order. Materials will be obtained from the USG library and open resources listed in the solicitation. These materials will constitute the new course “text”.

Above is our transformation in a nutshell, but some background on the process leading to this proposal may be useful to reviewers. For the past few years, we debated whether we could do a no-cost Criminology course. We had gathered no-cost materials for Research Methods and Introduction to Criminal Justice, but it was unclear to us how we could do the same for Criminology. In part, this is because there is not, to our knowledge, an available no-cost textbook (see, e.g., https://openstax.org/subjects/social-sciences). Given that, the pressing problem we faced was how to incorporate the “classics” into our course. Though the contemporary versions are accessible for free via Galileo (e.g., they are published in journals on JSTOR), the classics tend to be in book form and thus under more stringent copyright protections – or so we thought.

We had an “aha moment” upon realizing that almost all of the classic theoretical formulations are found in books no longer under copyright protection due to their age (e.g., those of Beccaria, Bentham, and Lombroso); for details, see, e.g., http://copyright.cornell.edu/resources/publicdomain.cfm. Better yet, after some investigation, we learned these books are already legally available online for free (see, e.g., www.archive.org). There are some exceptions, but those are only a few years away from losing copyright protection, too, and so can be used in the same way at that point. In the meantime, and as relates directly to our work for this project, we will rely on each classic’s theoretical summary section/chapter, which qualifies as fair use under USG guidelines (see http://www.usg.edu/copyright/).

Additionally, we will work with GSU’s Center for Instructional Innovation and CSU’s Center for Instructional Development to create short but informative videos that capture the major points of each reading and apply them with illustrative cases (e.g., poor parenting leading to low self-control; peer socialization leading to drug use; etcetera). Also, we will require students to watch videos posted to the American Society of Criminology’s Oral History Project website (https://www.asc41.com/videos/Oral_History.html). These videos consist of criminology’s foremost figures explaining their ideas, and, in effect then, amount to a sort of lecture in which the people responsible for influential contemporary theories explain them in their own words. A third feature of this course will be the use of exercises that reinforce the text by applying it to real world events. More specifically, this will involve analyzing recent news events in light of particular theories, including not only what they “do explain” but also what they leave “unexplained.” A fourth feature of the course will involve discussion posts in which students compare and contrast the utility of competing theories for explaining recent news events. In short, the readings and videos will convey the requisite knowledge to students, whereas the
exercises and posts will require them to apply and critically analyze those ideas.

This transformation will affect three stakeholders: students, faculty, and our respective universities, more specifically the Department of Criminal Justice and Criminology at GSU and the Department of Social Sciences at CSU. At GSU and CSU, every student pursuing a bachelor’s in criminal justice must take Criminology. This course is also popular with non-criminal justice students who take it to satisfy their core requirements.

Regarding students, the transformation will save them a large amount of money. This is important for our students, especially given that a large percent of them are from relatively low-income backgrounds. As explained above, high textbook costs lead students to go weeks or longer without the required reading material, as they cannot afford the cost from the semester’s beginning. By providing a no-cost text, we expect students to have better learning outcomes because there will not be a monetary justification to go without the reading material. Learning outcomes may also be improved by lowering the monetary stress in their life outside of school. To pay for a $100 textbook, for example, requires about 20 hours of work in a minimum wage position. A no-cost textbook option, then, should free up time to study – instead of working to afford to study – thereby further improving learning outcomes. The same can be said for delivering the course online instead of in a physical classroom, as students will be able to learn at their convenience instead of at set dates and times that may conflict with working hours or family responsibilities.

The transformation will also impact us (the instructors) as we redesign the course. For one, the aforementioned content analysis of textbooks should improve our breadth and depth of knowledge as relates to designing and delivering a Criminology course. Second, our instruction should improve by finding and compiling new (no-cost) source materials as well as by creating associated learning materials (e.g., PowerPoints, educational videos). Further, the transformation will allow us to tailor the new course to meet the needs of students, which should improve course success.

Additionally, the third stakeholder – our universities – should be positively impacted with this textbook transformation. In terms of statistics, this effect will appear in retention and matriculation rates. The expensive costs of textbooks is part of why students drop out of college before graduation. For instance, only 68% of CSU students move on to their sophomore year and only 28% of on-time students graduate (College Factual, 2015). Of course, such statistics “look bad” for universities, but, more importantly, they have a serious effect on students’ lives who, for instance, effectively waste money on courses and materials that did not produce a degree. For that reason, then, one of GSU’s strategic goals is to “[b]ecome a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.” CSU holds the same ambition to help students achieve said success. This no-cost textbook transformation will help GSU and CSU do so.
In addition to what was mentioned above, the transformation will have the following impacts. The transformation will impact almost 500 students across six sections of Criminology: 360 students across three sections at GSU, and 114 students across three sections at CSU. The transformation will be implemented in Fall 2017 (one section per university), continue in Spring 2018 (one section per university), and – as only relates to this grant – the last semester of delivery will be Summer 2018 (one section per university). Assuming the course proves successful (measures of which are below), we intend for the transformation to have a long-term impact by being implemented long after the grant period in future sections of Criminology. Also, we will share our text with other instructors at GSU and CSU who instruct the course years down the road.

Transformation Action Plan:

The first step in our transformation plan will be to identify and review Criminology textbooks on the market. To do so, we will search Amazon and Google. Also, we will examine the textbooks currently being used in Criminology courses at CSU and GSU, should they be different from our Amazon and Google search outcome. Next, we will analyze these textbooks’ table of contents to identify the 1) theories covered within them and 2) the order in which they are covered. Our findings will be used to decide what theories to cover in the course and in what order.

Once we complete the above, the second step will be curating “classic” and more “contemporary” readings that address the course’s needs. These readings will consist of excerpts from books no longer under copyright protection due to their age; excerpts that will qualify as fair use per USG guidelines; or articles found on Galileo. For more details about this process, please refer back to our description of the transformation found in Section 1.2. When reviewing source materials, we will take into account many of the ALG’s evaluation criteria: clarity, comprehensibility, readability, content accuracy and technical accuracy, adaptability, appropriateness, and accessibility.

On D2L for our respective courses, students will be guided to the readings. For books no longer under copyright protection, students will be directed to an external link that contains the reading material, such as www.archive.org. For articles, students will be instructed on how to find the reading material using Galileo. For books still under copyright protection, we will upload an excerpt (that complies with USG’s “fair use” guidelines) directly to D2L. Again, and to be clear, all selected materials will comply with the USG’s copyright policy. Should there be any uncertainty about the fair use of a particular reading, we will consult copyright experts (e.g., GSU’s Gwen Spratt) about how to proceed.

Once the text has been identified, we will determine how best to deliver it and integrate it with other course activities. Also, we will invite further/new insights and improvements to the course by consulting with GSU’s Center for Instructional Innovation and CSU’s Center for Instructional Development.
We will make our course materials publicly available in the form of a LibGuide posted on GSU’s and CSU’s websites. A LibGuide is a set of webpages that directs users to resources on a particular research topic or course subject. LibGuides are typically prepared by librarians and appear on universities’ library webpages.
Quantitative & Qualitative Measures: The textbook transformation’s effectiveness will be assessed by student success and students’ perceptions of the redesigned Criminology course. We will use the following quantitative and qualitative measures for analysis:

* The number and percentage of students who drop, fail, and withdraw from the course
* Final grade distributions (mean, median, mode)
* Students’ teacher evaluations (both quantitative and qualitative data)
* Test/Quiz/Assignment scores to assess proficiency of course learning outcomes

These data will be compared to that of prior semesters in which a traditional textbook was used, not the no-cost option. In addition to the above measures, we intend to assess students’ perceptions of the course’s no-cost materials by anonymously surveying students. Please find a working draft of the survey instrument in the Attachments. The instrument will collect both quantitative and qualitative data. Pertaining to the former, students will be asked to indicate the extent to which they agree with the following statements that gauge the need for no-cost course materials: “Textbooks are too expensive”; “I have a small budget for books”; and “Course content should be free.” Additional quantitative questions ask whether they prefer a Digital Textbook (=1) or Traditional Textbook (=0), and if they think they would have learned more using a traditional textbook (yes=1, no=0). To obtain qualitative data, students will be asked the following open-ended questions: What did you like about the digital course readings? What did you dislike about the digital course readings? Is there any way you wanted to use the course readings but couldn’t because they are digital?

Quantitative data will be analyzed using SPSS, whereas the qualitative data will be coded for emergent themes. Of course, we will also collectively deliberate on the transformation process and newly adopted course materials. Any arising issues will be addressed as a team.

Timeline:
The timeline below indicates dates for which the following actions should be completed.

* May 22, 2017: Notification of Award
* June 5, 2017: Required Kick-Off Meeting
* June 2017: Compile Criminology textbooks and Conduct content analysis of textbooks, focusing on topic coverage and order in which topics are covered. Based on findings of content analysis, decide for redesigned course which topics to cover and in what order; identify, review, and select new reading materials; curate and develop non-reading materials (e.g., overview PowerPoints and oral history videos); upload materials to D2L; and, finally, consult with GSU’s Center for Instructional Innovation and CSU’s Center for Instructional Development to optimize organization of materials on D2L, consider incorporation of other non-reading materials, and develop/integrate them as appropriate.
* July 2017: Create and finalize course syllabus; create test questions measuring course learning outcomes, which will cover both reading material and video material
* August 2017: Implement the new Criminology course; collect “beginning” data to be later used in assessment
* December 2017: Collect and analyze data outlined in section 1.4; submit final report; create and publish LIBGUIDES

Budget:

The requested budget is $10,800 ($5,000 x 2 team members) + 800 for overall project expenses.

- Contract Overload (Scott Jacques) $5,000
- Contract Overload (Andrea Allen) $5,000
- Travel to Kick-Off Meeting $800

Total $10,800

Sustainability Plan:

As individual instructors, we will offer this no-cost-to-student option in future course sections of Criminology. Furthermore, we will encourage other instructors teaching this course to adopt our course design, and share our course materials with them. To maintain – and improve – course materials, we will meet at the end of each semester to determine if changes should be made for the next semester. Such changes will be based on student feedback and our own evaluations of “what worked” (and what did not) in the course.
REFERENCES & ATTACHMENTS

http://www.archive.org
https://www.asc41.com/videos/Oral_History.html
http://www2.ed.gov/finaid/prof/resources/data/pell-institution.html
Please indicate the extent to which you agree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks are too expensive.</td>
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<tr>
<td>I have a small budget for books.</td>
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<tr>
<td>Course content should be free.</td>
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</tbody>
</table>

For this course, I prefer (a):
- Digital Course Materials
- Traditional Textbook

What did you like about the Digital Course Materials?

What did you dislike about the Digital Course Materials?

Is there any way you wanted to use the course materials but couldn't because they are digital?

Do you think you would have learned more using a traditional textbook?
- Yes
- No
April 17, 2017

Dear Selection Committee:

This letter certifies that the Department of Criminal Justice and Criminology at Georgia State University supports development of the proposed course, Criminological Theory. The course is entirely sustainable. Indeed, our department offers it every semester and all students seeking a Bachelor’s degree in criminal justice and criminology must pass this course. No-cost-to-student materials are needed at almost any institution, but especially at ours because so many of our students come to us from low-income backgrounds. I am also excited to see that the course will be delivered online in an asynchronous format, as this option will offer sorely needed flexibility to our students. I should add that Dr. Jacques, who will teach the course at GSU, is a widely-respected criminologist known for his theoretical innovations. Moreover, he has already been quite successful at developing and delivering online courses for our department. Thus, I am sure he will offer an excellent version of Criminological Theory, all the more so given its project cost savings.

Kind regards,

Richard Wright
Professor and Chair
Department of Criminal Justice and Criminology
Andrew Young School of Policy Studies
Georgia State University
rwright28@gsu.edu
http://aysps.gsu.edu/profile/richard-wright/
April 17, 2017

Dear Selection Committee,

I am writing in support of the Dr. Andrea Allen’s Affordable Learning Georgia Textbook Transformation Grant application for the development of no-cost learning materials for our Criminology course at Clayton State University. Criminology is a required course for the Bachelor of Science degree in Criminal Justice and is a popular elective choice for students in several other degree programs. Given the rising cost of higher education and the heavy reliance on financial aid by our student population, I believe the development of no-cost course materials is greatly needed at Clayton State. In addition, Dr. Allen is an excellent instructor with experience in the development and delivery of online classes and therefore will undoubtedly develop a superior classroom experience for our students using innovative, no-cost materials.

Sincerely,

Lisa Holland-Davis, Ph.D.
Chair, Department of Social Sciences
Associate Professor of Sociology
lisahollanddavis@clayton.edu
Syllabus
CRIMINOLOGY

Learning Objectives; Course Mapping; Sample Course Outline; Reading References
LEARNING OBJECTIVES

By the end of the course, you should be able to:

1. Identify the key concepts and assertions of various criminological theories
2. Know the development, differences, and similarities of criminological theories
3. Apply and critically evaluate criminological theories
COURSE MAPPING

The following tables show course mapping. Specifically, they indicate the activities and assessments learners will complete to show mastery of the lesson objectives. All lesson objectives tie back to the course learning objectives.

Module 1 – Introduction to Course

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the course policies and procedures as outlined in the syllabus</td>
<td>Review Sway Introduction</td>
<td>Overview and Reading Quiz. Introduction to Course</td>
</tr>
<tr>
<td>2. Identify the course components</td>
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<tr>
<td>3. Define what is (not) theory</td>
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<tr>
<td>4. Describe what makes a theory scientific</td>
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<tr>
<td>5. Know what makes theory better</td>
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<tr>
<td>6. Define what is criminological theory</td>
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<tr>
<td>7. Describe the various levels of criminological theories</td>
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<tr>
<td>8. Know that criminology is interdisciplinary</td>
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<tr>
<td>9. Know that criminology is a field</td>
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<tr>
<td>10. Know that criminology is developmental</td>
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Module 2 – Deterrence / Rational Choice

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. Know the tenets of Deterrence / Rational Choice theories</td>
<td>Read Bentham; Gibbs; Clarke &amp; Cornish</td>
<td>Overview and Reading Quiz. Deterrence / Rational Choice</td>
</tr>
<tr>
<td>4. Apply Deterrence / Rational Choice theories to real-world criminal cases</td>
<td>Watch Theorist Video Nagin</td>
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<tr>
<td>5. Discuss Deterrence / Rational Choice theories’ ability to explain crime</td>
<td>Watch Discussion Post Videos ABC News, 20/20, “Psychic Sets Trap to Con Oregon Timber Millionaire” Parts 1 and 2</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate Deterrence / Rational Choice theories’ ability to explain crime</td>
<td>Post to Discussion Post Board Deterrence / Rational Choice</td>
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<td></td>
<td>Respond to other students on Discussion Post Board Deterrence / Rational Choice</td>
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### Module 3 – Surveillance / Opportunity

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify the development of Surveillance / Opportunity theories</td>
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<td></td>
</tr>
<tr>
<td>3. Distinguish between Surveillance / Opportunity theories and theorists</td>
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<td></td>
</tr>
<tr>
<td>4. Apply Surveillance / Opportunity theories to real-world criminal cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Discuss Surveillance / Opportunity theories’ ability to explain crime</td>
<td></td>
<td></td>
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<tr>
<td>6. Evaluate Surveillance / Opportunity theories’ ability to explain crime</td>
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</table>

### Module 4 – Biology

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
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</thead>
<tbody>
<tr>
<td>2. Identify the development of Biology theories</td>
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<tr>
<td>3. Distinguish between Biology theories and theorists</td>
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<td></td>
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<tr>
<td>4. Apply Biology theories to real-world criminal cases</td>
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<td></td>
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<tr>
<td>5. Discuss Biology theories’ ability to explain crime</td>
<td></td>
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<tr>
<td>6. Evaluate Biology theories’ ability to explain crime</td>
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</table>
### Module 5 – Self-Control

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the tenets of Self-Control theories</td>
<td>Read Elias; Gottfredson &amp; Hirschi; Pinker</td>
<td>Overview and Reading Quiz. Self-Control</td>
</tr>
<tr>
<td>2. Identify the development of Self-Control theories</td>
<td>Complete Study Guide Self-Control</td>
<td>Theorist Video Quiz. Gottfredson</td>
</tr>
<tr>
<td>3. Distinguish between Self-Control theories and theorists</td>
<td>Review Sway Self-Control</td>
<td>Discussion Post. Self-Control</td>
</tr>
<tr>
<td>4. Apply Self-Control theories to real-world criminal cases</td>
<td>Watch Theorist Video Gottfredson</td>
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<tr>
<td>5. Discuss Self-Control theories’ ability to explain crime</td>
<td>Watch Discussion Post Video ABC 20/20, “A Case of Affluenza” (up to 3rd commercial break)</td>
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<tr>
<td>6. Evaluate Self-Control theories’ ability to explain crime</td>
<td>Post to Discussion Post Board Self-Control</td>
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<td></td>
<td>Respond to other students on Discussion Post Board Self-Control</td>
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### Module 6 – Anomie / Strain

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the tenets of Anomie / Strain theories</td>
<td>Read Merton; Rosenfeld &amp; Messner; Agnew</td>
<td>Overview and Reading Quiz. Anomie / Strain</td>
</tr>
<tr>
<td>2. Identify the development of Anomie / Strain theories</td>
<td>Complete Study Guide Anomie / Strain</td>
<td>Theorist Video Quiz. Rosenfeld</td>
</tr>
<tr>
<td>3. Distinguish between Anomie / Strain theories and theorists</td>
<td>Review Sway Anomie / Strain</td>
<td>Discussion Post. Anomie / Strain</td>
</tr>
<tr>
<td>4. Apply Anomie / Strain theories to real-world criminal cases</td>
<td>Watch Theorist Video Rosenfeld</td>
<td></td>
</tr>
<tr>
<td>5. Discuss Anomie / Strain theories’ ability to explain crime</td>
<td>Watch Discussion Post Video ABC News, “Bernie Madoff: After the Fall” Part 1</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate Anomie / Strain theories’ ability to explain crime</td>
<td>Post to Discussion Post Board Anomie / Strain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respond to other students on Discussion Post Board Anomie / Strain</td>
<td></td>
</tr>
</tbody>
</table>
### Module 7 – Social Disorganization / Bond

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the tenets of Social Disorganization / Bond theories</td>
<td>Read Shaw &amp; McKay; Sampson; Hirschi; Sampson &amp; Laub</td>
<td>Overview and Reading Quiz. Social Disorganization / Bond</td>
</tr>
<tr>
<td>2. Identify the development of Social Disorganization / Bond theories</td>
<td>Complete Study Guide Social Disorganization / Bond</td>
<td>Theorist Video Quiz. Bursik</td>
</tr>
<tr>
<td>3. Distinguish between Social Disorganization / Bond theories and theorists</td>
<td>Review Sway Social Disorganization / Bond</td>
<td>Discussion Post. Social Disorganization / Bond</td>
</tr>
<tr>
<td>4. Apply Social Disorganization / Bond theories to real-world criminal cases</td>
<td>Watch Theorist Video Bursik</td>
<td></td>
</tr>
<tr>
<td>5. Discuss Social Disorganization / Bond theories’ ability to explain crime</td>
<td>Watch Discussion Post Video Films on Demand, “Silence Broken—A Mother’s Reckoning” (Segments 1-6)</td>
<td></td>
</tr>
<tr>
<td>6. Evaluate Social Disorganization / Bond theories’ ability to explain crime</td>
<td>Post to Discussion Post Board Social Disorganization / Bond</td>
<td>Respond to other students on Discussion Post Board Social Disorganization / Bond</td>
</tr>
</tbody>
</table>

### Module 8 – Culture / Social Learning

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Learning Activities</th>
<th>Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know the tenets of Culture / Social Learning theories</td>
<td>Read Wolfgang &amp; Ferracuti; Anderson; Sutherland; Akers</td>
<td>Overview and Reading Quiz. Culture / Social Learning</td>
</tr>
<tr>
<td>3. Distinguish between Culture / Social Learning theories and theorists</td>
<td>Review Sway Culture / Social Learning</td>
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</tr>
<tr>
<td>5. Discuss Culture / Social Learning theories’ ability to explain crime</td>
<td>Post to Discussion Post Board Culture / Social Learning</td>
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</tr>
<tr>
<td>6. Evaluate Culture / Social Learning theories’ ability to explain crime</td>
<td>Respond to other students on Discussion Post Board Culture / Social Learning</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE COURSE OUTLINE
SECTION 1: INTRODUCTION TO COURSE

1. Review Sway Overview and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide

   • Wikipedia entry on Scientific Theory

   • Wikipedia entry on Criminology


3. Take Overview and Reading Quiz. Introduction

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1 If Wikipedia strikes you as an odd resource for an academic course, you may like to look over the *Nature* article accessed by clicking the following link. In short, the article explains that Wikipedia entries are as good as those in Encyclopedia Britannica. http://www.nature.com/nature/journal/v438/n7070/full/438900a.html
SECTION 2:
DETERRENCE / RATIONAL CHOICE

1. Watch Deterrence / Rational Choice Sway Lecture and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide

3. Take Overview and Reading Quiz. Deterrence / Rational Choice

4. Watch Theorist Video and Complete Associated Parts of Study Guide
   - Daniel Nagin. Available at [www.youtube.com/watch?v=Rki-xk_yP0Q](http://www.youtube.com/watch?v=Rki-xk_yP0Q)

5. Complete Theorist Video Quiz

6. Complete Discussion Post
SECTION 3: SURVEILLANCE / OPPORTUNITY

1. Watch Overview Sway Lecture and Complete Parts of Associated Study Guide

2. Read (in recommended order) and Complete Parts of Associated Study Guide

3. Take Reading and Sway Overview Quiz

4. Watch Theorist Video and Complete Associated Parts of Study Guide
   - Ronald Clarke. Available at www.youtube.com/watch?v=afSIMmY8f7E

5. Complete Theorist Video Quiz

6. Complete Discussion Post
SECTION 4: BIOLOGY

1. Watch Overview Sway Lecture and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide
   
     Read pages xi – 51 available at [https://archive.org/details/criminalmanaccor00lomb](https://archive.org/details/criminalmanaccor00lomb)
   
     Excerpt available on D2L. Read first paragraph and then skip to section on “Criminal Anthropology” beginning on page 151
   

3. Take Reading and Sway Overview Quiz

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4. Watch Theorist Video and Complete Associated Parts of Study Guide
   
   • Adrian Raine. Available at [www.youtube.com/watch?v=SmcVIBA_d7w&t=5s](https://www.youtube.com/watch?v=SmcVIBA_d7w&t=5s)

5. Complete Theorist Video Quiz

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6. Complete Discussion Post
SECTION 5: SELF-CONTROL

1. Watch Overview Sway Lecture and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide

3. Take Reading and Sway Overview Quiz

4. Watch Theorist Video and Complete Associated Parts of Study Guide
   - Michael Gottfredson. Available at www.youtube.com/watch?v=VmA-31uVeuk

5. Complete Theorist Video Quiz

6. Complete Discussion Post
SECTION 6: ANOMIE / STRAIN

1. Watch Overview Sway Lecture and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide

3. Take Reading and Sway Overview Quiz

4. Watch Theorist Video and Complete Associated Parts of Study Guide
   - Richard Rosenfeld. Available at [www.youtube.com/watch?v=5YpbGfPwOgw](http://www.youtube.com/watch?v=5YpbGfPwOgw)

5. Complete Theorist Video Quiz

6. Complete Discussion Post
SECTION 7:
SOCIAL DISORGANIZATION / BOND

1. Watch Overview Sway Lecture and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide
     Available at scholar.harvard.edu/files/sampson/files/2005_aapss_laub.pdf
     Read pages 12-18 and 37-39

3. Take Reading and Sway Overview Quiz

4. Watch Theorist Video and Complete Associated Parts of Study Guide
   - Robert Bursik, Jr. Available at www.youtube.com/watch?v=Q-rGH_tMJsl

5. Complete Theorist Video Quiz

6. Complete Discussion Post
1. Watch Overview Sway Lecture and Complete Associated Parts of Study Guide

2. Read (in recommended order) and Complete Associated Parts of Study Guide

3. Take Reading and Sway Overview Quiz

4. Watch Theorist Video and Complete Associated Parts of Study Guide
   - None this section

5. Complete Theorist Video Quiz

6. Complete Discussion Post
READING REFERENCES
(By Section & In Order Of Course Outline)
INTRODUCTION TO COURSE

Wikipedia entry on Scientific Theory

Wikipedia entry on Criminology


DETERRENCE / RATIONAL CHOICE


SURVEILLANCE / OPPORTUNITY


BIOLOGY


SELF-CONTROL


ANOMIE / STRAIN


SOCIAL DISORGANIZATION / BOND


CULTURE / SOCIAL LEARNING


Final Report
Affordable Learning Georgia Textbook Transformation Grants

Final Report

Round 9, Proposal 314

Dr. Scott Jacques, Georgia State University,

and Dr. Andrea Allen, Clayton State University
Date: December 13, 2017

Grant Number: 314

Institution Name(s): Georgia State University (GSU) and Clayton State University (CSU)

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Scott Jacques
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Andrea Allen
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Department of Social Sciences
Clayton State University
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Project Lead: Scott Jacques (GSU)

Course Name(s) and Course Numbers: GSU—Criminological Theory (CRJU 3410); CSU—Criminology (CRJU 3100)

Semester Project Began: Summer 2017

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 101 (GSU); 30 (CSU)

Number of Course Sections Affected by Implementation: 2

Total Number of Students Affected by Implementation: 131

1. NARRATIVE

Transformation Experience

The textbook transformation experience was positive. We enjoyed the challenge of finding alternative materials to the traditional textbook for Criminological Theory at Georgia State University (from here forward referred to as “Criminology) and Criminology at Clayton State University. We saw Criminology as a viable course to transform because, one, it is a required
class for criminal justice majors at our institutions, and, moreover, part of the criminal justice curriculums at several other schools in the USG.

We were unable to identify any OER “Criminology” textbooks to use, nor any textbooks available to USG students through Galileo. So, the major task for us was locating accessible and readable materials containing the various topics typically covered in a criminology course.

For our transformation, first we conducted a content analysis of Criminology textbooks to determine what content is most often covered in such books and in what order. Given our training and expertise, of course, we already had a strong sense of the content. As expected, criminology textbooks have a few distinctive features: 1) Criminology is interdisciplinary. Thus, our reading material includes theories reflecting economics, biology, ecology, sociology, and psychology. 2) Criminological theories gain and lose standing over time. As reflected in the order of our readings, the earliest theories focused on deterrence/rational choice, surveillance/opportunity, biology, which gave rise to various sociological and psychological theories. 3) Criminological theories have early and more recent forms. Within each section of our course, then, students read the seminal and most recent examples of each perspective. For example, students read classics and contemporary works on deterrence/rational choice. In sum, our content analysis allowed us to identify the most commonly examined disciplines; present these in a particular order reflecting the evolution of criminology; and, identify the classic and contemporary works, which students read. After identifying the texts to be included (see syllabi), we gathered these material using the USG library, open resources (e.g., works publicly posted on archive.org), and, in the absence of internet resources, made copies of chapters that clearly fit within the fair use guidelines and posted these to D2L. These materials constitute the new course “text”.

**Transformative Impacts on Our Instruction**

This grant transformed us as instructors by showing us that you do not have to teach with and to a textbook. We also learned that you can create a quality course that is entirely free for students. Moreover, we were able to directly connect our students to the information that makes up criminology textbooks; rather than have them read it indirectly.

**Transformative Impacts on Students and Their Performance**

The transformation positively impacted our students and their performance in several ways. The following summarizes findings detailed in the “Supporting Data & Related Documents” file: Compared to sections of Criminology offered prior to the transformation, students at CSU in the ALG version of the course had a much higher pass rate, and much lower rates of withdrawal and grades of D/F as compared to a non-ALG version in a prior semester with a different instructor (see Figure 1a). At CSU and GSU, students demonstrated improved knowledge over
the course of the semester (see Tables 1a, 1b). Across CSU and GSU, students had roughly the same mean, median, minimum and maximum scores (see Figures 3 and 4). Thus, students in the ALG version improved in their performance and did so without investing a hundred or more dollars on criminology textbook. On that note, the students had quite favorable views of the no-cost materials (see Table 2 and associated qualitative statements). All things considered, then, the transformation was rational and successful, and will be implemented in future sections of the course.

**Lessons Learned**

In addition to the “transformative impacts on our instruction,” perhaps the major lesson learned is that we can deliver a quality criminology course by using free and accessible materials from the internet and our libraries. Doing so exposed our students directly to the information that is summarized in criminology textbooks. We will use this lesson when prepping courses in the future to minimize, if not eliminate, the costs of books for students. We will also encourage our colleagues to adopt no- or low-cost materials in lieu of expensive textbooks.

2. **QUOTES**

Overall, students from both CSU and GSU positively evaluated the no-cost learning materials. An exhaustive list of comments are found in the “Supporting Data & Related Documents” file, but the following quotes are illustrative of the themes contained therein:

“It was great! It allowed for us to read works that were actually written by the theorists we were learning about. General textbooks for stuff like that is just a bunch of words, and usually doesn’t make sense. With the weekly readings, you could read it and then apply it to people or situations that are experienced in everyday life, especially when it comes to the issues discussed on the news.” (CSU student)

“This is my second time taking criminology, the first time I had a standard text book and I did not like it at all. But I enjoyed the readings. I learned more with the readings than with the standard textbook.” (CSU student)

“The thing that I liked about the free weekly readings was that it provided us with ... information on the week's theory for each one. It helped us pass our quizzes because it answered all of the questions that were on the study guide. Thanks for getting rid of an expensive textbook and saving me about $100.” (CSU student)

“The direct content made understanding the concepts easier by giving examples highlighting the various perspectives versus reading through a textbook [which] often includes ‘fluff’ material that takes away from the main points and theories being taught” (GSU student)
“I liked that they were interesting and that I could apply them to my life. For most of my text books it's hard to make the connection between my life and the textbook information or I can't at all.” (GSU student)

“I liked how we did not have to pay to get access to any other the readings. It was easy to get access to the readings on my phone or tablet, making it easier for me to complete work when I did not have access to a computer. I also liked how to complete the work I did not have to carry around a textbook when doing homework on the go. The readings were also easier to comprehend and understand than a standard textbook.” (GSU student)

Though students viewed the no-cost materials positively, there were a few dislikes about them. The most frequent negative comment about the no-cost materials pertained to the content itself. Some, for instance, noted that the readings were too lengthy. Whereas many felt the readings made it easier to understand the content, others felt the opposite. These issues were expressed by students at both CSU and GSU. We will take this into account when preparing the course for future semesters. However, it should be noted that the weekly readings averaged 50 pages or less, which is standard. And for certain readings (e.g., those written in old English) we provided our own summaries in modern English to help better communicate the material to students.

3. QUANTITATIVE AND QUALITATIVE MEASURES

3A. OVERALL MEASUREMENTS

The total number of students affected in this project is 131: 30 (CSU); 101 (GSU).

Overall, students had a positive opinion of the materials used in the course, as evidenced by findings from a survey administered at the end of the semester; the questions and results are found in the “Supporting Data & Related Documents” file. Quantitative Results appear in Table 2, with qualitative results found on the pages thereafter.

Students’ Perceptions of and Experiences with No-Cost Materials

Students’ perceptions of and experiences with no-cost materials were assessed by administering a survey to students at the end of the semester. The instrument contains both quantitative and qualitative measures.

Quantitative data were obtained by asking students about their agreement with the statements, “Textbooks are too expensive”; “The cost of textbooks is more than I can afford”;
“Students would do better in college if textbooks were less expensive”. Responses were operationalized on a 5-point Likert scale from “Strongly agree” to “Strongly disagree.” Students were also asked to select which best characterizes their thinking: “I preferred the free weekly readings over paying $100 for a standard textbook” (=1) or “I would have preferred to pay $100 for a standard textbook over the free weekly readings” (=0). The final quantitative question asked students to best characterize their thinking about how much they would have learned with a standard textbook compared to the weekly readings: “I would have learned less with a standard textbook than I did from the weekly readings” (=2); “I would have learned more with a standard textbook than I did from the weekly readings” (=1); and “I would have learned about the same from a standard textbook and the weekly readings” (=0).

Qualitative data were obtained by asking students two open-ended questions: “What did you like about the free weekly readings?” and “What did you dislike about the free weekly readings?” As noted above, results from this survey are found in Table 2 and the subsequent pages of the “Supporting Data & Related Documents” file.

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:
• __X__ Positive: Higher performance outcomes measured over previous semester(s)
• ___ Neutral: Same performance outcomes over previous semester(s)
• ___ Negative: Lower performance outcomes over previous semester(s)

Drop/Fail/Withdraw Rate:

___19___ % of students, out of a total ___131_____ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:
• ___ X___ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
• ___ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
• ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. NARRATIVE

Drop, Fail, Withdraw (DFW) Delta Rates
The DFW data are found in the “Supporting Data & Related Documents” file. Unfortunately, we were unable to obtain drop data. Thus, our analysis is of pass, D/F, and withdrawals pre- and post-transformation. Overall, the percent of D/F and withdrawals decreased post-transformation (see Figures 1a, b). We are happy with this outcome, especially because the course saved students $100 or more on a Criminology textbook.

**Student Success in Learning Objectives**

To gauge student success in learning objectives, we created a quiz, which students completed within the first few and last few days of class. A copy of the quiz appears in the “Supporting Data & Related Documents” file. We compared their responses across these two time points. Results appear in Tables 1a and 1b of the aforementioned file. Data are presented as percentage of incorrect answers by question, and percent change from beginning to end of the semester. Overall, findings show that students improved their knowledge of the course material over the semester, thereby achieving the course’s learning objectives. For a few questions at CSU, however, the percentage of incorrect scores had a very small increase. Given this was not an issue at GSU, we surmise that this finding is a statistical artifact, all the more so because the Criminology course was delivered the exact same across both schools.

**Co-Factors**

We are not aware of any unique co-factors, for better or worse, which arose during the semester and thereby might have influenced the outcomes.

**4. SUSTAINABILITY PLAN**

As individual instructors, we will offer this no-cost-to-student option in future course sections of Criminology. Additionally, we will encourage other instructors teaching this course to adopt our course design and materials.

To maintain – and improve – course materials, we will continue to monitor ALG’s website, GALILEO, and OER platforms for new and updated no-cost materials useful to our courses. Any changes to course materials will continue to be based on student feedback and our own evaluations of “what worked.”

**5. FUTURE PLANS**

This grant has provided us the opportunity and platform to explore no-cost ways of delivering course materials in lieu of traditional textbooks. Further, this grant has shown us that with a bit of creativity and access to open resources, we can adopt no-cost materials in our other courses. As noted above in describing lessons learned, a positive outcome of this transformation was recognizing that many of the criminological “classics” are free to use because of “fair use” guidelines. We expect many more works to become free in the near future because of these guidelines. Finally, we feel that putting our students directly in touch with theoretical works of criminologists is a step above textbooks, which tend to summarize theories in broad strokes. In
fact, many students mentioned that they appreciated learning about theories from the horses’ mouths. And, somewhat surprisingly, a majority felt they learned more with the no-cost resources we provided, than if they had used a textbook. Knowing this, we will strive to directly connect our students to the work that makes up textbooks in future courses.

6. DESCRIPTION OF PHOTOGRAPH

(Left to right) Dr. Andrea Allen, Clayton State University, Co-PI and instructor of record; Dr. Scott Jacques, Georgia State University, PI and instructor of record