

Criminology *Spring 2009*

Course: **CRJ 106**
Credits: 3
M/W 2:30 – 3:34

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Course Description

This course is designed to introduce the student to the systematic study of crime and the criminal justice system, including the police, courts and prisons. This course will examine ideas such as social control, the social causes and social definitions of crime as well as society's reaction to crime and criminal behavior. It also focuses on the impact issues such as race, gender, ethnicity and social class have on crime. Policy decisions regarding the police and law enforcement, the courts, juvenile offenders, crime victims, and the various functions of punishment including retribution, social protection, rehabilitation and deterrence are also examined.

The course is designed to be taught in three distinct units. The first unit will examine what is crime; how is it defined; why is it measured; and how is it measured. The second unit will deal with the study of crime theory. We will discuss the origins of crime theory, and evaluate the major biological, psychological, sociological and environmental theories. The third and final stage will examine crime typologies and the profiling of criminal offenders.

Course Objectives

Through this course, the intent is to assist the student to develop and use critical thinking skills to:

1. Gain a greater understanding of how the definition of crime and criminality effects its measurement and its theoretical framework.
2. Develop an understanding of how “classical” and “positivist” theorists have impacted the study of crime.
3. Distinguish between theories based on biological, sociological, psychological and economical attributes.
4. Develop an ability to critically analyze individual theories to establish their strengths and weaknesses.

Course Outcomes

Students will demonstrate how defining crime and criminality establishes a baseline for the study of criminal behavior.

Assessment: Students will read selected chapters from Criminology Today, participate in class discussion and excel in a written examination.

Students will demonstrate an understanding of how “classical” and “positivist” theorists have laid the foundation for the modern day examination of crime and offender characteristics.

Assessment: Students will read selected chapters from Criminology Today, participate in class discussion and excel in a written examination.

Students will be able to describe the differences between biological, sociological, psychological and economical crime theories and provide insight into the criticisms of each.

Assessment: Students will read selected chapters from Criminology Today, participate in class discussions, excel in a written examination, and complete an oral presentation on the concepts of an assigned theory.

Texts and Readings

Schmallegger, Frank (2006). *Criminology Today*. Upper Saddle River, NJ: Pearson/ Prentice Hall.

Student Assignments

Each student is expected to do high quality work in completing the following assignments:

1. To regularly attend all class periods and read all assigned readings.
2. Students will take three written examinations scheduled at the completion of each of the three teaching units.
3. Each student shall complete an oral presentation on an assigned criminological theory. Students will be asked to evaluate the scope, principle concepts, social dimensions, and criticisms of a theory.

Students must complete ALL of the student assignments and may not ‘opt out’ of an assignment. By opting out of an assignment, the student will fail the course.

At some point during the semester there will be a gang presentation on campus. Although I cannot force a student to attend an out-of-class event, your participation is recommended. I will be giving classroom release time in compensation for attending the event. During the course of the semester two class periods will be cancelled to compensate for the two-hour gang presentation.

Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students’ access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectations stated in the syllabus.

Sleeping, or the appearance of sleeping is strictly prohibited. Any student who is observed sleeping will receive a zero for the class participation portion of the course. Repeated events will

result in any student failing the course. Any student who is observed sleeping during a guest lecture will fail the course without question.

Cell phones AND text messaging are strictly prohibited.

Students need to understand that open discussion is encouraged and expected in order to foster an advanced learning environment. However, all students should use caution when sharing personal information. There is a point to which personal experiences are detrimental to the learning environment.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

Participation	10 %
Oral Presentation	30 %
Written Examinations	<u>60 %</u> (20 % for each)
	100 %

Attendance Policy

Students may be absent without penalty to their grade on two occasions. Any student absent on 3 or 4 occasions will have their attendance grade reduced by 25 %; any student absent on 5 or 6 more occasions will receive a zero for class participation; and any student absent on 7 or more occasions will not pass the course. All absences must be discussed with the instructor in advance, with the exception of medical emergencies.

Attendance at guest lectures is mandatory unless previously discussed with the instructor. Any student missing a guest lecture without prior permission will receive a zero for class participation.

Course Outline

Week 1 (1/19)

Introduction to Criminology
What is Criminology?

Video Presentation: Bowling for Columbine

Reading Assignment

Chapters 1 & 2 Criminology Today

Week 2 (1/26)

Class Discussion on Movie

What is Crime?
Why Measure Crime?
Is Crime Necessary?

Week 3 (2/2)

Types of Data
 Primary
 Secondary
Crime Statistics
 UCR
 NCVS
Crime Pattern Trends
Age/Crime Relationship
Race/Crime Relationship
Gender/crime Relationship

Week 4 (2/9)

Crime show analysis

Elements of Crime Theory
Origins of Crime Theory
 Classical
 Positivist

Examination 1

Week 5 through Week 8 (2/16 – 3/16) (Spring Break 3/9-13)

Student presentations on criminological theory

Reading Assignment:

Criminology Today Chapters 4 & 5 & 6

Week 9 (3/23)

Last of presentations

Examination #2

Week 10 (3/30)

Movie: MS-13

Class discussion on gang organization and theory

Reading Assignment:

Chapter 2 & Chapter 5

DeLisi, Matt (2005) *Career Criminal in Society*. Thousand Oaks, CA: Sage Publications.

Weeks 11-12 (4/6-15) (Easter Break 4/13)

Career Criminals

Reading Assignment:

Chapter 3 & 12

Holmes, Ronald M. and Holmes, Stephen T. (2002). *Profiling Violent Crimes: and Investigative Tool*. Thousand Oaks, CA: Sage Publications.

Week 13 (4/20)

Criminal Profiling

Film: Emerging Issues in Homeland Security: Criminal Profiling Part II

The Rationale for Psychological Profiling

Personality and Crime

Assumptions of the Profiling Process

Week 14 (4/27)

Geography, Profiling and Predatory Criminals

The Role of Geography

The Nature of Geographic Profiling

Film: Geographic Information Systems and Crime Analysis, Part 1

Week 15 (5/4)

Examination 3

Name _____ Date _____

Question _____ Score _____

1

2

3

4

Academic
Content

-does not demonstrate a clear understanding of the content

-did not answer the question

- demonstrates a limited understanding of the content

- student did not answer the question with sufficient depth

- demonstrates sufficient understanding of the content

- answered the question with sufficient depth

- demonstrates exemplary knowledge of the content

- answered the question asked with exemplary depth

Academic
Writing

- no flow to ideas
- unable to follow
- simple vs. complex sentence structure used
- uses spoken language/slang overall

- flow of ideas inconsistent- difficult to follow- some complex sentence structure- drifts between formal & spoken language

- Adequate flow to ideas- somewhat easy to follow- adequate complexity to sentence structure- adequate use of formal language

- excellent flow to ideas
- easy to follow- complex sentence structure throughout- excellent use of formal written language

APA
Format

- uses academic content without proper citation

- occasionally uses citations appropriately but not enough to match the content presented

- proper attempt at citation but inconsistent with APA format

- uses academic content with appropriate citations that follow the APA format

Criminology
CRJ 206
Evaluation of Oral Presentations

Subject of Presentation _____

Rate the presentation on each element, on the following scale:

5= Excellent 4= Very Good 3=Good 2=Unsatisfactory 1= Poor

I. Clarity

A. Audibility	5	4	3	2	1
B. Articulation	5	4	3	2	1
C. Length of Presentation	5	4	3	2	1
D. Organization of Material	5	4	3	2	1

Overall comments are clarity of presentation: _____

II. Comprehensiveness

A. Presentation was relevant to the topic selected	5	4	3	2	1
B. Coverage of topic	5	4	3	2	1
C. Coverage of argument/ Supporting evidence	5	4	3	2	1
D. Creative Format	5	4	3	2	1

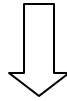
Overall comments on comprehensiveness of presentation: _____

CRJ 106 Criminology
Spring 2009
Theoretical Fact Sheet

Theory: _____
Author(s): _____



Scope: _____



Principle Concepts:

1. _____
2. _____
3. _____
4. _____



Social Dimensions:

1. Age: _____
2. Race: _____
3. Social Class: _____
4. Gender: _____



Criticisms:

1. _____
2. _____