**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**CJI 136 *–* Criminology**

**Course Outline**

**Course Number & Name:**  CJI 136 Criminology

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**: Grade of “C” or better in CJI 101 or SOC 101 or PSY 101 or placement

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course examines the very causative explanations of the nature of crime and criminal behavior and society’s reaction to criminal and correctional institutions. Major theories of criminal behavior and current issues of crime prevention and control are also covered. The course explores criminal justice issues, examining the explanations for delinquent and criminal behavior, using various multimedia platforms. Special topics such as the motivations of terrorists, serial killers, pedophiles, and assassins are also explored.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify and discuss the causes of crime and deviance in society and society’s responses to criminal and deviant behavior;
2. discuss the impact of societal and legal changes on crime causation;
3. discuss the role of criminology theory in the development of policing and correctional policy-making decisions and the function of behavioral research in the formulation of laws and regulations;
4. describe and explain various theories of criminology, including identifying the leading theorist within each school, and the points where these theories intersect;
5. discuss the various classical and contemporary theories of youth gang behavior;
6. describe the various theories of victimology;
7. explain the various research methods employed by a criminologist;
8. demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues; and
9. communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify and discuss the causes of crime and deviance in society and society’s responses to criminal and deviant behavior:
	1. discuss the role of criminology theory in the development of policy-making decisions and the function of behavioral research in the formulation of laws and regulations;
	2. identify and discuss the issues of race, gender and age in the formulation of critical criminology theory, comparing and contrasting these findings with present day policing and correctional policies;
	3. discuss the role government plays in a criminogenic environment;
	4. discuss the relationship between personal or group power and the shaping of criminal law;
	5. explain the prevalence of bias in justice system operations;
	6. identify the conflict theorists (i.e., Bonger, Dahrendorf, and Vold) and compare and contrast the theories;
	7. explain the relationship between a capitalist, free enterprise economy and crime rates;
	8. discuss themes and concepts of focus for critical criminologists;
	9. discuss the psychological/biological causes of rape, murder, assault and robbery;
	10. explain the evolutionary factors/human instinct causes of rape, murder, assault and robbery;
	11. describe the relationship between substance abuse and rape, murder, assault and robbery;
	12. describe the relationship of socialization and upbringing as a factor in rape, murder, assault and robbery;
	13. explain theories that state that exposure to violence is a factor in rape, murder, assault and robbery; and
	14. explain cultural values/subculture of violence as a factor in rape, murder, assault and robbery
2. Discuss the impact of societal and legal changes on crime causation:

2.1 describe and discuss the prominent perspectives on crime causation and the resulting influence on criminal law, society and policy;

2.2 discuss the six criminological perspectives (i.e., classical/choice, biological/psychological, structural, process, conflict and developmental) and identify which view is most closely aligned with the US current criminal justice system;

2.3 identify which criminological view aligns most closely with the media’s coverage of crime; and

2.4 discuss the influence of social, economic, and political power on approaches to crime causation and who gets defined as a criminal

1. Discuss the role of criminology theory in the development of policing and correctional policy-making decisions and the function of behavioral research in the formulation of laws and regulations:

3.1 discuss the impact of the social ecology school on public policy – the ecological conditions that support criminality (e.g., community deterioration, chronic unemployment, community fear, community change, and cycles of community change) must change to lower criminal activities;

3.2 discuss how Shaw and McKay’s concentric zones, in particular transitional neighborhoods, impact on public policy;

3.3 explain why lower-class crime rates may be a factor of bias in the criminal justice system; and

**Measurable Course Performance Objectives (MPOs)** (continued):

3.4 discuss the impact of social process theory on public policy

* discuss how social learning theories resulted in residential and nonresidential programs that offer treatment programs aimed at drugs, delinquent behavior and how to stay in school
* discuss how control theories prompted the creation of the Head Start Program and programs aimed at strengthening bonds between parents and children
* discuss how labeling theories resulted in diversion and restitution programs, efforts that limit the degree of formal intervention that results in negative labels
1. Describe and explain various theories of criminology, including identifying the leading theorist within each school, and the points where these theories intersect:

4.1 contrast the early trait theories with contemporary trait theories;

4.2 explain the way biochemical conditions contribute to crime;

4.3 discuss the relationship between genetics and criminal behavior;

4.4 discuss the theoretical research that explains gender differences in the crime rate;

4.5 discuss the link between psychological theories and criminal behavior (psychodynamic theory investigates the imbalance between the three principle components of the personality, attachment theory – the failure to emotionally bond);

4.6 discuss the behavioral theory research on learning experiences, including aggression through the media;

4.7 explain moral development and information processing and their association with crime;

4.8 discuss the relationship between personality disorders and criminal behavior;

4.9 explain the three branches of social structure theory;

* explain social disorganization theory that focuses on conditions in the environment
* explain strain theory that focuses on conflict between goals and means
* explain cultural deviance theory, which is a combination of strain and social disorganization theories
* explain Merton’s focus on the concepts of anomie that results from strain and the adaptations people make in response to strain and anomie
* explain Agnew’s general strain theory that focuses on identifying the micro-level or individual influences of strain

4.10 discuss the social leaning theory which states that criminal behavior is learned through human interaction;

* discuss how social control theory states human behavior is controlled by close associations with institutions and individuals
* discuss how social reaction (labeling theory) states people are given negative labels by authority figures. Some people accept (internalize) those labels as a personal identity setting up a self-fulfilling prophecy. Point out to students that labeling theory was once part of conflict theory and is now considered a mainstream theory given its broad acceptance.

4.11 identify the critical components of socialization and social process theories;

* identify the impact of family relationships – stabilizing factors and destabilizing factors such as divorce, family deviance, poor parenting, and child abuse
* identify the impact of educational experience – including the “track system” and drop outs
* identify the impact of peer relations and influence – do delinquent friends cause law-abiding youth to get in trouble, do antisocial youth seek out like-minded friends, and do noncriminal friends moderate criminality, “life course” and the long-term influence of peer relations

**Measurable Course Performance Objectives (MPOs)** (continued):

* identify the impact of religious involvement and belief – contrast Hirschi and Stark’s research that found a negligible effect with other research that indicates attending religious services helps reduce crime
* describe why Sutherland’s differential association theory is important
* describe Pavlov’s dog relation to differential reinforcement. Distinguish between positive and negative reinforcement and relate reinforcement to socialization
* describe neutralization theory and its ability to account for why some people drift in and out of crime
* explain the views of Walter Reckless, a pioneering control theorist, about self-image and containment
* discuss Hirschi’s elements of social bond and the connection to the elements of socialization
* describe social reaction theory as defining crime and deviance as labels as opposed to acts

4.12 discuss the evolution of the Gluecks’ developmental theory;

4.13 identify other theories (such as problem behavior syndrome, socialization, etc.) that intersect or constitute elements of developmental theory;

4.14 explain that developmental theories focus on the onset, continuity, and desistance of crime and a theoretical focus from earlier theories;

4.15 discuss the elements of the two main categories of developmental theory prior to discussing specific theories;

* discuss life course theory, which states that the propensity for crime changes over the life course
* discuss latent trait theory, which states that a master trait guides behavior

4.16 describe the evolution of Gottfredson and Hirschi’s general theory of crime from their earlier work linking social control to latent traits and determining the impact of latent traits on self-control and rational choice;

4.17 identify Sampson and Laub’s turning points; and

4.18 describe Loeber’s identified pathways (the authority conflict pathway, the covert pathway, and the overt pathway) and the behavior features of each

1. Discuss the various classical and contemporary theories of youth gang behavior:

5.1 explain the way cultural deviance theory combines the effects of social disorganization and strain to explain gang formation;

5.2 explain Miller’s lower class focal concerns;

5.3 explain Cohen’s theory of delinquent subcultures that describes the status frustration that is experienced when lower class males cannot achieve middle-class measuring rods;

5.4 explain Cloward and Ohlin’s theory of differential opportunity that states that people in all strata of society share the same success goals but that those in the lower class have limited means (opportunities) for achieving them;

5.5 discuss Hirschi’s elements of social bond and the connection to gang formation; and

5.6 describe neutralization theory and the connection to gang formation

6. Describe the various theories of victimology:

1. discuss the nature of victimizations;
2. discuss the theories of victimization; and
3. discuss the psychological, physical and economical impacts of victimization

**Measurable Course Performance Objectives (MPOs)** (continued):

7. Explain the various research methods employed by a criminologist:

* 1. discuss the various sources of crime data and their associated purposes;
	2. discuss the strengths and weaknesses of these crime data sources and the inherent need for multiple sources of data;
	3. discuss the way crime data tells about the nature of crime and its extent; and
	4. discuss the ethical issues of a criminologist demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues

8. Demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues:

* 1. apply criminological theories to specific serial killers and notorious criminals;
	2. present a argument and debate the validity of the application of a specific theory to a common set of human characteristics;
	3. analyze the consequences of the high rate of incarceration in the US and identify potential solutions;
	4. analyze the death penalty and debate the pros and cons of this type of sentence;
	5. discuss the primary elements of the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the US Constitution and apply them to contemporary criminal justice events; and
	6. use critical thinking and problem solving; focusing on the criminal justice system and analyzing information from multiple sources, including the print and video media

9. Communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form:

9.1 utilize effective and persuasive communication skills in written and/or oral form; and

9.2 use accurate ‘criminal justice’ terminology in writings and oral presentations

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussions, multi-media presentations, group projects, the assignment of textbook readings and other resource material, case studies, demonstrations, and completion of various assessment instruments (a documented research paper, and both in-class and take-home tests and exams). Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments, such as case studies, presentations, logs, journals and papers, for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

* + - 1. Maintain regular attendance.
			2. Actively participate in class discussions and workshops.
			3. Read the recommended textbook and any other assigned resource materials.
			4. Complete all assigned homework on time.
			5. Complete all written assignments, including a research paper based on multiple source research gleaned from appropriate library sources and previously published internet sources.
			6. Complete an in-class midterm and final examination.
			7. Take all quizzes and exams when scheduled.
			8. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs/Journals 10 – 15%

Logs/Journals are written exercises designed to heighten student’s awareness of various events related to criminal justice that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 3 – 5 page written exercises in which students read outside sources or statements supplied by the professor an discuss their “intellectual and emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to take a position and support that position using scholarly literature, interviews and polling.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, criminological, legal and law enforcement sources, or internet sites.

**Methods of Evaluation** (continued)**:**

  **% of**

**Grading Components final course grade**

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the criminological literature, case law, management guidelines or statues. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to serial killers and notorious criminals. The students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

* **Written/Oral Presentation Interview of Law Enforcement 15 – 25%**

**Agency or Professional in the Field**

The written/oral presentation of the interview of law enforcement agency representative or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class which are related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester that is relevant to the study of criminal justice or police management and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams, including Midterm and Final Exams **20 – 30%**

(number of exams and dates specified by the instructor)

Exams will provide evidence of the extent to which students have mastered and synthesized course material and have met course objectives.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the texts by Seigel*,* Larry (2010). *Criminology – Theories, Patterns, and Typologies* (10th edition). Belmont, CA: Wadsworth, a Division of Thomson Learning; and Seigel*,* Larry (2010). *Study Guide for Criminology – Theories, Patterns, and Typologies* (10th edition). Belmont, CA: Wadsworth, a Division of Thomson Learning.

Recommended References:

Adler, Freda & Mueller, Gerhard (2009). *Criminology* (7th edition). New York, NY: McGraw-Hill.

Hagan, Frank (2010). *Introduction to Criminology: Theories, Methods, and Criminal Behavior* (7th edition)*.* Nelson-Hale, Chicago, IL.

Ellis, Lee & Walsh, Anthony (2000). *Criminology: Global Perspective*. Needham Heights, MA: Allyn & Bacon.

Schmalleger, Frank (2009). *Criminology Today* (5th edition). Upper Saddle River, NJ: Prentice Hall.

**Unit Topic/Content Readings**

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| --- | --- | --- |
|  | Crime and Criminology | ch 1 |
|  | The Nature and Extent of Crime | ch 2 |
|  | Victims and Victimization  | ch 3 |
|  | Rational Choice Theory | ch 4 |
|  | Trait Theories | ch 5 |
|  | Social Structure Theories | ch 6 |
|  | Social Process Theories | ch 7 |
|  | Social Conflict, Critical Criminology, and Restorative Justice | ch 8 |
|  | Developmental Theories: Life Course and Latent Trait | ch 9 |
|  | Interpersonal Violence | ch 10 |
|  | Political Crime and Terrorism | ch 11 |
|  | Property Crime | ch 12 |
|  | Enterprise Crime: White-Collar and Organized Crime | ch 13 |
| **Unit** | **Topic/Content** | **Readings** |
|  | Public Order Crime: Sex and Substance Abuse | ch 14 |
| 15 | Cyber Crime and Technology | ch 15 |

Note: In CJI 136, the instructor must cover the 15 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.