**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**CJI 202 *–* Crime and Delinquency**

**Course Outline**

**Course Number & Name:**  CJI 202 Crime and Delinquency

**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, SOC 101, PSY 101, or SOC 108 or placement

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

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course surveys the nature and extent of crime and delinquency and examines the major approaches to causation, apprehension, control, and treatment. The course explores sociological, psychological, and multidisciplinary explanations for delinquent and criminal behavior using various multimedia platforms. The course also examines special topics such as gangs, youth violence, child abuse investigation, juvenile sex offenders, and juvenile waiver to adult court. Students may be required to complete a field assignment involving in-court observations.

**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 delinquency and deviant behavior;
2. explain the development of the juvenile justice system;
3. discuss the impact of societal and legal changes on crime causation;
4. discuss the role of delinquency and criminological theory in the development of policy-making decisions and the function of behavioral research in the formulation of laws and regulations;
5. describe and explain various theories of criminology and delinquency, identifying the leading theorist within each school and determining the points where these theories intersect;
6. discuss the various classical and contemporary theories of youth gang behavior;
7. explain the differences in the juvenile and criminal justice systems;
8. identify and articulate the roles of the various components of the juvenile justice system;
9. explain the various research methods employed in the study of delinquency;
10. demonstrate critical thinking skills within the context of evaluating the complexity of juvenile justice and delinquency issues; and
11. 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 delinquency and deviant behavior:

1.1 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;

1.2 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;

1.3 discuss the role government plays in a criminogenic environment;

1.4 discuss the relationship between personal or group power and the shaping of criminal law;

1.5 explain the prevalence of bias in justice system operations;

1.6 identify the conflict theorists (Bonger, Dahrendorf, and/or Vold) and compare and contrast the theories;

1.7 explain the relationship between a capitalist, free enterprise economy and crime rates;

1.8 discuss themes and concepts of focus for critical criminologists;

1.9 discuss the psychological/biological causes of rape, murder, assault and robbery;

1.10 explain the evolutionary factors/human instinct causes of rape, murder, assault and robbery;

1.11 describe the relationship between substance abuse and rape, murder, assault and robbery;

1.12 describe the relationship of socialization and upbringing as a factor in rape, murder, assault and robbery;

1.13 explain theories that state that exposure to violence is a factor in rape, murder, assault and robbery; and

1.14 explain cultural values/subculture of violence as a factor in rape, murder, assault and robbery

1. Explain the development of the juvenile justice system:

2.1 describe the major social changes leading to creation of the first modern juvenile court in Chicago in 1899;

2.2 discuss the landmark Supreme Court decisions that have influenced present-day juvenile justice procedures;

2.3 explain processing within the juvenile justice system, beginning with arrest and concluding with reentry into society;

2.4 describe the conflicting values in contemporary juvenile justice;

2.5 explain key similarities and differences between the adult and juvenile justice systems;

2.6 argue the pros and cons of the juvenile justice system’s goal to treat rather than punish and assess whether this goal is being met today;

2.7 explain the need for and the key elements of a comprehensive juvenile justice strategy to deal with juvenile delinquency;

2.8 discuss the difference between prevention and intervention efforts to reduce juvenile delinquency; and

2.9 identify and discuss pressing issues in the future of juvenile justice

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

1. Discuss the impact of societal and legal changes on crime causation:

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

3.2 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 current US criminal justice system;

3.3 identify which of the six criminological perspectives (i.e., classical/choice, biological/psychological, structural, process, conflict and developmental) view aligns most closely with the US media’s coverage of crime; and

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

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

4.1 discuss Wolfgang’s pioneering research on chronic offending;

4.2 discuss the influence the discovery of the chronic offender has had on criminology;

4.3 discuss the association between punishment and crime;

4.4 discuss the concepts of certainty, severity, and speed of punishment;

4.5 explain what is meant by specific deterrence;

4.6 discuss the issues involving the use of incapacitation;

4.7 describe the concept of just desert;

4.8 discuss the impact of the social ecology school on public policy;

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

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

4.11 discuss the impact of social process theory on public policy

1. Describe and explain various theories of criminology and delinquency, identifying the leading theorist within each school and determining the points where these theories intersect

5.1 *contrast the early trait theories with contemporary trait theories*;

5.2 *explain the way biochemical conditions contribute to crime;*

5.3 *discuss the relationship between genetics and criminal behavior;*

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

5.5 *discuss the link between psychological theories and criminal behavior;*

5.6 *discuss the behavioral theory research on learning experiences (including aggression through the media);*

5.7 *explain moral development and information processing and their association with crime;*

5.8 *discuss the relationship between personality disorders and criminal behavior;*

5.9 *explain the three branches of social structure theory;*

* *explain social disorganization theory, which focuses on conditions in the environment*
* *explain strain theory, which focuses on conflict between goals and means*
* *explain cultural deviance theory, which is a combination of strain and social disorganization theories*

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

* *explain Merton’s focus on the concept of anomie, which results from strain and the adaptations people make in response to strain and anomie*
* *explain Agnew’s general stain theory, which focuses on identifying the micro-level or individual influences of strain*

5.10 *discuss the social learning theory, which states that criminal behavior is learned through human interaction;*

5.11 *identify the critical components of socialization and social process theories;*

* *identify the impact of family relationships including 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;*
* *identify the impact of religious involvement and belief*
* *describe why Sutherland’s differential association theory is important*
* *describe Pavlov’s dog relation to differential reinforcement and 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 Walter Reckless’s views 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*

5.12 *discuss the evolution of the Gluecks’ developmental theory;*

5.13 *identify other theories that intersect or constitute elements of developmental theory (e.g., problem behavior syndrome, socialization);*

5.14 *explain how developmental theories focus on the onset, continuity, and desistance of crime and have more of a theoretical focus than earlier theories;*

5.15 *discuss the elements of the two main categories of developmental theory, i.e., life course theory and latent trait theory;*

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

5.17 *identify Sampson and Laub’s turning points;* and

5.18 *describe Loeber’s pathways and the behavior features of each – the authority conflict pathway, the covert pathway, and the overt pathway*

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

6.1 *describe the various forms of gang control efforts that are in use today*;

6.2 *describe the influence of peers on delinquency;*

6.3 *compare and contrast the different views of the association between peers and delinquency;*

6.4 *discuss the history of gangs;*

6.5 *explain the extent and location of the gang problem;*

6.6 *discuss the various forms contemporary gangs take;*

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

6.7 *describe the makeup of gangs;*

6.8 *compare the various theories of gang formation;*

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

6.10 *explain Miller’s lower class focal concerns*;

6.11 *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;*

6.12 *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;*

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

6.14 *describe neutralization theory and the connection to gang formation*

7. Explain the differences in the juvenile and criminal justice systems:

7.1 explain the roles and responsibilities of the main players in the juvenile court;

7.2 discuss key issues of the pre-adjudicatory stage of juvenile justice, including detention, intake, diversion, pretrial release, plea bargaining, and waiver;

7.3 discuss the pros and cons of transferring youths to adult court;

7.4 explain key issues of the trial stage of juvenile justice, including Constitutional rights of youths and disposition;

7.5 explain the major US Supreme Court decisions that have influenced the handling of juveniles at the pre-adjudicatory and trial stages;

7.6 discuss the most common dispositions for juvenile offenders; and

7.7 discuss the pros and cons of confidentiality in juvenile proceedings and privacy of juvenile records

8. Identify and articulate the roles of the various components of the juvenile justice system:

8.1 identify key historical events that have shaped juvenile policing in America today;

8.2 explain key roles and responsibilities of the police in responding to juvenile offenders;

8.3 describe the organization and management of police services for juveniles;

8.4 discuss the major court cases that have influenced police practices;

8.5 explain key legal aspects of police work, including search and seizure and custodial interrogation, and how they apply to juveniles;

8.6 describe police use of discretion and factors that influence discretion;

8.7 explain the importance of police use of discretion with juveniles and discuss some of the associated problems;

8.8 describe roles and responsibilities of the main players in the juvenile court;

8.9 distinguish between community treatment and institutional treatment for juvenile offenders;

8.10 explain the disposition of probation, including how it is administered and by whom, and recent trends in its use compared with other dispositions;

8.11 discuss new approaches for providing probation services to juvenile offenders and assess their effectiveness in reducing recidivism;

8.12 explain key historical developments of secure juvenile corrections in this country, including the principle of least restrictive alternative; and

8.13 discuss recent trends in the use of juvenile institutions for juvenile offenders and describe how their use differs across states

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

9. Explain the various research methods employed in the study of delinquency:

9.1 *discuss the various sources of crime data and their associated purposes;*

9.2 *discuss the strengths and weaknesses of the various crime data sources and the inherent need for multiple sources of data;*

9.3 *discuss how crime data tells about the nature of crime and its extent*; and

9.4 *discuss the ethical issues of a criminologist*

10. Demonstrate critical thinking skills within the context of evaluating the complexity of juvenile justice and delinquency issues:

10.1 *apply criminological theories to youthful killers;*

10.2 *present an argument and debate the validity of the application of a specific theory to a common set of human characteristics;*

10.3 *analyze the consequences of incarceration of youth and trying delinquents as adults and identify potential solutions;*

10.4 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

10.5 use critical thinking and problem solving; focusing on the criminal justice system and analyzing information from multiple sources, including the print and video media

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

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

11.2 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, delinquency, 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 juvenile justice system, criminological literature, case law 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 to various theories regarding juvenile killers. 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 delinquency, the juvenile and criminal justice systems, or criminology 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 text by Seigel*,* Larry/Welsh/Senna. 2009. *Juvenile Delinquency, Selected Chapters* (10th edition), Belmont, CA: Thomson Custom Publishing; and the Student Study Guide for Seigel*,* Larry/Welsh/Senna. 2008. *Juvenile Delinquency, Selected Chapters* (10th edition), Belmont, CA: Thomson Custom Publishing.

Additional References:

Seigel*,* Larry (2010). *Criminology – Theories, Patterns, and Typologies* (10th edition). Belmont, CA: Wadsworth, a Division of Thomson Learning.

Seigel*,* Larry. (2010). *Study Guide for Criminology – Theories, Patterns, and Typologies* (10th edition). Belmont, CA: Wadsworth, a Division of Thomson Learning.

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**

|  |  |  |
| --- | --- | --- |
|  | 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 |

**Unit Topic/Content Readings**

|  |  |  |
| --- | --- | --- |
|  | Enterprise Crime: White-Collar and Organized Crime | ch 13 |
|  | Public Order Crime: Sex and Substance Abuse | ch 14 |
|  | Cyber Crime and Technology | ch 15 |

Note: In CJI 202, 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.