



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number CRJ 105	Course Title Criminology	Credits 3
Hours: Lecture/Lab/Other 3 Lecture Hours	Co- or Pre-requisite None	Implementation Semester & Year 2022
<u>Catalog description:</u>		

In depth analysis and evaluation of criminal behavior including street crime, organized crime, and occupational crime. Students learn to investigate, categorize, and describe the theories of criminality and social control.

<u>General Education Category:</u> Not GenEd	<u>Course coordinator:</u> Cavit Cooley (609) 570-3625 cooleyc@mccc.edu
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Required texts & Other materials: Please reference your professor's syllabus for the exact learning materials and or textbook for the semester; do not order or purchase any learning material or textbooks until contacting your professor and or reviewing the syllabus. The following has been used at some time but may not be currently required:

Criminology: The Core 7th Edition
Author: Siegel
Publisher: Cengage Learning
2018

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, the student will be able to:

1. Understand definitions associated with the study of crime and delinquency. [Supports ILG 5, 11; PLO 1, 6]
2. Explain the methods of measuring crime and delinquency. [Supports ILG 5, 11; PLO 1, 2, 6]

3. Indicate the major social variables that influence crime and delinquency rates. [Supports ILG 5, 9, 11; PLO 1, 2, 6]
4. Understand and analyze major theories of criminality. [Supports ILG 5, 8, 9, 11; PLO 1, 2, 3, 6]
5. Illustrate methods of controlling criminals and delinquents. [Supports ILG 5, 9, 11; PLO 1, 2, 3, 4, 5, 6, 7]
6. Distinguish and evaluate the effectiveness of crime/delinquency control methods. [Supports ILG 5, 8, 9, 11; PLO 1, 2, 3, 4, 5, 6, 7]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Criminal Justice(PLO)

1. Discuss the history and philosophy of the components of the criminal justice system
2. Describe the formal and informal political and community structures that affect criminal justice agencies
3. Describe the fundamental concepts and principles of management and administration employed in various police agencies.
4. Discuss the roles of various criminal justice professionals,
5. Discuss the role of corrections officer in contemporary America.
6. Compare and contrast historically the philosophies of rehabilitation and punishment.
7. Describe both traditional and new practices being employed in correctional institutions.

Units of study in detail – Unit Student Learning Outcomes (SLO):

Unit I [Introduction to Criminology and Overview of Research] [Supports Course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to:

Overview of Criminology

- Identify the concept of criminology including its major definitions.
- Survey the evolution of the field of criminology.
- Categorize the multi-disciplinary nature of criminology.
- Compare and analyze deviance and crime.
- Compare and distinguish models of law creation including consensus and conflict models.

Counting Crime and Measuring Criminal Behavior

- Identify the basic ingredients of crime.
- Distinguish how a defense can negate one or more of the basic ingredients of crime.
- Differentiate the strengths and weaknesses of the various methods of collecting data.
- Compare and analyze the Uniform Crime Reports (UCR) and the National Crime

Victimization Survey (NCVS).

- Compare and distinguish the aging-out phenomenon and the life-course perspective.

Schools of Thought throughout History

- Compare and analyze the classical school and the positivist school of criminology.
- Survey the elements of Beccaria's plan for a rational and just criminal justice system.
- Identify the challenges to Lombrosian theory and their significance.
- Distinguish the somatotype school of criminology.
- Identify possible implications of biological determinism.
- Categorize the concept of psychological determinism.
- Survey Durkheim's concept of anomie in a homogeneous versus a heterogeneous society.

International and Comparative Criminology

- Classify the development of comparative criminology.
- Survey the process of conducting comparative criminological research.
- Differentiate problems associated with conducting empirical comparative criminological research.
- Compare and analyze transnational and international crimes.

Unit II

[Theories of Criminology] [Supports Course SLO 1, 3, 4, 5]

Psychological and Biological Perspectives

- Compare and distinguish the roles of the id, the ego, and the superego.
- Survey social learning theory and its application to delinquent/criminal behavior.
- Differentiate the evolving definition of mental illness and how this affects the criminal justice system.
- Distinguish the relationship between genetics and criminality.

Strain and Cultural Deviance Theories

- Categorize the concept of anomie.
- Compare and analyze the various types of strain theory.
- Compare and distinguish social disorganization theory, differential association theory, and culture conflict theory.

The Formation of Subcultures

- Classify the concept of subculture.
- Compare and analyze the major subcultural theories of deviance including Cohen, Cloward and Ohlin, Wolfgang and Ferracuti, and Miller.
- Differentiate the corner boy, the college boy, and the delinquent boy.
- Survey middle-class delinquency, and its relation to gangs.

Social Control Theory

- Survey social control theory.
- Compare and analyze the four social bonds that Hirschi posited that promote socialization and conformity.
- Classify Matza's concept of drift.

- Compare and distinguish the inner and outer containment mechanisms as set forth in Reckless' containment theory.
- Compare and survey the evolving forms and roles of social control in developmental theory.

Labeling, Conflict, and Radical Theories

- Survey the basic assumptions of labeling theory.
- Compare and analyze the consensus and conflict models of criminal lawbreaking.
- Categorize the origin of radical criminology.
- Compare and differentiate the critical perspectives that have emerged over the past decade, including radical feminist theory, left realism, abolitionist and anarchist criminology, and peacemaking criminology.

Environmental Theory

- Compare and distinguish environmental criminology and traditional criminological theories.
- Categorize the rational-choice perspective.
- Survey the routine-activities approach.
- Compare and analyze the various theories of victimization.

Unit III [Typologies in Criminology] [Supports Course SLO 1, 2, 5, 6]

Learning Objectives

The student will be able to:

Violent Crimes

- Compare and differentiate the various categories of criminal homicide.
- Identify the concept of victim precipitation.
- Compare and analyze simple and aggravated assault.
- Categorize the evolution of laws related to rape.
- Distinguish robbery.
- Discuss the rise of organized crime in the United States.

Crimes Against Property

- Compare and differentiate the elements of larceny.
- Compare and analyze the various types of fraud.
- Survey the problems of detection and prosecution of high-tech crimes.
- Compare and distinguish the elements of arson.

Organizational Criminality

- Compare and analyze the various types of white-collar crime.
- Differentiate the problems associated with defining and determining the frequency of corporate crime.
- Survey the development of corporate criminal law in the United States.
- Compare and analyze corporate culpability.

Public Order Crimes

- Analyze the history of drug abuse in the United States.
- Identify the development of drug control laws in the United States.
- Survey the international nature of the drug trade.
- Categorize the history of the legalization of alcohol in the United States.
- Distinguish legal issues involving pornography.

Evaluation of student learning:

Students should be given a variety of opportunities for course participation. This may include oral discussions and/or presentations, examinations, and research writing. The student will be given at least (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations may include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment. The research assignment will be a book review of an important criminology book, a summary of an interview with a primary worker in the criminal justice system, or a research paper on a specific issue in criminology. The instructor will determine the percentage of the examinations, the research paper, and class participation in the computation of each student's grade.

<u>Scale</u>	A =	93-100%
	A- =	90- 92%
	B+=	87- 89%
	B =	83- 86%
	B- =	80- 82%
	C+=	77- 79%
	C =	70- 76%
	D =	60- 69%
	F =	0- 59%

Teaching- learning methods employed shall include lectures, discussions, supplemented by appropriate related texts, and audio- visual medial. Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.