

COURSE OUTLINE

<u>CRJ 105</u>	<u>Criminology</u>	<u>3</u>
Course Number	Course Title	Credits
<u>3</u>	<u>15 weeks</u>	<u>15 weeks</u>
Class or Lecture Hours	Laboratory Work Hours	Clinical or Studio Hours
		Practicum, Co-op, Internship
		Course Length (15 week, 10 week, etc.)
<u>Not Applicable</u>	<u>None</u>	
Performance on an Examination/Demonstration	Alternate Delivery Methods	

Required Materials:

Reference Business and Technology Division Booklist

Catalog Description:

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.

Prerequisites:

None

Co-requisites:

None

Latest Review:

Fall 2006

Course Coordinator:

Cavit Cooley, cooleyc@mccc.edu, ext. 3625

Available Resources:

Reference Criminal Justice Library Materials List

Learning Center Resources:

No tutoring or study groups at this time.

General Objectives:

The student will be able to:

1. Understand definitions associated with the study of crime and delinquency.
2. Explain the methods of measuring crime and delinquency.
3. Explain the major social variables that influence crime and delinquency rates.
4. Understand and analyze major theories of criminality.
5. Explain methods of controlling criminals and delinquents.
6. Explain and evaluate the effectiveness of crime/delinquency control methods.

General Education Mission and Goals:

This course has been approved as meeting a Social Science General Education requirement. As instructors plan assignments, the following MCCC defined mission and goals should be included.

MCCC Gen Ed Mission:

Students:

- will be competent in critical and quantitative thinking and problem solving;
- will have been immersed in the critical study of what it means to be human;
- will have read, evaluated, appreciated and written about a wide range of texts and experiences;
- will have learned how to integrate their learning into a lifelong process of understanding themselves, others, and the world;
- will have learned how to contribute toward a better future for themselves and for others.

Applicable MCCC Gen Ed Goals:

- **Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.**
 - 1.1. Students will read, write, and listen actively, critically, and reflectively.
 - 1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
 - 1.3. Students will evaluate and revise their written and/or oral communication.
 - 1.4. Students will write and speak clearly and effectively in formal American English.
 - 1.5. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

- **Society and Human Behavior:**
 - 5.1. Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.
 - 5.2. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.

- **Historical Perspective: Students will analyze events and movements in western, world, and American societies and assess their subsequent historical significance.**
 - 6.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
 - 6.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.
 - 6.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.

- **Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.**
 - 7.1. Students will read texts which enable them to identify and critically and creatively engage with significant themes of meaning and value across a range of traditions.
 - 7.2. Students will demonstrate an awareness of interactions between significant themes and their contexts. These contexts include history, culture, and definitions of personal and communal identity.
 - 7.3. Students will engage actively with the materials, methods, and resources of human imagination. They will draw upon the literary arts and the study of philosophical and religious systems of thought and practice in order to extend their own strengths of cultural, historical, and intellectual imagination.
 - 7.4. Through their interaction with texts, students will apply their understanding to discovering and articulating connections between the texts and their personal senses of their own past, present, and future.

- **Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.**
 - 10.1. Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.
 - 10.2. Students will analyze how the differences in people's background are important to American society.
 - 10.3. Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.
 - 10.4. Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.

Method of Evaluation and Grading:

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and critical thinking exercises. The student will be given at least three (3) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The percentage of examinations, critical thinking exercises, and class participation in the computation of each student's grade will be determined by the instructor.

<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 %

Instructional Methods:

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related audio-visual media.

Special Considerations:

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 also be utilized.

The Course in Detail

- **Overview of Criminology**
 - Learning Objectives: *The student will:*
 1. Analyze the concept of criminology including its major definitions.
 2. Analyze the evolution of the field of criminology.
 3. Analyze the multi-disciplinary nature of criminology.
 4. Compare and analyze deviance and crime.
 5. Compare and analyze models of law creation including consensus and conflict models.
- **Counting Crime and Measuring Criminal Behavior**
 - Learning Objectives: *The student will:*
 1. Analyze the basic ingredients of crime.
 2. Analyze how a defense can negate one or more of the basic ingredients of crime.
 3. Analyze the strengths and weaknesses of the various methods of collecting data.
 4. Compare and analyze the Uniform Crime Reports (UCR) and the National Crime Victimization Survey (NCVS).
 5. Compare and analyze the aging-out phenomenon and the life-course perspective.
- **Schools of Thought throughout History**
 - Learning Objectives: *The student will:*
 1. Compare and analyze the classical school and the positivist school of criminology.
 2. Analyze the elements of Beccaria's plan for a rational and just criminal justice system.
 3. Analyze the challenges to Lombrosian theory and their significance.
 4. Analyze the somatotype school of criminology.
 5. Analyze possible implications of biological determinism.
 6. Analyze the concept of psychological determinism.
 7. Analyze Durkheim's concept of anomie in a homogeneous versus a heterogeneous society.
- **Psychological and Biological Perspectives**
 - Learning Objectives: *The student will:*
 1. Compare and analyze the roles of the id, the ego, and the superego.
 2. Analyze social learning theory and its application to delinquent/criminal behavior.
 3. Analyze the evolving definition of mental illness, and how this affects the criminal justice system.
 4. Analyze the relationship between genetics and criminality.
- **Strain and Cultural Deviance Theories**
 - Learning Objectives: *The student will:*
 1. Analyze the concept of anomie.
 2. Compare and analyze the various types of strain theory.
 3. Compare and analyze social disorganization theory, differential association theory, and culture conflict theory.
- **The Formation of Subcultures**
 - Learning Objectives: *The student will:*
 1. Analyze the concept of subculture.

2. Compare and analyze the major subcultural theories of deviance including Cohen, Cloward and Ohlin, Wolfgang and Ferracuti, and Miller.
 3. Compare the corner boy, the college boy, and the delinquent boy.
 4. Analyze middle-class delinquency, and its relation to gangs.
- **Social Control Theory**
 - Learning Objectives: *The student will:*
 1. Analyze social control theory.
 2. Compare and analyze the four social bonds that Hirschi posited that promote socialization and conformity.
 3. Analyze Matza's concept of drift.
 4. Compare and analyze the inner and outer containment mechanisms as set forth in Reckless' containment theory.
 5. Compare and analyze the evolving forms and roles of social control in developmental theory.
 - **Labeling, Conflict, and Radical Theories**
 - Learning Objectives: *The student will:*
 1. Analyze the basic assumptions of labeling theory.
 2. Compare and analyze the consensus and conflict models of criminal lawbreaking.
 3. Analyze the origin of radical criminology.
 4. Compare and analyze 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**
 - Learning Objectives: *The student will:*
 1. Compare and analyze environmental criminology and traditional criminological theories.
 2. Analyze the rational-choice perspective.
 3. Analyze the routine-activities approach.
 4. Compare and analyze the various theories of victimization.
 - **Violent Crimes**
 - Learning Objectives: *The student will:*
 1. Compare and analyze the various categories of criminal homicide.
 2. Analyze the concept of victim precipitation.
 3. Compare and analyze simple and aggravated assault.
 4. Analyze the evolution of laws related to rape.
 5. Analyze robbery.
 6. Discuss the rise of organized crime in the United
 - **Crimes Against Property**
 - Learning Objectives: *The student will:*
 1. Compare and analyze the elements of larceny.
 2. Compare and analyze the various types of fraud.
 3. Analyze the problems of detection and prosecution of high-tech crimes.
 4. Compare and analyze the elements of arson.

- **Organizational Criminality**
 - Learning Objectives: *The student will:*
 1. Compare and analyze the various types of white-collar crime.
 2. Analyze the problems associated with defining and determining the frequency of corporate crime.
 3. Analyze the development of corporate criminal law in the United States.
 4. Compare and analyze corporate culpability.
- **Public Order Crimes**
 - Learning Objectives: *The student will:*
 1. Analyze the history of drug abuse in the United States.
 2. Analyze the development of drug control laws in the United States.
 3. Analyze the international nature of the drug trade.
 4. Analyze the history of the legalization of alcohol in the United States.
 5. Analyze legal issues involving pornography.
- **International and Comparative Criminology**
 - Learning Objectives: *The student will:*
 1. Analyze the development of comparative criminology.
 2. Analyze the process of conducting comparative criminological research.
 3. Analyze problems associated with conducting empirical comparative criminological research.
 4. Compare and analyze transnational and international crimes.

Academic Integrity:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.