Course (Catalog) Description: Study of factors that contribute to crime; criminological theories; criminal typologies; crime trends; and criminal deviance.

Student Learning Outcomes (SLOs):
1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.

3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Course Description and Objective: Criminology will offer an historical, sociological, and criminological analysis of the nature of crime and in the United States and abroad. Specifically, the intent of this course is to provide the student with a detailed understanding of six main topics, which are best expressed in the following questions:

1. What is crime?
2. How is crime measured? (As a supplement, I will provide you with a handout.)

3. What type of crime(s) exist in the United States?

4. What is theory? A series of secondary questions include the following: What are the links between theory, research, and practice? How is theory created, tested and refined? What is the difference between criminological theory and criminal justice theory? How relevant is theory for policy?

5. Why does the “criminal” commit crime, or, alternatively, why is there crime? Again, there are a series of related questions that help shape our response to the first one: What are the individual sources of criminality? How are culture and group processes linked to crime and criminality? What do the critics of the criminal justice system see as the sources of criminality? What contemporary theories have emerged as a result of the testing of more traditional biological, psychological and sociological theories of crime and criminality?

6. How can criminological theory guide both research and criminal justice practice toward the goal of controlling crime? Criminal justice is by definition an “applied science.” (We may refer to Thomas Kuhn for some help explaining what we mean by this term and the status of criminal justice as a science.) Our search for an answer to the overarching question is assisted by the following question: What policy implications are found in each of the major theories that have evolved since the days of Classical Criminology and the Age of Positivism? What specific applications are being identified that have theoretical underpinnings? How successful have these programs been in reducing crime and criminality?

The fourth set of questions is essentially definitional in nature. It is essential that we share the same definitions of a problem if we are to come to a common understanding of both the problem and any possible solutions/remedies. Consequently, the class’s first segment deals with defining theory and crime and placing it in a criminal justice context.

The fifth set of questions is more analytical. A particular truism about theoretical aspects of the nature of crime is as follows: There are many typologies of theories as there are authors writing textbooks about the subject. The five-fold approach we will take is an amalgam of several such typologies:

*Crime and Biology*–All theories that emphasize ties between the biological and physiological characteristics of the individual and their offending, to include such archaic theories as physiognomy and phrenology and such modern theories as genetic-based and biochemical explanations; these are the first of the class of theories grouped under the heading of “Crime and the individual.”

*Crime and Psychology*–The second major group of theories emphasize crime as having individual origins. Theories included under this heading include psychoanalysis, behaviorism, personality theory, and rational choice theory.

*Crime and Society* –This admixture of theories share characteristics in common. That is, they all include an appreciation of the influence of society and societal process. Crime is viewed as the product of social forces. Included under the heading “Crime and Society” are the following: Ecological theories (including modern varieties such as routine activities theory and environmental criminology), differential association, and social learning theories.
Crime and Culture—These theories share a common emphasis on the product of human interaction known as culture. Laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. The theories included in this segment differ only in how culture influences crime? Under crime and culture we include the following specific theories: culture conflict theory, subcultural theory, anomie theory and social control theory.

Crime and Power—These theories all share a common belief that the criminal justice system is to a greater or lesser extent responsible for creating crime. The difference is one of degree and demeanor. They also share a common explanation variable: power. Included in this section are the following theories: Labeling theory, general conflict theories, Marxist/radical theories, feminist theories, and left-realist theories.

The final question has policy overtones. First, we must briefly look at the mechanisms for crime control in the United States, their goals and procedures. Next, we turn to the more difficult task of linking criminological theory, particularly that which we have reviewed, to both crime control research and practices. What we discover is that few criminologists explicitly make this link. Rather, it has been the criminal justice scholar, responding to the demands of stricter funding agencies and less forgiving policy analysts, that have linked criminological theory and criminal justice practice, via both pure and applied research.

Overall, this course is designed to introduce you to the nature of crime and to a number of perspectives that shape criminal justice policy. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, is crime manifestation of biology; that is, are people “born” criminal (which might be tied to other polemic issues, like race, ethnicity, and gender)? Thus, students are expected to have the mentality and readiness for upper-level content and rigor.

Course Structure: This course will be presented in modules. Please note that the ENTIRE course will be taught online via Blackboard.

Required Texts:


Optional Readings:


**Recommended Readings**

**Books:**


**Book Chapters:**


**Refereed (Peer-Reviewed) Journal Articles:**


**Encyclopedia, Magazine, and Other Publications:**


**Weekly Assignments:**

There will be ten (10) *Weekly Assignments*, each worth 10 points for a total of 100 points. The “Weekly Assignments” will be discussed further the first week of class. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

**Activities/Participation:**

Please complete the reading assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question or a statement for you to respond (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these “exercises” will be equated into your final grade.

**Reviews (Book, Article, Movie):**

**Required**  

**Book Review** (50 points): For your *Book Reviews* you are asked to read and make critical judgment about one book (50 points). Here is the complete citation for the required book review:


The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

**Article Review** (50 points): An article will be provided (or posted online) your review and assessment.

**Movie Review** (50 points): A movie title will be provided (or posted online) for your review and assessment.

**Major Project:**

The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed during the first part of the class. Illustration: some agencies (law enforcement and penal system) allow citizens to go in and observe. Some law enforcement agencies, for instance, allow “ride alongs.” Hence, you could arrange to participate in a series of “field” activities. At the end of the shift/session, write down what you observed. Describe how it compares with what you have learned in class (e.g., law, crime, justice, policy implications,
etc.). For instance, based on your observations, what are the links between law, crime, and practice?

Your project, which is required (100 points), will be shared with the rest of the class at the end of the semester, allowing other students to provide feedback (vis-à-vis a short reaction comments), if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will not be accepted. Do not submit (post) your only copy of any paper without saving your essay in case assignments are lost or destroyed. In effect, make sure that you have a backup copy of the latest version. Note: The project will be discussed further in class.

**Mini-project:**

This should be a fun exercise that allows you to explore (critically) some aspect of criminology in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are optional. You will receive “extra credit” points for completing mini-projects. If your mini-project is adequate, you will receive one point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will hand in a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of criminology.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an alternative you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material–especially critical issues/perspectives–when describing the phenomena you choose to explore.

**Make-up Work:**

A tentative schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be modified during the semester. Hence, if you fail to log on as discussed herein, it is the student’s responsibility to check with the Professor (or the Professor’s website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, as noted above, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., “special circumstances”), it is the student’s responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right way.
Note: Unless otherwise specified, all assignments and activities are due on the scheduled due date. No late assignments will be accepted.

Grades: There are a total of 450 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (450) as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Assignments:</td>
<td>100</td>
</tr>
<tr>
<td>Reviews:</td>
<td>150</td>
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<tr>
<td>Required Project:</td>
<td>100</td>
</tr>
<tr>
<td>Activities/Participation:</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
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</tbody>
</table>

*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to more than 450 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less than 450 points.

**Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less (or more) than 450 points. Note: Mini-project points will be added to your point total at the end of the course.

Grade Distribution:
- 90-100% = A (Excellent)
- 80-89% = B (Better than Average)
- 70-79% = C (Average)
- 60-69% = D (Below Average)
- Below 60% = Failing

Please be aware of class expectations, rules, and University/College Policies, which follow:

Attendance Policy: This course is “Web” based. Students are expected to log-on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of criminology and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of deviant behavior within the context of the criminal justice system. (Please reference Sul Ross State University Catalog for additional information.)
Punctuality: It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

Classroom etiquette: Above all, always respect yourself and others; be patient; be willing to explore new ideas (perspectives); and restrict questions and comments to the topic being discussed.

Incomplete Grades:
PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will not allow an excuse for the missed work.

Class Responsibilities and Conduct:
You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend “unjustified” communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

Academic Honesty (Reference Sul Ross State University Catalog):
Sul Ross expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

Disability Services:
ADA (Americans with Disabilities Act)
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.

Drop Policy:
If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record’s Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.
Library Services:
Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

Distance Education Statement:
Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

The Sul Ross State University Quality Enhancement Plan (QEP):
Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Sul Ross has developed a QEP called Putting Your Words to Work that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Sul Ross is committed to enhancing students’ written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at SRSU. Students should expect to write and speak professionally in all courses, not just English classes. In this course, Criminology, students will write various papers and present student work to other students and the Professor, as discussed herein. If you have questions about the QEP, please contact Dr. Sarah Moreman, QEP Coordinator, at smoreman@sulross.edu.

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.
### Tentative*

**Schedule of Classes and Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Lecture focus:</strong> Detail class expectations; provide a foundation for the study of crime and deviance; &amp; provide an introduction &amp; broad overview of the subject matter: criminology.</td>
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<tr>
<td>Week 2</td>
<td><strong>“An Introduction to Criminological Theory.”</strong></td>
<td><strong>Winfree &amp; Abadinsky</strong></td>
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<td></td>
<td><strong>“Classical Criminology and Deterrence Theories.”</strong></td>
<td><strong>Chapters 1 &amp; 2</strong></td>
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<td></td>
<td><strong>Lecture focus:</strong> Discussion of two central concepts, definition and measurement, in the investigation of criminality; detail major forces in the evolution of the nature of crime: historical, theoretical, cultural, religious, financial, social, political, philosophical, and ideological.</td>
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<tr>
<td>Week 3</td>
<td><strong>“Biological Theories.”</strong></td>
<td><strong>Chapters 3 &amp; 4</strong></td>
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<td></td>
<td><strong>“Theories of Psychological Abnormality.”</strong></td>
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<td></td>
<td><strong>Lecture focus:</strong> Provide an examination of the nature of crime, as advocated by these theorists. With the focal question: is it in their blood? Is it in the mind?</td>
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<td>Week 4</td>
<td><strong>“Intelligence, Learning, and Developmental Theories.”</strong></td>
<td><strong>Chapter 5 &amp; 6</strong></td>
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<td><strong>“Structural Theories.”</strong></td>
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<td><strong>Lecture focus:</strong> Analyze the assumptions of these theories; examine their explanations as to why people engage in deviant behavior: Is it because they are socialized to commit crime?</td>
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<td>Week 5</td>
<td><strong>“Social Process Theories.”</strong></td>
<td><strong>Chapter 7 &amp; 8</strong></td>
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<td><strong>“Labeling Theory and Reintegrative Shaming Theory.”</strong></td>
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<td><strong>Lecture focus:</strong> Conduct an evaluation of social process and labeling theories as to how well they explain criminal behavior. With the central question: Is it because they are want to?</td>
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<td>Week 6</td>
<td><strong>“Conflict Theories.”</strong></td>
<td><strong>Chapter 9 &amp; 10</strong></td>
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<td><strong>“From Theory to Practice.”</strong></td>
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<td><strong>Lecture focus:</strong> Evaluate conflict theories as they pertain to the scope and nature of crime and deviance. With the central question: Is it because they are poor? It is a class thing?</td>
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<tr>
<td>Week 7</td>
<td><strong>“Reflection Week”:</strong></td>
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<td><strong>Focus:</strong> “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.</td>
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</table>
| Week 8 | Movie: *In Cold Blood*  
Focus: The selected movie gives students insight into the nature of crime and punishment in America; giving students the opportunity to explore the various theories in the context of the story line. |
|---|---|
| Week 9 | “The Latino Condition: Diversity, Change, and Social Control.”  
“The Situating Conquest, Colonialism, Slavery, Ethnic Identity Formation, Citizenship, and Criminal Law in America.”  
Lecture focus: Analyze criminality within a broader historical, economic, political, social, and ideological context. |
| | Urbina & Alvarez  
Chapter 1 & 2 |
| Week 10 | “Historical and Contemporary Forces Governing Hispanic Criminal (In)Justice.”  
Lecture focus: Examine the scope and nature of crime and deviance from the standpoint of historical and contemporary forces. |
| | Chapter 3 & 4 |
| Week 11 | “Criminalizing Mexican Identity: Privilege, Power, and Identity Formation.”  
“Policing the Barrios: Latinos and Law Enforcement Over the Years.”  
Lecture focus: Explore the contours of criminality and the forces shaping and reshaping the criminalization process and outcomes. |
| | Chapters 5 & 6 |
| Week 12 | “Latino Police Officers, Policy, and Practice: Positive Police Reform or Reinforcement of Structural Hierarchies.”  
“Latinos and the U.S. Criminal Justice System: The Road to Prison.”  
Lecture focus: Analyze the actual realities of criminal justice reforms in law enforcement and its connectivity to imprisonment. |
| | Chapter 7 & 8 |
| Week 13 | “Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making it Outside.”  
Projects are due  
Lecture focus: Provide recommendations for community reintegration and propose recommendations for police reform in the modern America. |
| | Chapter 9 & 10 |
| Week 14 | “The Minority Experience Through the Lens of the American Media: Eight Counter-Stereotyping Strategies.”  
Focus: Analyze the influence of media coverage, it’s implications and ramifications. Provide recommendations for social change in education as well as other institutions. |
| | Chapter 11 & 12 |
|         | “The Future of Latinos and the Criminal Justice System: Bridging the Gaps and Future Research.”
|         | **Lecture focus:** As the final lecture, the various topics discussed during the semester will tied together, placing them within a broader framework; that is, globalization, to include the globalization of knowledge. Concluding with recommendations for the future, as we continue the discourse on criminal justice and criminology. |
|         | Chapter 13 & 14 |
| Week 16 | **Final exam:** TBA |

*The syllabus is likely to be amended during the semester at the discretion of the Professor!*

**Note:** Projects will be due at the beginning of the class, and no late assignments will be accepted.
Mini-Project Suggestions

1. Find interesting criminal justice stories in newspapers and magazines, and report on them in class. Explain what you find interesting about the stories.

2. From newspapers and magazines, cut out or copy advertisements for criminal justice jobs. Describe how the advertisements are alike and how they are different. Write your own advertisement. Exchange your advertisement with those written by fellow students and evaluate them.

3. Read a nonfiction book about crime. Try to explain the criminal behavior by using the theories discussed in class. Good choices of books include Truman Capote’s *In Cold Blood*, Vincent Bugliosi’s *Helter Skelter*, and Norman Mailer’s *The Executioner’s Song*.

4. Watch a video of Stanley Kubrick’s *A Clockwork Orange*. Discuss the crime prevention implications.

5. Select several crimes, such as murder, rape, burglary, restraint of trade, insider trading, and consumer fraud, and try to explain them by using the theories discussed in class.

6. Identify some of the crime prevention strategies being used in your community, such as DARE, neighborhood watch, community policing, and house arrest. Evaluate them in light of what you have learned in class.

7. Divide into groups, and debate the merits of the various theories and crime prevention strategies discussed in class.