

CJ 4304 Criminology

Criminology CJ 4304
Department Homeland Security & Criminal Justice
Sul Ross State University
Fall 2021

Instructor: Liza Ware
Class Location: On-line format
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Cell: 210-727-1321
students may call me direct 7 days a week 9:00 am -7:00 pm

Course Description:

This course will cover the issues surrounding concepts of crime, criminals, crime typologies, and societal responses to crime. Students will examine the theoretical, methodological, and policy issues in criminology and criminal justice.

Course objectives

On successful completion of this course, you will be able to:

1. Examine the historical evolution of criminological theory.
2. Recognize the basic concepts associated with criminological theory
3. Recognize and examine the advantages and disadvantages of the major sources of data on crime trends and patterns collected by the Bureau of Justice Statistics and Office of Justice Programs, and the National Criminal Justice Reference Service.
4. Assess the empirical status of the five major criminological theories (Classical, Rational Choice, or Deterrence; Positivist, Strain, Social and Self-Control, and Social Learning).
5. Examine theoretical developments in criminology including Critical Criminology, Feminist Criminology, Reintegrative Shaming, and Developmental or Life Course Criminology.
6. Examine crime typologies and/or activities including white-collar crime, organized crime, cybercrime, hate crimes, terrorism, homeland security, and drugs.

Course Materials:



INTRO.TO CRIMINOLOGY

Author: SCHRAM

Publisher: SAGE

Edition: 3RD 21

ISBN: 9781544375731

Usage: Required

ONLINE CLASSES

#1 Student Effort = Student Success

Online classes are not for everyone. Success with this format takes a great deal of self-motivation. Students should realize that they will work just as hard in an online class as they would in a traditional course.

#2 Online Classes Demand Excellent Time-Management Skills

Online classes may let you study whenever you want to, but do not think you'll spend any less time studying. Do you wait to the last minute to do your work? Are you easily distracted? Do you have trouble setting goals and reaching them? If so, online classes might not be for you.

#3 Online Classes are as Difficult as Traditional Classes if not more so for some students:

Without strong time-management skills, the advantages of online classes quickly become disadvantages. Add to that the challenges of learning through a computer, and it could quickly become a more difficult than a traditional class.

Grading: Assignments 20%, Chapter quizzes 20%, Midterm 25% and Final exam 25%
discussion Board 10 %

Assignments: *Assignments must be turned in by the due date set.* Grammar and spelling as well as content are graded. Develop a well thought out response. These should be at a minimum two paragraphs, include details, give examples and discussion. Do not give me your opinion unless specifically asked for. **One or two sentences will not be sufficient.**

Quizzes: Quizzes will be True/False, multiple choice, short answer etc. Quizzes will be posted with Due dates in Blackboard

Exams: There will be a midterm and final which will be cumulative. **There will be no makeup exams or quizzes.**

Discussion Board: Discussions will vary on topics based on the readings. Students will respond by Thursday following and comment on at least two fellow students' responses, when required. Please check **Netiquette** and **Writing Forum Posts and Responses**

Late Assignment Policy: There will be **NO** make-up assignments, Discussion Boards, quizzes, or exams. Students should consult the course calendar to see course assignments and due dates.

Note: Links to assignment submission will become unavailable after their due dates.

Technology Requirements:

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments. Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. For students to participate and progress in this course the following is required:

1. Basic computer skills
 - a. sending and retrieving emails.
 - b. the ability to open files and attaching files for course assignments.
 - c. locating websites and other resources on the internet.
2. Internet connectivity
 - a. regular access to the internet
 - b. alternative locations for internet access (i.e., on-campus library, friend's house)

Any additional reading materials, resources and other information will be posted in blackboard under the heading "Resources." Students will be notified on how to access this information by the instructor via email as well as by blackboard announcement.

Assessment Rubric:

The homework assignments will be graded with an answer key created by the instructor. Students will be provided access to their homework grade via the blackboard grade center, along with feedback.

Any student needing special assistance on any aspect of the class needs to contact the instructor immediately.

Support for students with disabilities

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Disability Services Coordinator, in Counseling and Prevention Services, Ferguson Hall 112, Box C-117, (837-8203)

ADA Statement: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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.

Attendance: Students are expected to be check Blackboard regularly for assignments and pertinent information.

The Department of Criminal Justice feels very strongly that attendance is a direct predictor of student classroom success. Therefore, the faculty of the CJ department as a group, will enforce student attendance policy. Students are expected to log in for updates, homework, discussion board and quizzes, pop quizzes and exams. Failure to log in will result in being dropped from the course for failure to attend. It is the **student's responsibility** to inform the instructor to any event that would cause the student unable participate. Students may email, text, or call me between the hours of 9:00am and 4:30pm, if you need to speak to me later, we can set up an appointment.

Attendance is important! Attendance demonstrates maturity, responsibility, and a serious attitude toward education. Many times, students wish letters of recommendation from their instructors. Prospective employers or graduate programs are all interested in a student's class attendance record.

Academic Dishonesty/Plagiarism:

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of

deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data, or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not “copy and paste” into assignments without using proper quotation marks and citing, in APA format, the source of material.

Students should consult the Sul Ross State University Student Handbook for further details.

Plagiarism:

Avoid plagiarism-ignorance is not an excuse for unethical academic conduct. Here are the rules and resources to help you avoid any problems with plagiarism.

- **Direct Quotes:** Whenever you directly quote someone else, you must provide a citation to the source of material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote, so the reader knows what words yours are and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your reference section.
- **Paraphrasing/Indirect Quotations:** Whenever you indirectly quote someone else, you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
- **Using Other's Ideas:** Even if you compose an entire paragraph of writing in your own words, if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- **Collaborative Work:** If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- **Altering or Revising Another's Work:** If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you both are guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred.
- No credit on the assignment on which the violation occurred.
- A failing grade for the course.
- Suspension or dismissal from the college.

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

Dropping the Course: Any student who wishes to drop the class for any reason is advised to follow the proper procedures outlined by Sul Ross State University. Failure to do so may result in an “F” grade. **Students should consult the Sul Ross State University Student Handbook and/or university catalog for further details.**

Attendance: Students are expected to be check Blackboard regularly for assignments and pertinent information.

Class Schedule

This is a tentative schedule subject to change as deemed necessary by Instructor.

Assignments are due by 11:59 p.m. CST, if you do not see a place to upload your assignment it means you are late. Late responses will not be graded.

If you have trouble uploading, you may send your responses as an attachment in an e-mail.

Do not wait until the last minute to turn in your work.

Note to Students: The acceptable formats for assignments submitted for this course are Word.doc, .docx, .pdf **If I cannot open your attachment, I cannot grade it.**

Week 1 August 22, 2021	PREPARATION:	Chapter 1 Introduction to Criminology
	ASSIGNMENTS:	Discussion Questions 1 & 5-7 <i>September 2, 2021</i> All assignments are due by 11:59 pm CST

Click on the links, these will open in a new window.

Audio Links

- [“Justice Department to Move Away from Using Private Prisons”](#)

The Justice Department says it will, over time, stop housing federal prisoners in private prisons. The department says

private prisons aren't as safe or effective as their federally run counterparts.

- **[“Proportion of Girls in Juvenile Justice System is Going Up, Studies Find”](#)**

Girls have been the fastest growing segment of the juvenile detention population since the 1990s. Now, new research is showing that they are also incarcerated for longer periods than boys are.

Author Podcasts

- **[Author Podcast: Criminology](#)**

Video Clips

- **[Introduction to U.S. Court System](#)**

A basic description of the levels of the U. S. Court System is presented.

- **[Why Study Criminology?](#)**

Comments from three professors about their views of studying and working in criminology.

- **[They're not adults: NY seeks new approach to juvenile justice](#)**

This video is a short report on how the New York juvenile system has affected youth.

- **[Victimology and Motive: The Case of David Buller](#)**

This video clip explains what victimology is and its importance in solving crimes.

- **[Through Our Eyes: Children, Violence, and Trauma](#)**

This video discusses how violence and trauma affect children, including the serious and long-lasting consequences for their physical and mental health; signs that a child may be exposed to violence or trauma; and the staggering cost of child maltreatment to families, communities, and the nation.

Websites

- **[Violence Against Women Act Fact Sheet](#)**

A PDF of the improvements to the criminal justice system for female survivors of domestic violence.

- **[National Center for Victims of Crime](#)**

A summary of the Crime Victim Compensation fund, a fund to provide monetary support for survivors of violent crime.

- **[The Justice System](#)**

This resource discusses and explains the sequence of events in the criminal justice system, from first response to

corrections.

- [Solitary Confinement](#)

A news article about the effects of solitary confinement on inmates.

- [Cyberstalking](#)

Cyberstalking is on the rise. This article discusses this crime and its prevalence.

Week 2	PREPARATION:	Chapter 2: Measuring Crime
	ASSIGNMENTS:	Chapter 2 Discussion Questions 1-4 & 9 <i>Due: midnight September 2, 2021</i> All assignments are due by 11:59 pm CST <i>Click on the following links, these will open in a new window.</i> Audio Links <ul style="list-style-type: none">• “FBI: Murders Up Nearly 11 Percent in 2015; Violent Crime Rose Slightly” Experts say homicides and other violence remain at low rates compared with a crime wave from 20 years ago.• “Historians Mine 400 Years of Crime Data at the Old Bailey” Analyzing records from London’s oldest criminal court reveals how Western society has viewed violent crime over time. Video Clips <ul style="list-style-type: none">• Janet Lauritsen (1 of 3): What is the National Crime Victimization Survey? This short clip explains the process of the National Crime Victimization Survey and how the data are representative of the population.• Crime Statistics: The Dark Figure This is a short video that looks at the so-called “dark figure” of crime—crimes that are committed in our society but which never appear in the official recorded crime statistics.• What is a Hate Crime? An explanation of how a hate crime is defined is provided.

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- [Not there for your children? Gangs will be.](#)
This news clip interviews several gang members and how kids can easily be influenced into joining. *Begin video at 30 seconds.*
 - [Study Highlights a New Epidemic of Drug Abuse that is a Growing Problem Among US Teens](#)
A recent study published in the *Journal of Public Policy and Marketing* highlights an “epidemic” of prescription drug abuse among U.S. teens.

Websites

- [Federal Bureau of Prisons—Inmate Statistics](#)
Contains regularly updated data about inmates of American prisons.
- [Bureau of Justice Statistics Program Report—September 2014](#)
This report details the two measures of national crime: the FBI’s Uniform Crime Reporting Program and the Bureau of Justice Statistics’ National Crime Victimization Survey.
- [Crime in the United States](#)
A publication of the FBI explaining both the Uniform Crime Reporting Program and the National Crime Victimization Survey.
- [Prison Overcrowding](#)
The Pew Research Center released data about the problem of prison overcrowding with supporting data.
- [NIBRS](#)
This site displays publications reporting data for criminal occurrences, updated crime definitions, and statistical findings year by year from the FBI.
- [Crime Mapping](#)
This article and included links on the page show an ongoing communication between law enforcement and the public about crime statistics and happenings in order to create a safer environment for everyone.

Week 3	PREPARATION:	Read Chapter 3 Classical School of Criminology Thought
	ASSIGNMENTS:	Discussion Questions 2 - 6 <i>Due September 9, 2021</i>

Click on the following links, these will open in a new window.

Audio Links

- [“The ‘Shock of Confinement’: The Grim Reality of Suicide in Jail”](#)
About 1,000 people die in American jails every year and about a third of those are suicides. Jails often house people who’ve never been in legal trouble before, and it can have a traumatic effect.
- [“Revisiting the Last Witch Trial”](#)
Marking the 300th anniversary of the last witch trial held in North America. Yale history professor John Demos tells Liane Hansen about the circumstances surrounding the last witch trial.
- [“Help Wanted: The Philippines Needs More Exorcists”](#)
The Office of Exorcism reports a sharp increase in cases over the past decade—more than its five-man team can handle. Warning: It’s a high-stress job. The priests believe the demons strike back.

Author Podcast

- [Author Podcast: The Classical School](#)

Video Clips

- [Tracey Meares \(1 of 6\): Understanding Deterrence and Legitimacy in Law Enforcement](#)
This interview followed the presentation “Don’t Jump the Shark: Understanding Deterrence and Legitimacy in the Architecture of Law Enforcement” given as part of NIJ’s Research for the Real World Seminar Series.
- [Philosophy-Ethics: Utilitarianism, Part 1](#)
In this Wireless Philosophy video, Julia Markovits (Cornell University) gives an introduction to the moral theory of utilitarianism.
- [Crime and Punishment: Guilty as Charred Tony Robinson](#)
This video discusses the ancient punishments for crimes in medieval England.
- [Death in Cell 49: How the Prison System Lost Track of Nelson Rodriguez](#)
This video is about the suicide of an inmate in isolation.
- [Methods of Execution—Death Row: The Final 24 Hours](#)
The methods used to prepare for an execution are described.

Websites

- [Exorcism](#)
A recent news article discusses the rampant prevalence and need
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for exorcism.

- [Stoning](#)
The Malaysian Parliament seeks to introduce stoning and amputations as restitution for crimes.
- [Torture](#)
The *New York Times* published an article on the long-standing effects of torture on prisoners.
- [Dismemberment](#)
Religious leader orders a woman to be dismembered as a punishment for violating the religious laws.
- [Flagellation](#)
An Israeli woman is publicly flogged for standing too close to her partner.

Week 4

PREPARATION:

ASSIGNMENTS:

Chapter 4: Contemporary Classical and Deterrence Research

Discussion Questions 2, 3, 5, 8 & 9

Due: September 16, 2021

Click on the following links.

Audio Links

- [“Study Sheds Light on Criminal Activity During Time Change”](#)
New research indicates the time change that occurs when Daylight Saving Time is observed has a big downside: an apparent increase in crimes (for those states who observe the time change).
- [“Training Helps Inmates Build a Bridge to Life Outside Prison Walls”](#)
Loretta Lynch made her first visit to a federal prison as the nation’s top law enforcement officer. She highlighted the need for more services to help inmates re-enter society.

Author Podcast

- [Author Podcast: Relating to Theories](#)

Video Clips

- [Prison Rehabilitation](#)
This news clip discusses the rate of crime for former prison inmates.
 - [Teen Who Stole Endures Public Punishment](#)
A news clip about one parent’s decision to punish her child after he was caught stealing.
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- [Jail Keeper Says California Three-Strikes Law Fails to Reduce Crime](#)
This news clip reports on California's prison conditions and crime rate since the Three-Strikes Law was passed.
 - [Dan Ariely: Crime and Irrationality](#)
This video interview explores the rational choice theory of crime.

Websites

- [Shaming](#)
Transcript and radio recording of a news piece on shaming as criminal deterrence.
- [The CDC on Drunk Driving](#)
The CDC released a report on the proper methods to deter drinking and driving.
- [Prison Sentencing](#)
Study finds longer prison sentences work as a deterrent, with limits.
- [Community Action](#)
A community takes action and makes a policy to restore a feeling of safety after a burglary.
- [Crime Mapping](#)
Using statistics, law enforcement officials are able to concentrate their efforts on certain areas and activities.
- [People v. Brock Turner](#)
The court documents of the case of Brock Turner.

Week 5	PREPARATION:	Chapter 5: Early Positivism
	ASSIGNMENTS:	Discussion Questions 4 and 7-10
		<i>Due: September 23, 2021</i>

Click on the following links.

Audio Links

- [“Can Software That Predicts Crime Pass Constitutional Muster?”](#)
A computer program in the experimental stage has raised unanswered questions about whether it is appropriate for police
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to stop people based on computer modeling.

- [“IQ Isn’t Set in Stone, Suggests Study That Finds Big Jumps, Dips in Teens”](#)

A new study documents significant fluctuations in the IQs of a group of British teenagers. The findings bolster the theory that the IQ test isn’t a measure of a person’s “fixed” intellectual capacity but rather a gauge of acquired knowledge that progresses in fits and starts.

Author Podcast

- [Author Podcast: Applying Theories](#)

Video Clips

- [Crime and Violence: The Biological Behind Murder](#)
Adrian Raine, criminologist and author of *The Anatomy of Violence: The Biological Roots of Crime*, talks about how biology—in addition to social factors—affects whether or not someone will become a violent criminal, and why men are more likely to commit homicidal crimes than women.
- [Cesare Lombroso, Left Handedness, and the Criminal Mind](#)
Emory University's Nat C. Robertson Distinguished Professor Howard Kushner tells the story of late-19th/early 20th century Italian criminologist Cesare Lombroso and his efforts to study the relationship between left-handedness and criminal behavior.
- [Phrenology—Studying the Shape of the Head](#)
This clip is taken from a documentary on phrenology and describes the different areas of the brain that were thought to possess certain characteristics.

Websites

- [Social Darwinism](#)
The article gives a brief view of Social Darwinism.
 - [Eugenics](#)
The author seeks to interrogate the implications of past practices.
 - [Sterilization](#)
An article from a legal journal dated from 1915 on the topic of sterilization of criminals.
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- [Phrenology](#)
Stanford has posted information on phrenology as a practice.
 - [Scientific Racism](#)
The *Washington Post* interrogates the modern version of Social Darwinism

Week 6	PREPARATION:	Chapter 6: Modern Biosocial Perspectives of Criminal Behavior
	ASSIGNMENTS:	Discussion Questions 1, 3, 5, 6, and 7-10 Due: <i>September 30, 2021</i>

Click on the following links.

Audio Links

- [“Great Pause’ Among Prosecutors as DNA Proves Fallible”](#)
Experts say the field of forensic DNA is having a moment of truth about years of overstated claims, and it may tarnish its reputation as the “gold standard” of legal evidence.
- [“Wild Chimps, Stick Dolls: What’s at Play Here?”](#)
In an unexpected twist in the nature vs. nurture debate, young female chimpanzees in a forest in Uganda may be playing with sticks and logs as if they were infants. The females played with their stick dolls twice as much as young male chimps.

Author Podcast

- [Author Podcast: Applying Theories](#)

Video Clips

- [UNM Study Probes Criminal Pattern](#)
This video clip provides an overview of a study that imaged criminals’ brain activity.
- [Nature or Nurture? Twin Studies Provide Answers](#)
This news clip is about twin studies and addresses the nature vs. nurture debate on behavior.
- [The Flight-or-Fight Response](#)
This short video clip introduces the flight-or-fight response.
- [Jim Fallon: Exploring the Mind of a Killer](#)
Neuroscientist Jim Fallon talks about brain scans and genetic analysis that may uncover the rotten wiring in the nature (and nurture) of murderers.
- [Texas University Clock Tower Sniper 1966](#)
“Most Evil” investigates Charles Whitman, the infamous Texas

University Clock Tower Sniper.

Websites

- [The Brain and Personality](#)
There is a new possibility to uncover personality and morality through a brain scan.
- [The Link Between the Brain and Morality](#)
A video discussion about recent findings about morality and its place in the brain.
- [Phineas Gage](#)
A historical article of the most famous frontal lobe patient.
- [Modern-Day Lessons from Phineas Gage](#)
Recent applications learned from the story of Phineas Gage.
- [Brain Scans and Criminal Activity](#)
This is a short video discussing the applications of brain scans and criminal activity in adolescents.

Week 7

PREPARATION:
ASSIGNMENTS:

Chapter 7: Psychological/Trait Theories of Crime

Discussion Questions 1, 3, 5, 6, 8 & 9 *Due: October 7, 2021*

Click on the following links.

Audio Links

- [“Along With Assault and Arson, FBI Starts to Track Animal Abuse”](#)
The new effort could help save animals—and, perhaps, people: Research shows that animal abuse is often a precursor to acts of violence against people.
- [“Gun Violence and Mental Health Laws, 50 Years After Texas Tower Sniper”](#)
Some believe that trying to prevent gun violence by tying it to mental health legislation is a misguided approach.

Video Clips

- [Cannibal ‘Albert Fish’ Documentary](#)
This video is a documentary of the psychopathic serial killer Albert Fish.
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- [Science Bulletins: Attachment Theory—Understanding the Essential Bond](#)
This video explains attachment theory and provides examples of the different types of attachments.
 - [Treatment or Lockup: Criminal Justice System Grapples with Mentally Ill](#)
A video that overviews a judge's decision to work with mentally ill criminals.
 - [Violent Minds: Standing at the Crossroads of Mental Health, Public Safety](#)
How are mentally ill criminals represented legally and medically?
 - [Exclusive: Rape in America: Justice Denied](#)
This news clip is about how rape reports consistently go unnoticed.

Websites

- [Albert Fish](#)
A study on Albert Fish, a man with many psychological traits of criminal insanity.
 - [Dr. Petiot](#)
A history of a psychopathic killer.
 - [Weird Crimes at Walmart](#)
Strange criminal activities at a national chain highlight various levels of mental illness and how it affects criminal activity.
 - [Attachment Theory](#)
Attachment theory helps to explain some types of mental illness and interpersonal relationships.
 - [Criminal Insanity](#)
A woman was found to be criminally insane in the case of the murder of her children.
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Week 8

PREPARATION: Chapter 8: Social Structure Theories of Crime I

ASSIGNMENTS: READ! No assignment for chapter 8 however Chapter 9 will be due 10/14/21

Click on the following links. Please note these will open in a new window.

Audio Links

- [“‘Ban the Box’ Laws, Do They Help Job Applicants With Criminal Histories?”](#)
To help ex-felons land jobs, many states have enacted a law that prevents employers from asking applicants to check a box to reveal criminal history, but the intended effect of these laws might not be realized.
- [“In Panama, Restoring Streets and Reforming Gangs at the Same Time”](#)
Like its Central American neighbors, Panama is dealing with a rise in gangs, but a hotel developer has taken on several of the gangs in his neighborhood, offering them rehabilitation, jobs, and hope.

Author Podcast

- [Author Podcast: Anger](#)

Video Clips

- [SOCIOLOGY—Émile Durkheim](#)
A video about Émile Durkheim and his sociological view on crime.
 - [Robert Agnew on Strain Theory and the American Society for Criminology](#)
This video reviews Merton’s strain theory as well as Agnew’s general strain theory and its approaches.
 - [Christopher Dorner Manhunt: Search for Ex-LAPD Cop Goes On Amid California Snowstorms](#)
This news clip covers the story of the police search for Christopher Dorner.
 - [A community Safety Net to Prevent Rampage Shootings: Bernice Pescosolido at TEDxBloomington](#)
This video is about policies developed to provide social safety
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from crime.

- [Law Enforcement Tries to Curb Increasing Gang Violence in LA, OC Counties](#)
Authorities attended a conference in Garden Grove in an effort to stop increasing gang violence in Orange and Los Angeles counties.
- [The Great Moldovan bank robbery](#)
An in-depth look at how a bank robbery affected a city as a whole, including economically.

Websites

- <http://www.theatlantic.com/business/archive/2014/10/does-inequality-cause-crime/381748/>
This article discusses strain theory and applies it to our modern society.
- [Extreme Body Modification](#)
A photo gallery of extreme body modification.
- [Blackmail](#)
A recent case of blackmail as reported by the *New York Daily News*.
- [Robbery](#)
CBS Local reports on a robbery in Baltimore.
- [Paraphilias—Necrophilia](#)
A news story on necrophilia.
- [Paraphilias—Furries](#)
A news source on the furry paraphilia and subculture.

Week 9

**PREPARATION
ASSIGNMENT**

Chapter 9: Social Structure Theories of Crime II

Discussion Questions 3 & 4 Due: **October 14, 2021**

Click on the following links. Please note these will open in a new window.

Audio Links

- [“Chicago Residents Fight Crime One Vacant Lot at a Time”](#)
A Chicago program announced two years ago to allow homeowners in impoverished neighborhoods to buy vacant lots on their block for a dollar is off to a very slow start.
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- [“Does Crime Drop When Immigrants Move In?”](#)
Some researchers say cities with large immigrant populations boast conditions that depress crime: young families and active, bustling neighborhoods.

Author Podcast

- [Author Podcast: Neighborhoods](#)

Video Clips

- [City of Imagination: Kowloon Walled City 20 Years Later](#)
This news clip covers the story of Kowloon Walled City and the rates of poverty, dense population, and crime rates.
- [A Community Safety Net to Prevent Rampage Shootings: Bernice Pescosolido at TEDxBloomington](#)
This video is about policies developed to provide social safety from crime.
- [The safest cities in America](#)
This news clip examines the UCR and the demographics of the cities that had the least amount of crime reported.
- [President Obama declares January National Stalking Awareness Month](#)
This news clip offers statistics of stalking and how to report it.
- [Ending Violence Against Women and Girls: If Not You, Who?](#)
This video is about violence against females and the global statistics of its occurrence.

Websites

- [Subculture](#)
An almost comprehensive list of various subcultures, their history, and their beliefs.
 - [Social Disorganization](#)
A description of social disorganization theory with examples from the National Crime Justice Reference Service.
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- [Mods & Rockers](#)
A documentary of two subcultures in Britain's history.
 - [Additional Subcultures](#)
A YouTube playlist investigating several subcultures in short videos.
 - [Gun Control](#)
The *Atlantic* wrote an article about gun control in the United States, as compared to other cultures.

Study Chapters 1-8

MIDTERM EXAM

Midterm will be available October 15 – 18 the exam will close at 11:59 pm CST 10/18/21

There will not be a make-up exam

Chapter 10: Social Process and Control Theories of Crime

Chapter 10 Discussion Questions 1, 3, 6 & 9

Due: October 21, 2021

Click on the following links.

Audio Links

- [“Selling Kids on Veggies when Rules Like ‘Clean Your Plate’ Fail”](#)
Involving kids in preparing dinner may be a better way to get kids to eat their vegetables than strictures like “no dessert until you eat your vegetables.” But health experts say there's nothing wrong with an occasional treat.
 - [“To End Cycle of Crime, Italian Judge Breaks Up Big-Time Mafia Families”](#)
Roberto Di Bella puts kids of crime organization 'Ndrangheta into volunteer homes to keep them from entering the family business, where many have been implicated in drug-related crimes and homicides.
 - [“Preventing Juvenile Detention With a Blank Canvas and a Can of Spray Paint”](#)
The number of children in detention in San Diego County
-

is down by nearly half from just six years ago.

Author Podcast

- [Author Podcast: Socialization"](#)

Video Clips

- [Francis Weaver, Son Of Notorious Child Killer Ward Weaver III, Charged In Homicide](#)
The criminal history of Francis Weaver and his recent arrest.
- [Children, Violence, and Trauma—A Call to Action](#)
This video is about what happens when children are abused and exposed to violence and how society can help.
- [One of the Most Dangerous Schools in America-ABC World News Tonight-ABC News](#)
This news clip is about how one of the poorest and crime-stricken cities in the U.S. is home to one of the most dangerous schools.
- [Hidden Camera Experiment: Young Kids Drawn to Guns-ABC World News- ABC News](#)
This news clip is about a study conducted to examine children's behavior with guns even after being taught a safety lesson.
- [The Difference Between Classical and Operant Conditioning—Peggy Andover](#)
Peggy Andover explains how the brain can associate unrelated stimuli and responses, proved by Ivan Pavlov's famous 1890 experiments, and how reinforcement and punishment can result in changed behavior.
- [Bandura's Bobo Doll Experiment](#)
This video is about the study conducted by Albert Bandura in which he examined learned aggression and behavior in children.

Websites

- [Aileen Wuornos](#)
This is a biography of famed serial killer Aileen
-

Wuornos.

- [Parents Take Guns to Schools](#)
After a string of school shootings, parents begin taking guns to schools.
- [Victim Fights Back](#)
A victim fights back after a purse snatching.
- [Predictive Policing](#)
Science magazine investigates the idea behind predictive policing and its efficacy.
- [Deathbed Confessions](#)
After 70 years, a man confesses to murder.

Week 11	PREPARATION:	Chapter 11: Labeling Theory and Conflict/Marxist/Radical Theories of Crime
	ASSIGNMENTS:	Discussion Questions 1 – 3, 6, 9 & 10 <i>Due October 28, 2021</i> <i>Click on the following links.</i> Audio Links <ul style="list-style-type: none">• <u>“Tide Starts to Turn Against the ‘Crime’ of Being Homeless”</u> Some local laws make it illegal to sleep or eat outside. Advocates have fought these laws in court. Now, the federal government is taking a stance, pushing ways to help, not criminalize, the homeless.• <u>“Why the Public Perception of Crime Exceeds the Reality”</u> Americans are more afraid of crime, even though the crime rates are down.• <u>“Outnumbering Boomers, Millennials Look for Economic Opportunity”</u> U.S. millennials have overtaken baby boomers as the largest generation. Their economic interests are unique but also diverse—ranging from college debt to affordable childcare and decent paying jobs.
		Author Podcast <ul style="list-style-type: none">• <u>Author Podcast: Behavior and Society</u>
		Video Clips <ul style="list-style-type: none">• <u>Drinking Water Crisis in Flint, Michigan, Prompts Federal Investigation</u> In this video, NBC News goes behind the scenes of the Flint,

Michigan water crisis.

- [Perspectives on Deviance: Differential Association, Labeling Theory, and Strain Theory](#)
This video lesson describes deviance and the different explanations of it according to other theories.
- [Labeling Theory](#)
This video explains the basic ideas and concepts of labeling theory using the commonly contemplated use of marijuana.
- [Long Beach School District Sues Banks' Accuser](#)
This news clip is about the Long Beach Unified school district and its attempts to sue the woman who falsely accused Brian Banks of rape.
- ["Why Marxism?" An Interview with C. Bradley Thompson](#)
The lecture "Why Marxism?" is an examination of why so many people are still attracted to Marxism despite the history of totalitarianism and genocide.
- [Daniel Reisel: The Neuroscience of Restorative Justice](#)
This video discusses restorative justice from a physiological perspective.

Websites

- [USCB Mass Shooter Manifesto](#)
A video account of the USCB mass shooter before he went to shoot students at his school.
 - [Columbine](#)
The manifesto of the two shooters of Columbine High School, the first mass shooting at a school.
 - [The Basement Tapes](#)
Recordings of the Columbine shooters plotting the shooting.
 - [Manifestos from Killers](#)
10 manifestos from killers in history.
 - [Black Lives Matter](#)
Black Lives Matter is a modern Marxist movement in the United States of America.
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Week 12

PREPARATION:

ASSIGNMENTS:

Chapter 12: Feminist Theories of Crime

Discussion Questions 1-5, 9 & 10 Due November 4, 2021

Click on the following links.

Audio Links

- [“Violent Crimes Prompt Soul-Searching in Korea About Treatment of Women”](#)
Recent cases of murder and gang rape have led to new measures boosting security and support for victims of sexual assault. Women’s rights advocates say attitudes are what really need to change.
- [“At 75, Wonder Woman Lassos in a New Generation With An Ageless Fight”](#)
As the launch of the upcoming film coincides with the heroine’s Comic-Con fandom, Wonder woman appears to be hooking new fans for the same reasons she was birthed in 1941: justice, peace and feminism.

Author Podcast

- [Author Podcast: Feminist Perspective](#)

Video Clips

- [Feminist theory | Society and Culture | MCAT | Khan Academy](#)
The history of feminism and the feminist theory is broken down in this clip.
- [Hard-hitting Interviews with Female Ex-Offenders](#)
Six women discuss their experience in prison.
- [Five Arrested in Human Trafficking Ring Across Central, Southern California](#)
This news clip reports on a recent investigation of human trafficking in southern California.
- [Philadelphia Mom Admitted Suffocating Her 2 Children in Florida, Police Say](#)
A 40-year-old Philadelphia woman has been charged with murder in the apparent suffocation deaths of her 7-month-old son and 3-year-old daughter.

Websites

- [Judith Butler](#)
An introduction to Judith Butler’s *Gender Trouble*.
 - [Female Genital Mutilation](#)
A report by the World Health Organization on the prevalence of female genital mutilation.
 - [Girls Not Brides](#)
This organization works to end the practice of child
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marriage.

- [Child Abuse](#)
A news article on a man who was charged with sexually assaulting a toddler until the death of the toddler.
 - [The Unslut Project](#)
A growing movement across the United States which seeks to promote feminism and equality for women.
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Week 13

PREPARATION: **Chapter 13: Developmental/Life-Course Perspectives
Criminality**

ASSIGNMENTS: Chapter 13 Discussion Questions 1, 2 & 5
Due November 11, 2021

Click on the following links. Please note these will open in a new window.

Audio Links

- [**“In Tennessee, Giving Birth to a Drug-Dependent Baby Can Be a Crime”**](#)

The state’s “fetal assault” law punishes women whose babies are born with drug withdrawal symptoms. Proponents say the law spurs women to seek treatment, while opponents say it deters them.

- [**“Preschool Suspensions Really Happen and That’s Not OK with Connecticut”**](#)

Connecticut has built a safety net that will send a child-behavior expert to any daycare or pre-K in the state that’s having trouble with a disruptive child.

Author Podcast

- [**Author Podcast: Terrie Moffitt**](#)

Video Clips

- [**Police Battling Career Criminals**](#)

This news clip looks at how police are attempting to handle career criminals.

- [**Child Abuse in the US: Cycle of violence**](#)

The reality and consequences of child abuse are examined.

- [**String of Arsons in Lakeview Might Have Been Set by Children**](#)

This video is about an investigation of a string of fires believed to be the work of a child arsonist.

- [**Jon Venables’ Lawyer Recalls Representing the 8-year-old Killer**](#)

This is a video interview of a lawyer and his thoughts of representing a child murderer.

Websites

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- [Poverty](#)
How does poverty contribute to crime?
 - [Family Life and Delinquency and Crime](#)
An article on the influence of family on criminal behavior.
 - [Fatherless Families](#)
What is the effect of fatherless families on crime?
 - [Harlow's Monkeys](#)
A brief description of a psychological experiment on monkeys, aiming at the need for parental influence in the child's life.
 - [Jackson Katz](#)
Jackson Katz discusses the concept of toxic masculinity and its ties to harmful behaviors.

Week 14	PREPARATION:	Chapter 14: White-Collar Crime, Organized Crime, and Cybercrime
	ASSIGNMENTS:	<p>Discussion Questions 1, 2, 4, 6, 8, 9, 12 & 13 <i>Due November 18, 2021</i></p> <p>Click on the following links. Please note these will open in a new window.</p> <p>Audio Links</p> <ul style="list-style-type: none"> • <u>"N.Y. Attorney General: Nation's Flood Insurance Program Defrauding Taxpayers"</u> The report comes after a joint investigation by NPR and the PBS series <i>Frontline</i> that uncovered how private insurance companies in the aftermath of Superstorm Sandy were profiting while homeowners suffered. • <u>"Countries Gather for Wildlife Convention on Animal Trafficking"</u>

NPR's Ari Shapiro talks to Ginette Hemley of the World Wildlife Fund about the CITES meeting and the challenges in trying to protect endangered species, particularly elephants.

- [“Uneasy Rider: The Origins of Motorcycle Gangs and How They Remain a Force”](#)
Steve Cook, who heads the Midwest Outlaw Motorcycle Gang Investigation Association, tells NPR that soldiers returning from World War II formed biker gangs, which became infamous during a 1947 riot.
- [“Cybersecurity: Who’s Vulnerable to Attack?”](#)
Chief security strategist at FireEye Inc. discusses the prevalence of cyberattacks and who is more vulnerable.

Author Podcast

- [Author Podcast: White-Collar Criminals](#)

Video Clips

- [A Guide to White-Collar Crime](#)
A guide to white-collar crime such as money laundering, bribery, and racketeering is provided.
- [Giving Fraud a Bad Name](#)
This video is about Charles Ponzi and the origin of the Ponzi scheme.
- [Enron Scandal](#)
This video is about the collapse of Enron and the illegal practices surrounding it.
- [U.S. Labor Department says Austin restaurants violating labor laws](#)
U.S. Department of Labor officials in Austin announced they will expand enforcement of the restaurant industry.
- [A Gangster’s Hideaway](#)
This video goes underground to see the remnants of a New York gangster’s speakeasy and the deadly methods he employed to protect his business.

Websites

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- [Cyberstalking](#)
A local news story on cyberstalking and its prevalence as a growing trend.
 - [White-Collar Crimes](#)
A report by the FBI on white-collar crimes
 - [Check Fraud](#)
Check fraud is a longstanding criminal trend, as reported here.
 - [Human Trafficking](#)
A TED talk on human trafficking and the prevalence of it.
 - [Jared Fogle](#)
A report on Jared Fogle, the man who became a spokesperson for Subway, and a pedophile, who frequented trafficking organizations to assault children.

Week 15

PREPARATION:

Chapter 15: Hate Crimes, Terrorism, and Homeland Security

ASSIGNMENTS:

Discussion Questions 1- 7, 9 & 12
Due November 25, 2021

Click on the following links.

Audio Links

- [“Authorities Probe Alleged Hate Crime Against Native American Kids”](#)
Racial tensions are high in Rapid City, SD, as police investigate an incident where white men allegedly shouted racial slurs and dumped beer on a group of Native Americans at a recent hockey game.
 - [“Louisiana Moves to Extend Hate Crime Protection for Police Officers”](#)
The state of Louisiana is close to extending hate crime protection to police officers and other emergency responders.
 - [“When to Call Attacks ‘Terrorism’”](#)
Daniel Byman of the Center for Middle East Policy at the Brookings Institute discusses the ongoing investigation
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into the explosions in New York and New Jersey and the stabbing in Minnesota.

Video Clips

- [History of Terrorism, History Channel](#)
The history of terrorism is discussed.
- [The Psychology of Hate](#)
This video describes hate crimes, warning signs, and how they can be prevented.
- [Oklahoma Teen 'Laughed' While Describing Killing Five Family Members as Part of Brothers' Gruesome Mass Murder Plan](#)
A video about two Oklahoma brothers who killed their parents and three siblings as part of a mass murder plot.
- [Does Corruption Create or Help Fuel Global Terrorism?](#)
Tufts Fletcher School Dean Adm. James Stavridis discusses comments from Secretary of State John Kerry, who said at a conference that corruption is as much of an enemy as terrorism.

Websites

- [Mass Murder](#)
An article in the *LA Times* on the Orlando mass shooting inside of a nightclub.
 - [First Mass Murder in History](#)
A report on the first mass murder in history.
 - [Mao Zedong](#)
A report on history's most prolific mass murderer.
 - [Jonestown](#)
The account of the mass suicide/mass murder at Jonestown.
 - [Homeland Security](#)
The website for the Department of Homeland Security.
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- [Matthew Shepard](#)
The story of Matthew Shepard, a man who was murdered for being gay.

Chapter 16: Drugs and Crime

Discussion Questions 1-4, 6 & 8 Due December 2, 2021

Click on the following links.

Audio Links

- [“As Adults Legally Smoke Pot in Colorado, More Minority Kids Arrested for It”](#)
The state legalized marijuana at the start of 2014 for anyone 21 or older. An increasing rate of Latino and black youths were arrested for violating that age limit, even as the white arrest rate fell.
- [“Deadly Opioid Overwhelms First Responders and Crime Labs in Ohio”](#)
Carfentanil, a potent variation on fentanyl, is being blamed for a wave of opioid overdoses in Cincinnati, with which the crime lab and first responders are struggling to keep up.

Author Podcast

- [Author Podcast: Drugs and Society"](#)

Video Clips

- [Drug Free World—Real Life Drug Story—Drug Addiction Experiences](#)
An exploration of the dangers of drug addiction and how it began for some people.
 - [Mexico’s Feared Narcos: A Brief History of the Zetas Drug Cartel](#)
This video provides a brief history of one of Mexico’s major drug traffickers.
 - [Branson: U.N. to Call for Drug Decriminalization](#)
Virgin founder Richard Branson speaks out in support of a U.N. report into drug decriminalization during an
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interview with CNN's Michael Holmes.

- [Is Drinking with Your Kids at Home a Good Idea?](#)
Research findings about exposure to alcohol consumption in front of your kids is discussed.

Websites

- [Smuggling](#)
A smuggler tried to bring drugs into the country by carrying the drugs in her breasts.
- [Crocodile—The Zombie Drug](#)
Although this drug turns the skin green and scaly, the drug has powerful addictive effects.
- [Heroin](#)
Ohio law enforcement released a photo of a couple who had died of a heroin overdose to bring a face to the epidemic.
- [Bath Salts](#)
A PBS news piece on bath salts, the drug that has famously caused people to begin to eat each other's flesh.
- [The Heroin Epidemic](#)
Time released an article discussing the various options to combat the heroin epidemic.

Finals

Study Chapters 9-16

Finals- Exam will be available December 2-7

Exam will remain open until 11:59 pm CST December 7, 2021

Do not wait until the last hours of the last day!

Murphy's Law: Anything that can go wrong it will go wrong

EARNING GRADES AND LEARNING ARE TWO DIFFERENT THINGS

Library

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

In some cases, you can borrow textbooks from the library. WorldCat allows you to be linked to libraries across America. If you can find the book in the system fill out a request form at the library.

Netiquette

Netiquette guidelines are used to govern online behavior. It is the expectation that all participants in the course will contribute to the learning environment in a respectful manner when posting information in this course. In addition, there is the expectation that there will be some level of academic discourse. The link below provides some helpful reminders that can be referred to as a guide to assist students when posting information online in this course.

<http://www.albion.com/netiquette/corerules.html>

Writing Forum Posts and Responses

When You Are Starting a New Thread or Making the First Post Read the Directions Carefully

Your instructors usually outline their expectations for forum and discussion board posts in the syllabus. Make sure to read their rules for posting. Some instructors may have specific word count expectations or require certain things. Every instructor and every course is different, so make sure you understand what you're supposed to be writing in your discussion post.

Do not Be Afraid to Ask Questions

You can always email your instructor to ask for more details about discussion board assignments. It may feel intimidating but reaching out is the best thing to do if you are unsure of how to respond to a topic question or instructor-led discussion. Your instructor is there to help you grow.

Say Something

To get the most out of your online discussion board posts, you need to have a conversation. When you are posting, think about what you are saying: why do you think this way? Using sources like your textbooks or even a journal article can boost your credibility and increase the points you earn for your posts.

Do not Procrastinate!

Be sure to post your discussion thread well before the deadline. If you post at the last minute, you are not likely to get thoughtful and enlightening responses, and you are not making the most of your online experience.

Review and Proofread Your Post

Before hitting “submit” or “create thread,” read over your post at least once. Make sure you are not going off subject and look for any spelling or grammar mistakes. One important difference between in-person class discussions and online discussion boards is the lack of context. In person, you can use body language to determine how someone feels about what they are saying. When writing online, it can be difficult to understand the tone your writing gives off to your readers.

Try using empathy - read your post as if you were a classmate or friend and consider how they might respond if this was a post they read. Avoid all-caps (IT LOOKS LIKE YELLING), “text speak” and slang terms (LOL, omg, on fleek), and use typical punctuation (not multiple exclamation points or emoticons). As always, never use racial or ethnic slurs, aggressive language, profanity, or language that could be offensive to other cultures or religions.

When You Are Posting Replies to Classmates’ Posts

Read the Direction Carefully Your instructor may have one set of expectations for original posts, and an entirely different set of rules for replying to your classmates’ posts. If there are not guidelines in the syllabus about replying to posts, do not hesitate to ask your instructor what he or she expects replies to include.

Make Meaningful Conversation

Discussion boards are meant to be conversations, where each post builds on the previous comment. Responding to a post gives you the ability to expand the conversation. Reference material from your textbook, class lectures, or relate to your own life experiences when appropriate. Do not just agree or disagree continue the conversation. *This is called responding constructively* - just like construction, you are building upon a post.

There are three main ways to respond constructively to a post:

“No, because...”

“Yes, and...”

“Yes, but...”

Respectfully Disagreeing –

“No, because...”

If you disagree with someone’s post, show that you appreciate that your classmate has an opinion, even if it is different from your own. Do not personally attack the writer and avoid using emotional appeals. Instead, focus on the logic of view your classmate has: Does it make sense?

Do the causes and effects as explained really relate to one another?

Does one claim necessary follow another?

Are there flaws in your classmate’s argument?

Ask questions to better understand the writer’s logic.

Agreeing with and Expanding Upon a Post - “Yes, and...”

Let us say you agree with the writer’s main idea, and you want to add more to it.

Take the original opinion or view that your classmate expresses and consider other angles. Are there factors about this topic that your classmate has not mentioned?

Do you have insight that provides a clearer picture or helps build the discussion? **Agreeing with and Expanding Upon a Post - “Yes, but...”**

This is very similar to “Yes, and...” with the exception that you are playing “devil’s advocate” - you are pointing out things that do not quite mesh with the view or opinion your classmate posts.

You agree with what your classmate is saying, but you are pointing out problems with the view or statement that make it harder to defend.

If you are getting points taken off for discussion board assignments and you are not sure why, ask your instructor for feedback.

You can contact/visit the Writing Center for help (For those of you in SSS you can ask them to help too!)- They can review your discussion board posts and replies, and give you feedback to help you say what you mean to say. Writing Forum Posts and Responses (Examples from this website: <https://writingcommons.org/open-text/new-media/online-forums/651-online-forums-responding-thoughtfully>)

Let us say a classmate posts the following message about abortion on your class discussion board:

All women should have abortions if they are unmarried. Having children when a woman is unmarried can cause severe problems for that child later in life. The child can grow up and become a drug addict. So, it is the woman’s duty to have an abortion if there is no father in the picture.

“No, because...” Here are two examples of responses you could give that respectfully disagree:

1. I respectfully disagree with your views regarding abortion. I do understand your concerns, but I wonder whether drug addiction necessarily follows a fatherless life. I was raised without a father and have never touched a drug in my life. Do you think that all children who are raised without fathers cannot lead fulfilling and successful lives?

2. Perhaps we might consider the logic employed in this post: while I understand your concern for the child’s quality of life, I do not understand that connections you are drawing.

Perhaps you—or someone else who agrees with this post—could elaborate upon why you feel this way? Both responses are respectful of your classmate’s position, even if you strongly disagree.

They point to issues with the writer’s logic and end with questions which continue the discussion. “Yes, and...” Here is an example of agreeing with the post about abortion and adding onto it:

I see your point about the child’s quality of life. In fact, I know someone who dealt with a previous experience. I would also like to add this question: What about women who have been raped? Would that trauma necessarily carry over to the child?

You are adding another point to the original question. This helps continue the conversation with other students who may also comment on this post and gives the conversation more depth. “Yes, but...”

Here is an example of agreeing with the post about abortion but disagreeing with some parts:

The quality of life of a child raised without both parents is certainly something to consider. I am not sure that being unmarried is the biggest issue though. There are relationships where unmarried women still have the support of their partners, giving the children two parents or parental figures.

Criminal Justice Undergraduate Student Learning Objectives

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System and demonstrated knowledge in recognizing the political influences on the CJ system.

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Analysis & Use of Information. Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information. Students will apply the constant self-reflection that is required to be an effective criminal justice philosopher/practitioner amidst American diversity in race, ethnicity, gender, and class and display such thought and critical analysis in discussion and a variety of course assignments.

* Students will analyze and apply current research on gender in criminal justice, focusing on the issues particularly important to women when considering the impacts and effects of gender and race in criminal justice.

* Students will demonstrate integration and synthesis of knowledge, ideas, and approaches, reaching beyond traditional or orthodox approaches and perspectives, to issues regarding the roles and experiences of women as practitioners, offenders, and victims in the criminal justice system.

- Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

- Empirical & Quantitative Skills. Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion

MARKETABLE SKILLS FOR CRIMINAL JUSTICE BS PROGRAM

Marketable Skill	Verbal and Written Communication Skills
Dissemination Plan	<ol style="list-style-type: none"> 1- Encouraging students to prepare and present oral presentations to the general and professional audiences, including their classmates, experts, scientists, laypersons, and government officials, on several topics related to their majors. 2- Encouraging students to prepare and compose written reports, essays, and scientific publications on various topics related to their majors. 3- Demonstrating mastery in Microsoft Office Suite to create visual aids, graphs, tables, and charts and file sharing platforms such as Dropbox, and Google Drive. 4- Emphasizing the importance of active listening, giving full attention to the details, note taking, asking appropriate questions, and interviewing in Criminal Justice related professions.
Marketable Skill	Accessing Resources with Crime Data. Work with Numbers and Demonstrate Quantitative Skills
Dissemination Plan	<ol style="list-style-type: none"> 1- Encouraging students to explore and identify most current crime data from various local, regional, national, and international data resources. 2- Demonstration mastery in crime data analysis and interpretation. 3- Demonstration mastery in crime data presentation software and applications such as Microsoft Excel and Crime Mapping
Marketable Skill	Critical Thinking and Observation
Dissemination Plan	<ol style="list-style-type: none"> 1- By using case studies and scenarios, encouraging students to utilize all available information to dismantle complex problems which they may face during their future professional career. 2- Encouraging students not only to identify and analyze the problems but also identify and implement the possible alternative solutions by using critical thinking.
Marketable Skill	Teamwork and Working Collaboratively
Dissemination Plan	<ol style="list-style-type: none"> 1- Emphasizing the importance of teamwork and coordination in Criminal Justice related professions. 2- Establishing trust within group/team members and ensuring contribution from all members by utilizing group/team projects. 3- Encouraging students to reconcile and benefit from the differences within the group members.
Marketable Skill	Multicultural Understanding.

Dissemination Plan	<ol style="list-style-type: none"> 1- Emphasizing the importance of working with people in different groups characterized by race, ethnicity, gender, socioeconomic class, religion, and other differences. 2- Encouraging the students to be aware of cultural diversity and existence of various groups in the society which they are living. 3- Highlighting the importance of awareness of other's beliefs and behaviors and building skills to communicate and function effectively in multicultural settings.
Marketable Skill	Analyzing the Factors Contributing to Crime
Dissemination Plan	<ol style="list-style-type: none"> 1- Introducing personal, biological, social, and other theoretical explanations of the root causes of crime in society. 2- Emphasizing the importance of gathering information, critical thinking, scientific observation, analytical thinking for analyzing social problems.
Marketable Skill	Legal Codes & Procedures and Safety
Dissemination Plan	<ol style="list-style-type: none"> 1- Introducing the current laws and policies related to the students' majors. 2- Encouraging students to explore and identify the resources to obtain the most current updates of legal codes and procedures. 3- Introducing hands-on applications and emphasizing the importance of adherence to safety standards in Criminal Justice related professions.