

## **Criminal Behavior /Fundamentals of Criminology – Fall 2014**

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**Office Hours:** Tuesdays and Thursdays, 12:30-1:45 and 3:30-5:00 p.m. and by appointment.

### **Course Meeting Information:**

Tuesdays and Thursdays, 11:00 a.m.-12:15 p.m.  
Classroom: Marquette Hall 401

### **Course Description**

Over its 250 years of development, the field of criminology itself has become enormous and diversified. Contemporary criminology is interdisciplinary and multi-paradigmatic, encompassing a wide spectrum of subjects and areas of study including: law, measurement, victimology, etiology, criminal typologies, the criminal justice system (i.e., law enforcement, courts, and corrections), cross-cultural criminology, and critical criminology. This course provides an overview of the field of criminology focusing on the cultural meaning and significance of crime and justice both in the United States and globally. Major attention will be given to the development of an understanding of the legal and extra-legal nature of crime, review of the various measures of crime and patterns of distribution in society, and consideration of the various explanations of criminal behavior and related research evidence along with models of prevention and social control that have evolved historically. Academic and theoretical knowledge will be combined with practical applications and real-life experiences in a community-engaged learning project, with special emphasis devoted to larger social issues connected with crime and justice, such as differential life chances, poverty, gender and racial inequality, and the consequences of changes taking place in the family, school, workplace, and the larger community.

### **Student Learning Goals/Outcomes**

This course is an experiential course that is intended to be highly interactive and collaborative. It seeks to engage students in their learning both in class and outside of class and is organized around the following Student Learning Goals/Outcomes:

*Upon completion of this course students will demonstrate:*

- (1) **Understanding and appreciation of the cultural, legal, and scientific conceptualizations of crime and criminal behavior** including understanding and appreciation of scientifically constructed knowledge related to the social problem of crime and justice in society;
- (2) **Advanced use of critical thinking skills** including the ability to be critical consumers of criminological literature and to articulate (orally and in writing) the distinction between good and bad theories/research evidence related to crime and justice as well as the ability to apply concepts and critical thinking skills learned in this class to other social problem areas;
- (3) **Sensitivity to social justice issues** including understanding and identifying patterns of inequality (e.g., patterns related to ethnicity/race, gender, age, and social class) associated with criminal justice practices with special emphasis on the politics and ethics of

criminological research and the uses of research evidence to inform prevention and social control programs as well as justification of social policies;

- (4) **Professional competence in synthesizing and analyzing criminological information** including the ability to conduct comprehensive literature searches and reviews; critically assess the underlying assumptions, methodologies, and theories; draw conclusions from data noting strengths and weaknesses of data; and effectively communicate (orally and in writing) the significance of findings/results and uses of information; and
- (5) **Engagement with the community** in solidarity with the needs of community members and in support and advocacy of social justice and human rights – striving “to be men and women with and for others.”

## Required Readings

Bohm, R. M., and Jeffery, T. W. 2013. *Demystifying Crime and Criminal Justice* (2<sup>nd</sup> Edition). New York, NY: Oxford Press [ISBN 978-019-984383-1].

Hagan, F. E. 2013. *Introduction to Criminology: Theories, Methods and Criminal Behavior* (8<sup>th</sup> Edition). Los Angeles, CA: Sage Publications [ISBN 978-1-4522-4234-7].  
Access to **Student Study Site** at [www.sagepub.com/haganintrocrim8e](http://www.sagepub.com/haganintrocrim8e)

Reiman, J., and Leighton, P. 2013. *The Rich Get Richer and the Poor Get Prison* (10<sup>th</sup> Edition). Boston, MA: Pearson [ISBN-13: 978-0-205-13772-5].

## Course Decorum/Policies

Successful learning depends on individual engagement and involvement in the process of learning. We learn most when we are maximally engaged in our own learning by listening, writing, questioning, interacting and sharing, and applying knowledge and ideas and skills in our daily lives. To maximize our learning this class has been designed to be experiential and collaborative – representing a community of learners/scholars – where information and experiences are shared, assertions questioned, hypotheses tested, issues debated, conclusions analyzed, and where critical reflection is a norm. In our class we will be working together as a team and it is important to underscore that our teamwork requires commitment and cooperation from all team members. For this reason students in this class are responsible for being actively engaged in all aspects of the course.

- **Class Participation and Attendance:** Consistent, ongoing participation (i.e., contributions to class discussions and engagement in class activities and class projects) is vital to learning and success in this class. All students are expected to come to class prepared and to actively and respectfully partake in class discussions (both in class and online). To this end all class members must endeavor to be punctual and regular in their class attendance. Excessive absences will result in grade penalties or failure (after two excused absences, five points per absence will be subtracted from the final grade). In addition all students are expected to sign-up on the course *Blackboard* site and participate in online exercises and discussions/chats (using the “Discussion Board”) as well as routinely check for announcements and posted handouts/resources/materials associated with each class (handouts will be posted under “Course Materials”). Exceptional contributions/participation including in-class and online discussions will be recognized with 5 bonus points added to final grade. **Please note: In the event that**

**there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency such as a hurricane, we will continue our course on *Blackboard* within 48 hours after cancellation.**

- **Assignments:** All assignments must address the required points and questions contained in their respective descriptions (see “Detailed Description of Course Assignments and Expectations,” pages 5-10 below) including citations or source documentation and comprehensive bibliography (in APA or MLA style/format). All completed assignments must be posted on their designated due dates on the class *Blackboard* site under “Assignments” (all submissions must be proofread and polished). Late submissions will result in grade penalties or failure (five points per late day subtracted from grade). **Due to strict scheduling this semester, all in-class presentations must take place as scheduled.** A missed presentation may lead to failure or necessitate withdrawal from the course.
- **Grading Policy:** All assignments are graded on a letter grade scale, which may be converted to numerical values as follows: A (92-100), A- (88-91), B+ (85-87), B (82-84), B- (78-81), C+ (75-78), C (70-74), C- (67-69), D(55-66), F (54 and under).
- Students who believe that they may need **disability accommodations** in this class are encouraged to check online: <http://www.loyno.edu/arc/disability-services> and contact a counselor in the **Office of Disability Services in Marquette Hall, Room 112**, or by telephone at **504-865-2990** as soon as possible to ensure that such accommodations are implemented in a timely fashion. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official *Accommodation Form* from Disability Services.
- If for reasons of serious illness or other personal emergency you are unable to complete the course requirements as scheduled, you must speak with the professor regarding approval of a grade of “I” (Incomplete). Please note that grades of “I” change to “F” automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms.
- The Academic Honor Code will be strictly enforced (please review the policy online: <http://www.2013bulletin.loyno.edu/academic-honor-code> ). All work must represent each student’s own efforts.
- **Office Hours:** All students are encouraged to come to office hours: Tuesdays and Thursdays 12:30-1:45 and 3:30-4:30 p.m. or by appointment.
- Students are welcome to bring to class laptops or other technology tools that may be used for taking notes or managing information. However, these tools must be used respectfully. Cell phones should be turned to silent or vibrate. Please refrain from surfing the Web and chatting on your laptops or texting during class – such activities are distracting to the professor and other members of the class.
- **University Emergency Policies and Procedures:**  
At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus

activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through *Blackboard*.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to University Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site ([www.loyno.edu](http://www.loyno.edu)) for general information.
8. Log on to each course through *Blackboard* or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>.

## Summary of Course Requirements

- I. Oral Presentation:** The topic and date of presentation will be individually assigned the 2nd week of class - **20% of final grade**; 10-15 minutes in length, including posting detailed outline and *PowerPoint* slides with bibliography on the class *Blackboard* site. **Student class presentations will take place on October 21 – November 13, 2014.** See further details below.
- II. Critical Book Review** of J. Reiman, and P. Leighton's *The Rich Get Richer and the Poor Get Prison* (Boston, MA: Pearson, 2013, 10th Edition) - **20% of final grade**; approximately 5-8 double-spaced typed-pages; **due in class on Thursday, October 16, 2014** (see further details below).
- III. Position Paper/Term Paper** - **30% of final grade**; approximately 10-12 double-spaced typed-pages; **due in class on Tuesday, November 25, 2014** (see further details below).
- IV. Community-Engaged Learning Project – 25% of final grade.** Community project assignment TBD. Students will be expected to participate in a semester-long community engagement project. Students will be expected to share reflections of their experiences with class members several times during the semester. **On Thursday, December 2, 2014**, students

**summative reflective analyses** (approximately 5-8 double-spaced, typed pages) linking relevant course content and materials with their community experiences and any experientially relevant readings will be shared in class and submitted in writing. Further details forthcoming.

- V. **Class Participation: All students are expected to participate in class discussions and class projects.** Exceptional contributions will be recognized with 5 bonus points added to the final grade.

**Want to go to Prison? Students will also have an opportunity to participate in a class fieldtrip to the Louisiana State Penitentiary in Angola, LA** - extra credit will be given for participation (5 points added to the final grade). Date and time TBD (See more details below).

## Detailed Description of Course Requirements

**I. Oral Presentation:** Each student will be assigned to one of the types of crime, which will be considered during this semester (e.g., violent crimes, property crimes, white collar and corporate crimes, political crimes, organized crime, and public-order crime) (See list of topics on pages 11-13). An oral presentation based on a summary of topic-related materials in Frank Hagan's *Introduction to Criminology* and additional library research conducted on the assigned topic will be expected from each student on an individually appointed due date. **Student class presentations will take place on October 21 – November 13, 2014.**

*The following points should be covered in each presentation:*

- Definition of the crime type (including legal definitions, if appropriate);
- Measurement and extent of the problem (including a discussion of quality of statistics and data);
- Description of typology (e.g., typical perpetrators and victims and a consideration of the social construction of reality of the specific form of crime);
- Relevant causal theories (including a consideration of which perspectives dominate);
- Consideration of common myths (including any factual misconceptions);
- Prevention, treatment or solutions (including a consideration of which agencies or institutions control treatment or solutions);
- List of references; and
- Questions and answers (Q&A).

Your main task is to provide an informed and well documented overview of your topic and to dispel some of the myths associated with your topic. During your presentation, be sure to cite references for your statistical and factual data - keep your statistics current! It is also important that you cite the sources that correspond to your major points and statistical information in your outline or slide presentation. The Monroe Library has updated information, government documents, and statistical resources. A brief period of questions and answers (Q&A) will follow each presentation. Prior to each class presentation, students will be asked to place their outline or PowerPoint slides on *Blackboard*, so that each member of the class can download a handout and prepare questions for the Q&A. In addition, the PowerPoint slides with a comprehensive bibliography (in correct style and format must be posted one day prior to the presentation. Grades will be determined on the basis of the quality of information presented, the comprehensiveness of

the bibliography, and overall effectiveness of the presentation (including any handouts). The bibliography should be representative of the scope and breadth of your literature review (i.e., do not depend on one or two sources for your presentation). While popular magazine and newspaper articles and Internet data sources may be included among your sources of information, be sure you do not rely on such information exclusively. Your bibliography should mainly be comprised of authoritative books, monographs, government reports, and articles from scientific or professional journals (e.g., *Criminology*; *Criminal Law and Criminology*; *Journal of Research in Crime and Delinquency*; *Homicide Studies*; *American Journal of Sociology*; *American Journal of Psychology*; *Violence and Victims*; *Journal of Drug Issues*; *Journal of Crime and Justice*; *American Journal of Police*; and *Criminal Justice Review*; etc.). Please remember that due to strict scheduling this semester, there will be no opportunity to make up any missed scheduled oral presentations. Failure to do a presentation may lead to failure or necessitate withdrawal from the course.

*Upon completion of this assignment/course, students will be able to:*

- Conduct literature searches and synthesize/evaluate secondary resource materials;
- Synthesize and analyze social scientific results (i.e., interpretation of qualitative and quantitative data);
- Demonstrate understanding of the social problem of crime in society from a criminological/sociological framework;
- Examine the effects of social structures on diverse groups.
- Communicate effectively, i.e., communicate clearly both in writing and orally and present arguments and conclusions in a logical, coherent manner using social scientific reasoning and critical analytical skills and use of supporting evidence;
- Effectively use of presentation technology; and
- Demonstrate effective teamwork.

**II. Critical Book Review:** Based on Jeffrey Reiman and Paul Leighton's book, *The Rich Get Richer and the Poor Get Prison*, and additional outside research, offer a critical analysis of the book's central thesis. The Critical book review is **due in class on Thursday, October 16, 2014**.

*In preparing your critical book review consider the following points:*

1. Briefly summarize the major thesis presented by the authors.
2. State, in your own words, the theories that underpin their thesis.
3. State, in your own words, the evidence presented by the authors in support of the thesis and the associated arguments made by the authors. Be sure to consider the quality of data or statistics used to support their position.
4. Identify any logical and scientific fallacies (include illustrations from the book), for example:
  - a. Faulty cause and effect statements;
  - b. Faulty generalizations;
  - c. Faulty operationalization of concepts;
  - d. Faulty methodology;
  - e. Inadequate theoretical grounding;
  - f. Weak source of supportive data (i.e., unsubstantiated or inappropriate conclusions drawn from statistics, or poorly

- designed research);
- g. Distortion of information or oversimplification.
5. All and all, did the authors' arguments impress you as being scientifically sound and did they offer empirically justified evidence?
  6. Now, after studying the main issue/problem presented by the authors and reviewing some of the literature on the subject including both supporting and opposing positions on the problem, what is your personal view? Please discuss in detail.
  7. Bibliography - for help in locating pertinent data and information, please check the Loyola University New Orleans Monroe Library's "Selected Sources on Criminology." Please use proper bibliographic format (APA or MLA).

In preparing your critical book review, be sure that you support your observations with specific illustrations from the book and citations from additional outside references that you consulted. Be sure to cite references where appropriate in the body of your paper. Moreover, where appropriate, link relevant course materials to key points in your discussion.

Grades will be determined on the basis of the clarity and quality of your critical analysis (i.e., your ability to respond to the questions above, degree of effectiveness in using the tools of critical thinking covered in our class this semester, the overall defensibility of your own positions and arguments, and the scope and breadth of your supporting literature review as evidenced by your citations and bibliography.

*Upon completion of this assignment/course, students will be able to:*

- Demonstrate understanding of social scientific reasoning and application of critical analysis skills, i.e., critically review the selected book's arguments by evaluating the assumptions and supporting evidence, discuss scientific basis underlying the arguments, and provide substantive, appropriate evidence to support one's own observations and conclusions.
- Communicate effectively (oral and written communication), i.e., provide clear overview of book and its main premises, clearly discuss major strengths and weaknesses of book, and clearly articulate observations and conclusions in a logical, coherent manner using critical thinking skills.
- Examine the effects of social structures including the operation of the criminal justice system and criminal justice policies on diverse groups and identify corresponding social justice and human rights implications.

Please note that the Critical book review is due in class on Thursday, October 16, 2014. Students will offer a brief overview of their selected debate topics/issues and conclusions based on their research.

**III. Position Paper/Term Paper:** Beginning with a review of Robert Bohm and Jeffery Walker's *Demystifying Crime and Criminal Justice* and your own literature search, select a debated crime issue in our society. Consider the opposing views on the issue and critically consider the various perspectives (some issues may have more than two positions). The position paper/term project is **due in class on Tuesday, November 25, 2014.**

*Below is a sample list of debated crime issues:*

- Do the media present an accurate representation of crime and violence in society?

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- Do tough sentences reduce crime?
- Should the death penalty be abolished?
- Do arrests deter domestic violence?
- Would repealing drug laws reduce drug-related crimes?
- Does the criminal justice system discriminate against ethnic/racial minorities?
- Is the justice system biased against women?
- Does community-policing work?
- Should juvenile offenders be tried and punished as adults?
- Which best explains crime - nature or nurture?
- Can dangerousness be predicted?

Conduct a thorough literature search including a comprehensive review of the *research* literature on your chosen topic. It is important that literature search includes Internet listings, especially the topic reports produced by various national resource centers and government agencies, for example:

- Bureau of Justice Statistics (BJS): [www.ojp.usdoj.gov/bjs](http://www.ojp.usdoj.gov/bjs);
- National Institute of Justice (NIJ): [www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij);
- General crime Information: [www.ncjrs.org](http://www.ncjrs.org) and [www.ncpc.org/TheCrimeLibrary/index.htm](http://www.ncpc.org/TheCrimeLibrary/index.htm);
- *Source Book of Criminal Statistics*: [www.albany.edu/sourcebook](http://www.albany.edu/sourcebook);
- Juvenile justice: [www.jrsa.org/resources/justicelink.htm](http://www.jrsa.org/resources/justicelink.htm);
- School crime and safety: [www.americanschoolsafety.com](http://www.americanschoolsafety.com) and [www.ncsu.edu/cpsv](http://www.ncsu.edu/cpsv);
- Campus security statistics: [www.ope.ed.gov/security](http://www.ope.ed.gov/security);
- Meta criminology site: [www.criminology.fsu.edu/cj.html](http://www.criminology.fsu.edu/cj.html);
- Criminal court: [www.court.com](http://www.court.com);
- Law: [www.findlaw.com](http://www.findlaw.com);
- Office of Justice Programs: [www.ojp.usdoj.gov/](http://www.ojp.usdoj.gov/)
- Victims: [www.ojp.usdoj.gov/ovc/](http://www.ojp.usdoj.gov/ovc/).

Develop a general understanding of the topic and become familiar with the main areas of debate. Clearly identify the opposing sides of your issue. Select several *scientific* articles, which best represent the opposing sides of the debate. Be sure to check the sources of data or evidence, which are commonly associated with the different positions held in the debate. It is important to consider the opposing perspectives as well as be able to critically analyze those perspectives. In order to make an informed evaluation, a number of critical questions must be addressed. For example:

*Evaluating Sources of Information:* How reliable and accurate is the supporting information/data/sources cited by proponents/opponents of the debated crime issue? What are the relative strengths and weaknesses characterizing different types of information and forms of data including scientifically derived data?

*Separating Fact from Opinion:* Do the proponents/opponents of various positions on a debated issue make a distinction between factual statements that can be demonstrated or verified empirically and statements of opinion, beliefs, or attitudes that cannot be supported or proved. To what extent are the positions based on social scientific knowledge/evidence? What are the strengths and weaknesses of the theories and research methods underpinning the empirical results? Also review and apply the questions related to the critical book review above (pages 6 and 7).



Grades will be determined on the basis of the clarity and quality of your critical analysis (i.e., your ability to respond to the questions above, degree of effectiveness in using the tools of critical thinking covered in our class this semester, the overall defensibility of your own positions and arguments, and the scope and breadth of your supporting literature review as evidenced by your citations and bibliography.

Please note that the Position Paper/Term Paper is due in class on Tuesday, November 25, 2014. Students will offer a brief overview of their selected debate topics/issues and conclusions based on their research.

*Upon completion of this assignment/course, student will be able to:*

- Demonstrate professional competence in conducting comprehensive literature searches and critical reviews of criminal justice/criminological scholarly/research works (from a social science framework);
- Synthesize and analyze social scientific results (i.e., interpretation of qualitative and quantitative data);
- Apply rules of social scientific reasoning and investigation and critical thinking skills in assessing underlying assumptions, methodologies, and theories and in drawing conclusions noting strengths and weaknesses of evidentiary materials;
- Effectively communicate (in writing and orally) the key arguments/positions and main issues associated with various perspectives noting the significance of findings/results and uses of information;
- Logically present conclusions and defend one's own position with evidentiary information; and
- Show sensitivity to social justice issues.

**IV. Class Community Engagement Learning Project.** Students will be expected to participate in a semester-long service learning (SL) project (details will be forthcoming). The class service learning project will represent **25% of the final grade**. At the end of the term, students will submit a written reflective analysis (5-8 pages) linking relevant course content and materials with their community experiences and any experientially relevant readings. Students will also share reflections of their experiences with class members several times during the semester and offer **summative reflections on Tuesday, December 2, 2014**.

The class service learning project will be developed in collaboration with the Office of Community Engaged Learning, Teaching, and Scholarship (CELTS) around the following learning goals:

*Upon completion of this project/course students will be able to:*

- Demonstrate professional acumen and competence in social interactions and sensitivity to social justice issues in the context of the community engagement project.
- Demonstrate advanced understanding of the root causes of social inequality/human rights violations and their relationship to the problem of crime in society.
- Evaluate the implications of different cultural/ethical perspectives and the ability to debunk stereotypes.
- Critically reflect on one's own attitudes/beliefs based on community experiences, especially in light of the diversity of perspectives and cultural experiences.
- Consider the role of social science in advocacy and social change;

- Apply understanding of social justice to real world issues; and
- Contribute to social justice efforts.

Grades will be based on: (1) a self-evaluation; (2) input from the community partner and the Office of Community Engaged Learning, Teaching, and Scholarship (CELTS); (3) quality of class presentations related to the S-L project; and (4) the quality of the **summative reflection paper** with respect to the demonstration of the project goals.

**V. Class Participation and Fieldtrip.** Consistent, ongoing student participation (i.e., attending classes, engaging in class projects, and contributing to class discussions – in class and online) is an expectation of all students. Class discussions must demonstrate application of social scientific reasoning and critical thinking to an enhanced understanding of crime and criminal justice in society. Exceptional/outstanding contributions will be recognized with 5 bonus points added to the final grade.

**Students will also have an opportunity to participate in a class fieldtrip to the Louisiana State Penitentiary in Angola, LA.** This fieldtrip is annually sponsored by the Loyola University New Orleans Department of Criminal Justice. Transportation will be provided by Louisiana Coaches Trailways. On the day of the fieldtrip (TBD), the bus will depart from Loyola at 6:30 a. m. promptly in order to arrive at the penitentiary at 10:00 a. m. This will be an all-day event including lunch at the penitentiary cafeteria. A nominal fee of \$13.00 will be due during the time of sign-up for the trip (\$10.00 covers the cost of transportation, which is subsidized by Loyola's Department of Criminal Justice, and \$3.00 covers the lunch). Students participating in the fieldtrip will receive 5 extra-credit points added to their final grade. In the event that students are unable to take part in the fieldtrip, but desire to have an opportunity to get extra-credit, they may submit a paper on or before the last day of class on a selected topic related to corrections (5-7 pages in length).

## Tentative Course Outline

### **Introduction to Criminology and the Study of Criminal Behavior** **August 26, 28, and September 2**

- **The social construction of crime in society**
  - Crime and deviance
  - Social change and the emergence of Law
  - Crime and Criminal Law
  - The social problem of crime
- **A brief history of criminology**
- **The criminological enterprise**
- **How criminologists view crime**
- **Competing theoretical models of law and social control**

**Reading Assignment:** Hagan's *Introduction to Criminology* (8<sup>th</sup> ed.), chapter 1; begin reading Bohm and Walker's *Demystifying Crime and Criminal Justice* (2<sup>nd</sup> ed.); and also begin reading Reiman and Leighton's *The Rich Get Richer and the Poor Get Prison* (10<sup>th</sup> ed.).

**Class Discussion:** What factors do you think have contributed to the high crime rate in the United States? What about in New Orleans? How do the media affect images of crime?

### **The Social Scientific Study of Crime and Criminal Behavior** **September 4, 9, 11, 16, and 18**

- **Science and Culture**
- **Social scientific perspectives on crime and criminal behavior**
- **Validity, reliability, and triangulation**
- **The scientific process vs. evaluation process**
- **The ethics and politics of the study of crime**
- **The measurement of crime: Official statistics (*Uniform Crime Reports*), victim surveys, self-report studies, and developmental analysis (cohorts and careers)**
  - Caution in interpreting crime data
- **Current national, state, and local crime rates and trends**
- **Demographic and structural correlates of crime patterns (ethnicity/race, gender, age, social class, and residence)**
- **International crime rates and trends**
- **Institutions and crime**
- **Victimology**

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapters 2, 3, and 4. Please review the following sources of information in the library or on the Internet: *Uniform Crime Report* (UCR); *National Crime Victims Surveys* (NCVS); and *Sourcebook of Criminal Justice Statistics*.

**Class Discussion:** How do official accounts of crime compare to the media's portrayal of crime including offender and victim profiles? Test your knowledge of victims. What factors affect the fear of crime in our society?

## **Causal Explanations/Models of Crime and Criminal Behavior** **September 23, 25, 30, and October 2, 7, 9, and 16**

- **History of Theoretical Criminology**
- **Theory Construction and Elements of Critical Analysis**
  - The relationship between theory and research
- **Paradigms/Theories of Crime Causation**
  - Biological
  - Psychological
  - Mainstream Sociological
    - Social structural theories
    - Social process theories
    - Choice theories
    - Trait theories
    - Developmental theories
    - Labeling theories
  - Conflict theories
  - Multi-paradigm models

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapters 5, 6, 7, and 8.

**Class discussion:** Why are theories important? How can we determine strengths and weakness of theories? Or, what makes a theory good or bad? Are some people more dangerous than others? Are some places more dangerous than others? What is the relationship between power and crime? What is the dominant theoretical paradigm in American criminology?

**UNIVERSITY HOLIDAY – Tuesday, October 14<sup>th</sup> All Saints Day**

**PLEASE NOTE: Thursday, October 16<sup>th</sup> – Critical book review on *The Rich Get Richer and the Poor Get Prison* is due in class** – students will engage in brief paper presentations & discussion and consider the question: What theoretical paradigm does Reiman and Leighton's book represent?

**The Study of the Patterns and Types of Criminal Behavior:** Student class presentations will take place on October 21 – November 13, 2014. Please follow the outline below:

- A. Definition of the problem;
- B. Measurement and extent of the problem;
- C. Description of the typical perpetrators and victims;
- D. Relevant causal theories;
- E. Common myths;
- F. Solutions: Prevention and control; and
- G. References.

A brief Q&A will follow each student's class presentation.

### **Violent Crime – Tuesday, October 21<sup>st</sup> and Thursday 23<sup>rd</sup>**

- Homicide/Multicide (Serial Murder, Mass Murder)
- Rape
- Robbery/Band Robbery
- Assault/Battery
- Hate Crimes

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapter 9.

### **Interpersonal Violence in Institutional Settings – Tuesday, October 28<sup>rd</sup>**

- Workplace Violence
- School Violence
- Domestic/Intimate Partner Violence
  - Child Abuse
  - Sibling Violence
  - Elder Abuse
  - Intimate Partner

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapter 9.

### **Property Crimes – Thursday, October 30<sup>th</sup>**

- Larceny/Theft
- Burglary
- Motor Vehicle Theft
- Arson
- Vandalism
- Professional Thief
- Big Cons/Scams

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapter 10.

**White Collar Crime – Tuesday, November 4<sup>th</sup>**

- Occupational
- Corporate
- Political Crime
  - Corruption in Public Office
  - Human Rights Violations
  - Rebellion, insurgency, social unrest and civil disobedience
  - Terrorism

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapters 11 and 12.

**Organized Crime and Violence – Thursday, November 6<sup>th</sup>**

- Juvenile Gangs
- Organized Crime (e.g., Mafia, etc.)

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapters 13.

**Public Order Crimes – Tuesday, November 11<sup>th</sup>**

- Sexual crimes
- Pornography
- Substance abuse (alcohol/drug abuse)

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapters 14.

**Computer Crime – Thursday, November 13<sup>th</sup>**

- Cybercrime/Identity Theft
- Cyberbullying
- Cyberterrorism

**Reading Assignment:** Hagan's *Introduction to Criminology*, chapters 15.

## **Overview of the Criminal Justice System**

**November 18<sup>th</sup> and 20<sup>th</sup>**

- Law Enforcement
- Courts
- Corrections

**PLEASE NOTE: Position papers are due in class on Tuesday, November 25<sup>th</sup>. Students are expected to do brief presentations on their respective term paper topics and engage in discussion of current crime myths.**

**UNIVERSITY HOLIDAY: Thanksgiving Holiday November 26-28, 2014**

## **Community Engagement Learning Project – Reflections**

**Tuesday, December 2<sup>nd</sup>**

**PLEASE NOTE: Students' Summative Reflections (both written and oral) are due in class on Tuesday, December 2<sup>nd</sup>. Students are expected to share their experiential reflections with members of the class.**

## **Concluding Comments**

**Thursday, December 4<sup>th</sup>**

- The Future of Crime and Criminology

**Reading Assignment: Hagan's *Introduction to Criminology*, chapter 16.**