

CENTRAL TEXAS COLLEGE
SYLLABUS FOR CRIJ 1307 / CJSA 1312
CRIME IN AMERICA
Semester Hours Credit: 3

INSTRUCTOR: Laura Spicer
OFFICE HOURS: Tues/Thurs 5:30 p.m. – 8:00 p.m.

I. INTRODUCTION

- A. This course will introduce students to American crime problems in historical perspective, social and public policy factors affecting crime, impact and crime trends, social characteristics of specific crimes, and prevention of crime.
- B. This course is required for the Associates in Applied Science degree in Criminal Justice.
- C. This course is occupationally related and serves in preparation for career(s) in Criminal Justice, Law Enforcement, and Corrections.

II. LEARNING OUTCOMES

Upon successful completion of this course, Crime in America, the student will:

- A. Explain the psychological, social, and economic impact of crime in society.
- B. Identify characteristics of major crimes.
- C. Discuss the impact on society and the prevention thereof.
- D. Discuss and list crimes by definition and classification according to major sub groupings.
- E. Discuss the basic theoretical and behavioral models, as well as the historical development of laws and contributions of famous lawgivers.
- F. Define selected terms vital to the understanding of the legal terminology; which will be encountered in numerous Criminal Justice courses.

III. COURSE TEXT:

- A. Siegel, Larry J., (2011) Criminology, The Core, (4th Ed) published by Wadsworth, Cengage Learning, (ISBN-13: 978-0-495-80983-8; ISBN-10: 0-495-80983-7)

IV. COURSE REQUIREMENTS

- A. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you and you alone make.
- B. You should attend class regularly and be prepared to participate in classroom discussions and to take unannounced quizzes relating to text assignments and lecture material presented from the beginning of the course.
- C. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized, and continuous effort, which in the end will prove more effective for your final grade than a last minute crash-cram policy. Your course grade is not determined solely by exam grade. Such factors as class participation, initiative, attendance, and individual research papers will be considered in grade computation.
- D. From time to time, special library and/or outside assignments will be made to members of the class individually and/or in groups. You are expected to read all assignments and fulfill your responsibilities to any group assignment.
- E. You are expected to read all assigned material and bring your textbook to class. Keep informed on all assignments, especially after an absence.
- F. Good class notes are indispensable for earning a good grade, since both the material assigned and discussed in class will be the basis for material on the examinations.
- G. **Special Work**: A term paper of minimum 500 words will be required. The subject must be appropriate for the course material. The instructor will provide further instructions. The value is indicated in the semester grade computation and has considerable weight on your final average.

V. EXAMINATIONS

- A. There will be a minimum of two examinations, as follows:
 - 1. Mid-term exam – week 4
 - 2. Final exam – week 8
- B. *A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work.*
- C. *Students without excused absences will be given a zero for the missed examination.*
- D. Examinations may consist of objective (true/false, multiple choice, fill-in-the-blank, and matching) or subjective (short answer and essay) questions, or a combination of both types. Students majoring in Criminal Justice and Law Enforcement must be able to communicate

both orally and in written form, thus some questions requiring the composition and writing of an essay answer will be required.

VI. SEMESTER GRADE COMPUTATIONS

EXAM POINTS POINTS GRADES

Mid-semester exam	50	points
Final exam	100	points
Special Work	<u>50</u>	<u>points</u>
Total points	200	points

Final Grade Computation:

180-200 = 4.0 A

160-179 = 3.0 B

140-159 = 2.0 C

120-139 = 1.0 D

0-119 = 0.0 F

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Withdrawal from Course: If circumstances prevent attendance, it is the student's responsibility to drop the class officially. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The student must sign the withdrawal form.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16 week fall and spring semesters. The deadline for sessions of other lengths is:

11-week session Friday of the 8th week

8-week session Friday of the 6th week

5½-week session Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal.

Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. An Incomplete Grade: The College Catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, is unable to complete all the requirements for a course." Prior approval from the instructor is required before the grade

of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

- D. Cellular Phones and beepers: Students are allowed to have cellular phones, but are asked to mute them during class time.
- E. American's With Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted on full compliance with federal and state law and Central Texas College policy.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Unit One: Chapter One: Crime and Criminology

1. LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the breadth and scope of the field of criminology.
2. Discuss the historical context of criminology.
3. Recognize the differences between the various schools of criminological thought.
4. Discuss the concept of positivism.
5. Understand the various elements of the criminological enterprise.
6. Discuss how criminologists define crime.
7. Recognize the concepts of criminal law, and ethical issues in criminology.
8. Discuss changes in criminal law, criminal defenses, & international crime trends.

2. Learning Activities:

- a. Discuss course requirements and activities as contained in the syllabus
- b. Classroom lecture/discussion
- c. Reading assignment: Chapter 1
3. Unit Outline: Refer to Contents, textbook page vii

B. Unit Two: Chapter Two: The Nature and Extent of Crime

1. LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Become familiar with the various forms of crime data.
2. Discuss the problems associated with collecting valid crime data.
3. Discuss the recent trends in the crime rate.
4. Identify the factors that influence crime rates.
5. Understand the patterns in the crime rate, and association between social class and crime.
6. Recognize that there are age, gender, and racial patterns in crime.
7. Describe the various positions on gun control.
8. Understand Wolfgang's pioneering research on chronic offending.
9. Understand the influence the discovery of the chronic offender has had on criminology.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 2

3. Unit Outline: Refer to Contents, textbook page vii

C. Unit Three: Chapter 3: Victims and Victimization

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the concept of victimization.
2. Describe the nature of victimization.
3. Discuss the problems of crime victims.
4. Understand the costs of victimization.
5. Discuss the relationship between victimization and antisocial behavior.
6. Recognize the age, gender, and racial patterns in victimization data.
7. Discuss the association between lifestyle and victimization.
8. Understand the term "victim precipitation", and discuss the victim assistance program.
9. List the routine activities associated with victimization risk.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 3
- c. Three-week exam

3. Unit Outline: Refer to Contents, textbook pages viii

D. Unit Four: Chapter 4: Choice Theory: Because They Want To

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the concept of rational choice.

2. Know the work of Beccaria.
3. Discuss the concepts of offense and offender-specific crime.
4. Discuss why violent and drug crimes are rational.
5. Summarize the various techniques of situational crime prevention.
6. Discuss the association between punishment and crime.
7. Understand the concepts of certainty, severity, and speed of punishment.
8. Understand what is meant by specific deterrence.
9. Discuss the issues involving the use of incapacitation, "three strikes," & "just desserts."

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 4

3. Unit Outline: Refer to Contents, textbook pages viii

E. Unit Five: Chapter 5: Trait Theory: It's in Their Blood

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the concept of sociobiology.
2. Explain what is meant when biosocial theorists use the term "equipotentiality."
3. Discuss the relationship between diet and crime.
4. Understand the association between hormones and crime, and media and crime.
5. Discuss why violent offenders may suffer from neurological problems.
6. Explain the factors that make up the ADHD syndrome.
7. Discuss the role genetics plays in violent behavior.
8. Discuss the role of personality and intelligence in antisocial behaviors.
9. Discuss the psychodynamics of criminality, and concepts of evolutionary theory.

2. Learning activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 5

3. Unit Outline: Refer to Contents, textbook page x and ix

F. Unit Six: Chapter 6: Social Structure Theory: Because They're Poor

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the concept of social structure, and the concept of cultural deviance.
2. Explain the socioeconomic structure of American society.
3. Discuss the concept of social disorganization.

4. Explain the works of Shaw and McKay.
5. Describe what is meant by concentric zone theory.
6. Discuss the various elements of ecological theory.
7. Discuss the association between collective efficacy and crime.
8. Understand the concept of strain.
9. Explain what is meant by the term anomie.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 6

3. Unit Outline: Refer to Contents, textbook page ix.

G. Unit Seven: Chapter 7: Social Process Theories: Socialized to Crime

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Explain the concept of socialization.
2. Discuss the effect of schools, family, and friends on crime.
3. Discuss the differences between learning, control, and reaction.
4. Understand the concept of differential association.
5. Discuss what is meant by a definition toward criminality.
6. Understand the concept of neutralization.
7. Discuss the relationship between self-concept and crime.
8. Explain the elements of the social bond.
9. Describe the labeling process and the criminal implications.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 7
- c. Mid-term exam

3. Unit Outline: Refer to Contents, textbook pages ix and x

H. Unit Eight: Chapter 8: Social Conflict Theory: It's a Class Thing

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Discuss how social concept shapes behavior.
2. Discuss elements of conflict in the justice system.
3. Explain the idea of critical criminology.
4. Discuss the difference between structural and instrumental Marxism.

5. Discuss the various techniques of critical research.
6. Discuss the term left realism.
7. Understand the concept of patriarchy.
8. Explain what is meant by feminist criminology.
9. Discuss peacemaking, and the concept of restorative justice.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 8

3. Unit Outline: Refer to Contents, textbook pages x.

I. Unit Nine: Chapter 9: Developmental Theories: Things Change... Or Do They?

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Explain the concept of developmental theory.
2. Identify the factors that influence the life course.
3. Recognize that there are different pathways to crime.
4. Discuss what is meant by “problem behavior syndrome,” and “a latent trait.”
5. Differentiate between “adolescent-limited” and “life-course persistent” offenders.
6. Understand the “turning points in crime.”
7. Discuss the influence of social capital on crime.
8. Describe the concepts of impulsivity and self-control.
9. Discuss Gottfredson and Hirschi’s general theory of crime.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 9

3. Unit Outline: Refer to Contents, textbook page x and xi.

J. Unit Ten: Chapter 10: Violent Crime: Personal and Political

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Discuss the various causes of violent crime.
2. Discuss the concept of the brutalization process.
3. Discuss the history of rape.
4. Understand the different types of rape.

5. Discuss the legal issues in rape prosecution, and different types of murder.
6. Discuss the differences between serial killing, mass murder, and spree killing.
7. Understand the nature of assault in the home, and the careers of armed robbers.
8. Discuss newly emerging forms of violence such as stalking, hate crimes, and workplace.
9. Understand the different types of terrorism, and precautions against terrorism.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 10

3. Unit Outline: Refer to Contents, textbook pages xi

J. Unit Eleven: Chapter 11: Property Crimes

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the history of theft offenses.
2. Recognize the differences between professional and amateur thieves.
3. Explain the similarities and differences between the different types of larceny.
4. Understand the different forms of shoplifting.
5. Discuss the concept of fraud.
6. Explain what is meant by a confidence game.
7. Understand what it means to burgle a home.
8. Discuss what it takes to be a “good burglar.”
9. Understand the concept of arson and arson for profit.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 11

3. Unit Outline: Refer to Contents, textbook pages xi and xii

K. Unit Twelve: Chapter 12: Enterprise Crime: White-Collar Crime, Cyber Crime, and Organized Crime

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Understand the concept of enterprise crime.
2. Explain the various types of white-collar crime.
3. Distinguish between the various types of corporate crime.
4. Recognize the extent and various causes of the white-collar crime.
5. Discuss the different approaches to combating white-collar crime.

6. Recognize the forms taken by cyber crime.
7. Describe the methods being used to control cyber crime.
8. List the different types of illegal behavior engaged in by organized crime figures.
9. Describe the evolution of organized crime.
10. Explain how the government is fighting organized crime.

2. Learning Activities:

- a. Classroom lecture/discussion
 - b. Reading assignment: Chapter 12
 - c. Twelve-week exam
3. Unit Outline: Refer to Contents, textbook pages xii and xiii

M. Unit Thirteen: Chapter 13: Public Order Crimes

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Discuss the legal cases that define the right to personal sexual relations between consenting adults.
2. Discuss the association between law and morality.
3. Understand what the terms “moral crusade” and “moral entrepreneur” mean.
4. Discuss what is meant by “obscenity.”
5. Understand and discuss the various techniques used to control pornography.
6. Discuss the various types of prostitution.
7. Discuss the history of drug abuse.
8. Discuss the cause of substance abuse and the various drug control strategies.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 13
3. Unit Outline: Refer to Contents, textbook pages xii and xiii.

N. Unit Fifteen: Chapter 14: The Criminal Justice System

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should be able to:

1. Discuss the history of the criminal justice system.
2. Identify the component agencies of criminal justice.
3. Explain the various stages in the process of justice and the concept of nonintervention.
4. Understand how criminal justice is shaped by the rule of law.
5. Explain the elements of the crime control model and the restorative justice model.
6. Discuss the problem of prisoner reentry.
7. Discuss what the justice model means.
8. Discuss the elements of due process.

9. Argue the merits of the rehabilitation model.

2. Learning Activities:

a. Classroom lecture/discussion

b. Reading assignment: Chapter 14

3. Unit Outline: Refer to Contents, textbook pages xiii

O. **Unit Sixteen:**

1. Review for final exam

2. Final exam