

CRIM 335 - 01 Spring 2012 CRIMINOLOGY

Instructor Information

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Course Information

Swenson 124
MWF 11:00-12:05
Office Hours: MWF 10:00-10:55
Tu 10:00-11:00 and by appointment

Required Readings

Adler, Freda, Mueller, Gerhard and William S. Laufer (2010). *Criminology (seventh edition)*. New York: McGraw-Hill.

Hickey, Thomas J (2011). *Taking Sides: Clashing Views in Crime and Criminology (ninth edition)* New York: McGraw Hill.

See also Blackboard (Bb).

Course Description

This course provides an introduction to the major classical and contemporary perspectives on the causes of crime. We will begin by discussing how crime is defined and by evaluating the methods for measuring crime. We will also evaluate major theories that explain criminal behavior. These theories include biological, psychological, and sociological perspectives on crime. We will also consider these theories alongside two paradigms: (1) a social responsibility viewpoint—the belief that crime is a product of the individual and therefore the remedy for crime rests on focusing on the individual and (2) a social problems viewpoint—the belief that crime is a manifestation of some underlying social problem like poverty. These two paradigms help us conceptualize how criminological theory forms and shapes our decisions on social control.

Course Objectives and CLU Learning Outcomes

1. **Field Specific Knowledge:** Through lecture, class discussion, and reading we will learn about the different theoretical perspectives on the causes of crime and the solutions to these problems..
2. **Critical Thinking Skills:** Not only will you learn about these theories, but learn how to apply this knowledge by analyzing their strengths and weaknesses.
3. **Interpersonal and Teamwork Skills:** We will also develop cooperative learning through small group discussions and group work.
4. **Writing Skills:** This course satisfies the intensive writing requirement. As a writing intensive course, you are required to demonstrate in writing, your knowledge through two term papers (a draft is also required for each paper). These papers are designed to demonstrate course content, knowledge integration, and help improve your writing skills.
5. **Oral Communication:** We will also focus on oral communication skills through small group and classroom discussion.

Course Requirements

Exam 1	40 points
Exam 2	40 points
Exam 3	40 points
Term Paper 1 (research and theory-based)	40 points
Term paper 2 (service-learning assignments and reflection paper)	30 points
Participation (i.e. attendance, class participation, in-class writing exercises, etc.)	10 points

Total 200 points

Grading Scale:

186 - 200	A	146 – 153	C
180 - 185	A-	140 – 145	C-
174 - 179	B+	134 – 139	D+
166 - 173	B	126 – 133	D
160 - 165	B-	120 – 125	D-
154 - 159	C+		

Description of Course Requirements

Class Preparation Participation Policy: Students are expected to attend and be prepared to discuss course material (including readings) in class. You are expected to show up for class **on time** and be prepared to **participate** in class (i.e., be alert, do not partake in non-class related activities such as cell phone use, text messaging, or laptop use unless it is for classroom note-taking). You must also take lecture notes. During lecture, I will introduce new topics, discuss issues in-depth, and cover material that complements your reading assignments. We do not cover every reading assignment, but it is your responsibility to complete all readings.

Examinations: Examinations will cover lecture, discussion questions, and reading material. The exams are multiple choice and short answer format. Changes in exam format or date will be announced in class. The exam schedule is as follows:

Exam 1: Friday, February 17th

Exam 2: Wednesday, March 28th
(covers lecture and reading material assigned after Exam 1)

Exam 3: Monday, May 7th, (Finals week 11:00-12:00)
(covers lecture and reading material assigned after Exam 2)

Paper 1: One way to develop your critical thinking skills is through thoughtful analysis of a crime problem. There are multiple theories and solutions offered for any crime problem depending on the understanding of its causes. After thorough research of the crime problem, your paper/thesis will argue a theoretical perspective, offer literature support for your thesis/theoretical perspective (based upon your research), the criticisms of your position (based upon your research), and follow with recommended forms of remedies (i.e. treatment and/or

punishment). For example, you may be arguing rational-choice theory and the problem of street-level crime. You may be studying the relationship between rehabilitation and repeat drug offending. Remember that this research is a theory-based paper. You will also be grouped with your colleagues depending on your research topic. This group will help you through the writing process, and also serve as your peer-review group. Although you are encouraged to share your resources and discuss the contents of your paper with your group, each person is required to turn in his/her own paper. Your paper should be typed, double spaced, and approximately 10 pages in length. You are also required to use at least ten sources (7 must be scholarly). Your paper must also be properly cited and include a reference section. **Please refer to APA format.** Your paper will be graded according to the following criteria:

- (1) Introduction: Do you clearly articulate your topic as a social problem? What is your thesis statement/theoretical argument based upon your research and analysis?
5 points
- (2) Explain the basis of your theory (theoretical foundations) and the literature support for your position.
15 points
- (3) What are the public policies/solutions/ crime control measures related to your position?
- (4) What are the criticisms/weaknesses of your theory/thesis? 10 points
- (5) Conclusion. What is your final recommendation and why? 5 points
- (6) Is your paper well-organized, free from punctuation, grammar, and spelling errors, etc.? 5 points

Your final paper must be turned in with your peer reviewer comments (2) and proof of visit from the Writing Center. **Be sure to schedule an appointment with the Writing Center**, as walk-ins are not always available. **1 Point will be deducted for each missing peer-review/Writing Center visit sign-off.** More details about the paper will be posted on Blackboard.

Paper 2: Service Learning Assignment/Reflection Paper.

See Blackboard for detailed instructions.

Criminology Paper 2: Academic Service-Learning and Reflection Paper

A core objective of this course is to understand the relationship between theory and practice, furthermore, how criminological theory informs our responses to crime, including the role of our formal and informal agencies. I am excited to announce that as part of the class, we will be participating in academic service-learning. Service-learning helps us to understand the deeper connections between criminological theory and practice.

What is Academic Service Learning?

“Service learning is a type of experiential learning that engages students in service within the community as an integrated aspect of a course. Students participate in an organized service activity and engage in critical reflective thinking on that activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. Service learning engages

students in active, collaborative, and inquiry-based learning experiences that meets identified community needs.” (modified from the IUPUI Office of Service Learning website)

The academic-service learning component of this course, therefore:

1. Engages students in high-impact learning while meeting course objectives
2. Engages students in learning through service and reflection in order to understand the deeper connections between criminological theory and practice
3. Helps students to understand the critical role of community partners in preventing and controlling crime, including local organizations, non-governmental organizations (ngos), government-funded, non-profits, and faith-based organizations

Paper 2: Academic Service-Learning and Reflection Paper Steps and Criteria:

1. Engage in service activity
2. Keep Journal entries:
 - a. identify goal for service activity
 - b. plan of action
 - c. identify your principle challenges
 - d. identify your principle successes
3. **Complete paper assignment:** Your paper must address the following (6-7 pages, typed, and peer review or Writing Center review)
 - a. Introduce your community organization (5 points)
 - b. Discuss your specific service activity and your role (5 points)
 - c. Discuss your key challenges and success while engaging in your service activity (5 points)
 - d. Explain the role of your organization and how it relates to criminological theory and practice (5 points)
 - e. Explain how your service-learning project enhances your knowledge and skills to help you in your academic studies (5 points)
 - f. Identify the people served through your service, including your organization, and the impact on the community. Explain the positive impact you made on your community (5 points)

-2 points will be deducted for missing peer review/Writing Center review. (30 points total)

Crime Problem and Community Partners

1. **Combating Global Crimes and Child Trafficking - Service through Research (minimum 15-20 hours) 3 researchers**

ZOE (means life) zoechildren.org/ (faith-based organization)

1. Research topic areas and include bibliography and abstract for readings
2. Introduce self/initial contact with Zoe
3. Updates with Dr. Lim and Submit draft to Dr. Lim

4. Submit final research report to ZOE 4/15

1) Human Trafficking Legislation – involves researching current federal, state and local laws related to minor victims of trafficking including milestone laws in other states to protect victims that might be applicable in California.

2) Youth in Probation and Youth in Foster Care (LA County) – involves researching two specific vulnerable/at-risk youth populations within LA County, youth in the Department of Probation and youth in the foster care system under the supervision of the Department of Children and Family Services.

3) Therapeutic Activities for Victims of Trauma – involves describing and researching therapeutic activities to assist in the healing process for victims of trauma (e.g. art therapy, animal therapy, etc.)

2. **Juvenile Crime Prevention/Intervention - Service through Tutoring/Mentoring**
- Simi Valley Boys and Girls Club (community-based, non-profit, government supported organization) **(5 tutors)** (minimum 8 - 10 hours on-site tutoring as a volunteer). Children need help with English, Math, Science, History, during after school hours. You are a volunteer and will need to sign a release form. See at the Boys and Girls Club of Simi Valley. Call Human Resources or (805) 527-4437 <http://www.bgcsimi.com/>
- Many Mansions in Thousand Oaks (local non-profit organization) **(5 tutors)** (minimum 8-10 hours on-site tutoring through the Homework Literacy Program Monday – Thursday as a volunteer) <http://manymansions.org/> <http://manymansions.org/volunteer.htm>
3. **Men's Drug Recovery Program- Service as a shelter feeding volunteer**
- Ventura County Rescue Mission Center (non-profit, faith-based organization) – Service as a shelter volunteer/recovery culinary program - lunch or dinner service (minimum 2 - 3 times)
- Volunteer and Release form (<http://www.vcrescuemission.org/index.php/en/>)
4. **Women's Drug Recovery Program – Student-directed service activity**
- Lighthouse for Women and Children (non-profit, faith-based organization) <http://www.vcrescuemission.org/index.php/en/needhelp/lighthouse/about-lighthouse>
1. Attend learning on-site visit on Friday, 3/2 11:00-12:00
 2. Contact service representative (find out community needs: backpacks for kids, school supplies, etc.)
 3. Student-directed project / meet with Dr. Lim with updates and approval
5. **Domestic Violence/Substance Abuse Rehab – Service Day through CLU CSC**
- See CLU Community Service Center (maximum 5 female students)
- Prototypes in Oxnard (non-profit organization) <http://www.prototypes.org/> <http://www.callutheran.edu/student-life/community-service-center/>
- Prototypes in Oxnard - sign up and attend all-day event (Saturday, February 11) http://www.callutheran.edu/student-life/community-service-center/calendar/calendar_detail.php?event_id=481

6. Other Student-directed service-learning project. Must be approved by Dr. Lim by 2/7.

I highly recommend that you purchase *A Pocket Style Manual* or any one of the numerous writing guides that are available for purchase. You must also visit the Writing Center on campus to write both papers. This form must be turned in with your final paper.

Policy and Procedures:

All assignments (papers) must be turned in on time. Make-up exams will be given for exceptional circumstances ONLY (i.e. illnesses). Documentation (i.e. doctors note) of absence and advance notice is required for all make-up exams. **All make-up exams are essay format.** Cheating on papers and/or exams including plagiarism will not be tolerated, and disciplined according to CLU policies. Please refer to your CLU student handbook for guidelines.

California Lutheran University is committed to providing reasonable accommodations to students with various documented disabilities including, but not limited to, physical, learning, visual, hearing, or psychological. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Coordinator for Students with Disabilities (Pearson Library, Center for Academic and Accessibility Resources, Ext. 3260) for the facilitation and verification of need. Faculty will work closely together with you and your coordinator to provide necessary accommodations.

Course Reading Schedule:

You are expected to follow the reading assignment schedule below and be prepared to discuss the assignment in class.

Reading Assignments and Important Dates (any changes will be announced in class)

CRIM (Criminology text) TS (Taking Sides text)

Section I: Understanding Criminology	
January	
W18	Course Introduction
F20	CRIM (C1 Understanding Criminology pgs. 1-20)
M23	CRIM (C1 cont'd)
W25	CRIM (C1 cont'd) TS (Issue 1)
F27	CRIM (C2 Counting Crime and Measuring Criminal Behavior pgs. 21-38)
M30	CRIM (C2 cont'd pgs. 39-51)
February	
W1	CRIM (C2 cont'd)
F3	CRIM (C3 Schools of Thought Throughout History pgs. 52-64)
M6	CRIM (C3 Schools of Thought Throughout History pgs. 65-70)
W8	TS (Issue 2)
F10	CRIM (C3 cont'd)
M13	CRIM (C3 cont'd)
W15	TS Issue 9
F17	EXAM 1

Section II: Explanations of Crime and Criminal Behavior	
M20	President's Day Holiday (campus closed)
W22	CRIM (C4 Psychological and Biological Perspectives Pgs. 71-100)
F24	TS (Issue 12)
M27	CRIM (C5 102-127)
W29	CRIM (C5 cont'd)
March	
F2	CRIM (C6 Formation of Subcultures pgs 128-152)
M5	CRIM (C6 cont'd)
W7	CRIM (C6 cont'd)
F9	TS (Issue 18)
M12	CRIM (C7 Social Control theories 153-172)
W14	CRIM (C7 cont'd) Paper Peer Review in class (bring 2 copies)
F16	CRIM (C7 cont'd)
M19	CRIM (C8 Labeling, Conflict, and Radical Theories pgs. 173-193)
W21	Paper 1 Due (including all peer reviews)
F23	TS (Issue 5)
M26	CRIM (C9 Environmental Theory pgs. 194-216)
W28	EXAM 2

Section III: Types of Crimes	
F30	CRIM (C10 Violent Crimes pgs. 217-266)
April	
M2	Easter/Spring Break
W4	Easter/Spring Break
F6	Easter/Spring Break (Good Friday)
M9	Easter/Spring Break
W11	CRIM (C10 cont'd)
F13	CRIM (C10 cont'd)
M16	TS (Issue 13)
W18	CRIM C10 cont'd TS (Issue 7)
F20	C11 Crimes Against Property pgs. 267-295)
M23	CRIM (C11 cont'd)
W25	CRIM (C11 cont'd)
F27	CRIM (C12 White-Collar and Corporate Crime pgs. 296-326) Paper 2 due
M30	CRIM (C12 cont'd)
May	
W2	CRIM (C13 Public Order Crimes pgs. 327-355) TS (Issue 15)
F4	CRIM (C14 International and Comparative Criminology pgs. 356-374)
M7	Exam 3 (Finals Week) 11:00 -12:00