

Instructor: Dr. Kathy Latz

Office: CL 21

Office Hours: Mondays and Wednesdays (9:00am-1:00pm) (or by appointment)

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Class Hours: Tues. & Thurs. 12:30-1:50pm

Classroom: A115

CRJ 262W: Criminology (Fall Semester 2007):

I. Course Description: This course will introduce students to the primary theories of crime causation.

II. Objectives: Students will gain an appreciation for the dominant schools of thought, and develop skills for assessing the merits of each perspective.

III. Required Readings: Williams III, Frank P. & Marilyn D. McShane (2004). Criminological Theory, 4th edition. *New Jersey: Pearson Prentice Hall.*

*Additional Weekly Readings: on reserve.

*Reserve items are available on-line through the library's electronic reserves. Go to: the library home page and click on "course reserves," then "electronic reserves," and then "electronic reserves and reserves pages." After that, you'll do a search by the instructor's name (Latz). You'll be asked to enter a password. The password is: deviant.

(Note: Various *recommended readings* are listed *in addition to* the **required** readings in the online archive. CONSULT YOUR SYLLABUS FOR THE REQUIRED READINGS. THE REMAINING ARTICLES ARE OPTIONAL.)

IV. Statement of Teaching Philosophy:

Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies which have governed American jurisprudence throughout history. By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

V. Grading Policy, Scale and Requirements:

Students will be evaluated according to the following criteria:

A.) Mandatory Attendance and Active Participation/Class Discussions: Students must attend each class, complete reading assignments on time, and contribute positively to classroom discussions. **Students will be granted two "free" absences. Subsequent missed classes will result in a lower grade.**

B.) Midterm Examination: A midterm examination will be used to measure students' comprehension of course material. The test will include both multiple choice and true-false questions. **Late examinations will not be administered without prior consent of the instructor.**

C.) (2) Critical Thinking Activities: Students are required to complete two critical thinking exercises: a "battered woman escape plan" and a criminal profiling activity. Each assignment challenges students to "think outside the box" while demonstrating a mastery of relevant concepts, public speaking ability, and analytical skill. **Late assignments will not be accepted. Specific instructions will follow.**

D.) Final Examination: A final examination will be administered to assess students' mastery of the subject matter. The test will include a combination of multiple-choice,

true-false, and essay-variety questions. **Late exams will not be administered under any circumstances.**

<u>*Course Requirements:</u>	<u>*Maximum Point Values:</u>
(2) Critical Thinking Exercises	40 (20 pts. each)
Midterm	30
Participation/Reading Discussions	5
<u>Final Exam</u>	<u>25</u>
Total	100

***Grading Scale:**

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

VI. Course Calendar:

Week 1: Course Introduction & Criminological Theory:

***Readings:**

1.) Chapter 2 (Williams & McShane)

2.) Chapter 3 (Williams & McShane)

8/21: Course Introduction (Handout: Syllabus)

8/23: Criminological Theory (Classical, Biological, & Psychological Schools)
(Film Clips: The Dilley Sextuplets, The Richard Speck Tapes)

Week 2: Criminological Theory (Cont.) and Intro. to Domestic Violence:

***Readings:**

1.) Ch. 13 (Williams & McShane)

2.) "Wife Abuse: Does It Have an Evolutionary Origin?" (On Reserve)

8/28: Criminological Theory (Sociological Explanations)

8/30: Intro. to Domestic Violence

History and Discovery of the Problem

(Film Clips: The Burning Bed, The Speeches of Malcolm X, If These Walls Could Talk)

***Handout: Critical Thinking Activity #1: Battered Woman Escape Plan**

Week 3: Domestic Violence (Cont.):

***Readings:**

- 1.) "Why do Women Stay in Abusive Marriages?" (On Reserve)
- 2.) "Women Who Kill" (On Reserve)

9/4: Definitive Research on Battering
Offender Typologies
Theoretical Explanations

9/6: Why Doesn't She Leave?
(Film Clips: Oprah, Legal Considerations for Battered Women)

Week 4: Domestic Violence (Cont.) and Child Abuse/Mothers Who Kill:

***Readings:**

- 1.) Ch. 5 (Williams and McShane)
- 2.) Ch. 12 (Williams and McShane)

9/11: Battered Women Who Kill
(Film Clip: Defending Our Lives)

9/13: Child Abuse & Mothers Who Kill
Case Studies
Typologies
Theoretical Explanations
***Critical Thinking Activity #1 Due**

Week 5: Stalking:

***Readings:**

- 1.) "Developmental and Social Antecedents of Stalking" (On Reserve)
- 2.) "Stalking and Domestic Violence" (On Reserve)

9/18: Stalking
Definitions
Typologies
Theoretical Explanations

9/20: Stalking (Cont.)
Copy-Cat Assassins: Famous Case Studies
(Film Clips: Mark David Chapman, Taxi Driver, Stalking the President)

Week 6: Rape:

***Readings:**

- 1.) "The Re-victimization of Rape Victims" (On Reserve)
- 2.) "Profiling Violent Crimes—Psychological Profiling and Rape" (On Reserve)

9/25: Introduction to Rape: History and Discovery of the Problem
Secondary Victimization
(Film Clip: The Accused)
(Film Clip: Cross-Examination Sequence)

9/27: Theoretical Explanations
Case Study: Brown University
Rapist Typologies

Week 7: Pedophilia:

***Readings:**

- 1.) Chapter 6 (Williams and McShane)
- 2.) Chapter 7 (Williams and McShane)

10/2: The Rape-Pornography Connection
(Film: Killing Us Softy)

10/4: Pedophiles
Offender Typologies
Case Studies
(Film: Searching for Angela Shelton)

Week 8: Midterm Review and Exam:

10/9: Midterm Review

10/11: Midterm Exam

Week 9: Prostitution:

***Readings:**

- 1.) "Prostitution, the Sex Industry, and Sex Tourism" (On Reserve)
- 2.) Ch. 9 (Williams & McShane)

10/16: Prostitution Defined
Prostitute, Client, and Pimp Prototypes
Expression or Oppression: A Question of Agency

10/18: The Commercial Sex Trade: A Victimless Industry?
(Film: Sex Tourism)

Week 10: Sexual Homicide/Serial Murder:

***Readings:**

- 1.) "Childhoods of Violence" (On Reserve)
- 2.) "Organized and Disorganized Crimes" (On Reserve)
- 3.) Ch. 10 (Williams & McShane)

10/23: Introduction to Criminal Profiling
Organized Versus Disorganized Crimes
(Film Clip: Investigative Reports: Inside the Behavioral Science Unit)
***Handout: Critical Thinking Activity #2: Profiling Exercise**

10/25: Classic Case Studies
Childhoods of Violence
Theoretical Explanations
(Film Clip: Dahmer)

Week 11: Sexual Homicide/Serial Murder (Cont.):

***Readings:**

- 1) "Criminal Profiling from Crime Scene Analysis" (On Reserve)
- 2.) "Profiling Violent Crimes—The Analysis of the Crime Scene" (On Reserve)

10/30: Female Offenders
(Film Clip: I-45)

11/1: Class Time to Work on Profiling Activity

Week 12: Profiling Presentations:

***Readings:**

- 1.) "Moral Poverty," Chicago Tribune (On Reserve)
- 2.) "The Case of the Terrifying Toddlers" (On Reserve)
- 3.) Ch. 8 (Williams & McShane)

11/6: ***Profiling Presentations--Critical Thinking Activity #2 Due.**

11/8: ***Profiling Presentations (Cont.)--Critical Thinking Activity #2 Due.**

Week 13: Juvenile Crime:

***Readings:**

- 1.) "School House Hype" (On Reserve)
- 2.) "Old Enough to Kill...Old Enough to Die," Chicago Tribune (On Reserve)
- 3.) Ch. 14 (Williams & McShane)

11/13: Juvenile Crime: History, Advent, and Scope
Case Studies

11/15: Typologies

Theoretical Explanations
(Film Clip: Bowling for Columbine)

Week 14: Hate Crimes:

***Readings:**

- 1.) Ch. 15 (Williams and McShane)
- 2.) TBA

11/19: Hate Crimes

11/22: No Class. Thanksgiving Break!

Week 15: Drug Use and Abuse:

***Readings:**

- 1.) Ch. 16 (Williams and McShane)
- 2.) TBA

11/27: Drug Categories and Schedules
Case Study: Ecstasy
(Film Clip: Small Town Ecstasy)

11/29: Case Study: Methamphetamine
Theories of Drug Use
(Film Clip: Prime Time)

Week 16: Course Summary & Review

***Readings:**

- 1.) Ch. 16 (Williams and McShane)
- 2.) TBA

12/4: TBA

12/6: Summary & Conclusion
Final Exam Review

Week 17: Final Exam Week

12/11: Final Examination (11:00am-1:00pm)

Refer to the following websites for information concerning academic dishonesty, services for disabled students, and religious holy days:

***Academic Dishonesty:**

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

***Disabled Student Policy:**

<http://www.shsu.edu/schedule/>

***Services for Disabled Students:**

<http://www.shsu.edu/~counsel/sswd.html>

***Student Absences on Religious Holy Day Policy**

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>