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Classroom: A-201

## CRJ 262W: Criminology (Spring Semester 2008):

**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, 4<sup>th</sup> 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 will be provided in class.

(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 multiple-choice, true-false, and essay-

variety questions. **Late examinations will not be administered under any circumstances.**

**\*Course Requirements:**

(2) Critical Thinking Exercises  
Midterm  
Participation/Reading Discussions  
Final Exam  
Total

**\*Maximum Point Values:**

40 (20 pts. each)  
30  
5  
25  
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)

1/16: Course Introduction (Handout: Syllabus)

1/18: 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)

1/21: **No Class. Martin Luther King Day.**

1/23: Criminological Theory (Cont.) (Sociological Explanations)

1/25: 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)

1/28: Definitive Research on Battering  
Offender Typologies  
Theoretical Explanations

1/30: Why Doesn't She Leave?  
(Film Clips: Oprah, Legal Considerations for Battered Women)

2/1: Battered Women Who Kill  
(Film Clip: Defending Our Lives)

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

#### **\*Readings:**

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

2/4: **Class Time to Finalize Papers**

2/6: Child Abuse & Mothers Who Kill  
Case Studies  
Typologies  
Theoretical Explanations  
**\*Critical Thinking Activity #1 Due**

2/8: Child Abuse (Cont.)

### **Week 5: Stalking:**

#### **\*Readings:**

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

2/11: Stalking  
Definitions  
Typologies  
Theoretical Explanations

2/13: Stalking (Cont.)  
Copy-Cat Assassins: Famous Case Studies  
(Film Clips: Mark David Chapman, Taxi Driver, Stalking the President)

2/15: Stalking (Cont.)  
(Film Clip: Inside the TMU)

**Week 6: Rape:**

**\*Readings:**

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

2/18: Introduction to Rape: History and Discovery of the Problem  
Secondary Victimization  
(Film Clip: The Accused)  
(Film Clip: Cross-Examination Sequence)

2/20: Theoretical Explanations  
Case Study: Brown University

2/22: Rape (Cont.)  
Rapist Typologies  
Case Studies

**Week 7: Pedophilia:**

**\*Readings:**

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

2/25: The Rape-Pornography Connection  
(Film: Stereotypes in Advertising)

2/27: Pedophiles  
Offender Typologies  
Case Studies

2/29: Pedophilia (Cont.)  
(Film: Incest)

**Week 8: Midterm Review and Exam:**

3/3: **Midterm Review**

3/5: **Midterm Review (Cont.)**

3/7: **Midterm Exam**

**Week 9: Spring Break! No Class.**

**Week 10: Prostitution:**

**\*Readings:**

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

3/17: Prostitution Defined  
Prostitute, Client, and Pimp Prototypes  
Expression or Oppression: A Question of Agency

3/19: Prostitution (Cont.)  
The Commercial Sex Trade: A Victimless Industry?

3/21: Prostitution (Cont.)  
(Film: Sex Tourism)

**Week 11: Sexual Homicide/Serial Murder:**

**\*Readings:**

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

3/24: Introduction to Criminal Profiling  
Organized Versus Disorganized Crimes  
(Film Clip: Investigative Reports: Inside the Behavioral Science Unit)  
**\*Handout: Critical Thinking Activity #2: Profiling Exercise**

3/26: Classic Case Studies  
Childhoods of Violence  
Theoretical Explanations  
(Film Clip: Dahmer)

3/28: Female Offenders  
(Film Clip: Aileen Wuornos)

**Week 12: 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)

3/31: Film: I-45 & Class Time to Work on Profiling Activity

4/2: Class Time to Work on Profiling Activity

4/4: **\*Profiling Presentations—Critical Thinking Activity #2 Due.**

**Week 13: Profiling Presentations and Juvenile Crime:**

**\*Readings:**

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

4/7: **\*Profiling Presentations--Critical Thinking Activity #2 Due.**

4/9: **\*Profiling Presentations--Critical Thinking Activity #2 Due.**

4/11: Juvenile Crime: History, Advent, and Scope  
Case Studies

**Week 14: Juvenile Crime (Cont.):**

**\*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)

4/14: Typologies  
Theoretical Explanations  
(Film Clip: Bowling for Columbine)

4/16: Juvenile Justice: Contemporary Trends and Issues  
Case Studies

4/18: Gangs

**Week 15: Hate Crimes and Drug Use:**

**\*Readings:**

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

4/21: Hate Crimes

4/23: Hate Crimes (Cont.)

4/25: Drug Use and Abuse  
Categories and Schedules

Case Study: Methamphetamine

**Week 16:** Drug Use and Abuse:

**\*Readings:**

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

4/28: Drug Use and Abuse (Cont.)  
Ecstasy  
(Film Clip: Small Town Ecstasy)

4/30: Drug Use and Abuse (Cont.)  
GHB  
(Film Clips: GHB and Samantha Reed)

5/2: Drug Use and Abuse (Cont.)  
Cocaine and Heroin  
(Film Clip: Sebastian)

**Week 17: Course Summary & Review**

**\*Readings:**

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

5/5: Summary & Conclusion  
**Final Exam Review**

5/7: **Final Exam Review (Cont.)**

5/9: No Class. University Study Day.

**Week 18: Final Exam Week**

5/12: **Final Examination (11am-1pm) \*Note Time Change**

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**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>