



**OTRP** online

Office of Teaching Resources in Psychology

Course Guide (1 April 2005)

PL 393, Criminology and the Criminal Justice System

### 1. Introduction

Criminology is the scientific study of the making of laws, the breaking of laws, and the reaction to the breaking of laws. The objective of criminology is the development of a body of general and verified principles and of other types of knowledge regarding the process of laws, crime, and treatment or prevention.

When a crime appears to have been committed and authorities have been notified, the legal apparatus or the criminal justice system is set in motion. The criminal justice system is the societal response to crime and includes three major activities - law enforcement, the judicial process, and corrections.

### 2. Course purpose

The purpose of this course is to provide the student with an overview of (a) the theories which are offered to explain crime and delinquent behavior, (b) the criminal justice system which responds to those behaviors, and (c) the relationships between the varied explanations of criminal behavior and society's criminal justice system responses to those behaviors. The focus in the course is primarily on the United States, but there some attention is devoted to an international view of crime and criminal justice.

### 3. Course goal

Given criminological concepts, theories, and research findings, analyze the nature of crime and delinquency in the United States, explain its origins and genesis, and evaluate the effectiveness of the criminal justice system response to this major problem in American society.

Specific performance objectives include:

- a. apply the scientific method to the study of crime and delinquency
- b. describe the nature and extent of crime in the United States
- c. differentiate the dominant sociological, psychological, and biological explanations of crime and delinquent behavior
- d. illustrate the American societal response - through its criminal justice system - to the challenge of crime in a free society
- e. infer the discrepancies that exist between American explanations of criminality and delinquency and the American responses to those phenomena
- f. discuss the pros and cons of alternative responses to crime prevention and control

4. Evaluation

a. Graded requirements serve two purposes:

- (1) To provide the student and instructor with a means to assess achievement of the course goal; and,
- (2) To serve as a forum for feedback on the student's performance.

b. Judgment of student performance is based solely on your ability to achieve predetermined standards, specifically the course goal and performance objectives which are defined for you during the first day of class. Your work is judged on the ability to meet these standards, not through comparison with other students. This is a criterion-referenced course and as such there is no curve. Your performance alone determines your final grade.

c. The weighting of graded requirements is as follows:

Midterm Examination 1	150 points
Midterm Examination 2	150 points
Issue Paper	200 points
Class Debate	100 points
Quizzes	100 points
Term End Examination	<u>300 points</u>
	1000 points

(1) Midterm Examinations 1 and 2 (Lessons 20 and 31) are objective in nature and focus on insuring that the student has the basic knowledge essential to achieving the overall course goal.

(2) The Issue Paper requirement is described in detail in Appendix B.

(3) The Classroom Debate requirement is described in detail in Appendix C.

(4) Random quizzes. There are approximately five quizzes during the semester; each focuses upon the assigned reading for the day of the quiz.

(5) The Term End Examination requires the student to demonstrate mastery of the course goal through one or more essays that address the nature and genesis of crime in the United States and the appropriateness of the criminal justice system to deal with the challenge of crime in a free society.

d. Letter grades for each requirement and the final course grade are determined by using the following criteria:

Letter Grade	Percent
A+	95 - 100%
A	93 - 94.9
A-	90 - 92.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%
C	73 - 76.9%

C-	70 - 72.9%
D	67 - 69.9%
F	Less than 67%

e. Late submission of homework has adverse consequences. The Dean's guidance:

(1) Reduce the grade for academic work submitted after the prescribed time by one full letter grade for each 24 hours the assignment is late.

(2) For requirements worth 20% or more of the overall course grade, initiate disciplinary action by reporting the cadet's duty failure on a Form 2-1.

## 5. Texts

Adler, F., Mueller, G. O. W., & Laufer, W. S. (2004). *Criminology and the criminal justice system* (5<sup>th</sup> ed.). New York: McGraw-Hill.

## 6. Course Guide

The purpose of this Course Guide is to provide cadets enrolled in PL 393 with information necessary for successful completion of the course requirements. The Course Guide provides a lesson-by-lesson outline of the course to include lesson objectives, reading assignments, and key terms used by the authors in the reading assignment. During class we focus upon lesson objectives and the clarification of any issues that were found to be confusing in the assigned readings.

## 7. Additional Instruction

Additional Instruction (AI) generally is available at any time. Specific appointments for AI may be made before or after class, in the office, by phone or by e-mail.

## 8. Instructor Data:

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Appendix A - Course Schedule

Appendix B - The Issue Paper Requirement

Appendix C - The Debate Requirement

Appendix D - Lesson Outlines

## Appendix A: Course Schedule, PL 393, Fall 2004

<b>Lsn</b>	<b>Date</b>	<b>Lesson Title</b>
1	17 Aug	Introduction to the Course
<u>Part I, Understanding Criminology</u>		
2	19 Aug	The Reach of Criminology
3	23 Aug	(continued)
4	25 Aug	Counting Crime and Measuring Criminal Behavior Patterns
5	27 Aug	(continued)
6	31 Aug	Schools of Thought throughout History
7	2 Sep	(continued)
<u>Part II, Explanations of Crime and Criminal Behavior</u>		
8	7 Sep	Psychological and Biological Perspectives
9	9 Sep	(continued)
10	13 Sep	Strain and Cultural Deviance Theories
11	15 Sep	(continued)
12	17 Sep	The Formation of Subcultures
13	21 Sep	(continued)
14	23 Sep	Social Control Theory
15	27 Sep	(continued)
16	29 Sep	Labeling, Conflict, and Radical Theories
17	1 Oct	Environmental Theory
18	5 Oct	(continued)
19	7 Oct	Research Period
20	11 Oct	Midterm Examination 1
<u>Part III, Types of Crime</u>		
21	13 Oct	Violent Crimes
22	15 Oct	(continued)
23	20 Oct	Crimes against Property
24	22 Oct	(continued)
25	26 Oct	White-Collar and Corporate Crime
26	28 Oct	(continued)
27	1 Nov	Public Order Crimes
28	3 Nov	(continued)
29	5 Nov	International and Comparative Criminology
30	9 Nov	(continued)
31	12 Nov	Midterm Examination 2

Part IV, A Criminological Approach to the Criminal Justice System

32	16 Nov	Processes and Decisions
33	18 Nov	(continued)
34	22 Nov	Enforcing the Law: Practice and Research
35	24 Nov	(continued)
36	30 Nov	The Nature and Functioning of Courts
37	2 Dec	(continued)
38	6 Dec	A Research Focus on Corrections
39	8 Dec	(continued)
40	10 Dec	Course Summary

## Appendix B: The Issue Paper Requirement

1. The overall purpose of the issue paper effort is to be able to concisely state an issue, explore its ramifications, identify collateral issues, propose alternative ways to deal with the issue, and anticipate consequences of the alternatives.
2. An issue in the PL 393 context is a question about criminology and/or criminal justice on which there is not consensus, normally starting with the word "should," to which the answer may be "yes" or "no."

An example: "Should the death penalty be abolished in the United States?"

3. In the issue paper, you detail arguments on both sides of the issue and, based upon those arguments, choose a position and defend it. The paper should have approximately three pages devoted to arguing each side of the issue, and one page indicating the position on the issue selected and justification for that choice.
4. The topic for the final issue papers is selected by the individual student and must be approved by the faculty member. This approval is obtained by submitting a one-page document detailing (a) the proposed issue and (b) a statement about the social significance of the issue. The issue chosen must have relevance for criminology and criminal justice.
5. Preparation of the issue paper requires considerable research and thought; it is not a document based mainly upon personal opinions. The arguments made and the positions selected must be drawn from data, expert opinion, and other documented sources.
6. The preparation of an issue paper is a six-step process.
  - a. State the issue succinctly and as a question, starting with the word "Should".
  - b. Take a "yes" position on the issue and identify briefly the reasons that justify the "yes" position - three to five reasons are a sufficient number.
  - c. For each of your reasons justifying your "yes" position on the issue, prepare one paragraph that provides some detail about that reason. Each reason should be defended in a separate paragraph - that is, four arguments supporting the "yes" position should produce four paragraphs expanding on those arguments.
  - d. Take a "no" position on the issue and identify briefly the reasons that justify the "no" position; again, three to five reasons are a sufficient number.
  - e. As was the case in defending the "yes" position, prepare one paragraph that provides some detail about that reason - again, each reason detailed in a separate paragraph.
  - f. Finally, prepare a discussion detailing your personal position on the issue and the reasons why you found the arguments compelling or not compelling in selecting either "yes" or "no" on the issue.
7. Submission dates:
  - a. The required date for submission of the one page "approval" request identifying an issue and its significance as outlined in paragraph 4 above is Lesson 12, not later than 1700, 17 September.
  - b. The issue paper itself is to be submitted not later than Lesson 35, not later than 1700, 24 November. Note: this is a compressed schedule day prior to Thanksgiving leave.

8. All issue papers must meet acceptable USMA standard/s in terms of grammar, composition, syntax, spelling, and citations for non-original materials. It is essential to follow Little, Brown Handbook. As noted, in order to avoid plagiarism, it is necessary that the source(s) of non-original materials and ideas be properly documented.

9. West Point Writing Standards (EAL 21, pp. 39-40). Students are expected to meet the Military Academy's Writing Standards. The domain of communication is marked in four dimensions:

a. Substance. Factual accuracy, appropriate and adequate evidence, pertinent research, purposeful uses of data, quality of ideas, and propriety of attribution.

b. Organization. Coherence, intelligibility, conciseness, orderliness, soundness of logical relationships, persuasiveness, completeness, method and form of presentation.

c. Style. Fluency of language, precision of vocabulary, appropriateness of tone, effectiveness of sentence structure, use of active verbs, imaginative use of language.

d. Correctness. Observance of appropriate usage, grammar, spelling, punctuation, documentation, format and other conventions of educated discourse.

10. Documentation. The required documentation standard for BS&L, and accordingly for PL 393, is (1) parenthetical text citations and (2) a list of sources at the end of the document (end notes). Your issue paper must meet the documentation standard. You will find details and examples starting at page 841 in the 8<sup>th</sup> edition of the Little, Brown Handbook under the title "Citing sources in the social sciences: APA style."

11. There are two prohibitions about topics for the paper

a. The topic of the death penalty is not acceptable, inasmuch as an outline for that topic is provided below.

b. An issue used in the classroom debate (Appendix C) cannot be used by the same cadet as an issue for the Issue Paper.

12. An outline of a crime and criminal justice issue paper follows. Note that you have to know something about the subject matter.

Issue: Should the death penalty be abolished in the United States?

Yes, the death penalty should be abolished in the United States for the following reasons (about three pages):

1. the death penalty does not deter capital crimes;
2. the death penalty is disproportionately applied to minorities;
3. a mistake made in the imposition of the death penalty cannot be corrected; and,
4. the death penalty is a primitive punishment, not in keeping with the social and political philosophies of modern America.

As relates to the first point, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Noting that a disproportionate number of minorities are executed, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

An error made in the imposition of the death penalty, that is the execution of an innocent person, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Finally, in the 21st century, punishments as primitive as capital punishment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

No, the death penalty should not be abolished in the United States for the following reasons (about three pages):

1. "An eye for an eye" is an ancient and honorable standard for societal behavior.
2. The death penalty sends out a message that our society is not "soft on crime; and,
3. Violent criminal behavior is deterred by the threat of death.

As relates to the first point, our religious heritage includes a concept of punishment in which an eye for an eye" is just. Further, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



As relates to the second point, a society cannot be soft on crime and survive. That is, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Finally, evidence of the deterrent value of the death penalty is reported by a number of scholars. They have established that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Discussion (about one page):

In looking at the arguments for and against abolition of the death penalty, it appears that abolition (is/is not) justified.

I find the most compelling arguments for this position to be \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In summary, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Appendix C: The Debate Requirement

1. Purpose: Throughout the semester and in a number of different Lessons, in-class debates are scheduled. Topics for the debates are relevant to the subject matter under study and normally take place during the second Lesson devoted to that subject matter. Some appropriate topics, but not a complete list, have been incorporated into Lessons in this Course Guide to serve as illustrations.

During the course of the semester each student argues for or against a designated proposition. The primary purpose of this requirement is to give each student an opportunity to examine a current issue in criminology and criminal justice in greater depth. The debate format also provides each student an opportunity to practice oral presentation skills. Additionally, students may gain additional insights and understanding of current criminology and criminal justice issues.

2. Task: Each student is required to argue for or against a specific criminology and criminal justice proposition. The debate is graded as follows:

a. Bibliography (35 points): Submit a bibliography listing source articles or publications that are utilized to support the proposition. Attach a copy of the one article that you believe has the most utility to support your argument. PL393 course texts and materials may not be listed. The bibliography is due one Lesson prior to the scheduled debate.

b. Outline (15 points):

Each student prepares *one* straightforward and simple power point slide or over-head projector transparency which contains on:

(1) Line one: the topic of the debate;

(2) Line two: either “arguments supporting the proposition” or “arguments against the proposition”; and,

(3) Lines 3+: three or four “one-liners” which are the substance of your position on the issue.

c. Opening statement and class involvement (50 points): The debate begins with a short (five to ten minutes) statement by the student defending the proposition. This statement parallels the outline above. A similar opening statement by the student arguing against the proposition follows this. The two students are then responsible for energizing and responding to questions from the class.

3. There are two prohibitions about topics for the classroom debate.

a. The topic of the death penalty is not acceptable.

b. An issue selected for the Issue Paper cannot be used by the same student as a topic for the classroom debate.

4. Beginning with Lesson 3, but not later than Lesson 5, students indicate their preferences for a date for their debates. The instructor provides a form for this purpose. Students may use the topic suggested for the Lesson/date selected or they may propose their own relevant topic. If the latter, however, the topic must be approved by the instructor. A “first-come, first served” rule is in effect.

## **Appendix D: Lesson Outlines**

## **Lesson 1      Introduction to the Course**

### **I. Reading assignment:**

#### Course Guide

II. Introduction: This Lesson is designed to provide you with essential information for success in this course. We discuss the course goals and the course requirements, the grading system, and some basic assumptions about learning.

III. Lesson Objectives: Insure that each student has the essential information for success in PL 393 to include understanding

course goals  
course requirements  
methods of evaluation

## Lessons 2 and 3      The Reach of Criminology

### I. Reading Assignment:

Chapter 1, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. define criminology
- b. describe what criminologists study
- c. discuss the relationship between terrorism and seven transnational crimes
- d. explain the difference between deviance and crime
- e. compare and contrast the consensus model and the conflict model

### III. Discussion Questions:

- a. What is criminology?
- b. What do criminologists study?
- c. How has the fear of crime affected your life?
- d. Considering such factors as age, race, gender, physical attractiveness, size, agility, and so on, what is your personal vulnerability to become a crime victim?

### IV. Key Terms:

conflict model	criminologist
consensus model	criminology
crime	deviance
criminal justice system	social norms

### V. Possible Debate Topic:

Crime is functional in that it reaffirms society's moral boundaries.

## Lessons 4 and 5      Counting Crime and Measuring Criminal Behavior

### I. Reading Assignment:

Chapter 2, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. discuss the seven basic requirements of crime
- b. identify the main objectives in measuring crime and determining criminal behavior patterns
- c. discuss the strengths and weaknesses of the various methods of collecting crime data
- d. identify and compare and contrast the Uniform Crime Reports, the National Crime Victim Survey, and self-report surveys
- e. differentiate three characteristics of criminals and their relationship to crime
- f. describe ethical dilemmas that might face a researcher studying crime

### III. Discussion Questions:

- a. What are the main objectives in measuring crime and criminal behavior patterns?
- b. What are the main sources of data for measuring crime?
- c. Assume that you are to give an impromptu speech on the characteristics of criminals. What three characteristics would you discuss and what do you believe is their relationship to crime?
- d. What ethical dilemmas might face a researcher studying crime? How would you resolve them?

### IV. Key Terms:

aging-out phenomenon	nonparticipant observation
birth cohort	participant observation
case study	population
crimes against property	primary data
crimes against the person	random sample
criminal careers	sample
data	secondary data
experiment	self-report surveys
felonies	strict liability
field experiment	survey
hypothesis	theory
index crimes	torts
longitudinal study	variables
mens rea	victimization surveys
misdemeanors	violations

V. Possible Debate Topic:

Data on white-collar and organized crime should be included in the Uniform Crime Reports.

## Lessons 6 and 7      Schools of Thought Throughout History

### I. Reading assignment:

Chapter 3, Criminology and the Criminal Justice System

### II. Lesson Objectives

- a. compare and contrast the "Classical" and "Positivist" schools of criminology
- b. summarize the contributions to the understanding of the causes of crime and crime control policies of

Cesare Beccaria  
Jeremy Bentham  
Cesare Lombroso  
Enrico Ferri  
Raffaello Garofalo  
Charles Goring  
William Sheldon  
Richard Dougdale  
Gabriel Tarde  
Emile Durkheim

### III. Discussion Questions:

- a. Be prepared to lead a discussion in class outlining your view of the causes of crime and their implications for crime control policies. You may be tasked to assume the role of one of the following:

Cesare Beccaria  
Jeremy Bentham  
Cesare Lombroso  
Emile Durkheim

- b. You have been hired as a penal code consultant for the State of New York. The Governor has asked you to outline the features you would include in your crime control recommendations. Although he did not use these labels, the Governor added that the legislature is closely divided between those who are "classical" and those who are "positivist" supporters. He wants you to develop two alternative crime control packages, one to appeal to each group. How would your classical and positivist recommendations differ?

### IV. Key Terms:

anomie  
atavistic stigmata  
born criminal  
classical school of criminology  
eugenics  
laws of imitation

phrenology  
physiognomy  
positivist school of criminology  
somatotype school of criminology  
utilitarianism

### V. Possible Debate Topic:

Criminal behavior is biologically determined.



## Lessons 8 and 9      Psychological and Biological Perspectives

### I Reading Assignment:

#### Chapter 4, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize the contributions of psychoanalytic theory, moral development theory, social learning theory, and attachment theory to the understanding of the etiology/causes of crime
- b. summarize the contributions of biocriminology, especially biochemical factors and neurophysiological factors, to the understanding of the etiology/causes of crime
- c. discuss the evolving definition of mental disorder and its effect on the criminal justice system.
- d. explain why researchers study identical and fraternal twins in an attempt to test for a relationship between genetics and criminality

### III. Discussion Questions:

- a. You are a psychologist asked to deliver a speech to the American Society of Criminology. The title is "The Contributions of Modern Psychology to the Study of Crime Causation." Outline and briefly describe the topics you would cover in your speech.
- b. You are a biologist asked to deliver a speech to the American Society of Criminology. The title is "The Contributions of Modern Biology to the Study of Crime Causation." Outline and briefly describe the topics you would cover in your speech.

### IV. Key Terms:

attachment	hypoglycemia
behavioral modeling	id
biocriminology	minimal brain dysfunction
chromosomes	monozygotic twins
conditioning	neuroticism
cortical arousal	psychoanalytic theory
differential association-reinforcement	psychopathy
dizygotic twins	psychosis
ego	psychoticism
extroversion	social learning theory
fundamental psychological error	superego

### V. Possible Debate Topic:

Criminal behavior is psychologically determined.

## Lessons 10 and 11      Strain and Cultural Deviance Theories

### I. Reading assignment:

Chapter 5, Criminology and the Criminal Justice System

### II. Lesson Objectives:

a. summarize the contributions to the understanding of the causes of crime and crime control policies of

Emile Durkheim  
Robert Merton  
Robert Agnew  
Robert Park and Ernest Burgess  
Clifford Shaw and Henry McKay  
Edwin Sutherland  
Thorsten Sellin

b. compare and contrast strain theory and cultural deviance theories.

c. compare and contrast social disorganization theory, differential association theory, and culture conflict theory.

### III. Discussion Questions:

a. You have been invited to give an overview of your theory of crime causation to PL 393. You may be tasked to play the role of one of the following:

Robert Merton	Clifford Shaw and Henry McKay
Edwin Sutherland	Thorsten Sellin

b. The Chief of Police of the Chicago Police Department is considering requesting funds from the City Council for crime and delinquency prevention and control programs for several high crime areas in the City. He believes that two approaches have special merit and has tasked you, as the Director of Research, to brief the Council on (a) the nature and theoretical underpinnings and (b) the potential contributions of:

The Chicago Area Project	The Head Start Program
--------------------------	------------------------

### IV. Key Terms:

accommodate	deviance
conduct norms	differential association theory
cultural deviance theories	general strain theory
cultural transmission	social disorganization theory
culture conflict theory	strain theory

### V. Possible Debate Topics:

Because of cultural diversity in America, it no longer is possible to have a single criminal code for all citizens.

## Lessons 12 and 13      Formation of Subcultures

### I. Reading assignment:

Chapter 6, Criminology and the Criminal Justice System

### II. Lesson Objectives:

a. summarize the contributions to the understanding of the causes of crime and crime control policies of

Albert Cohen  
Richard Cloward and Lloyd Ohlin  
Marvin Wolfgang and Franco Ferracuti  
Walter Miller

b. Compare and contrast the four major subcultural theories of deviance by Cohen, Cloward and Ohlin, Wolfgang and Ferracuti, and Miller.

c. Discuss middle-class delinquency and its relationship to gangs.

d. Discuss female delinquent subcultures

### III. Discussion Questions:

a. Albert Cohen, Richard Cloward, Walter Miller, and Marvin Wolfgang all have accepted the offer to appear in class and present their views on (a) the causes of crime and (b) the implications of those views for crime prevention and treatment. Be prepared to introduce each of these speakers by making a brief statement as to their views on the causes of crime and the implications of those views for crime prevention and treatment.

b. Describe the similarities and differences between male and female gangs.

### IV. Key Terms:

differential opportunity theory  
reaction formation

subculture  
subcultures of violence

### V. Possible Debate Topic:

The legalization of drugs would effectively end gangs in American inner cities.

## Lessons 14 and 15      Social Control Theory

### I. Reading Assignment:

Chapter 7, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize the approach of the social control theorists to crime and crime control
- b. summarize the contributions to the understanding of the causes of crime and crime control policies of

Travis Hirschi  
David Matza  
Albert Reiss  
Jackson Toby  
Walter Reckless  
Developmental/Life Course theorists  
Travis Hirschi and Michael Gottfredson

### III. Discussion Questions:

- a. Using your choice of social control theories, be prepared to explain why you are not a criminal.
- b. You are scheduled to introduce two social control theorists to our PL 393 class. An introduction appropriately would include (a) a short summary of their theory and (b) its impact upon crime and delinquency. Be prepared to introduce:

Travis Hirschi  
David Matza  
Albert Reiss  
Jackson Toby  
Walter Reckless

### IV. Key Terms:

attachment	indirect control
belief	internalized control
commitment	involvement
conformity	macrosociological studies
containment theory	microsociological studies
direct control	social control theory
drift	synnomic

### V. Possible Debate Topic:

Punishment is good crime control.

## Lesson 16 Labeling, Conflict, and Radical Theories

### I. Reading Assignment:

Chapter 8, Criminology and the Criminal Justice System

### II. Lesson Objectives:

a. Summarize the contributions to understanding of the causes of crime and crime control policies of

Howard Becker  
Frank Tannenbaum  
Edwin Lemert  
Kai Erickson  
Edwin Schur  
Karl Marx

b. Discuss the basic assumptions of labeling theory.

c. Discuss the critical perspectives that have emerged over the past decade including radical feminist theory, left realism, abolitionist and anarchist criminology, and peacemaking criminology.

### III. Discussion Questions:

a. You are to make a five-minute presentation to PL 393 explaining your theory of crime causation and implied treatment. For this purpose, assume you are:

Howard Becker  
Frank Tannenbaum  
Edwin Lemert  
Kai Erickson  
Edwin Schur  
Karl Marx

b. Some critical criminologists accuse traditional criminologists of being "domestic war criminals." What do they mean by this? How would traditional criminologists defend themselves?

### IV. Key Terms:

conflict theory  
consensus model  
due process  
equal protection

labeling theory  
penologists  
radical criminology  
social interactionists

### V. Possible Debate Topic:

With the demise of the Soviet Union, Marxist theories of crime have less relevance than before.

## Lessons 17 and 18 Environmental Theory

### I. Reading Assignment:

Chapter 9, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize generally the environmental criminology theory of crime
- b. summarize generally the rational choice theory of crime
- c. summarize generally the routine activities theory of crime
- d. summarize generally the lifestyle theory of victimization
- e. summarize generally situational crime prevention

### III. Discussion Questions:

You are a Sergeant in the San Francisco Police Department's Burglary Division. You know that taking steps to make homes more difficult to enter can reduce the risk of burglary. You have been asked to speak to a neighborhood group in San Francisco about the reduction of residential burglary. What would be your major recommendations to that group?

You are a Sergeant in the San Francisco Police Department's Auto Theft Division. You know that taking some simple precautions may reduce the risk of auto theft. You have been asked to speak to the California Automobile Association at its annual meeting in San Francisco about reducing auto theft. What would be your major recommendations to that group?

### IV. Key Terms:

displacement  
environmental criminology  
rational choice

routine activity  
target hardening  
theories of victimization

### V. Possible Debate Topics:

Surveillance cameras should be set up in high crime neighborhoods.

**Lesson 19      Research Period**

## **Lesson 20      Midterm Examination 1**

Midterm Examination 1 is valued at 15 percent of your course grade. The assignments for lessons 1 through 18 are the subject of the Midterm Examination.



## Lessons 21 and 22    Violent Crimes

### I. Reading Assignment:

Chapter 10, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize, illustrate, and classify the types of homicide
- b. summarize, illustrate, and classify the types of assault
- c. summarize and illustrate three types of family related violent crime
- d. summarize the changes in the legal system to deal with the violent crime of rape
- e. summarize and illustrate the violent crime of robbery
- f. describe terrorism and international efforts at control
- g. explain the concept of victim precipitation.
- h. discuss the rise of organized crime in the United States.

### III. Discussion Questions:

- a. You are preparing a typology of homicide. Develop an outline for a classification system that includes major characteristics of homicide offenders, victims, and situations. Be prepared to brief that outline to your colleagues in PL 393.
- b. Thinking about the major correlates that researchers have identified to violent crime, be prepared to suggest to a State Task Force programs to reduce violence on the streets.

### IV. Key Terms:

aggravated assault	murder
assault	negligent homicide
battery	rape
Federal Witness Protection Program	RICO Act
felony murder	robbery
homicide	serial murder
involuntary manslaughter	simple assault
justifiable homicide	sociopath
kidnapping	stranger homicide
Mafia	terrorism
malice aforethought	victim precipitation
manslaughter	voluntary manslaughter
mass murder	

### V. Possible Debate Topic:

Airline pilots should be allowed to carry weapons in the cockpit.

## Lessons 23 and 24 Crimes against Property

### I. Reading Assignment:

Chapter 11, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize, illustrate, and classify the types of larceny
- b. summarize, illustrate, and classify the types of fraud
- c. define burglary and identify the factors that go into the decision to burglarize
- d. define and illustrate fencing
- e. classify the firesetters and the motivations behind firesetting
- f. discuss the problems of detection and prosecution of high-tech crimes.

### III. Discussion Questions:

a. You are Edwin Sutherland. You have been asked to speak at a Los Angeles Police Department training program about the differences between professional and amateur thieves. Prepare your outline for that presentation for review by your colleagues in PL 393.

b. Some property crimes have different characteristics depending upon the age of the offenders. Be prepared to outline a presentation to the Los Angeles Police Department Training Academy on the differences between adult and juvenile perpetrated arsons and auto thefts.

### IV. Key Terms:

arson	fence
burglary	fraud
check forging	high-tech crime
confidence game	larceny
false pretenses, obtaining property by	shoplifting

### V. Possible Debate Topic:

The growing gap and differences between the rich and the poor in America are significant factors in the increase in property offenses.

## Lessons 25 and 26      White-Collar and Corporate Crime

### I. Reading Assignment:

Chapter 12, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize, illustrate, and classify the types of white-collar crime
- b. summarize, illustrate, and classify the types of corporate crime
- c. describe the problems associated with defining and determining the frequency of corporate crime.
- d. explain the development of corporate criminal law in the United States.
- e. compare and contrast the models of corporate culpability.

### III. Discussion Questions:

- a. Identify and be able to discuss problems that are unique in enforcing white-collar criminal laws.
- b. You aspire to be a successful white-collar, corporate, or organized criminal. Identify the crime you would choose, describe its advantages and disadvantages (from the criminal's point of view), and explain why you would choose this particular crime.

### IV. Key Terms:

bankruptcy frauds	embezzlement
boiler rooms	insider trading
churning	occupational crimes
consumer fraud	proactive corporate faults
corporate compliance programs	reactive corporate faults
corporate crime	Sherman Antitrust Act
corporate due diligence	stock manipulation
corporate ethos	vicarious liability
corporate policy	whistle-blower
disgorgement	white-collar crime

### V. Possible Debate Topic:

Corporate and white-collar crimes are a greater threat to American society than street crime (example: armed robbery).

## Lessons 27 and 28      Public Order Crimes

### I. Reading Assignment:

Chapter 13, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. describe the history of drug abuse in the United States.
- b., identify, summarize, and illustrate the five major components of the international drug economy.
- b. identify, summarize, and illustrate the major components of drug control.
- c. summarize the relationship between alcohol and violence.
- e. discuss some of the legal issues involved in dealing with pornography.

### III. Discussion Questions:

- a. Compare and contrast the drugs alcohol and marijuana, explaining why one is legal and the other is criminal. Include usage, relationship to crime, effects, and societal norms governing each in your analysis. Analyze the differences from a consensus and a conflict perspective.
- b. Be prepared to defend or refute the notion that activities such as prostitution, drunkenness, drug use, and pornography are victimless crimes.

### IV. Key Terms:

money laundering  
pimp  
pornography

prostitution  
sodomy  
statutory rape

### V. Possible Debate Topic:

Marijuana usage should be legal for medical purposes.

## Lessons 29 and 30      International and Comparative Criminology

### I.      Reading Assignment:

Chapter 14, Criminology and the Criminal Justice System

### II.      Lesson Objectives:

- a. understand the requirements for engaging in comparative criminological research
- b. identify the types of criminal activities, transactions, or schemes that violate the laws of more than one country or have a direct impact on a foreign country (transnational crime).
- c. define and explain the difference between transnational and international crimes.

### III      Discussion Questions:

Would an international criminal court be better able to deal with massive international fraud than the courts of any single country?

What are some of the problems of doing criminological research in cultures other than your own?

What are the best ways of ensuring that these problems are overcome?

### IV.      Key Terms:

comparative criminology  
international crimes

international criminal court  
transnational crime

### V.      Possible Debate Topic:

United States military forces should be allowed to torture prisoners to get information that may prevent acts of terrorism.

## **Lesson 31      Midterm Examination 2**

Midterm Examination 2 is valued at 15 percent of your final course grade. The assignments for lessons 21 through 30 are the subject of the Midterm Examination.

## Lessons 32 and 33 Processes and Decisions

### I. Reading Assignment:

Chapter 15, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. identify and summarize the major stages in the criminal justice process.
- b. identify and summarize the major decisions at each of the major stages of the criminal justice process.
- c. compare and contrast the four different paths through the criminal justice system (felonies, misdemeanors, petty offenses, and juvenile offenses).
- d. discuss the development of the juvenile justice system.
- e. identify the victim's rights and roles in the criminal justice process

### III. Discussion Questions:

- a. Compare and contrast the adult and juvenile justice systems, citing advantages and disadvantages of each.
- b. Discuss the roles of the prosecutor, the defense attorney, the judge, and the accused in a plea bargain, giving the concerns of each.
- c. In what ways are offenders diverted from the criminal justice system? What are the impacts on our ideas about "justice" from such diversions?

### IV. Key Terms:

direct file	preliminary hearing
exclusionary rule	prima facie case
Miranda warning	probable cause
parens patriae	reasonable suspicion
plea bargaining	

### V. Possible Debate Topic:

Military tribunals, instead of the civilian court system, should be utilized in cases involving international terrorism.

## Lessons 34 and 35      **Enforcing the Law: Practice and Research**

### I.      Reading Assignment:

Chapter 16, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. summarize the history of policing in the United States and England.
- b. identify and describe the levels and types of law enforcement agencies in the United States.
- c. identify and compare the three basic functions of police in the United States.
- d. identify and discuss the six defects found in the rule of law in which American law enforcement has been found defective or deficient.
- e. compare and contrast the various methods of community policing.

### III. Discussion Questions:

- a. Research data show that the majority of people shot by police are minority group members. As a criminologist, what possible conclusions might you draw from these data?
- b. Describe the values and traits that are encouraged by the working environment of law enforcement and the results of those values and traits on policing?

### IV. Key Terms:

community policing  
constable  
frankpledge  
genetic fingerprinting  
justice of the peace  
night watchman

police subculture  
problem-oriented policing  
sheriff  
sting operation  
team policing  
tithing

### V. Possible Debate Topic:

The intelligence and counterintelligence functions of the CIA and FBI should be combined into a single organization as part of the governmental structure that deals with terrorism.



## Lessons 36 and 37      The Nature and Function of Courts

### I. Reading Assignment:

Chapter 17, Criminology and the Criminal Justice System

### II. Lesson Objectives:

- a. identify and describe the three levels of the state court systems.
- b. identify and describe the three levels of the Federal court system.
- c. compare and contrast the most prominent philosophies of punishment.
- d. compare and contrast the major arguments for and against capital punishment.
- e. explain the role of the trial judge at each stage of the trial process.

### III. Discussion Questions:

- a. Assume that you are a professional criminal. Discuss the advantages and disadvantages of the American criminal court system from your perspective.
- b. Identify and be prepared to discuss the multiple goals of sentencing and their compatibility.

### IV. Key Terms:

arraignment	motions
certiorari, writ of	peremptory challenges
challenges for cause	plead
defense counsel	presumptive sentence
deterrence	prosecutor
directed verdict	rehabilitation
habeas corpus	restorative justice
indictment	retribution
information	selective incapacitation
just deserts	sentencing commissions
mandatory sentence	vindication
motion to dismiss	voir dire

### V. Possible Debate Topic:

Mandatory sentencing, eliminating judicial discretion, should be required in all American judicial systems.

## Lessons 38 and 39      A Research Focus on Corrections

### I. Reading Assignment: Chapter 18, Criminology and the Criminal Justice System

#### II: Lesson Objectives:

- a. describe the development of corrections in the United States.
- b. discuss competing explanations of the origin of prison culture.
- c. compare and contrast community alternatives to incarceration.
- d. explain the emergence of privatized corrections in America.

#### III. Discussion Questions:

a. The text suggests that the United States is heading for a new era in which the measure of punishment is likely to be a composite of:

- (1) the need to protect society
- (2) the need to compensate society for its losses
- (3) the need to compensate victims for their losses

Describe a correctional system that accomplishes all three goals in a cost-effective manner.

- b. Discuss the advantages and disadvantages of privatizing corrections.

#### IV. Key Terms:

conjugal visits	intensive supervision probation
corrections	parole
employment prisons	penitentiary
fee system	prisonization
good-time system	probation
inmate code	shock incarceration

#### V. Possible Debate Topic:

Private prisons should replace public prisons.

## **Lesson 40**      **Course Summary**

This lesson, although used to synthesize what we have learned about the nature of crime in the United States, its genesis, and the nature of the criminal justice system, focuses on the particular responsibilities and consequences of addressing the challenge of crime in a free society.