Course Information

Division: Social Sciences
Course Number: AJS 225
Title: Criminology
Credits: 3
Developed by: Kris Matthews
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status: ASU, NAU, UA

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<th>ASU</th>
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<td>CRJ 225, Social-Behavioral Sciences (SB)</td>
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<td>CCJ 250 also satisfies: Social and Political Worlds [SPW]</td>
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<td>PA Departmental Elective, Tier 1 &amp; 2 Individuals &amp; Societies (IS)</td>
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Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Fall and Spring
GE Category: Social Sciences
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

Educational Value
An excellent course for understanding the biological, psychological, and sociological approaches to studying crime and its causation. Learners will examine victimology and the effects of crime on both primary and secondary victims. Fulfills Social Sciences general education requirements.

Description
Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders.

Supplies
Access to a personal computer and the Internet.
1. Analyze the extent and nature of crime.

Learning objectives

What you will learn as you master the competency:

a. Identify the nature of crime and delinquency.

b. Analyze the social origins of criminal law to include how race, gender, and ethnicity are involved.

c. Describe the study of criminal behavior.

d. Contrast common strategies of conducting criminological research.

e. Identify the historical context and emergence of modern criminology.

f. Describe how crime is measured.

g. Articulate crime and its many costs.

h. Identify the different dimensions of crime and critically address how culture might explain perceived criminal conduct.

Performance Standards

Competence will be demonstrated:

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

Criteria - Performance will be satisfactory when:

- learner identifies the characteristics of crime and juvenile delinquency
- learner discusses the theoretical perspectives of crime and criminal law
- learner articulates the methods used to study criminal behavior including needs and motivators; reducing commitment to law; and learning skills to commit crime
- learner describes how criminological research is conducted including biographies, patterns of crime, cohorts and other strategies
- learner compares and contrasts the classical school of criminology with positivism and cartography
- learner identifies how crime statistics are gathered and measured
- learner describes victimization surveys and self report studies
- learner describes the different variations of crime rates by community, temporal variations, gender, age, race and social class

2. Describe common causes of criminal behavior.

Learning objectives

What you will learn as you master the competency:

a. Describe the biological explanation of crime.

b. Describe the psychological explanations of crime.

c. Describe the social explanations of crime.

d. Identify the social and economic sources of crime.

e. Identify the aspects of social control and commitment to law.
f. Describe social control theory.

g. Describe sources of how persons learn to commit crime.

h. Describe opportunities and facilitating factors of crime.

i. Identify the different criminal careers.

j. Compare the organization of criminal behavior to conventional behavior.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

*Criteria - Performance will be satisfactory when:*

- learner explains the history of the biological perspective on crime
- learner identifies the differences between biology and modern criminology
- learner compares and contrasts the mental deficiency theory and psychoanalytic perspective
- learner identifies the social and economic sources of white collar crime
- learner identifies the social and economic sources of organized crime
- learner identifies the social and economic sources of conventional crime
- learner describes the aspects of gender, crime and feminist criminology
- learner describes social control theory
- learner analyzes techniques of neutralization
- learner compares and contrasts differential association theory and the labeling perspective
- learner describes the routine activities theory
- learner analyzes how victims become targets of crime
- learner analyzes criminal careers for both adults and delinquents
- learner describes the exiting process of leaving crime
- learner analyzes juvenile gangs, conventional crime and organized crime

3. **Analyze public reactions to crime.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Compare and contrast community reactions to crime from a historical viewpoint.
- b. Describe the criminal justice system.
- c. Compare deterrence, incapacitation, retribution, and rehabilitation.
- d. Articulate leading proposals to solving the crime problem.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

Criteria - Performance will be satisfactory when:
- learner describe the consequences of the fear of crime
- learner identify formal versus informal social controls
- learner compares and contrasts individual responses to crime
- learner analyzes the role of the police, criminal courts, and corrections
- learner describes the changing role of the victim in the criminal justice system
- learner compares and contrasts deterrence, incapacitation, retribution and rehabilitation
- learner describes the ideological approaches to solving the crime problem
- learner identifies the politics of crime
- learner analyzes situational crime prevention
- learner describes how society deals with the causes of crime

4. Analyze crime statistics and associate statistics to the major criminal classification.

Learning objectives
What you will learn as you master the competency:

a. Identify the places of origin of crime statistics.

b. Identify how race, gender, and ethnicity relate to the types of crimes committed.

c. Critically analyze how various cultures correlate to crime statistics and the underlying antisocial behavior which may be related to the cultures.

d. Articulate how race, ethnic, and gender disparities are viewed in lieu of representation and sentencing.

Performance Standards
Competence will be demonstrated:

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

Criteria - Performance will be satisfactory when:

- learner identifies the relationship between race, culture, gender, and crime
- learner discusses where crime statistics come from
- learner articulates the methods by which criminal statistics are gathered
- learner describes how criminological research has documented possible disparities in the representation of poor clients
- learner describes how criminological research has documented possible disparities in the sentencing of minorities and women
5. **Analyze public order crime and drug trafficking as they relate to criminology.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify which crimes have historically been determined to be public order crimes.

b. Associate public order crimes to the study of criminology and how perception of these crimes might differ according to race, gender and ethnicity.

c. Critically analyze public order crimes as they relate to various cultures and how these may relate to socialization and subsequent crime.

d. Explain the history of drugs, drug abuse, and drug-control legislation in the United States.

e. Identify the various categories of controlled substances and what is considered to be a dangerous drug.

f. Analyze the historic government strategies which have been used to reduce the incidence of drug use in the United States.

g. Articulate the relationship between drug trafficking and drug abuse to other forms of crime.

h. Recognize how drug abuse might differ according to age, race, and gender.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

*Criteria - Performance will be satisfactory when:*

- learner describes the history of drug use in the United States
- learner discusses what is an illegal drug
- learner articulates what legislation has been instituted in the United States to battle drug abuse
- learner describes how drug abuse relates to drug trafficking
- learner describes how drug abuse relates to property crime
- learner describes how drug abuse relates to public corruption
- learner describes how drug abuse relates to social policy
- learner identifies the rates of drug use according to culture, ethnicity and gender
- learner describes the costs of drug abuse to law enforcement
- learner describes the cost of drug abuse to the family
- learner describes the cost of drug abuse to society at large

**Types of Instruction**

Participative Lecture/Classroom Discussion

Multimedia
**Grading Information**

**Grading Rationale**

Each instructor has the flexibility to develop evaluative procedures within the following parameters:

1. A Pre-test MUST be administered to EACH student during the first two (2) weeks of class if a new textbook is being used OR every three (3) years. It will NOT count toward the student's grade.

2. The Final Examination/Post-test will be the same test. It will represent 20% of the final course grade.

3. Exams/quizzes represent 20% of the final course grade.

4. The midterm exam represents 30% of the final course grade.

5. Other activities will represent 30% of the final course grade.

Extra credit points up to 3% can be awarded to students for completing the end-of-semester student course survey and providing evidence of doing so to their instructor.

**Grading Scale**

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- F: Below 60%