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Criminal Justice Syllabi Spring 2019

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206 Criminology

Yolanda "Gail" Hurst
hurst@xavier.edu

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Xavier University
Department of Criminal Justice
CJUS 206/Criminology
Spring 2019
Tuesdays 8:30-11:00/Cohen 194

Instructor: Dr. Y.G. Hurst
Office: Cohen 155
Office number: 745-1070
Email: hurst@xavier.edu

Office hrs: T/Tr 11:00-12:30
or by appointment

Course description:

Criminology is a course designed to familiarize students with multiple theories on the etiology of crime. Students will learn about and discuss major theories used to explain criminal behavior. Students will also explore the role of social institutions in society and how they structure behavior. This course fulfills the oral communication and writing flags for the Core Curriculum. Therefore, all of the course requirements are writing intensive and require students to verbally participate. By the end of this course you will be able to:

- Explain the major criminological theories used to explain deviant behavior
- Compare theoretical explanations of crime
- Evaluate the empirical validity of major criminological theories
- Discuss the significance of criminological theories in developing criminal justice policy
- Discuss the role of social institutions in creating and suppressing deviance

Oral communication and written flags learning objectives:

SLO #1: Adapt messages in a variety of communications contexts. As CJUS professionals, you need to be well versed in various forms of oral communications in order to meet the many groups with whom you work and serve. As such:

- Students will prepare and give a 45 minute presentation over an assigned reading
- Students will prepare for and facilitate a class discussion

SLO #2: Organize information effectively. In order to effectively communicate, professionals must learn to clarify and explain abstract ideas, develop a single purpose for speaking, and utilize organizational patterns and strategies that allow the audience to understand and engage with the speaker's message. As such:

- Students will summarize a reading, highlighting important concepts
- Students will integrate an assigned reading with issues and/or readings previously discussed

SLO #3: Advocate a supported opinion on complex topics. As a CJUS professional you may be required to advocate for an opinion, policy, or law using credible evidence, sound logic, and ethical appeals. As such:

- Students will analyze and evaluate the validity of readings
- Students will develop and present a cohesive theory that, in their opinion, explains deviant behavior

SLO #4: Critique challenging messages with respect. Responding to speakers respectfully requires active listening skills. These skills include, comprehending the speaker's message, asking relevant clarifying questions when appropriate, and providing constructive feedback to a speaker. All should be able to respectfully participate in group discussions and examine a variety of opinions with an open mind. As such:

- Students will provide respectful and helpful feedback on peer presentations
- Students will regularly work in groups during class to discuss and complete tasks

SLO #5: Present messages through a variety of modalities. As CJUS professionals we must recognize that effective oral communication comprises a variety of message types. Multi-modal communication ensures that listeners receive the intended message. As such:

- Students will prepare handouts, outlines, and use visual aids as supplementary material in a presentation
- Students will prepare a task or exercise for the class to complete at the end of a presentation that gauges understanding.

SLO 2a: Students will also find, evaluate, and logically convey information and ideas in written and oral presentations. This is flagged as a writing core course in the guidelines of Xavier's core curriculum. As such 40% of your grade will be determined by written assignments.

- Students will write two short papers and a longer policy paper. Importantly, before submitting the policy paper for grading, students are required to turn in a section to me for feedback related to content and mechanics of writing.
- Students will complete exams that require writing in some form (essays, short answers).

Required readings:

Siegel, L. (2014). *Criminology: theories, patterns, and typologies*. Cengage Learning: Boston, MA

Anderson, E. (1999). *Code of the Street Decency, Violence, and the Moral Life of the Inner City*. W.W. Norton & Company: New York.

*additional readings will be placed in Canvas

Course requirements and grading:

Working group activities:

Each student will be part of a working group whose purpose is to facilitate oral communication and improve writing skills within and between smaller groups. The working groups will meet during class time to discuss and complete work assigned by the instructor. For these in-class meetings the final work product will be a short paper (submitted at the end of class) and/or a short presentation to the class. Each member of the group must participate to the satisfaction of

the group as a whole. Moreover, the group must select a rotating member to preside over each discussion. This person will be responsible for moderating/managing discussion, budgeting time, and submitting the final work product. It is important that students bring a laptop to class. The tentative dates for the working group activities are on the course schedule. The working group will also meet outside of class throughout the semester to prepare for a 40 minute presentation that takes place at the end of term.

1) End of the term oral presentation (25% of final grade)

The working group will be responsible for preparing a 40 minute presentation over a reading assigned by the instructor. Each member of the group must actively participate. An excellent presentation will take the entire semester to complete.

Within the 40 minutes, students will be expected to: (1) summarize the reading, highlighting important concepts and issues, (2) critically analyze and evaluate the validity of the reading, (3) importantly, integrate the assigned reading with issues and/or readings previously discussed, and (4) prepare a short exercise or task for the class to complete that gauges understanding. After the conclusion of the presentation, time will be allowed to answer questions the instructor or students may have. Note that students are responsible for presenting material in a way that allows for note taking. Handouts, outlines, and/or visual aids are required as supplementary material. Each member of the group must actively participate in the presentation. An excellent presentation will take the entire semester to complete.

Group led discussion (not graded):

In order to prepare for the end of term oral presentations, students will be responsible for leading a class discussion over a prompt provided by the instructor. This prompt will be related to weekly readings and will require that students not only answer it, but also integrate course material. Importantly, students must prepare a question or issue that the class will discuss. Prompts will be given the class session before the presentations begin. One class session will be devoted the group led discussion which should be 20 minute in length. This will be followed by constructive feedback from the class. Note that these discussions will not be graded by the instructor; rather they will serve as a way to receive feedback before end of term presentations. Again, your peers will provide feedback. Feedback will relate to content and method of delivery. Students can earn 0-10 extra credit points for completing this task.

2) Peer assessment/feedback (10% of final grade)

All students will participate in peer reviews three times during the semester. This is a graded assignment for students assessing the group and will require that each student (not group) provide feedback that is constructive and useful to helping peers prepare future assignments. Assessment will related to both content and method of delivery.

Papers:

3) Theory illustration paper (10% of the final grade) - During the first half of class, groups will work together to write a 3-4 page paper that uses the Anderson text to illustrate how the lives of “street oriented” people or families fit any four focal concerns developed by Walter Miller in the 1950’s. In your paper you must use illustrative quotes and examples from the Anderson reading to

demonstrate each focal concern. During the second half of class, each group will take 20 minutes to present their work product to the class for peer and instructor assessment.

4) Theory integration paper (10% of final grade) – During the first half of class, groups will work together to write a 4-5 page paper that integrates two or more theories into one cohesive theory that, in their opinion, explains criminal behavior. For this task, begin with creating a name for the new theory, then identify the theories they have chosen to integrate. Discuss the strengths and weaknesses of these theories. Finally, fully explain how components of existing theories have been integrated to form your more superior theory. During the second half of class, each group will take 20 minutes to present their final work product to the class for peer and instructor assessment.

5) Policy Paper (25% of final grade) - In 10 pages, each student will practically apply theory to criminal behavior and discuss policy implications. Section 1 of the paper will be submitted early for feedback. Students will meet with the instructor for individualized feedback on their writing.

Section 1: Definition and description of crime. First choose a type of crime in which you are interested. You can select a specific type of crime such as homicide, domestic violence, or drug dealing; or a general category of crime such as property, violent, or white collar. Once you have decided on the scope of crimes, you must thoroughly discuss the criminal behavior. This discussion should include, but does not have to be limited to areas such as: the legal definition of the crime(s), statistics on the frequency of the crime, and research on the behavioral patterns of the crime (i.e. when, where, how, against whom this crime is committed). Students should use Part III of the text, which is a discussion of crime typologies, as a guide to writing this section.

Section 2: Theoretical analysis. Next, you should use a theory or theories covered in class to explain why individuals commit the crime you have chosen. You can also integrate parts of different theories to create your own. Similar to your first paper, you must be thorough and succinct in your description of the theory and how it explains the crime you have chosen. You must go beyond the texts in this course for this discussion and cannot rely solely on the assignments that have already been submitted for this course.

Section 3: Implications for public policy. Finally, you should discuss how public policy (i.e. laws, programs) can reduce the criminal behavior you have covered. If your theory on why people commit a crime is correct, then what types of laws or programs should be implemented to “fix” the problem? In this section students must actually identify a law, program, or policy that seems to address your selected crime and theory. Here is perhaps an overly simplistic example: teenagers join gangs that engage in violent crimes because they have been labeled by the juvenile justice system as bad and then are alienated by society. So, a policy of diverting juveniles out of the system may stop them from joining gangs and thus may reduce violence.

6) Exams (20% of final grade) -Two exams make up the final requirement for this course. These are writing exams (essays, short answers) and, unless notified, are not comprehensive. Please note that these are exams, not quizzes. Therefore, they will take time to complete, and will measure your final knowledge of the subject matter.

Grades will be determined according to the following breakdown and scale:

Policy paper:	25%	Exceptional work = 100-95(A) 94-90(A-)
End of term presentation:	25%	Good work = 89-87(B+) 86-83 (B) 82-80 (B-)
Exams:	20%	Adequate work = 79-77(C+) 76-73 (C) 72-70 (C-)
Theory illustration paper:	10%	Minimal work = 69-67 (D+) 66-63 (D) 62-60 (D-)
Theory integration paper:	10%	Failing work = below 60 = F
Peer assessment/feedback:	<u>10%</u>	
	100%	

**There is an attendance policy for this course. After the first missed session, five points will be deducted from the final grade for every missed class.*

Some Important Class Policies:

Students are expected to come to class and to be on time. Also, this course is work intensive and in large part discussion driven. As such, students are expected to come to class prepared, and ready to discuss weekly readings.

The instructor does not accept late work. Unless formally excused prior to the due dates, this rule is unbending; students who miss the due dates will be given a grade of zero.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Some of the assigned readings for this course are charged, and students may not necessarily agree with the author(s) stance. Students are encouraged to discuss the readings in an open and honest manner. However, students must refrain from making comments that could be considered offensive. Moreover, students must be respectful of the thoughts and opinions of others.

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of university policy and the code of conduct. Any student suspected of engaging in such conduct will be referred to the office of student conduct, and may be dropped from the course.

Grade complaints may be made up to one week after the grade is given. This may be done by either neatly writing or typing why you thought your work or answer was correct. A grade change is not guaranteed, but if a student has a complaint that the instructor perceives as reasonable his/her score may be changed.

Academic dishonesty is not permitted. Students considering cheating (i.e. sharing their work with others, plagiarizing) should read the section in your student handbook that addresses this issue and its consequences.

Tentative course schedule

Week 1:	Jan. 15 th	Introduction and course overview
Week 2	Jan. 22 nd	Topic: Crime and human ecology Readings: Siegel chapters 4 & 6
Week 3:	Jan. 29 th	Topic: Crime and the social structure Readings: Siegel- chapter 6 cont'd Anderson- intro. & chapter 1
Week 4:	Feb. 5 th	Assignment: Group theory illustration paper Peer assessment/feedback
Week 5:	Feb. 12 th	Topic: Crime and the social process Reading: Siegel chapter 7 Anderson chapters 2 & 3
Week 6:	Feb. 19 th	Assignment: Ungraded group led discussion Peer assessment/feedback
Week 7:	Feb. 26 th	No class
Week 8:	Mar. 5 th	Assignment: Exam #1 Section 1 of policy paper due for instructor feedback
Week 9:	Mar. 12 th	Spring break
Week 10:	Mar. 19 th	Topic: Crime social control & life course Readings: Anderson chapters 4-6 Siegel chapter 7 & 9 Assignment: Individual meeting begin
Week 11:	Mar. 26 th	Topic: Crime, labeling and conflict Readings: Siegel chapters 8 Assignment: Individual meeting continue
Week 12:	Apr. 2 nd	Assignment: Group's theoretical analysis paper Peer assessment/feedback Individual meeting continue
Week 13:	Apr. 9 th	Assignment: Exam #2
Week 14-15:	Apr. 16 th & 23 rd	Assignment: End of class presentations
Week 16:	Apr. 30 th	Policy paper due via by 12:00noon