Instructor: Dorian Dreyfuss, M.A., J.D.
Office: 512 MacQuarrie Hall
Phone (408) 924-2947; Fax (408) 924-2953
Class times: MW 12:00-1:15 PM  523 MacQuarrie Hall
Office Hours:M: 3-5:30; W: 11-12 after class, by appt.
Fall 2006

JS118
THEORIES OF CRIME AND DELINQUENCY

COURSE DESCRIPTION

Introduction to criminology, examining demographics and measurement of
crime, theories of causation and victimology. In depth study of the
transition from deviant to antisocial and finally criminal behavior. Included
will be violent crime, sex offences, theft offenses, political and public order
crimes. Crime victims and their treatment within the Criminal Justice
System will also be studied. Attention will be given to the criminalization and
decriminalization process. International issues such as genocide, child
mercenaries, sex trafficking and slavery will be reviewed.

COURSE OBJECTIVES

At the time of the final students should be able to:

1. Articulate the concerns of criminologists, including the historical timeline
   From Classical criminology to Conflict criminology.

2. Master measurement techniques including survey research, UCR data,
   longitudinal research, experimental and observational methods of collecting
data.

3. Have an understanding of general crime demographics and limited
   international demographics.

4. Understand the role of the victim in the criminal dynamic, and the
   system's evolving treatment of such victims.
5. Master theories of criminality including classical, biologic, psychologic and sociologic.

6. Develop typologies of violent crime, rape, pedophilia, serial/mass murder, white collar crime and public order crimes.

7. Apply theories of behavior to true crime scenarios.

**REQUIRED TEXTS**


A second book, chosen by the student, to use as research material for paper on criminal behavior.

**CLASS REQUIREMENTS**

Three exams will be required: two midterms and a final exam. Additionally, a research paper 8 pages in length is required. The exams will cover lectures, videos, guest speakers and text readings. MISSED EXAMS MAY ONLY BE MADE UP ON THE LAST DAY OF CLASS. Students are encouraged to read the newspaper and bring in articles of interest to share with the class. This will improve your participation and may lead to a higher overall grade in the class. If you miss a class, find a buddy to share notes with. Do not ask me to Supply notes.

**EVALUATION**

Each exam will be assigned a point value based on a class generated curve. A review sheet will be provided two class periods before the exam.

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STUDENTS WITH DISABILITIES

Students with disabilities who need accommodation must register with the Disability Resource Center, document it, and determine the services and accommodation needed for student success. The DRC will contact the instructor with the types of consideration needed. Students must register with the Center during the first three weeks of the semester. Their website is: http://www.drc.sjsu.edu/.

CHEATING AND PLAGIARISM

In accordance with University policy, students caught cheating or plagiarizing will both fail the entire class and be reported to the Office of Student Conduct & Ethical Development. If you are considering a career in the Justice System, be aware that reports of cheating will go on your permanent academic record and thus may be discovered by employer’s background investigations. For more information, take the SJSU Library Tutorial at http://tutorials.sjl_library.org/plagiarism/index.htm. Policy: http://sa.sjsu.edu/student_conduct

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. It is the student’s responsibility to make sure classes are dropped. You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: http://sa.sjsu.edu/student_conduct

COURSE SCHEDULE

WEEK 1  Introduction, class mechanics, announcement of second
Book.
*Concepts of crime, law and criminology; penology, Victimology, theory construction. Deviance-antisocial-Criminality transition.*
Text Cp. 1

**WEEK 2**
Nature/extent of crime, measurement of offenses, Data collection.
In class self-report exercise
Text Cp. 2

**WEEK 3**
Victims and Victimology
Text Cp. 3
Approval of books for research paper

**WEEK 4**
Choice theory
Text Cp. 4
Review for first midterm
FIRST MIDTERM SEPTEMBER 20

**WEEK 5**
Trait theory, biosocial, psychological, developmental Theory
Text Cp. 5

**WEEK 6**
Social Structure, Social Process Theory
Text. Cp. 6-7

**WEEK 7**
Social Conflict theory, Restorative Justice
Text Cp. 8

**WEEK 8**
Review for second Midterm
Second Midterm OCTOBER 30

**WEEK 9**
CRIME TYPOLOGIES OF VIOLENT CRIME
Rape, murder, robbery, pedophilia
Text Cp. 10

**WEEK 10**
Continuation of Violent Crime Typologies
Happy Thanksgiving!
WEEK 11  Property Crime
Theft, shoplifting, employee theft
Text Cp. 11
RESEARCH PAPERS DUE!!!!!!!!!!!!!!!!!!!!

WEEK 12  White Collar Crime/cyber/organized crime
Text Cp. 12

WEEK 13  Public Order Crimes, prostitution, drugs, pornography.
Text Cp. 13

WEEK 14  International Crime
Class notes

WEEK 15  Review for Final Exam
Make-up day for missed exams

Final Exam  WEDNESDAY, DECEMBER 13TH  0945-1200

Paper Assignment  8 pages  Application of theory to behavior

The purpose of this assignment is to read a book, nonfiction, although some fiction may be approved by the instructor and apply theories, concepts, demographics, profiles and typologies to the criminal scenario. Think of yourself as a behavioral criminal profiler, profiding explanations for deviant, criminal and sometimes horrific acts. A list of suitable books will be supplied as well as a binder which has book reviews, but it is the students responsibility to choose and find the book. Most are available online, used, at very reasonable prices. This is not a book report, you will be critically evaluating the behavior in the book using our class materials. There are many excellent accounts to choose from, and I will push you towards the more literary choices. The writing is better and usually provides more clues which will aid in your explanation.

FORMAT:

1. PARTICULARLY RELEVANT THEORIES:
VICTIM PRECIPITATION
LIFESTYLE
DEVIANP PLACE
ROUTINE ACTIVITIES
CHOICE-RATIONALITY OF CRIME-DETERRENCE
TRAIT-DEVELOPMENTAL ISSUES, FAMILIAL, PSYCHOLOGY
DSM CATEGORIES
ABUSE, FAMILY DYSFUNCTION, REACTION THEORY
CONFLICT THEORY-TERRORIST CRIME/ORGANIZED CRIME

2. TITLE PAGE MUST CONTAIN A COLOR REPRODUCTION OF THE BOOK COVER.

3. THEORIES, CONCEPTS, ETC. MUST BE BOLDED!
4. INTRODUCTION: IN A FEW PAGES OUTLINE THE PLOT OF THE BOOK.

5. MOTIVE—WHAT THEORIES CAN EXPLAIN THE BEHAVIOR OF THE PERPETRATORS? AT LEAST 10 THEORIES SHOULD BE EXPLORED.

6. YOU MUST INCLUDE VICTIMOLOGY


8. BIBLIOGRAPHY—CITATIONS/SOURCES/SUPPLEMENTAL SOURCES.

9. EXAMPLE OF APPLICATION OF THEORY TO BEHAVIOR:

Truman Capote’s In Cold Blood provides an account of Perry Edward Smith, who, along with Richard Hickcock, murdered and robbed a family in Holcomb, Kansas in 1959. (It was also the topic of the 2005 film Capote). Capote’s book was the first true-life literary account of an horrendous crime.
Capote’s book suggest that Smith committed these crimes primarily as a result of what Miller identifies as lower class focal concerns. Smith was a single, white, thirty-one year old lower class male when he and Hickcock murdered the Clutter Family. The main predisposing factor affecting Smith was an unhappy childhood. His alcoholic mother left his father and took Smith and his siblings with her when she went to California to lead a wild life. Smith was six years old at the time, his siblings were teenagers. His mother would have sex with anyone who would buy her a drink. The emotional abuse was compounded by the children’s responsibility for cleaning up her Vomit, finding decent clothes and sufficient food. Smith’s sister Fern, and his brother Jimmy would later commit suicide as adults. (Suicide typologies may be discussed later in the paper).

Committed to an orphanage at the age of seven, Smith was later returned to his Mother at age seven. After several confinements in institutions and children’s detention homes, he was sent to live with his father. His formal education, and any chance of a structured childhood ended in third grade, further disposing him to crime. (discuss juvenile chronic offenders, DSM categories, pre-antisocial behavior). He and his father drifted around the country in a house trailer until Smith was 16 when he joined the merchant Marines. After discharge in 1952 he went to live with his father in Alaska. However, they fought bitterly, and he was thrown out of the house. (abandonment).

Psychodynamic theory stresses the importance of early childhood experience: bonding with parents, smooth transitions through developmental stages and the impact of traumatic events on the psyche of children experiencing abuse/neglect. Smith was a victim of his parent’s alcoholism, neglect, and failed attempts to instill positive values and a sense of morality. The impact is underscored by the suicide of the siblings and his later sociopathic violence. Rageful children who are never given a forum in which to express feelings (therapy) often become rageful adults who visit their violence on the community.

A central attractive factor for Smith was his early experience in crime and prison life. After separating from his father, he had no money and no where to go. As a result, he committed a burglary and landed in prison with a 5-10 year sentence. While in prison (social learning theory should be explained
here), Smith's acts demonstrated the lower class concern for toughness and smartness. During his confinement he bragged of having killed a man in Las Vegas. He claimed to have done it for the hell of it and maintained he had gotten away with it. (Institutionalization should be explained here) He made up the story to impress other inmates. Etc. etc.

10. Suggested books:
   Do or Die, Leon Bing---gangs, LA, excellent
   Eight Ball Chicks, Ginny Sykes----girl gangsters, excellent
   A Rip I Heaven, Cummins---memoir of violent crime survivor
   Journal of the Dead, Kersten---best friends go camping and one ends up dead—murder, euthanasia? Excellent
   Every Breath You Take, Ann Rule—or anything by this author, the primary writer in this genre
   Black Dahlia, Hodel, cop investigates his father's past crime—excellent
   Halfway Heaven, Thernstrom, murder-suicide at Harvard University—excellent
   Lucky, Sebold—memoir of college sexual assault, excellent
   Out of Bounds, Benedict—NBA culture of rape, violence—excellent
   Black and Blue, Quindlen, domestic violence—excellent
   Judgement Ridge, Lehr, highschool boys murder local professor
   In Cold Blood, Capote, groundbreaking study of random murder—excellent
   Night Stalker, Carlo, serial murder etc.
   When a Child Kills, Mones, parricide—excellent

Extended list is in my office.