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Phone(408) 924-2947; Fax (408) 924-2953
Class times: MW 1:30-2:45 PM  523 MacQuarrie Hall
Office Hours: W 3-5:30; M:2:45-3:30; after class, or by appt.
SPRING 2008

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

NOTE: THE AUTHOR HAS TWO EDITIONS OF THIS TEXT, MAKE SURE YOU OBTAIN THE EDITION WITH THE LARGE EYE ON THE COVER.

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 based on your book, 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! An complete will only be given if the student has completed two thirds of the work and presents a valid, documented explanation for the request. Oversleeping the final or any other exam does not constitute a valid excuse.

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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<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
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<tr>
<td>Midterm # 1</td>
<td>25%</td>
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<td>Midterm # 3</td>
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<tr>
<td>Paper</td>
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student outline is mandatory!!!

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 University Judicial Affairs Officer. 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.sjlibrary.org/plagerism/index.htm.

SPECIAL NOTE TO STUDENTS:

THIS CLASS WILL COVER MATERIAL WHICH MAY BE DISTURBING TO SOME STUDENTS, INCLUDING RAPE AND SEXUAL ASSAULT, MURDER AND CHILD ABUSE. FOR THAT REASON, PLEASE DO NOT BRING CHILDREN TO CLASS AND PLEASE LET ME KNOW IF YOU FEEL THE CONTENT MAY BE UNCOMFORTABLE FOR YOU. ALSO, PLEASE TURN OFF CELL PHONES, THEY ARE DISTURBING TO OTHER STUDENTS.
COURSE SCHEDULE

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 MONDAY FEBRUARY 25

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

SPRING BREAK

WEEK 8  Review for second Midterm
SECOND MIDTERM APRIL 2

WEEK 9  CRIME TYPOLOGIES OF VIOLENT CRIME
Rape, murder, robbery, pedophilia
Text Cp. 10
PAPER OUTLINES DUE! APRIL 9
WEEK 10 Continuation of Violent Crime Typologies

WEEK 11 Property Crime
Theft, shoplifting, employee theft
Text Cp. 11
RESEARCH PAPERS DUE APRIL 23

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 MAY 12TH

Final Exam WEDNESDAY MAY 21 1215-1430

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, providing 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. IF YOU DO NOT FOLLOW THE INSTRUCTIONS FOR THE PAPER FORMAT YOU WILL BE DEDUCTED POINTS, PLEASE READ CAREFULLY!

FORMAT:
1. PARTICULARLY RELEVANT THEORIES:
   VICTIM PRECIPITATION
   LIFESTYLE
DEVIANT PLACE
ROUTINE ACTIVITIES
CHOICE-RATIONALITY OF CRIME-DETERRENCE
TRAIT-DEVELOPMENTAL ISSUES, FAMILIAL, PSYCHOLOGY
DSM CATEGORIES
ABUSE, FAMILY DYSFUNCTION, REACTION THEORY
CONFLICT THEORY-TERORIST CRIME/ORGANIZED CRIME
SOCIAL STRUCTURE THEORY
INTELLIGENCE/CRIMINALITY
NEUTRALIZATION AND DRIFT

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.

4. MOTIVE—WHAT THEORIES CAN EXPLAIN THE BEHAVIOR OF THE PERPETRATORS? AT LEAST 10 THEORIES SHOULD BE EXPLORED. DSM CATEGORIES MUST ALSO BE EXPLORED. (DIAGNOSTIC & STATISTICAL MANUAL OF PSYCHIATRIC ILLNESS)

5. YOU MUST INCLUDE VICTIMOLOGY THEORY.


7. BIBLIOGRAPHY—CITATIONS/SOURCES/SUPPLEMENTAL SOURCES.

8. 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—case studies of abused kids.

*Catch Me If You Can*, con artist, white collar crime, excellent.


*Fire Lover*, Wambaugh, serial arsonist, excellent; we will view the Video in class

Extended list is in my office.