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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**

Siegel, Larry (2006), *Criminology, Theories, Patterns, Typologies*. MN, West Wadsworth 9<sup>th</sup> edition. Recommended: Study guide for above text.

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.

Midterm # 1	25%	100 pts
Midterm# 2	25%	100 pts
Midterm# 3	25%	100 pts
Paper	25%	100 pts

## 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.sjlibrary.org/plagerism/index.htm>.

Policy: [http://sa.sjsu.edu/student\\_conduct](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](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!**

<b>WEEK 11</b>	<b>Property Crime</b> <b>Theft, shoplifting, employee theft</b> <b>Text Cp. 11</b> <b><u>RESEARCH PAPERS DUE!!!!!!!!!!!!!!!!!!!!!!!!!!!!</u></b>
<b>WEEK 12</b>	<b>White Collar Crime/cyber/organized crime</b> <b>Text Cp. 12</b>
<b>WEEK 13</b>	<b>Public Order Crimes, prostitution, drugs, pornography.</b> <b>Text Cp. 13</b>
<b>WEEK 14</b>	<b>International Crime</b> <b>Class notes</b>
<b>WEEK 15</b>	<b>Review for Final Exam</b> <b>Make-up day for missed exams</b>
<b>Final Exam</b>	<b>WEDNESDAY, DECEMBER 13<sup>TH</sup> 0945-1200</b>

**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.

**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-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**
7. **CONCLUSION—TREATMENT BY THE CRJ SYSTEM? JUSTICE FOR THE VICTIM? PUNISHMENT? ULTIMATE OUTCOME.**
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.