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Other hours by appointment/ Class meets M/W 1200-1315
Spring 2006

JS 118
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, rape, serial murder, theft offenses, as well as political and public order crime. Crime victims and their treatment by the Criminal Justice System will also be reviewed. Attention will be given to the criminalization and decriminalization process. International issues such as genocide, child mercenaries, sex trafficking and slavery will also be reviewed

COURSE OBJECTIVES

AT THE TIME OF THE FINAL EXAM 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 some 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, sociologic, and political.
6. Develop typologies of violent crime; rape, aggravated assault, serial and mass Murder, professional /white collar crime and public order crimes such as prostitution, Pornography, substance abuse.
7. Apply theory to behavior by analyzing criminal scenarios and providing trait, Psychological or sociological explanations for such conduct.

REQUIRED TEXTS

Siegel, Larry(2006), Criminology, Theories, Patterns, Typologies. MN, West Wadsworth Publishing-9th edition

A second book will be chosen by the student to complete their research on criminal behavior

Recommended:(2006), Study Guide for Criminology, Theories, Patterns, Typologies.

CLASS REQUIREMENTS

Three exams will be required; two midterms and a final exam administered in class During finals week. The exams will be a combination of multiple choice and short answer and essay.

In addition, students will be required to write a 6-8 page paper applying theoretical explanations to criminal behavior. There will be a separate handout on this assignment. Oral presentations on the papers will take place the last week of instruction. The exams will cover lecture material, text, video's and guest speakers. **Exams that are missed can only be made up during the final exam week and proper documentation is necessary.** Students are encouraged to read the local newspapers and bring in articles of interest to share with the class. This will improve class participation points and may lead to a higher overall grade in the course. If you miss a class you are responsible for the materials. Please to not ask the instructor for her notes, **Study groups are encouraged and will be facilitated by the instructor if necessary. Please turn off your cell phones,** as it is disturbing to the class. **Excessive whispering and eating is disruptive to the other students as well as the instructor. Please be respectful to the instructor and fellow students regarding arriving late and leaving class early.**

EVALUATION

Each exam will assigned a point value and a grade will be determined by a class generated curve. Each student will know their class standing at all times. If you miss an exam it may be made up on dead day with proper documentation. A review sheet will be passed out before the exams and should be referred to in studying. Students are encouraged to participate in classroom discussions, and the level of participation may improve the student's overall grade in the class. **It is mandatory that students be in class the dates of small group discussion/review of questions for midterm. The instructor will speak with each group, and assess participation. There is no way to regain lost participation points.**

Midterm 1	25%	100 pts
Midterm 2	25%	100 pts
Final	25%	100 pts

Paper 25% 100 pts

Please review carefully the date for adding and dropping of the course and the Universities policy on cheating. Two thirds of the class material must be completed To receive an incomplete in the course.

STUDENTS WITH DISABILITIES:

Students who need accommodation due to a disability must register with SJSU's Disability Resource Center. The Center will work with the student to determine the disability, document it, and determine the services and accommodations necessary for student success. The DRC will contact the instructor to determine the types of consideration necessary. Students must register with the Center during the first three weeks of the semester. The DRC Web site: <http://www.drc.sjsu.edu/>.

CHEATING AND PLAGIARISM:

In accordance with University Policy, students caught cheating or plagiarizing will both fail the entire course and be reported to the University Judicial Affairs Officer. If you are considering a career in the Criminal Justice field, be aware that reports of cheating will go on your academic record and thus may be discovered by employer's background investigations of job candidates. For more information, take the SJSU Library Tutorial at <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

COURSE SCHEDULE

- WEEK 1** Introduction, class mechanics; announcement of second Book (descriptive, not textual)
Concepts of Crime, Law and Criminology
Basic concepts criminologists use; penology, victimology, Theory construction etc. The deviance-antisocial-criminal Transition. Decriminalization/criminalization. The Scientific Method.
Text Cp. 1
- WEEK 2** Nature/Extent of Crime
Text Cp. 2/in class exercise: self reporting of crime.
Measurement, trends, gender differences
- WEEK 3** Victims and Victimization
Text Cp. 3; **APPROVAL OF BOOKS FOR THEORY/PROFILING PAPER**

- WEEK 4** **THEORIES OF CRIME/CRIMINAL BEHAVIOR**
Text Cp. 4
Choice, general, specific deterrence.
Review for midterm
First midterm March 1
- WEEK 5** **Theories of causation; trait theory, biology, psychology,**
DSM categories
Media influences, and intelligence/I.Q.
Text Cp. 5/ in class video
- WEEK 6** **Continuation of theory, adding social structure, strain,**
cultural deviance; social process, social learning, social control
Social reaction
Text Cp. 6-7
- WEEK 7** **Social Process/Conflict theories**
Text Cp. 7-8
- WEEK 8** Continuation/Review/Video/review for second midterm
- WEEK 9** **Second Midterm April 5**
- WEEK 10** **Crime Typologies**
Violent Crime
Rape, homicide, serial murder
Text Cp. 10
- WEEK 11** Continuation of Violent Crime; begin Property Crime
Text.Cp. 11
- WEEK 12** **Enterprise Crime: White Collar, cyber, organized crime**
Text Cp. 12
PAPERS DUE APRIL 19TH
- WEEK 13** **Public Order Crime, law and morality, substance abuse,**

Prostitution and other sex crimes. Control strategies and public policy. Evolving cultural standards.
Text Cp. 13

WEEK 14 **International issues: genocide; war crimes; honor death, FGM,**

Small group discussions; INCREASED OFFICE HOURS FOR
QUESTIONS/CONCERNS/RE FINAL

WEEK 15

REVIEW FOR FINAL
MAKE UP EXAMS

LAST DAY OF INSTRUCTION May 16

FINAL EXAM: MAY 19TH 9:45-12:00

EXAMS WILL ONLY BE HANDED OUT THE
FIRST 15 MINUTES OF EXAM TIME SO DON'T BE
LATE!!!!

Paper assignment 8 pages in length

The purpose of this assignment is to read a book,(nonfiction, although some fiction is appropriate), either one suggested by the instructor, or one you have chosen yourself and apply theories, concepts, demographics, profiles or typologies to the criminal scanario in the book. A list of suitable authors and titles will be supplied—if you choose your own title, you must ‘clear’ the title with the instructor. Try and select a book/topic that you have enthusiasm for or curiosity about, your paper will be that much better! This is not a book report; you will be critically evaluating the work you choose based on concepts learned in our class. How does your perpetrator fit in with the theories, and typologies we have developed in class? (eg. Edmund Kemper, the serial murder from Santa Cruz is an excellent study in psych theory, bonding theory, intelligence/crime, post-offending behavior etc.) There are many wonderful books to choose from, and I will push you towards the literary rather than true crime genre-the writing is that much better and usually contains clues which we have covered in theoretical format.

Suggested books: (complete list is in my office)

Do or Die, Leon Bing- gangs in LA; journalist writer, excellent

Eight Ball Chicks, Ginny Sykes—girl gangs nationwide, journalist writer, great

A Rip in Heaven, Cummins, a memoir of murder and its aftermath.
Journal of the Dead, Kersten, best friends go camping and one ends up dead—accident or murder?
The Bleeding, Joseph Wambaugh (first DNA use) also new book on serial arsonist who is a fire inspector, retired police officer, excellent writer
Every Breath You Take, Ann Rule—or anything by this author; Florida journalist covering the crime beat, bizarre stories, very good.
Killing for Company: the True Story of a Man Addicted to Murder, Masters
Night Stalker, Philip Carlo—serial murder, good
If Loving You is Wrong, Olsen (Mary Kay Tetourneau story) teacher/student
 Statutory rape; lots of twists, good.
When a Child Kills, Paul Mones; parricide-kids who kills their parents; lawyer who defends the kids, case histories, will keep you up at night. Excellent
Out of Bounds: Inside the NBA's culture of rape, violence, crime; Benedict—expose of out of control behavior.
Obsession, John Douglas—former FBI agent profiler, other titles as well, excellent.
Black and Blue, Anna Quindlen—domestic violence—excellent; its fiction, but so true to theory/typology that its acceptable.
Lucky, Alice Sebold—college rape, through trial and aftermath. Memoir, excellent.
The Fig Eater, Jody Schields, mystery/death/investigation/early forensics
 In Vienna at the turn of the century, Excellent.
Halfway Heaven, Melanie Thernstrom—excellent;—murder/suicide at Harvard College involving Vietnamese & Ethiopian students.
 The authors Bugliosi, Bledsoe, McGinnis, Rule, Douglas, have many titles all of which would be appropriate. Helter Skelter by Bugliosi may be too complicated, but Truman Capote's In Cold Blood is a classic. Mark Furman's book, Murder in Greenwich, about a Kennedy family covered-up murder is also very topical. I have many, many books in my office and students are encouraged to browse through by collection and borrow one.
Black Dahlia: Hodel, excellent exam by cop related to the perpetrator in this bizarre crime
Judgement Ridge, Lehr, highschool boys murder college profs without seeming explanation.

Theories particularly relevant:

- Victim precipitation; lifestyle, deviant place, routine activities
- Choice, rationality, deterrence, (race/gender issues?)
- Trait; biosocial, familial, heredity, neuropsychological, psychological, IQ
- Social structure, strain, cultural deviance, social process, learning, bonding,
- Abuse, control theory, reaction theory,
- Conflict theory, Marxist, (may be applicable to political/terrorist crime)
- Violent typologies—especially rape and serial murder
- Typologies of theft offenders
- Typologies of morality offenders—prostitution, pornography, substance
- Abuse

Students should not have trouble meeting the page requirement, rather

It will be limiting the explanations. If you are uncertain, I would be happy to review a draft. Have fun! **Title page must be a color picture of of the book cover!!!!**

Format:

Theories, concepts, legal terms must be bolded, underlined!

1. Introduction-what happened or is alleged to have happened?
2. Motive-what theories can explain the behavior-crime? Why did it happen?
3. Analysis should include at least 8-10 theories including DSM categories.
4. Victimology must be examined.
5. Conclusion-treatment by the criminal justice system? Justice for the victim?Punishment for the perpetrator? Final outcome
6. Bibliography—citations/sources; you may use supplemental sources.

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. Smith and Hickcock were executed for the murders of the Clutter family in 1965.

Capote's account suggests 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 his unhappy childhood. His alcoholic mother left his father and took Smith and his siblings with her when she went to San Francisco to lead a wild life. Smith was six years old at the time, his siblings were pre-teenagers. His mother would have sex with anyone who would buy her a drink. While he and his siblings lived with their mother they had to constantly clean up her vomit and usually went without decent clothes or sufficient food. Smith's sister fern, and his brother Jimmy both committed suicide as adults.

Committed to an orphanage at the age of seven, Smith was later returned to his mother for a short time. After several confinements in institutions and children's detention homes, he was sent to live with his father. His formal education ended at third grade, further predisposing him to crime. He and his father drifted around the country in a house trailer until Smith was 16 and joined the merchant marines. After discharge in 1952 he went to live with his father in Alaska. However, they fought so bitterly, he was thrown out of the house a year later.

Psychodynamic theory stresses the importance of early childhood experience; bonding with parents, smooth transitions through developmental stages and the traumatic impact on the psyche of child abuse and neglect. Smith would appear to have been a victim of his parents' alcoholism, neglect, abandonment and failure of any attempts to instill positive values and a sense of morality. The impact is underscored by the suicide of his siblings and his later sociopathic violence. Rageful children who are never given a forum in which to express their feelings (therapy) often become rageful adults. The rage may be displayed on the community (Smith) or turned inward (suicidal siblings)..

A central attractive factor for Smith was his early involvement 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 was convicted of breaking and entering. He received a 5-10 year sentenced in the Kansas State Penitentiary and was paroled in 1959.n

While in prison one of 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 just to have done it for the hell of it and maintained that he had gotten away with it. He made up

this story to impress other inmates. He later rationalized that his reason for telling the story was that if he and Hickcock were ever arrested for the Clutter murders, he would know (**smartness in handling 'trouble'**) that Hickcock had confessed to the police about the murders if the police knew about his story of killing the man in Las Vegas.

Focal concerns further explain the murders as it may be suggested that Smith was looking for **excitement**, that he believed it was **fate** that brought him to the Clutter home and that he was seeking **autonomy** which he believed would result from the money obtained from the robbery. His goals of hunting for sunken treasure could then be realized with the proceeds of the theft. He also stated that fatalistically, he thought they would always be caught sooner or later, so they might as well murder the victims to eliminate witnesses. These beliefs helped Smith define his actions as acceptable and feel no personal responsibility for these actions (**neutralization theory**).