



AJ-112: INTRODUCTION TO CRIMINOLOGY

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

AJ - Administration of Justice

Course Number

112

Course Title

Introduction to Criminology

Short Title

Intro to Criminology

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is the study of crime in America including theories on the causes of criminal behavior, as well as the nature, extent, control and prevention of crimes. It focuses on the criminal activity of the person and the group, criminal behavior systems, and the police behavioral response to criminal activity.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

45.0401 - Criminology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze and consider modern society's view of what is considered criminal in order to contemplate the concepts of deviance, consensus and conflict in prohibited behavior.

2. Differentiate the requirements for an act to be considered a crime and validate the measuring characteristics used in appraising the nature and extent of criminal behavior.
3. Compare and contrast the conflicting schools of thought on causes of crime in order to distinguish classical, positivist, biological and sociological views on causation of crime.
4. Investigate the biological and psychological perspectives on criminality in order to value the hypothesis that criminal behavior is the result of genetics, biochemical, or mental disorder.
5. Identify and assess the theories on strain and cultural deviance as proposed by Durkheim and Merton in order to comprehend the concept of anomie and social disorganization as causes of crime.
6. Analyze Hirschi's theory of social control in order to validate the concepts of social bonds and their formation of stake in conformity as inhibitors to the formation of criminal behavior.
7. Distinguish labeling, conflict and radical theories in order to value the belief that the views of society are the root causes of crime.
8. Examine and consider environmental theories and their consensus of how rational-choice, routine-activity and lifestyle choices contribute to the formation of criminal activity.
9. Separate and assess violent crimes, crimes against property and public order crimes in order to assess their impact on society in terms of motivation, harm and causation.
10. Investigate and estimate the influence of criminology on the justice system in order to value the achievements in understanding and reducing criminal behavior in society at each stage of the criminal justice process including law enforcement, criminal court system, and corrections.
11. Examine and validate macro-social inequities and their correlation to criminology by race, culture, social class, gender, religion, and age.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to explain the difference between crime and deviance.
2. Students will be able to analyze recent trends in the crime rates and discuss the various forms of crime data.
3. Students will be able to examine the causes of crime and criminal behavior in the United States.
4. Students will be able to describe the historical origins of criminology.
5. Students will be able to demonstrate an understanding of contemporary issues in criminology.
6. Students will be able to access the various psychological and biological explanations of crime and criminal behavior.
7. Students will be able to compare and contrast the theories on deviant behavior such as social control theory, labeling theory, and environmental theory.
8. Students will be able to categorize and define the different classifications and sub-classifications of killers, serial killers (mission, thrill, expedience), mass murderers (revenger killer, profit killer, terrorist killer) and spree killers.

Program Learning Outcomes

Learning Outcome

Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.

Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.

Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.

Demonstrate the knowledge of ethical analysis, research, and practice in applying the law as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.

Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.

Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Crime and Criminology

a. What do Criminologists Do: The Elements of Criminology

b. Defining Crime

c. Defining Criminology

d. Criminal Statistics and Crime Measurement

e. Sociology of Law

1. Law and Society

2. Sociological Studies

f. Developing Theories of Crime Causation

g. Explaining Criminal Behavior

h. Penology: Punishment, Sanctions, corrections

i. Victims

j. History of Criminology

1. Classical

2. Positivist

3. Sociological

4. Conflict

5. Developmental

6. Contemporary

k. Becoming Deviant

l. Criminology and Criminal Law

1. Common Law

2. Contemporary Criminal Law

3. The Evolution of Criminal Law

m. The Criminal Justice System

n. The Process of Justice

1. Macro-Social Inequities

o. Ethical Issues in Criminology

p. Race, Culture, Gender Issues

2. The Nature and Extent of Crime

a. Primary Sources of Crime Data

1. Official Records: UCR

2. NIBRS

3. Survey Research

4. NCVS

5. Self-Report Surveys

- b. Evaluating Crime Data
- c. Crime Trends
- d. Contemporary Trends
- e. Trends in Victimization
- f. International Crime Trends
- g. Crime Patterns
 - 1. Place, Time, Season, Climate
 - 2. Gender and Crime
 - 3. Race and Crime
 - 4. Social Class and Crime
 - 5. Unemployment and Crime
 - 6. Age and Crime
- h. Co-Offending
- i. Firearms and Crime
- j. Chronic Offenders
- k. Career Criminals
- 3. Victims and Victimization
 - a. The Victims Role
 - b. Costs of Victimization
 - 1. Societal Costs
 - 2. Individual Costs
 - 3. Legal Costs
 - c. The Impact of Wrongful Convictions
 - d. The Nature of Victimization
 - e. Social Ecology of Victimization
 - f. Victim Characteristics
 - g. Elder Victims
 - h. Victims and Their Criminals
 - i. Theories of Victimization
 - 1. Victim Precipitation Theory
 - 2. Lifestyle Theory
 - 3. Deviant Place Theory
 - 4. Routine Activities Theory
 - j. Victim Service Programs
 - k. Victim Rights
 - l. Victim Advocates
 - m. Self-Protection
- 4. Rational Choice Theory
 - a. Development of Rational Choice
 - b. Concepts of Rational Choice
 - 1. Evaluating Risks of Crime
 - 2. Offense Specific
 - 3. Offender Specific
 - 4. Structuring Criminality
 - 5. Structuring Crime
 - c. Is Crime Rational?
 - d. Is Drug Use Rational?
 - e. Is Violence Rational?
 - f. Is Hate Crime Rational?

- g. Is Sex Crime Rational?
 - h. Analyzing Rational Choice Theory
 - i. Situational Crime Prevention
 - j. Crime Prevention Strategies
 - k. General Deterrence
 - 1. Perception of Deterrence
 - 2. Marginal and Restrictive Deterrence
 - 3. Punishment and Deterrence
 - l. Death Penalty
 - m. Specific Deterrence
 - n. Incapacitation
 - 1. Racial Disparity in State Prisons
 - o. Criminal Justice and Rational Choice
 - 1. Police and Rational Choice Theory
 - 2. Courts, Sentencing, and Rational Choice Theory
 - 3. Corrections and Rational Choice Theory
5. Trait Theory
- a. Development of Trait Theory
 - b. Contemporary Trait Theory
 - c. Biological Trait Theory
 - 1. Biochemical Conditions and Crime
 - 2. Neurophysiological Conditions and Crime
 - 3. Genetics and Crime
 - 4. Evolutionary Views of Crime
 - d. Psychological Trait View
 - e. Cognitive Theory
 - f. Criminal Susceptibility
 - g. Antisocial Personality
 - h. Intelligence and Criminality
 - i. Mental Disorders and Crime
 - j. Evaluation of Trait Theory
6. Social Structure Theory
- a. Economic Structure in American Society
 - 1. Living in Poverty
 - 2. Child Poverty
 - 3. Minority Group Poverty
 - 4. Problems of the Lower Class
 - 5. Social Structure and Crime
 - b. Social Structure Theories
 - c. Social Disorganization Theory
 - d. Strain Theory
 - 1. Theory of Anomie
 - 2. Institutional Anomie Theory
 - 3. Relative Theory of Anomie
 - 4. General Strain Theory
 - e. Durkheim and Merton Cultural Deviance Theory
 - f. Theory of Delinquent Subculture
 - g. Theory of Differential Opportunity
 - h. Broken Windows Theory

7. Social Process Theory

- a. Institutions of Socialization
- b. Family Relations
- c. Educational Experience
- d. Peer Relations
- e. Religion and Belief
- f. Social Learning Theories
 - 1. Differential Association Theory
 - 2. Differential Reinforcement Theory
 - 3. Neutralization Theory
- g. Evaluating Learning Theories
- h. Social Control Theory
 - 1. Hirschi's Social Control Theory
 - 2. Testing Social Control Theory – Research
 - 3. Critiquing Social Control Theory
- i. Social Reaction (Labeling) Theory
 - 1. Consequences of labeling
 - 2. Primary and Secondary Deviance
 - 3. Career Criminals
 - 4. Long-Term Effects of Labeling
 - 5. Is labeling theory valid?

8. Social Conflict, Critical Criminology, and Restorative Justice

- a. Origins of Critical Criminology
- b. Critical Criminology in the United States
- c. Contemporary Critical Criminology
- d. How do Criminologists Define Crime?
- e. How Criminologists View the Cause of Crime
 - 1. Failing Social Institutions
 - 2. Globalization
 - 3. State-Organized Crime
- f. Instrumental Theory
- g. Structural Theory
- h. Research on Critical Criminology
- i. Alternative Views of Critical Theory
- j. Left Realism and Terror
 - 1. Critical Feminist Theory
 - 2. Power-Control Theory
 - 3. Peacemaking Criminology
- k. Restorative Justice
 - 1. Concept of Restorative Justice
 - 2. Re-integrative Shaming
 - 3. The Process of Restoration
 - 4. Challenges of Restorative Justice

9. Developmental Theories: Life Course, Propensity, and Trajectory

- a. Foundations of Developmental Theory
 - 1. Three Views of Criminal Career Development
 - 2. Population Heterogeneity vs State Dependence
- b. Life Course Theory
 - 1. Age of Onset

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- 2. Problem Behavior Syndrome
 - 3. Continuity of Crime
 - 4. Age-Graded Theory
 - c. Social Schematic Theory
 - d. Latent Trait Theory
 - e. Propensity Theory
 - 1. Crime and Human Nature
 - f. Trajectory Theory
 - 1. Age and Offending Trajectories
 - 2. Personality and Offending Trajectories
 - 3. Chronic Offender and Non-Offenders
 - 4. Pathways to Crime
10. Violent Crime
- a. Causes of Violence
 - b. Personal Traits
 - c. Child Abuse and neglect
 - d. Human Instinct
 - e. Violence and Human Nature
 - 1. Exposure to Violence
 - 2. Substance Abuse
 - 3. Firearm Availability
 - 4. Cultural Values
 - 5. National Values
 - f. Rape
 - 1. Incidents of Rape
 - 2. Patterns
 - 3. Types of Rapists
 - 4. Types of Rape
 - 5. Causes of Rape
 - 6. Rape and the Law
 - g. Homicide and Murder
 - 1. Degrees of Murder
 - 2. Nature and Extent of Murder
 - 3. Murderous Relations
 - h. Honor Killings
 - i. Serial Killers
 - j. Mass Murderers
 - k. Spree Killers
 - l. Mass Shooters
 - m. Assault and battery
 - n. Robbery
 - o. Interpersonal Violence
11. Political Crime and Terrorism
- a. Political Crime
 - b. Types of Political Crimes
 - 1. Election Fraud
 - 2. Abuse of Office
 - 3. Public Corruption
 - 4. Treason

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5. Espionage
 6. State Political Crime
 - c. Terrorism
 - d. Defining Terrorism
 - e. History of Terrorism
 - f. Contemporary Forms of Terrorism
 1. Political
 2. Revolutionary
 3. Nationalist
 4. Retributive
 - g. The Islamic State
 - h. State Sponsored Terrorism
 - i. Lone Wolf Terrorists
 - j. International Terrorism
 - k. Domestic Terrorism
 - l. Terrorist Motivations
 1. Psychological View
 2. Alienation View
 3. Family Conflict View
 4. Political View
 5. Socialization View
 6. Ideological View
 - m. Extent of Terrorism
 - n. Criminal Justice Response to Terrorism
 12. Economic Crimes: Blue Collar, White Collar, and Green Collar
 - a. History of Economic Crimes
 - b. Blue Collar Crimes and Criminals
 1. Larceny
 2. Burglary
 3. Arson
 - c. White Collar Crimes
 1. Business and fraud
 2. Embezzlement
 3. Corporate Crimes
 - d. Green Collar Crimes
 - e. Theories of White Collar and Green Collar Crime
 1. Rational Choice – Greed
 2. Rational Choice - Need
 3. Rationalization View
 4. Cultural View
 5. Self-Control View
 - f. Controlling White Collar and Green Collar Crime
 13. Public Order Crimes
 - a. Laws and Morality
 - b. The Theory of Social Harm
 - c. Sex Related Offenses
 - d. Paraphilias
 - e. Prostitution
 - f. History of Prostitution

1. Incidents of Prostitution
2. Types of Prostitutes
3. Becoming a Prostitute
4. Legalizing Prostitution
- g. Pornography
- h. Substance Abuse
- i. Substance Abuse and Psychosis
14. Crimes Against the New Millennium: Cybercrime and Organized Crime
 - a. Contemporary Cybercrime
 - b. Cybertheft: Profit Crimes
 1. ATM
 2. Drugs
 3. Illicit Materials
 4. Internet Extortion
 5. Illegal Copyright
 6. Identity Theft
 7. Fraud
 - c. Cybervandalism
 - d. Cyberspying
 - e. Cyberstalking
 - f. Cyberbullying
 - g. The Costs of Cybercrimes
 - h. Combating Cybercrime
 - i. Terrorism and the NET
 - j. Transnational Organized Crime

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of criminology. These selected topics will assist students in understanding, analyzing, and explaining crime, criminal behavior, and corresponding theories. For example, students may be asked to explain Rational Choice Theory and how it applies to victimology. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be administered through the regular use of the discussions area in CMS, or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Method

Lecture

Integration

Lectures in which Introduction to Criminology course content will be presented to students to illustrate, explain, and reinforce concepts, criminological theory, and other related content. Course material may be presented in many formats; audio/visual aids, printed materials, PPT, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include an overview of criminology theories relevant to violent crimes and those who carry out these offenses.

DE Adaptations for MOI

Lectures can be delivered synchronously through accessible video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Case studies serve as exercises in which students apply concepts and theories related to the application of criminology. These case studies will address the student's ability to analyze and value theories on the causes and impacts of criminal behavior. For example, students may be asked to explore the Colonel Russell Williams murder case and how a decorated military veteran could become a cold-blooded serial burglar, rapist, and killer. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of legal concepts.

DE Adaptations for MOI

Case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of papers/case studies will be provided for students in a timely manner using the gradebook, live stream or video conferencing tools, inbox messaging, or other functions available through the CMS. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of theory. All papers/case studies, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the Introduction to Criminology course content. Guest speakers in the field of law enforcement, courts, corrections, criminology, forensics, or other content specialists may offer presentations face-to-face, through the course management system (CMS), or other video conferencing tools/platforms. Examples of presentations topics may include ethics in criminology, social and environmental issues that might impact crime and criminality, general theories on incarceration rates, or inside the minds of serial killers.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered through accessible video conferencing platforms or through pre-recorded presentations that can be uploaded and made available by using accessible tools to students in the CMS. The lectures will be delivered using video, audio, or presentation software and posted using the CMS platform of instruction for distance education. Faculty can facilitate a debriefing discussion through the accessible video conferencing platform's chat feature or through a discussion board function in the CMS.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the Introduction to Criminology content and align with the learning objectives. A combination of multiple choice, true/false, or short answer questions may be included. Exams/test will be evaluated based on a demonstration of identification, understanding, and application of various components related to the nature of crime and criminality, criminological theory, and other related issues to include, but not limited to incarceration, race, gender, diversity, education, and violence. For example, exams/tests may be used to assess a student's ability to apply a criminological theory of the challenges posed by criminal offenders.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course

content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill in the blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Group Projects

Integration

The class will be required to complete a research project examining a selected theory of criminology to evaluate the student's understanding of the course material. The project must defend or contest the validity of the theory. The project will be submitted for instructor review and grading and will be evaluated on content, accurate description of the scientific research behind the theory, as well as how the criminal justice process protects and responds to macro-social inequity issues in the application of the theory.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other accessible conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of PPT slide presentation, written report, accessible video, or accessible live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Method

Homework

Integration

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. Are criminals rational decision makers or are most motivated by uncontrollable psychological and emotional drives or social forces such as poverty or despair?). Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Research Projects

Integration

The class will be required to complete a research project examining a selected theory of criminology to evaluate the student's understanding of the course material. The project must defend or contest the validity of the theory. The project will be submitted for instructor review and grading and will be evaluated on content, accurate description of the scientific research behind the theory, as well as how the criminal justice process protects and responds to racial, socioeconomic issues in the application of the theory.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other accessible conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of PPT slide presentation, written report, accessible video, or accessible live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write a three-page research paper on, "Define criminology and explain the various elements of criminology?" Are there sub-areas of criminology? If so, define each of those areas. The research paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the assignments area in course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

The death penalty is one of the most contentious issues in criminology and public policy, especially in the United States. Read the article in Chapter 4 (Does the Death Penalty Discourage Murder?), and review data and other relevant information at the Death Penalty Information Center (<https://deathpenaltyinfo.org>), and write a three to five page research paper on, "Does the death penalty deter crime?" As part of this research consider other equally important question; including historical and cross-cultural variations in the use of the death penalty; the objectives of capital punishment, including whether the death penalty deters homicide and meets the requirements of justice for victims and the society, specific and general deterrence, the administration of the death penalty, including the role of race, errors and wrongful convictions in the sentencing process, and the cost of capital punishment; public opinion; and the influence of politics, culture, and social structure on public opinion and use of the death penalty. The research paper is to be cited and formatted using the APA style guidelines. Charts and graphs depicting data are also permitted.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts using the discussions area within the CMS. Assignment: Examine different macro-social inequities and their correlation to criminology by race, culture, social class, gender, religion, and age.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to criminology. Students will also respond to other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback through the grade book, messaging, or other form of communication. Discussions will be evaluated on their content, relevance, and accuracy.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the portion of the chapter covering "The Nature and Extent of Murder" which encompasses: (1) Serial Killers; (2) Types of Serial Killers; (3) Why do Serial Killers Kill; (4) Mass Murders; (5) Why Mass Murder; (6) Mass Shooters – Why do Some Survive; (7) Spree Killings; (8) Why Spree Killing? Then, individually or in small groups, be prepared to analyze and discuss the differences between serial killers, mass murderers, and spree killers.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Course Materials**Textbooks**

Siegel, L (2023). Criminology: Eighth Edition, Cengage Publishing, ISBN: 9780357624746.

Hagan, F., Daigle, L (2023). Introduction to Criminology: Theories, Methods, and Criminal Behavior, 11th Edition, Sage Publishing, ISBN: 9781071835081.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching criminological theory. As students are gathering data and learning about this process, it is important to include all applicable voices in their research, covered in the COR and the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the theoretical approach to judicial due process as well as real-world applications. One of the objectives is to “examine the causes of crime and criminal behavior”, and how bias impacts due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc. Students will also examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. To accommodate various learning preferences and accessibility needs, accessible video and other forms of accessible media are incorporated into the curriculum. Additionally, lectures are recorded for students who cannot attend live lectures promoting flexibility and inclusivity. Discussion boards are created for questions in two separate formats: student-to-professor, and student-to-student formats. Students will participate in class via discussions in asynchronous discussion using accessible CMS video conferencing platforms/tools. For discussions and other activities or case studies, students can submit in one of two formats: written or via recorded video using accessible audio/video recording platforms within the CMS. All Power-points will be uploaded within the CMS for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been written so that the texts that have historically been marginalized become centered in the students’ academic pursuits. Engagement from instructors-to-students and students-to-students will prompt students to consider equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course (AJ-112) incorporates student-to-student interaction through various collaborative learning methods and activities such as discussions, chapter exercises, case studies, and projects. Students will participate in small group discussions to analyze criminological theories and their application to criminology; specifically, why people commit crimes, fostering peer learning and diverse perspectives. Collaborative projects may include case studies where students work together on identifying ethical issues in criminology affecting different communities, encouraging the sharing of information and various perspectives. Online discussion forums will allow students to respond to each other’s ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-112) incorporates instructor-to-student interaction through regular lectures, feedback, and open communication. The instructor will provide interactive lectures, encouraging questions and discussions to clarify complex concepts such as human behavior, the causes of crime, and criminological theory. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (meetings can also be scheduled). Timely and constructive feedback on assignments will guide students in their understanding of criminological theories and methodologies. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to deepen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered through a variety of relevant learning materials and activities that require active engagement with the course content. Students will read key source documents such as influential criminological articles, writings, or case studies. Interactive assignments, such as examining current and former criminal incidents or other high-profile events, will enable students to apply criminological concepts to real-world situations. Multimedia resources, including videos, podcasts, and online simulations, will provide diverse ways to explore ethical issues and more. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course (AJ-112) will encourage student-to-self interaction by promoting metacognitive activities that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective papers and articles will be assigned, where students critically examine their evolving understanding of criminology and criminological theory and their own beliefs about crime, punishment, and why people commit crime. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to write insightful essays on the ethical issues in criminology and how these issues have influenced their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on issues of crime. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside the classroom.

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