

Course Goals

The goals of the course are: (1) to be familiar with various perspectives of criminal behavior, underlying assumptions of these perspectives and key terms; (2) to assess and analyze research concerning current issues in crime and the criminal justice system critically; and (3) to see linkage between theories, research and practical social control policies.

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:

CLO #1 Demonstrate an ability to integrate and apply different theoretical perspectives to explain a range of specific criminal offenses, and be able to compare and construct the strengths and weaknesses of those theories.

CLO #2 Demonstrate substantive knowledge about the measurement of crime and discuss the advantages and disadvantages of major sources of crime rate.

CLO #3 Demonstrate substantive knowledge about the extent and severity of formal and informal responses to various types of crime and offenders.

CLO#4 Demonstrate a thorough understanding of the prevalence of various types of crime, and the characteristics of likely offenders and victims.

Required Texts/Readings

The following books are required textbooks:

- (1) Akers, R.L., Sellers, C.S., & Jennings, W.G. (2016). *Criminological Theories: Introduction, Evaluation, and Application* (7th edition). New York, NY: Oxford University. ISBN: 9780190455163
- (2) Reiman, J. & Leighton, P. (2017). *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (11th edition).

- < Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. *Adolescence*, 38, 149, 171-186.
- < Chambliss, W. J. (1972) *The Saints and the Roughnecks*.
file:///Users/Yoko/Downloads/saints%20and%20roughnecks%20by%20William%20Chambliss.pdf

Ch. 8 Social Disorganization Theory: Social Structure, Communities, and Crime

- < Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., & Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. *American Journal of Community Psychology*, 53, 198-207.

Ch. 11 Marxist Theories

- < Herbert, Bob (1995). "Central American Free Trade Zones Exploit Girls" (excerpted) shown in *The New York Times*, July 26. Retrieved from http://pangaea.org/street_children/latin/maquil.htm

Ch. 13 Feminist Theories

- < Scelfo, Julie (2005). "Bad Girls Go Wild: A rise in girl-on-girl violence is making headlines nationwide and prompting scientists to ask why." *Newsweek*, June 13.
Retrieved from

- (3) Your grade is based on:
1) Response Paper

- Write your critical analysis of each chapter.
- Write a short summary of each chapter.

(3) Your written comments should be typed and double-spaced with **12-font**.

(4) The total page number of this response paper should be

“ Select

JS 151 Criminological Theory, Spring 2020, Course Schedule

The schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Introduction

Week	Date	Topics, Readings, Assignments, Deadlines
		Ch. 9, Akers, Sellers, & Jennings (Group Exercise #8)
11	April 2	Spring Recess (March 30 – April 3)
12	April 9	Criminological Theory (Marxist Theories) Ch. 11, Akers, Sellers, & Jennings

Additional Reading

- ◁ (Herbert, Bob (1995). “Central American Free Trade Zones Exploit Girls” (excerpted) shown in *The New York Times*, July 26. Retrieved from

