



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Crime in America

Course Prefix and Number – CRIJ 1307

Department – Criminal Justice

Division - Social & Behavioral Science

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - American crime problems in historical perspective, social and public policy factors affecting crime, impact and crime trends, social characteristics of specific crimes, and prevention of crime.

Prerequisites/Co-requisites – TSI satisfied in Reading and Writing

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| List Lab/ Other Hours |
| Lab Hours |
| Clinical Hours |
| Practicum Hours |
| Other (list) |

Prepared by Linda Clark

Date 10-29-13

Reviewed by Department Head Linda Clark

Date 10-29-13

Accuracy verified by Division Chair Amanda Shelton

Date 1-29-14

Approved by Dean or Vice President of Instruction *gghunt*

Date 2-4-14



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- A. Expansive nature of the study of criminology
- B. Measuring Crime and Criminal Behavior
- C. Historical perspectives relevant to the study of criminology
- D. Psychological and Biological explanations
- E. Strain and Cultural Deviance Theories
- F. Subcultures
- G. Social Control Theory
- H. Labeling, Conflict, and Radical Theories
- I. Environmental Theory
- J. Violent Crime
- K. Property Crime
- L. White-Collar and Corporate Crime
- M. Public Order Crime
- N. International and Comparative Criminology

II. Course Learning Outcomes

| Learning Outcomes Upon successful completion of this course, students will: | Methods of Assessment |
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| 1. Evaluate the importance of the study of criminology in today's society. | Tests and quizzes; discussions; Paper; homework |
| 2. Measure crime and interpret criminal behavior patterns | Tests and quizzes; discussions; Paper; homework |
| 3. Compare the relationship between perpetrators and victims and between crime and criminal behavior | Tests and quizzes; discussions; Paper; homework |
| 4. Express integration of theories, historical data, crime categories, criminal justice and social response to crime and criminal behavior orally, visually and in writing | Paper, homework; Discussions; Tests, quizzes |
| 5. Utilize comparative criminology information | Paper; homework |
| 6. Evaluate varied schools of thought regarding criminal behavior and crime using an historical perspective incorporating rational choice, biological, psychological and sociological theories | Paper, homework; Discussions; Tests, quizzes |
| 7. Assess crime classification into violent/personal crimes, property crime, organizational criminality, and public order crimes including drug/alcohol and sex-related crimes | Tests and quizzes; discussions; Paper; homework |
| 8. Describe the components and operational dynamics of the criminal justice system and its handling of crime and criminal behavior and compare the criminal justice response to other methods of addressing criminal behavior | Tests and quizzes; discussions; Paper; homework |

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Criminology: The Core 5th Ed. Larry J. Siegel

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

90-100 A
80-89 B
70-79 C
0-69 F

Tests 35-50% of grade
Quizzes 10-20% of grade
Discussions 10-20% of grade
Attendance 5-10% of grade
Paper 20-30% of grade
Homework 5-15% of grade

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

| Course Prefix & Number: CRIJ 1307 | |
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| Competency | Method of Assessment |
| CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. | Met by one or more of the following: essays on exams; collaborative group work; class discussions; scenario-based objective exam questions that require application of material. Students are required to analyze hypothetical situations and provide thoughtful appropriate analysis based on text materials and lecture. Students are required to defend his/her position on issue analysis and answers in class discussions. In his/her research paper the student formulates an hypothesis and attempts to prove said hypothesis with research. |



Page 2: Perspectives

| Course Prefix & Number: CRIJ 1307 | |
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| Perspective | Method of Assessment |
| 1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world; | Thoughtful analysis of research materials in discussion, written assignments and paper assessing ability to locate and recognize alternate explanations for behavior. |
| 2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society; | Research efforts, class discussions focusing on various explanations for crime. |
| 3. Recognize the importance of maintaining health and wellness; | Specific focus on the effect of drugs and alcohol on crime and criminal behavior in text materials, testing, research and discussions. |
| 4. Develop a capacity to use knowledge of how technology and science affect lives; | Assigned reading of text materials and research emphasizes the contribution of science in evaluation crime and criminals and text materials cover the recent phenomenon of technology being used by criminals. Student research demonstrates the use of technology to investigate crime and criminal behavior. |
| 5. Develop personal values for ethical behavior; | Students demonstrate personal responsibility and ethical behavior by performance as a contributing member of the class. Text materials illustrate how some ethical breaches can easily become crimes. Discussion/lecture on plagiarism reinforces the need for ethics. Penalties for unethical/dishonest behavior additionally remind students of the need for upstanding behavior. |
| 6. Develop the ability to make aesthetic judgments; | |
| 7. Use logical reasoning in problem solving; | Critical thinking test questions force students to utilize logical reasoning and the research paper facilitates the use of logical reasoning for problem solving. |
| 8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines | Testing over text materials, discussion of research assignments and the research paper encourage student to explore explanations for events that may be based on economics, politics, the law, psychology, group behavior. Writing assignments in class promote use of the writing disciplines. The use and analysis of statistical information demonstrates the need for mathematical ability and the sciences furnish explanations for much of the behavior studied in the course. |



Page 3: Exemplary Educational Objectives

| Course Prefix & Number: CRIJ 1307 | |
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| Component Area: Social and Behavioral Sciences | |
| Exemplary Educational Objective | Method of Assessment |
| 1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. | Review and testing over text materials explaining methods and data used to investigate crime and criminal behavior. Students use similar techniques to gather and analyze information for research paper. Students demonstrate in class discussions their ability to analyze relevant data. |
| 2. Examine social institutions and processes across a range of historical periods, social structures, and cultures. | Textbook materials review approaches to the study of crime in criminal behavior from the beginning of recorded history to the present. Students discuss pros and cons and trends in these approaches and how the culture and societal structure affected study. Students are also tested on their knowledge and ability to discriminate and choose appropriate methods. |
| 3. Use and critique alternative explanatory systems or theories. | Critical thinking test questions, class discussions encourage students to recognize and use alternate theories for problem solving. |
| 4. Develop and communicate alternative explanations or solutions for contemporary social issues. | Homework research assignments and class discussions facilitate exposure of alternate explanations and solutions for crime problems. |
| 5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study. | Study of crime and criminal behavior necessitates examining changes over time and the effect of social institutions and disciplines as explanatory variables. As other institutions have been globalized, the pervasiveness of crime and criminal behavior and possible international explanations has increased. Text materials, testing and research assignments and discussion evaluate students' ability to recognize the foregoing. |
| 6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights. | In studying crime and criminal behavior knowledge and understanding of governmental control of behavior and criminal law is critical to students' ability to explain what happens in the criminal world. Tests and discussions evaluate the student's knowledge and ability to explain the influence of government and the law in evaluating crime and criminals. |
| 7. Understand the evolution and current role of the U.S. in the world. | Extensive text material is devoted to comparison of the crime phenomena in the United States and other parts of the world. Students are tested on this material and research assignments support further exploration of difference between the U.S. and other countries. |
| 8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints. | Text materials review how crime has been defined during different time periods and students research and examine crime, victim and perpetrator statistics from a variety of sources. Student findings are discussed in class and in research papers. Students are tested over text materials. |

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| <p>9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.</p> | <p>Student research papers are based on reputable authored or government sources. Text materials compare information gathered from a variety of sources and students discuss deficiencies in source material and methods of analysis. Students are tested concerning favorable and unfavorable comparisons.</p> |
| <p>10. Analyze, critically assess, and develop creative solutions to public policy issues.</p> | <p>Students reason out explanations for crime based on research findings and are asked to propose solutions. Presented with discouraging recidivism statistics, students during discussions and in research assignments are asked to provide new ideas that might reduce the incidence of criminal behavior.</p> |
| <p>11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.</p> | <p>Student research assignments force students to investigate varied sources of information and must defend their findings in class discussions.</p> |
| <p>12. Identify and understand differences and commonalities within diverse cultures.</p> | <p>Not only is crime examined in a variety of cultures but explanations for crime offered in text materials are based on cultural differences. Examination of crime in other parts of the world also facilitates understanding of cultural influence. These differences are examined in class discussion and reviewed during testing.</p> |