

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **COURSE DESCRIPTION:**

In this course, students explore crime and its underlying causes in both micro and macro social context within the study of criminology. Students will be introduced to various theoretical perspectives explaining crime and will explore the use of criminology as an essential component in studying crime, criminal behavior and in testing theories. Students will also be acquainted with the primary sources of crime statistics and use of criminology in deterrent strategies in the United States and abroad.

### **COURSE OVERVIEW:**

In this course, students explore crime, its micro and macro social context, and underlying causes. Students will be introduced to various theoretical perspectives explaining crime and, by the end of the course, apply relevant theories to explain crime and criminal behavior. Students will study victimology and learn about victimless crimes. Students will also be acquainted with the primary sources of crime statistics, which are an essential component in studying crime and testing theories.

### **COURSE LEARNING OUTCOMES:**

1. Discuss the competing theories in criminology.
2. Apply criminological theory to crime analysis.
3. Compare major sources of crime information for crime studies.
4. Describe how criminological theory influences criminal justice policy.
5. Evaluate the characteristics of victimology and victimless crimes.
6. Analyze criminological theory and its application to international crime issues.

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## **PARTICIPATION & ATTENDANCE**

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Hagan, F. E. (2016) *Introduction to criminology, theories, methods, and criminal behavior* (9th ed.). Thousand Oaks, CA: Sage Publications. Paperback ISBN: 978-1483389172

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### MODULE 1

#### Readings

- Chapter 1 in *Introduction to Criminology*
- Agnew, R. (2014). The role of the social environment in general strain theory. In K. M. Beaver, J. Barnes, & B. B. Boutwell (Eds.), *The nurture versus biosocial debate in criminology: On the origins of criminal behavior and criminality* (pp. 184-198). London: SAGE Publications Ltd. doi: 10.4135/9781483349114.n12
- Fox, Jennings, & Farrington. (2015). Bringing psychopathy into developmental and life-course criminology theories and research. *Journal of Criminal Justice*, 43(4), 274-289.

#### Opening Exercise (0 points)

#### Discussion (25 points)

## **Mastery Exercise (10 points)**

### **MODULE 2**

#### **Readings**

- Chapters 2, 3, & 4 in *Introduction to Criminology*
- Fontane, W. (2016). FBI crime statistics. *Choice*, 53(12), 1766-1767.
- Lankford, A. (2016). Public mass shooters and firearms: A cross-national study of 171 countries. *Violence and Victims*, 31(2), 187-199.
- Vnuk, R. (2016). Justice statistics: An extended look at crime in the United States. *The Booklist*, 112(13), 34.

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Mastery Exercise (10 points)**

#### **Portfolio Milestone (20 points)**

##### **Options 1 & 2 – Summary of What Makes a Criminal**

Pick two articles to be used for the Portfolio Project and write a short summary about how the articles will be used in the project.

Then, make a reference list in APA of *eight* sources to be used on your final Portfolio Project.

You should have identified the two criminals to investigate and analyze for the Portfolio Project and begun research. Please contact the instructor for advice and guidance on the Portfolio Project.

### **MODULE 3**

#### **Readings**

- Chapters 5 & 10 in *Introduction to Criminology*
- Fagan, A., & Buchanan, M. (2016). What works in crime prevention? *Criminology & Public Policy*, 15(3), 617-649.
- Loughran, T., Paternoster, R., Chalfin, A., & Wilson, T. (2016). Can rational choice be considered a general theory of crime? Evidence from individual-level panel data. *Criminology*, 54(1), 86-112.

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Mastery Exercise (10 points)**

#### **Critical Thinking (80 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

##### **Option 1: *Type of Crime***

In an essay, identify and explain two ways in which a particular type of crime (property, violent, or drug crime) can be explained using the Classical and Neoclassical schools of criminology.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Option 2: Situational Crime Prevention**

In an essay, explain how situational crime prevention is utilized in reducing crime. In your discussion, please provide one example of a situational crime prevention measure and explain whether drug, violent, or property crimes are better suited to situational controls.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **MODULE 4**

### **Readings**

- Chapters 6 & 9 in *Introduction to Criminology*

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking (80 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option 1: Is Prison a Deterrent?**

Discuss whether or not you feel that prison can be used as deterrence to criminals. Explain why or why not. Are there alternatives that could deter or prevent crimes? Is prison more of a deterrent in other countries? Pick one additional country and analyze if prison is more of a deterrent than in the United States.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

#### **Option 2: Biological and Psychological Theories**

Compare and contrast how biological and psychological theories can be used to explain violent crime. Provide one shortcoming or critique in the utilization of these theories for measures of crime reduction.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **MODULE 5**

### **Readings**

- Chapters 7 & 11 in *Introduction to Criminology*
- Eaton, T., & Korach, Sam. (2016). A criminological profile of white-collar crime. *The Journal of Applied Business Research*, 32(1), 129-141.

- Walters, G., & Espelage, D. (2017). Mediating the bullying victimization–delinquency relationship with anger and cognitive impulsivity: A test of general strain and criminal lifestyle theories. *Journal of Criminal Justice*, 53, 66.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option 1: *Merton and Juvenile Delinquency***

Apply Merton's Individual Modes of Adaption towards juvenile delinquency. Analyze the five areas of the adaption towards why a juvenile may commit an offense.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

**Option 2: *Why Juveniles Join Gangs***

Use two theories that could be applied to explain the reasons why juveniles join gangs. Please provide a brief discussion of the theory as well as the application of the theory and use at least two outside sources, in addition to the textbook.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

**MODULE 6**

**Readings**

- Chapter 8 in *Introduction to Criminology*
- Tunnell, K., & Green, E. (2015). Critical criminology in the life and work of Eugene Victor Debs. *Critical Criminology*, 23(1), 39-55. doi:10.1007/s10612-014-9247-2
- Inman, M. (2017). Conflict theory, realistic. In F. Moghaddam (Ed.), *The SAGE encyclopedia of political behavior* (pp. 126-127). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483391144.n63

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option 1: *Critical Criminology***

Watch the following video:

**Video:** Getting Away With Murder

**Link:** <http://sk.sagepub.com.csuglobal.idm.oclc.org/video/harold-shipman-driven-to-kill?seq=8?fromsearch=true>

Given the information you have regarding Harold Shipman, explain under which theory of “critical criminology” you would argue he operated. State your position, reasoning, and support.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Option 2: *Integrative Theory***

Watch the following video:

**Video:** Harold Shipman - Driven to Kill

**Link:** <http://sk.sagepub.com.csuglobal.idm.oclc.org/video/harold-shipman-driven-to-kill?seq=8?fromsearch=true>

Given the information you have regarding Harold Shipman, explain Harold’s crime using an integrative theory. State your position, reasoning, and support. Additionally, explain why an integrative theory has more power in explaining the crime. You are encouraged to conduct additional research on the theory of your choice to fully develop your analysis.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **MODULE 7**

### **Readings**

- Chapters 4 & 14 in Introduction to Criminology
- Outlaw, L. (2016). Time for a divorce: Uncoupling drug offenses from violent offenses in federal sentencing law, policy, and practice. *American Journal of Criminal Law*, 44(1), 49-70.
- Pishchikova, L., & Mamonova, I. (2015). Victimization of persons late age. *European Psychiatry*, 30, 1425.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking (20 points)**

#### **Life Experience/Career Elevator Speech:**

Dave Kahle describes an “elevator speech” as the following: “That experience made me realize the need for what I call a “value-added proposition,” and what many people refer to as an “elevator speech.” It is

a well thought out, meticulously prepared, and memorized set of ideas that ultimately answer the question above. It should exist in several different versions: 1. There should be a one-page (250 words or so) description of: who you are; what you do; and why your customers and prospects should care. 2. That should be reduced to a 30-word version that should be memorized by everyone who has contact with the customer. 3. Finally, that should be further reduced to a four-to-eight-word version that can accompany every communication, from Web site advertising to face-to-face interactions. From the point of view of the sales force, the value-added proposition gives them a focal point – a place to hang their claim for uniqueness.”

Read the full article found linked in the Module 7 assignment folder.

After reading the article, prepare an elevator speech using any technical program – vimeo.com, a Power Point with voice over, Voki or any other voice included program. Prepare an elevator speech on the career you would like to get into or are currently in and submit to the Module 7 dropbox.

Kahle, D. (2016). The incredible power of an elevator speech. *American Fastener Journal*, 32(5), 86-87.

## MODULE 8

### Readings

- Chapters 3 (pp. 56-58), 12, & 15 in *Introduction to Criminology*
- Gardeazabal, J., & Sandler, T. (2015). INTERPOL's surveillance network in curbing transnational terrorism. *Journal of Policy Analysis and Management*, 34(4), 761-780.
- Kramer, R. (2016). State-organized crime, international law and structural contradictions. *Critical Criminology*, 24(2), 231-245.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (20 points)

### Portfolio Project (330 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your Portfolio Project assignment choice in the title of your submission.

#### **Option 1: *What makes a Criminal? (Essay)***

Pick two criminals that have committed the same type of crime, one from the United States and one from a different country; give a brief background or insight into the cases, and then apply 2-3 criminological theories that can be utilized to explain both of their crimes.

Your paper should be 6-8 pages in length (excluding the cover page and references page) and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

#### **Option 2: *What makes a Criminal? (Presentation)***

Pick two criminals that have committed the same type of crime, one from the United States and one from a different country; give a brief background or insight into the cases, and then apply 2-3 criminological theories that can be utilized to explain both of their crimes. Prepare a 15- to 20-slide presentation, excluding title and references slides, with PowerPoint. The PowerPoint can have voiceover

recorded or could be uploaded to VoiceThread. If using an online presentation method, provide a link to the presentation in a Word document and submit that for grading.

The presentation must include speaker's notes and a references slide, along with appropriate citations following CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

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## **COURSE POLICIES**

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### **Course Grading**

20% Discussion Participation  
0% Opening Exercises  
9% Mastery Exercises  
36% Critical Thinking Assignments  
35% Final Portfolio Project

| <b>Grading Scale</b> |               |
|----------------------|---------------|
| A                    | 95.0 – 100    |
| A-                   | 90.0 – 94.9   |
| B+                   | 86.7 – 89.9   |
| B                    | 83.3 – 86.6   |
| B-                   | 80.0 – 83.2   |
| C+                   | 75.0 – 79.9   |
| C                    | 70.0 – 74.9   |
| D                    | 60.0 – 69.9   |
| F                    | 59.9 or below |

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.