

## CJA 605: Criminology

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<b>Instructor:</b>	<b>Joe Allen, Ph.D.</b>	<b>Summer 2009</b>
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### **Catalog Description:**

The multiple factors associated with crime and criminality, as organized and integrated by explanatory scientific theories.

### **Student Learning Outcomes:**

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. The process and nature of the social construction of crime and crime as a social problem.
2. The critical application of criminological theory and the correlates of crime in relation to understanding the current nature and extent of crime and societal responses to criminal behavior.
3. The major historical and contemporary criminological theories, and their place in current crime research and dialogue.
4. The role of criminological theory and the correlates of crime as related to the evolution and derivation of social policy related to crime prevention and treatment of criminals.
5. The systematic review and evaluation of contemporary theoretical research.

### **Course Approach:**

This course will be presented using a variety of methods, primarily through lecture, group discussions and exercises, etc.. The course will employ instructional aids like PowerPoint and other audio/visual material.

### **Reading materials:**

Lily, Robert J., Francis T. Cullen, Richard A. Ball. Criminological Theory: Context and Consequences, 4<sup>th</sup> ed. 2007.

### **Assessment:**

**Criminological Correlate Discussion:** Each student will present/lead a 15-20 minute discussion on a 'correlate' of crime. This discussion will be based on at least 3 scholarly resources. The student will prepare an outline for the class and submit this to the instructor prior to their presentation/discussant date. Details on the specifics of this assignment and possible topics will be discussed in the 2<sup>nd</sup> week of class.

**Contribution to Class Discussion/Participation/Assignments:** In general, to achieve the course goals, class participants should think about the following questions as we read: (1) What are the contributions of the theory/perspective to the criminological literature? (2) How is the perspective related to other viewpoints that we have discussed? (3) What are its limitations (theoretical?) and (4) How could the theory/perspective be modified to better capitalize on its strengths and address some of its limitations? These questions will guide our seminar discussions and should help you discern important links in the field.

**Final Paper:** This paper may take a variety of forms – it may be a literature review, a research proposal, an empirical paper, or a theoretical "think" piece. If you attempt this last option, however, be forewarned that you must read further on each theoretical perspective that you discuss, and go well beyond the comparisons and arguments made in the seminar. The paper should be approximately 20 pages in length (double-spaced type) and should incorporate a minimum of 7 outside resources (scholarly works). You will need to use original sources, as in any research paper. We will discuss topics and angles once the class is underway, but generally speaking your paper will be theoretically-oriented or engage research related to correlates of criminal behavior.

**Midterm Exam:** This exam is non-cumulative and will encompass materials covered, roughly, during the first half of the course.

**Final Exam:** This exam is non-cumulative and will encompass materials covered, roughly, during the second half of the course.

**TERMS OF COURSE REQUIREMENTS:**

1. *Late assignments/projects will be discounted 10% per day after the due date. All late assignments must be turned in within 1 week, otherwise loss of **all** credit will occur.*
2. Unless otherwise specified, *assignments are due at the beginning of class.*
3. Students are allowed **1** absence for graduate student courses. Lateness to class or leaving class early will be figured into this absence. Absence up-and-beyond one class meeting will require appropriate documentation. Even though students are allowed one absence without having to drop the course, this does NOT mean that this absence will not figure into their final grade (remember, we only meet 10 times during the term).
4. *Students will be expected to have read materials prior to each class session and completed appropriate assignments.* It is especially important that students read and do work outside of the classroom due to the breadth of materials covered in such a relatively short period of time.
5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. If you would like to meet with me, visit me during my office hours or call/e-mail me to set up an appointment for an alternative time if those hours don't work for you. DON'T HESITATE to talk to, call, or e-mail me!*
6. Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.
7. Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.
8. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

## **Grading System:**

The class will be graded on a curve, based on the highest score received on exams, participation, and attendance. For this curve, a standardized grading system will be used:

A = 93-100% (of highest point total received)  
B = 84-92%  
C = 75-83%  
D = 66-74%  
F = 65% and below

<b><u>Point Distribution &amp; Scoring System:</u></b>	<b><u>% of Final Grade</u></b>
Criminological Correlate Discussion	15%
Midterm Exam	20%
Final Exam	20%
Final Paper	35%
Discussion/Participation/Assignments	10%

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## **About the Instructor:**

*Dr. Allen is a full-time faculty member, Assistant Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/ volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.*

## Course Schedule

## CJA 605

Week	Date	General Topic	Have Read for Week
1	7/10	Course Introduction	
2	7/17	Criminological Theory Overview Classical & Chicago Schools	Ch. 1-3
3	7/24	Nature & Extent of Crime Strain Theory	Ch. 4
4	7/31	Social Control, Labeling, & Conflict	Ch. 5-6
5	8/7	Social Control, Labeling, & Conflict (cont'd.)	Ch. 7-8
6	8/14	<b>Midterm Examination (Ch. 1-8)</b> Social Construction	Assigned Readings
7	8/21	Critical & Feminist Theories	Ch. 9-10
8	8/28	Conservative, Routine Activities, & Rational Choice	Ch. 11-12
9	9/4	Biological, Bio-Social, & Life Course Development Theories	Ch. 13-14
10	9/11	<b>Final Examination (Ch. 9-14)</b>	

**\*\*\*\*FINAL PAPERS DUE THE MONDAY FOLLOWING THE LAST DAY OF CLASS\*\*\*\***

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## **MARIANIST EDUCATIONAL VALUES**

The five characteristics of a Marianist Education are:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

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