

CJA605: CRIMINOLOGY

Instructor:	Joe Allen, Ph.D.	Summer 2019
Email:	joseph.allen@chaminade.edu	Online
Office/Phone:	Hale Hoaloha 203E, 808-735-4879	
Office Hours:	By appt. (easy, just email to set up)	
Course Pre-req:	None. Open to non-majors.	

CATALOG COURSE 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.

READING MATERIALS:

Akers, Ronald L. & Christine S. Sellers. Criminological Theories: Introduction, Evaluation, and Application, 7th ed. 2017. Oxford. ISBN: 9780190455163. Additional reading materials will be assigned throughout the term; when required, these will be posted for students to access.

COURSE APPROACH:

Learning in an online environment is definitely different from an in-class one. Most notably, things are 'asynchronous' -- we are not all together and in each other's presence at the same time. This makes things very convenient for students, but presents challenges for instructors. This structure does not always allow for the easy flow of information that one expects from a traditional classroom setting. Interactions and exchanges of ideas are less spontaneous and more formalized, and when these things do happen, there are lag times between being recognized/heard and then interacted with/responded to. Study habits and staying 'on track' come out a bit more in an online course. I will give you all of the support and resources I can in order for you to learn and to add to your pedagogical toolbox (learning to learn/critical thinking), though you must read materials and do assignments in a responsible manner in order to succeed in the traditional sense (grades). Online courses require a bit more planning and pacing on the student's part.

ASSESSMENT/COURSE REQUIREMENTS:

- **Written Assignments:** Students will complete written assignments that will coincide with reading material and/or online videos/media. These assignments will be based on contemporary criminological issues. If well-written, the assignments should be able to be accomplished in 1-3 single-spaced pages each, depending on the assignment. Assignments will be graded based on completion, addressing all aspects of the assignment, organization of thoughts/ideas, critical assessment of the material, readability, grammar, etc.

- **Final Paper:** This paper will be a literature review of a handful of topics selected by your instructor. Topics are selected based on contemporary influence/presence on a national and/or local level. The paper should be approximately 8 double-spaced pages in length and should incorporate a minimum of 6 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 related to correlates of criminal behavior with some connections to criminological theory.
- **Reading Homework:** Instead of doing exams, there will be a two reading homework assignments. This will take some pressure off you and will emphasize retention and understanding a bit more than testing performance, though they will cover larger chunks of material instead of chapter-by-chapter. These will be administered in exam format and will consist of objective questions (e.g., true/false, multiple-choice, etc.). The first section of reading homework will focus on ch. 1-7 of the textbook while the second section of reading homework will be cumulative, but will focus more heavily on materials covered in ch. 8-14. timed and must be completed in one sitting; there will be a 2-3 day timeframe for the student to take the exam. There will be a deadline to complete these homework assignments, but there will be no time limit (but once opened, it will need to be completed in that session or must remain open and returned to without closing in order to complete).

GRADING SYSTEM:

The class will be graded on a curve. For this curve, a standardized grading system will be used:

A = 100-90%

B = <90-80%

C = <80-70%

F = <70%

Point Distribution & Scoring System:

Course Item	% of Final Grade
Written Assignments (6)	30%
Reading Homework	20%
Final Paper	40%

Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

LOGGING IN & COMMUNICATION:

- **Regular Class Login.** As a policy, if a student misses materials due to not logging in when necessary, this is not excusable. For those with extenuating circumstances, documentation will be required for any level of excusal. "Extenuating circumstances" will be determined on a case-by-case basis, but the standard for this sort of exception is considered as 'circumstances beyond one's control' (e.g., medical illness, family emergency). Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not seen, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.
- **Communication.** Email through Canvas is the best way to reach me with questions about the course. If you would like to talk with me online (webcam) or via phone, I'm happy to do so; for this, it is probably best to email me and then we can set up a day/time. For email, I will answer all emails as soon as I can (usually very quickly if I am on the computer, but always within 24 hours unless I am travelling for work or at a conference). If you have a question about something in the course, do NOT send out group emails to all other students; this is not their burden to share -- send your questions directly to me.

STUDENTS WITH DISABILITIES:

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. June Yasuhara, 735-4845**, 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.

TERMS OF COURSE REQUIREMENTS:

1. Late assignments/projects will be discounted an initial 30% and 10% per day after the due date. All late assignments must be turned in within **1 week**, otherwise, loss of **all** credit will occur. Late assignments will unlikely to be accepted if assignments for other students have already been graded and returned.
2. Exam/Quiz materials are to be completed within the timeframe that they are made available. Exceptions are to be granted only in extenuating circumstances, otherwise, loss of all credit will occur.
3. Logging into the course regularly is a must, taking into consideration the amount of material covered in the course.
4. Students will be expected to read the assigned materials as these materials provide the pedagogical basis for the course. Students will be unlikely to pass, much less perform well, if they do not read the assigned materials.
5. I have an open-door approach when it comes to helping students understand the material and do well in the course. **DON'T HESITATE** to talk to, call, or email 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 cataloged materials.
7. As a policy, opportunities for extra credit **WILL NOT** be available. All students begin the course with perfect scores and will have every opportunity to maintain this score.
8. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

University Statement on Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

University Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center – 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

About the Instructor:

Dr. Allen is a full-time faculty member, Associate Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, survey research methods & statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004, beginning 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. Prior to Chaminade, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), the 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: victim compensation/restitution, 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 was born in Minnesota and spent his formative years there).

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 the University of Dayton

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

Course Schedule: Due Dates & Timeframes

Below are the due dates for homework/assignments and timeframes for exam completion. Do not wait until the last minute to complete things as they may take longer than anticipated.

Course Schedule**CJA605**

Week	Dates	Due	Read for Week
1	7/8-7/14	Writing Assignment #1 Due by	Ch. 1-2
2	7/15-7/21		Ch. 3-4
3	7/22-7/28	Writing Assignment #2 Due by	Ch. 5-6
4	7/29-8/4	Midterm Exam (1-7) Complete by	Ch. 7-8
5	8/5-8/11	Writing Assignment #3 Due by	Ch. 9
6	8/12-8/18	Writing Assignment #4 Due by	
7	8/19-8/25	Writing Assignment #5 Due by	Ch. 10-11
8	8/26-9/1	Writing Assignment #6 Due by	Ch. 12-13
9	9/2-9/8	Final Exam (8-14, Cumulative) Complete by	Ch. 14
10	9/9-9/14	Final Paper Due by	

Chapters & Topics

- **Chapter 1. Introduction to Criminological Theory**
 - **Chapter 2. Deterrence and Rational Choice Theories**
 - **Chapter 3. Biological and Biosocial Theories**
 - **Chapter 4. Psychological Theories**
 - **Chapter 5. Social Learning Theory**
 - **Chapter 6. Social Bonding and Control Theories**
 - **Chapter 7. Labeling and Reintegrative Shaming Theory**
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- **Chapter 8. Social Disorganization Theory**
 - **Chapter 9. Anomie and Strain Theories**
 - **Chapter 10. Conflict Theory**
 - **Chapter 11. Marxist Theories**
 - **Chapter 12. Radical and Critical Theories**
 - **Chapter 13. Feminist Theories**
 - **Chapter 14. Developmental and Life-Course Theories**
 - **Chapter 15. Integrating Criminological Theories**