

I. COURSE DESCRIPTION:

This course will focus on the theories that attempt to explain criminal behaviour. Biological and sociological perspectives, approaches and theories are examined. Students will apply causal factors of crime to case studies as they relate to the various perspectives.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Define and explain the use, structure and application of theory to the study of Criminology.
2. Describe and apply theory to explain criminal behaviour.
3. Explain the three Schools of Criminology Thought.
4. Explain the perspectives, assumptions and approaches of Criminology.
5. Apply the perspectives, assumptions, approaches and theories to case studies of crime and criminal behaviour.
6. Define terminology used in Criminology.

LEARNING ACTIVITIES:

1. Overview of Criminology
 - 1.1 define the term "theory
 - 1.2 explain the use and structure of theories
 - 1.3 explain the nature of theory application and its analytical level
 - 1.4 explain the process of matching crime with a particular theory
2. Application of Theory
 - 2.1 describe the hierarchical structure of applying theory
 - 2.2 apply levels of analysis, causal factors and integration factors used to explain criminal behaviour
 - 2.3 know the difference between theory application and theory advancement
 - 2.4 identify and describe the categories of crime

3. Explanation of Crime and Deviance

- 3.1 understand the sociological theories of crime and deviance
- 3.2 describe the theories through human ecology functionalism, social control
- 3.3 understand the psychological and biological explanations of crime
- 3.4 discuss critical issues in the criminal justice system

4. Social Learning Perspective

- 4.1 understand the common assumptions of the social learning perspective
- 4.2 explain the Differential-Association Approach and its restrictive assumptions
- 4.3 explain the specific assumptions of the Differential-Association-Reinforcement theory, the types of conditioning mechanisms and the laws of operant behaviour
- 4.4 explain the specific assumptions of the Neutralization-Drift theory and the techniques of neutralization
- 4.5 apply the perspective approach and theories to case studies

5. Societal Reaction Perspective

Upon successful completion of this unit, the student will be able to:

- 5.1 define the common assumptions of the Societal-Reaction Perspective
- 5.2 explain the Restrictive Assumption of the consequence Approach and the accompanying Labeling-Consequence Theory and its specific assumptions
- 5.3 explain the Restrictive Assumptions of the Interactionalist Approach and the accompanying Interactionalist-Labeling Theory and its specific assumptions
- 5.4 understand and explain the Consequence types of labels assigned to people as explained by the Interactionist and Consequence approaches
- 5.5 apply the perspectives and assumptions to a case study

6. Culture Conflict Perspective

Upon successful completion of this unit, the student will be able to:

- 6.1 explain the common assumptions of the Culture-Conflict Perspective
- 6.2 explain the restrictive assumptions of the Primary and Secondary Culture Conflict Approach
- 6.3 explain the restrictive assumptions of the Subculture Approach and the differences between subculture and counterculture
- 6.4 explain the specific assumptions of the Lower Class Culture-Conflict Theory
- 6.5 apply the perspective, approach and theory to a case study

7. Strain Perspective

Upon successful completion of this unit, the student will be able to:

- 7.1 define the general assumptions of the Strain Perspective
- 7.2 define the Anomie Approach and restrictive assumptions as they relate to modes of adoption to strain
- 7.3 explain the specific assumptions of the Delinquency-Frustration Theory
- 7.4 explain the Theory of Differential Opportunity Structures and its specific assumptions
- 7.5 apply the perspective and theories to a case study

8. Social Control Perspective

Upon successful completion of this unit, the student will be able to:

- 8.1 explain the Social Culture Perspective and its common assumptions
- 8.2 explain the specific assumptions of the Containment Approach
- 8.3 explain the Problem-Behaviour Approach and its specific assumptions
- 8.4 explain the Social Bonding Approach and its specific assumptions
- 8.5 explain the Reference Group Theory of Delinquency and its specific assumptions
- 8.6 explain the Attachment Theory of Delinquency and its specific assumptions
- 8.7 apply the perspective, theories and assumptions to a case study

9. Conflict Perspective

Upon successful completion of this unit, the student will be able to:

- 9.1 explain the Conflict Perspective and its common assumptions
- 9.2 explain the Law approach and its restrictive assumptions
- 9.3 explain Turk's Theory of Criminalization and its specific assumptions
- 9.4 explain Chambliss and Seidman's Theory of Crime and its specific assumptions
- 9.5 explain the Group-Value Approach and its restrictive assumptions
- 9.6 apply the perspective, theories and assumptions to a case study

10. Measuring Deviance and Crime

Upon successful completion of this unit, the student will be able to:

- 10.1 list and explain the uses of crime data
- 10.2 explain the uses and requirements of age, sex and ethnicity in the collection and processing of data
- 10.3 explain the uses of data in determining police tactics and deployment of resources
- 10.4 compare and contrast the crime collection methods of Canada and the United States

11. The Practice of Deviance and Crime

Upon successful completion of this unit, the student will be able to:

- 11.1 explain the characteristics of both victims and perpetrators
- 11.2 explain various methodologies in serial killings and mass murders
- 11.3 explain and compare the methods of explaining homicides
- 11.4 explain the characteristics of victims of sexual assault
- 11.5 explain the effects of sexual assault on children
- 11.6 compare the victim of sexual assault with other victims in dealing with the police
- 11.7 list situations involving drug abuse in Canada
- 11.8 apply theories previously learned, to drug prevention and apprehension strategies
- 11.9 use theories previously learned, to explain organized crime situations in Canada's major cities
- 11.10 using criminological theories, explain the structure and internal workings of organized crime
- 11.11 define white collar crime and its various guises in Canada
- 11.12 explain how police use modern criminological theories to combat white collar crime
- 11.13 explain how inadequate regulations contribute to the amount of white collar crime allowed in Canada
- 11.14 contrast the police approach to combating white collar and organized crime between Canada and the United States
- 11.15 using criminological theories, explain why there is a general level of acceptance of organized and white collar crime

III. TOPICS:

1. Overview of Criminology
2. Application of Theory
3. Criminology Schools of Thought
4. Perspectives, theories and assumptions of Criminology

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Siegel/McCormick, Criminology in Canada, ITP Nelson.

Additional Resource Material

- Sault College Library
- Lake Superior State University Library

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid-Term Exam	50%
Final Exam	50%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

RE-Writes and Exams

Re-write of tests or exams is not permitted

All assignments must be typed, double spaced with a cover page.

Failure to notify the Professor prior to a test or exam absence prior to the test or exam will result in zero grade being assigned

Substitute course information is available in the Registrar's office.

This course depends heavily student attendance and participation. Students are advised to read each chapter prior to class.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.