

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Criminology

CODE NO.: LAS 204

SEMESTER: III

PROGRAM: Law and Security Administration

AUTHOR: Jim Euale

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PREVIOUS OUTLINE: January 1994

NEW:

REVISED:

APPROVED:


M/IA/rf-
Kitty DeRosario, Dean
Human Sciences & Teacher ED

Date



****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

I. COURSE PHILOSOPHY/GOALS

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. STUDENT PERFORMANCE OBJECTIVES

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 use in Criminology.

III. TOPICS TO BE COVERED

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

IV. LEARNING ACTIVITIES**1. Overview of Criminology**

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

- 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

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

- 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. Criminological Schools of Thought

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

- 3.1 explain the three schools of criminological thought (Spiritual, Positivist, and Classical)
- 3.2 explain the factors predicting the degree of determinism or free will in criminal behaviour
- 3.3 understand the origins, focus, methods and goals of the medical and justice models of criminal justice

4. Explanation of Crime and Deviance

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

- 4.1 understand the sociological theories of crime and deviance
- 4.2 describe the theories through human ecology functionalism, social control!
- 4.3 understand the psychological and biological explanations of crime
- 4.4 discuss critical issues in the criminal justice system

5. Social Learning Perspective

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

- 5.1 understand the common assumptions of the Social Learning perspective
- 5.2 explain the Differential-Association Approach and its restrictive assumptions
- 5.3 explain the specific assumptions of the Differential-Association-Reinforcement theory, the types of conditioning mechanisms and the laws of operant behaviour
- 5.4 explain the specific assumptions of the Neutralization-Drift theory and the techniques of neutralization
- 5.5 apply the perspective, approach, and theories to case studies

6. Societal Reaction Perspective

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

- 6.1 define the common assumptions of the Societal-Reaction Perspective
- 6.2 explain the Restrictive Assumption of the Consequence Approach and the accompanying Labelling-Consequence Theory and its specific assumptions
- 6.3 explain the Restrictive Assumptions of the Interactionalist Approach and the accompanying Interactionalist-Labelling Theory and its specific assumptions
- 6.4 understand and explain the Consequence types of labels assigned to people, as explained by the Interactionist and Consequence approaches
- 6.5 apply the perspectives and assumptions to a case study

7. Social Disorganization

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

- 7.1 understand and relate the common assumptions of the Social-Disorganization Perspective
- 7.2 explain how social control is achieved in formal and informal organizations
- 7.3 explain the Concentric Zone theory and its specific assumptions
- 7.4 apply the perspective, theory, and assumptions to a case study

8. Culture Conflict Perspective

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

- 8.1 explain the common assumptions of the Culture-Conflict Perspective
- 8.2 explain the restrictive assumptions of the Primary and Secondary Culture Conflict Approach

- 8.3 explain the restrictive assumptions of the Subculture Approach and the differences between subculture and counterculture
- 8.4 explain the specific assumptions of the Lower Class Culture-Conflict Theory
- 8.5 apply the perspective, approach and theory to a case study

9. Strain Perspective

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

- 9.1 define the general assumptions of the Strain Perspective
- 9.2 define the Anomie Approach and restrictive assumptions as they relate to modes of adoption to strain
- 9.3 explain the specific assumptions of the Delinquency-Frustration Theory
- 9.4 explain the Theory of Differential Opportunity Structures and its specific assumptions
- 9.5 apply the perspective and theories to a case study

10. Social Control Perspective

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

- 10.1 explain the Social Culture Perspective and its common assumptions
- 10.2 explain the specific assumptions of the Containment Approach
- 10.3 explain the Problem-Behaviour approach and its specific assumptions
- 10.4 explain the Social Bonding Approach and its specific assumptions
- 10.5 explain the Reference Group Theory of Delinquency and its specific assumptions
- 10.6 explain the Attachment Theory of Delinquency and its specific assumptions
- 10.7 apply the perspective, theories and assumptions to a case study

11. Conflict Perspective

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

- 11.1 explain the Conflict Perspective and its common assumptions
- 11.2 explain the Law Approach and its restrictive assumptions
- 11.3 explain Turk's Theory of Criminalization and its specific assumptions
- 11.4 explain Chambliss and Seidman's Theory of Crime and its specific assumptions
- 11.5 explain the Group-Value Approach and its restrictive assumptions
- 11.6 explain Bernard's Unified Conflict Theory of Crime and its specific assumptions
- 11.7 apply the perspective, theories and assumptions to a case study

12. Statistical Analysis of Crime

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

- 12.1 locate Canadian Crime data reports
- 12.2 understand the "dark side" of crime
- 12.3 interpret crime data and policy implications
- 12.4 understand the various modes of collection of crime data

V. METHOD OF EVALUATION

Two (2) tests - 30 marks each (each test will be 1.5 hours in duration and will include short essay, multiple choice, true/false, and short answer questions.)

One (1) Take-Home Assignment - 40 marks

Grading System

90 -	100	=	A+
80 -	89	=	A
70 -	79	=	B
60 -	69	=	C
0 -	59	=	R (repeat)

VI. REQUIRED STUDENT RESOURCES

Criminology, Applying Theory, John E. Holman and James F. Quinn

VII. ADDITIONAL RESOURCE MATERIAL

Sault College Library
Lake Superior State University Library

VIII. SPECIAL NOTES

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

Students with special needs (physical impairment, visual impairment, hearing impairment, learning disabilities) are encouraged to discuss required accommodations confidentially with the professor.

Your professor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.