ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 6, 2011

1. ACADEMIC UNIT: School of Criminology and Criminal Justice

2. COURSE PROPOSED: CRJ 225 Introduction to Criminology 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Marie Griffin Phone: (602) 496-2337
   Mail Code: 4420 E-Mail: Marie.Griffin@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 985-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry—L
   - Mathematical Studies—MA
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SO

   Awareness Areas
   - Global Awareness—G
   - Historical Awareness—H
   - Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ____________________________
   Is this a multisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? ☐ Yes

Scott Deater
Chair/Director (Print or Type)
Date: 4/5/2011

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>- ANTHROPOLOGY</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>- ECONOMICS</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>- CULTURAL GEOGRAPHY</td>
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<td>☒</td>
<td>☐</td>
<td>- HISTORY</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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<td>☒</td>
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<td>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</td>
</tr>
<tr>
<td>☒</td>
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<td>- Courses with primarily fine arts, humanities, literary, or philosophical content.</td>
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<td>☒</td>
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<td>- Courses with primarily natural or physical science content.</td>
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<td>- Courses with predominantly applied orientation for professional skills or training purposes.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>- Courses emphasizing primarily oral, quantitative, or written skills.</td>
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</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>The course provides a survey of the types of criminal behavior in which individuals engage and the major theories used to explain this behavior.</td>
<td>Within the syllabus, please see the course overview and course description.</td>
</tr>
<tr>
<td>Course content emphasizes the study of social behavior such as that found in sociology, criminology, using the distinct knowledge base of social and behavioral sciences.</td>
<td>The course requires students to make use of criminological theories and other appropriate theoretical perspectives (i.e., victimology) to better understand the definitions and measurement of crime, theories of crime causation, and crime types.</td>
<td>Within the syllabus, please see the course overview, course description, expected learning outcomes, and detailed table of contents.</td>
</tr>
<tr>
<td>Course illustrates use of social and behavioral science perspectives and data.</td>
<td>The course requires students to make use of criminological theories and research to assess crime patterns, definitions of crime, and measurement of crime. Students will learn the major theoretical accounts of crime and be able to apply these theories to crime control strategies.</td>
<td>Within the syllabus, please see the course overview, course description, and expected learning outcomes.</td>
</tr>
</tbody>
</table>
Course Description

CRJ 225 - Introduction to Criminology

Course description: Provides a broad survey of criminal behavior and the major attempts to explain it. Topics include definitions and measurement of crime, theories of crime causation, and crime types.

Enrollment requirements: Pre-requisites: Students who have credit for CRJ 294, topic 8, may not enroll in CRJ 225

Units: 3
Repeatable for credit: No
General Studies: No
Campus: ASU at Downtown Phoenix
CRJ 225: INTRODUCTION TO CRIMINOLOGY

Course Description
This course provides a broad survey of criminal behavior and the major attempts to explain it. Topics include definitions and measurement of crime, theories of crime causation, and crime types.

Course Objectives
- Students will know the basic facts about crime patterns, definitions of crime, and measurement of crime.
- Students will understand the major theoretical accounts of crime.
- Students will be able to apply criminological theories to crime control strategies.
- Students will improve communication and analytical skills through course readings, participation in class discussion, and written assignments.

Required Texts

Course Requirements and Expectations
This course covers a broad range of topics related to the crime and criminological theory. As such, it is extremely important that students keep up to date with readings. Any questions you may have about the reading materials should be brought up during class time to facilitate class discussion.

A significant portion of each class session will be set aside for class discussion. Students are expected to arrive to class having read all assigned readings, and prepared to discuss them critically.

Students are expected to attend all classes and are responsible for all material covered in class or in assigned readings. Lectures will cover some material not discussed in the readings. The readings will cover some material not covered in the lectures. Students are responsible for all material presented in lecture, and all content of assigned readings.

Students are expected to be courteous to others in the class. Arriving late, leaving early and using cell phones are discourteous and disruptive. Any student who substantially or repeatedly interferes with the conduct of the class will be asked to leave.

Grading
Final grades will be determined by a weighted average of four exams, response papers and in-class quizzes, and class participation.

Exams will be made up of multiple choice questions, and will be non-cumulative. Each exam is worth 15 percent of your final grade. If you miss an exam, provided it is for a legitimate and
documented reason brought to my attention prior to the exam, you will have one week to make it up. It is your responsibility to schedule a make-up time to take the exam.

Several short response papers and in-class quizzes will be assigned throughout the semester, and will cumulatively make up 20 percent of the final grade.

The class participation grade will be made up of two components: attendance and in-class discussion. Each of these components are worth 10% of your final grade. Your attendance grade starts at 100% and will be reduced 5 percentage points for every absence after the first two, regardless of excuses. The in-class discussion portion of your participation grade is based on the frequency and quality of your contributions to class discussion.

**Components of final grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
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<tr>
<td>Response papers/ quizzes</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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</table>

<table>
<thead>
<tr>
<th>Percentage earned</th>
<th>Grade</th>
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<td>92-97</td>
<td>A</td>
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<td>90-91</td>
<td>A-</td>
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<td>88-89</td>
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<td>60-69</td>
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</table>

**Students with additional needs**

I will make the necessary accommodations for any student with special needs documented by the Disability Resource Center. If this is the case, please inform me during the first week of class so that I can adequately prepare.

**Academic Integrity**

All students are expected to adhere to the highest standards of academic integrity. Students should familiarize themselves with the ASU Student Academic Integrity Policy available online: [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity). This policy details behaviors considered to be violations of academic integrity and provides guidelines on the imposition of sanctions, such as grade reduction, suspension and expulsion.
### Class Schedule

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings in Siegel</th>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>None</td>
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<tr>
<td>Week 2</td>
<td>Defining Crime &amp; Criminology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Measuring Crime and Criminal Behavior</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Victimology</td>
<td>Chapter 14</td>
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<tr>
<td>Week 5</td>
<td>Early Schools of Criminology</td>
<td>Chapter 3</td>
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<tr>
<td>Week 6</td>
<td>Exam 1</td>
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<tr>
<td>Week 7</td>
<td>Social Structural Theories</td>
<td>Chapter 4</td>
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<tr>
<td>Week 8</td>
<td>Social Process Theories</td>
<td>Chapter 5</td>
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<tr>
<td>Week 9</td>
<td>Exam 2</td>
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<tr>
<td>Week 10</td>
<td>Critical Theories</td>
<td>Chapter 6</td>
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<tr>
<td>Week 11</td>
<td>Psychosocial Theories</td>
<td>Chapter 7</td>
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<td>Week 12</td>
<td>Biosocial Approaches</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 13</td>
<td>Developmental Theories</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Week 14</td>
<td>Exam 3</td>
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<tr>
<td>Week 15</td>
<td>Violent Crime</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 16</td>
<td>Property Crime</td>
<td>Chapter 11</td>
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<tr>
<td>Week 17</td>
<td>Public Order Crime</td>
<td>Chapter 12</td>
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<tr>
<td>Week 18</td>
<td>White Collar and Organized Crime</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 19</td>
<td>Exam 4</td>
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</tbody>
</table>
Brief Contents

Preface xxix
Acknowledgments xxxiii

Section 1. Introduction and Overview of Crime and Criminology 1

INTRODUCTION 1

HOW TO READ A RESEARCH ARTICLE 19

READINGS 23
1. The Use and Usefulness of Criminology, 1751–2005:
   Enlightened Justice and Its Failures
   Lawrence Sherman 23

Section 2. Measuring Crime and Criminal Behavior 33

INTRODUCTION 33

READINGS 48
1. Gender Gap Trends for Violent Crimes, 1980 to 2003:
   A UCR-NCVS Comparison
   Darrell Steffensmeier, Hua Zhong, Jeff Ackerman, Jennifer Schwartz, and Suzanne Agha 48

2. Race and the Probability of Arrest
   Stewart D’Alessio and Lisa Stolesenberg 59

   Jerome Cartier, David Farabee, and Michael Prendergast 69
Section 3. The Early Schools of Criminology and Modern Counterparts

INTRODUCTION

READINGS
1. An Introduction to the Principles of Morals and Legislation
   Jeremy Bentham
2. A Crying Shame: The Over-Rationalized Conception of Man in the Rational Choice Perspective
   Willem de Haan and Jaco Vos
3. The Economics of Crime
   Gary S. Becker

Section 4. Social Structural Theories

INTRODUCTION

READINGS
1. Community Correlates of Rural Youth Violence
   D. Wayne Osgood and Jeff M. Chambers
2. Social Structure and Anomic
   Robert K. Merton
3. Gangs and Social Change
   Martín Sánchez-Jankowski

Section 5. Social Process Theories

INTRODUCTION

READINGS
1. Social Learning Theory
   Ronald L. Akers
2. The Nature of Criminality: Low Self-Control
   Michael R. Gottfredson and Travis Hirschi
   Xiaoming Chen
4. Gender and Crime Among Felony Offenders: Assessing the Generality of Social Control and Differential Association Theories
   Leanne Fistal Alarid, Velmer S. Burton, Jr., and Francis T. Cullen
Section 6. Critical Theories: Marxist, Conflict, and Feminist

INTRODUCTION

READINGS

1. Marx, Engels, and Bonger on Crime and Social Control
   Ian Taylor, Paul Walton, and Jock Young

2. Crime, Punishment, and the American Dream: Toward a Marxist Integration
   Barbara A. Sims

3. Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash
   Meda Chesney-Lind

Section 7. Psychosocial Theories: Individual Traits and Criminal Behavior

INTRODUCTION

READINGS

1. Feeble-Mindedness
   H. H. Goddard

2. Temperament, Environment, and Antisocial Behavior in a Population Sample of Preadolescent Boys and Girls
   René Voëstra, Siegwart Lindenber, Albertine J. Oldehinkel, Andrea F. De Winter, and Johan Ormel

3. Psychopathy: Theory, Measurement, and Treatment
   Ahn Vien and Anthony R. Beech

Section 8. Biosocial Approaches

INTRODUCTION

READINGS

1. Behavior Genetics and Anomie/Strain Theory
   Anthony Walsh

2. Neuroimaging Studies of Aggressive and Violent Behavior: Current Findings and Implications for Criminology and Criminal Justice
   Jana L. Bufkin and Vickie R. Luttrell

3. A Theory Explaining Biological Correlates of Criminality
   Lee Ellis
Section 9. Developmental Theories: From Delinquency to Crime to Desistance

INTRODUCTION

READINGS

1. Reactive Versus Proactive Antisocial Behavior: Differential Correlates of Child ADHD Symptoms?
   David Bennett, Maria Pitale, Vaishali Vora, and Alyssa A. Rheingold

2. The Adolescence-Limited/Life-Course Persistent Theory Antisocial Behavior: What Have We Learned?
   Terrie E. Moffitt and Anthony Walsh

3. Unraveling Juvenile Delinquency
   Sheldon Glueck and Eleanor Glueck

4. A Life-Course View of the Development of Crime
   Robert J. Sampson and John H. Laub

Section 10. Violent Crimes

INTRODUCTION

READINGS

1. Stick-Up, Street Culture, and Offender Motivation
   Bruce A. Jacobs and Richard Wright

   Anthony Walsh

3. The Terrorist Mind I: A Psychological and Political Analysis
   Laurence Miller

Section 11. Property Crime

INTRODUCTION

READINGS

1. Sneaky Thrills
   Jack Katz

2. Searching a Dwelling: Deterrence and the Undeterred Residential Burglar
   Richard Wright

3. The Novelty of “Cybercrime”: An Assessment in Light of Routine Activity Theory
   Majid Yar
Section 12. Public Order Crime

INTRODUCTION

READINGS

1. Alcohol Problems and the Differentiation of Partner, Stranger, and General Violence
   Rosemary Cogan and Bud C. Ballinger III

2. The Association Between Multiple Drug Misuse and Crime
   Trevor Bennett and Katy Holloway

3. Juveniles' Motivations for Remaining in Prostitution
   Shu-ling Hwang and Olwen Bedford

Section 13. White-Collar and Organized Crime

INTRODUCTION

READINGS

1. Criminal Thinking and Identity in Male White-Collar Offenders
   Glen D. Walters and Matthew D. Geyer

2. The Causes of Organized Crime: Do Criminals Organize Around Opportunities for Crime or Do Criminal Opportunities Create New Offenders?
   Jay S. Albanese

   Hung-En Sung

Section 14. Victimization: Exploring the Victimization Experience

INTRODUCTION

READINGS

1. The Criminal and His Victim
   Hans von Hentig

2. Violent Victimization as a Risk Factor for Violent Offending Among Juveniles
   Jennifer N. Shaffer and R. Barry Ruback
3. Victimological Developments in the World During the Past Three Decades (I): A Study of Comparative Victimology
   Hans Joachim Schneider 547

4. Victimological Developments in the World During the Past Three Decades (II): A Study of Comparative Victimology
   Hans Joachim Schneider 553

Glossary 560
Photo Credit 573
References 574
Index 587
About the Authors 596