**Fall 2017**

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**Required Textbook**

Brown, Stephen E., Finn-Aage Esbensen, and Gilbert Geis (2012). *Criminology:*

 *Explaining Crime and Its Context*. New York: Elsevier 8th Edition.

ISBN 978-1-4557-3010-0

**A.**

**Course Description**

This course provides an introduction to the study of crime, commonly known as criminology. Criminology is primarily concerned with understanding the causes of crime, and so we will examine some of the most influential explanations for criminal behavior. The course will examine the major aspects of the study of crime, the definitions of criminal behavior, the measurement of crime and the operation of the criminal justice system. As social context shapes general beliefs, however, it also shapes beliefs about crime; we will consider how different explanations have emerged at different times and understand how social context contributes to explanations of crime. To develop credible explanations for crime we must understand the nature of crime, and we will examine a range of criminal activity. Moreover, this course discusses some of the major theoretical explanations for criminal behavior and analyze different types of crime and victimization.

**Learning Objectives**

This course introduces criminology theories that will allow students to analyze cases and their theoretical applications of criminal justice system. This course provides a broad examination of crime and justice practices while introducing you to basic crime concepts, procedures and contemporary issues. This course not only designed to prepare students for careers in the field, but also to create educated persons aware of social issues involved with crime and crime control.

Furthermore, students will develop their theoretical skills and awareness of crime by comparing it to real life situations and interactions.

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

1. Understand the major criminological explanations of crime.
2. Be able to utilize criminological theory to explain crime.
3. Understand the nature of a variety of criminal activities.
4. Be able to effectively communicate about criminological theory.
5. Understand how social context impacts thought concerning crime and its causes.
6. Be able to critically assess explanations of crime.

**Course Requirements**

**Session Article Preparation, Presentation, and Discussion**

Since session article preparation and discussion play a critical role in obtaining knowledge and understanding of topics in this course, students are encouraged to read the required readings for each session, and be ready to discuss in depth its essential ideas in the class. Please be ready to present the key messages of the article to the class in a clear and concise way and try to answer the following questions when you do your readings:

What are the main issues raised by the article? What are the research questions of the article? What are the main arguments or findings of the article? Which theoretical perspectives can be applied to real life situations mentioned in the article?

1) Assignments (**10%)** The number of homework assignments will be assigned over the course of the semester.

2) Mid-term (**30%**) The mid-term will be an in-class exam designed to assess student facility with concepts. There may be some objective format items such as multiple choice.

3) Case Study (**20%**) Students will read a case and this case study is a key component of this course, which we will examine through the reading of the case. The case study is designed to allow students to investigate criminal behavior and interpret it using the theories they learn about in the course. Afterwards, there is going to be held a case study midterm.

4) Final (**40%**) The final exam will be a semi-comprehensive exam comprised of concepts and applications discussed in class.

NOTE: Students are always responsible for weekly reading assignments listed in this syllabus **after** coming to class. Notes distributed in class and textbook material are to be read following the class lecture in which the topics were discussed.

**Grading Criteria**

-Assignments %10

-Mid-Term %30

-Case Study Exam %20

- Final %40

**Attendance Policy**

Attendance is important to stay on top of class material and homework assignments. Students are encouraged to come to class, but are left with the responsibility of managing their own attendance. Attendance will be taken for the purpose of explaining poor performance should the need arise.

**Evaluation Policy**

Students will be allowed to make-up an exam or submit homework or other assignments beyond a deadline only with written documentation (e.g., doctor’s letter) for extenuating circumstances covered under AUCA policy.

**Caveat**

The instructor reserves the right to change the schedule, assignments, and/or evaluation criteria throughout the semester. Any changes will be announced to the class with sufficient notice to prepare for the changes. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor.

**B.**

**Tentative Agenda**

 ***Topic*** ***Assigned Reading*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Week 1: Introduction: What is Criminology**

 **Course Syllabus and Introduction to the course.**

 **What is Criminology?**

Read Brown et al. text **(pp.3-25)**

Hoyle, C. (2011). *What is Criminology?*

**Week 2: Theories of Crime: Classical and Early Positivism**

Read Brown et al. text **(154-168; 217-240)**

Jeffery, C. R. (1959). Pioneers in criminology: The historical development of criminology. *The Journal of Criminal Law, Criminology, and Police Science*, 50(1), 3-19.

**Week 3: Contemporary Biological Theories**

Read Brown et al. text **(241-256)**

Wright, R. A., & Miller, J. M. (1998). Taboo until today? The coverage of biological arguments in criminology textbooks, 1961 to 1970 and 1987 to 1996. *Journal of Criminal Justice*, 26(1), 1-19.

**Week 4: Sociological Theories of Crime Part 1: Ecology, Subculture and Strain Theory**

Read Brown et al. text **(265-301)**

Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American journal of sociology*, 94(4), 774-802.

**Week 5: Frontline: The Killer at Thurston High**

 **For more information, go to:**

*http://www.pbs.org/wgbh/pages/frontline/shows/kinkel/*

**Week 6: Class Discussion of Killer at Thurston High**

Muschert, G. W. (2007). Research in school shootings. *Sociology Compass*, 1(1), 60-80.

**Week 7: Sociological Theories of Crime Part 2: Learning and Control Theory** Read Brown et al. text **(309-354)**

Carver, C. S., & Scheier, M. F. (1982). Control theory: A useful conceptual framework for personality–social, clinical, and health psychology. *Psychological bulletin*, 92(1), 111.

**Week 8: Labeling and Conflict Theory**

Read Brown et al. text **(363-398)**

Bernburg, J. G., Krohn, M. D., & Rivera, C. J. (2006). Official labeling, criminal embeddedness, and subsequent delinquency: A longitudinal test of labeling theory. *Journal of Research in Crime and Delinquency*, 43(1), 67-88.

**Week 9: New Directions: Integration and a Life-Course Perspective**                                    Read Brown et al. text**(405-436)**

[Warr, M. (1998). Life‐course transitions and desistance from crime. *Criminology*, *36*(2), 183-216.](http://weebly-file/1/0/8/3/10833829/life-corse_perspective.pdf)

**Week 10: MIDTERM EXAMINATION**

**Week 11:** **Case Study (TBA)**

**Week 12: CASE STUDY MIDTERM EXAMINATION**

**Week 13: Criminal Law and the Criminal Justice System**

Read Brown et al. text (**31-61)**

Rice, M. E. (1997). Violent offender research and implications for the criminal justice system. *American Psychologist*, 52(4), 414.

**Week 14:** **Crime Data: Official Data, Self-Reports and Victimization Data**

 Read Brown et al. text (**65-101)**

Pellegrini, A. D., & Long, J. D. (2002). A longitudinal study of bullying, dominance, and victimization during the transition from primary school through secondary school. *British journal of developmental psychology*, 20(2), 259-280.

**Week 15: FINAL EXAMINATION**

**C. CLASS SCHEDULE**

**Weekly Schedule/Assignment**

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| **Week/Date** | **Session/Topic** | **Assignment****(Turn in the beginning of class session)** |
| 1September 6 | What is Criminology  | Read pp.3-25 and assigned article |
| 2September 13 | Theories of Crime: Classical and Early Positivism | Read pp. 154-168; pp.217-2402 and assigned article |
| 3September 20 | Contemporary Biological Theories | Read pp. 241-256 and assigned article; |
| 4September 27 | Sociological Theories of Crime Part 1: Ecology, Subculture and Strain Theory | Read pp. 265-301 and assigned article |
| 5October 4 | Frontline: The Killer at Thurston High  | View the CaseFor more information, go to: *http://www.pbs.org/wgbh/pages/frontline/shows/kinkel/* |
| 6October 11 | Class Discussion of Killer at Thurston High | Come to class prepared for the case discussions |
| 7 October 18 | Sociological Theories of Crime Part 2: Learning and Control Theory | Read pp. 363-398 and assigned article |
| 7 October 25 | Labeling and Conflict Theory | Read pp. 309-354 and assigned articles |
| 8November 1 | Training the Workforce | Read the Chapter 8 and assigned articles;Case 2 is assigned  |
| 9November 8 | Midterm Exam |  |
| 10November 15 | Case Study (TBA) | Please come to class prepared by reading the case |
| 11November 22 | Case Study Midterm Exam | Please come to class prepared by reading the case |
| 12November 17 | Criminal Law and the Criminal Justice System | Read pp. 31-61 and assigned article |
| 13November 29 | Crime Data: Official Data, Self-Reports and Victimization Data | Read pp. 65-101 and assigned article |
| 14December 12 | Final Exam |  |