Course Description
A general introduction to the study of crime from an interdisciplinary perspective. Classical and contemporary sociological theories developed over the past two hundred years to explain and predict criminal behavior will be explored, including their propositions, assumptions, empirical validity, and policy implications, as well as the socio-historical context in which they were developed. Additionally, various psychological theories from the psychoanalytic, behavioral, and cognitive traditions that attempt to account for criminality and the psychosocial development of a criminal personality type will be studied. Other issues to be addressed include the measurement and extent of crime, the role of demographics (age, race, gender, social class) in the causation of and reaction to crime, and the criminal justice response to crime, including a historical overview of that response, as well as recent trends in policing, corrections, and community-based interventions.

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Textbook

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Course Overview
The goal of this course is to explore the various sociological and psychological theories that attempt to explain criminal behavior, as well as the response to crime by both the criminal justice and mental health systems in America. Each week there will be a new learning module that will include a reading assignment, two discussion forum exercises, and a quiz. Both the forum exercises and the quiz will relate to that week’s reading assignment. In addition, students will be required to demonstrate their understanding of the course material by submitting a critical thinking paper in which they will be asked to apply criminological theory to a stated issue or problem.
Readings: Readings should be completed prior to submitting assignments or taking quizzes for the week.

Discussions: Each week will include two relevant discussion questions. Students will be required to post an original response to the question, and then respond to at least two other students. Points will be awarded on the quality of both the original and follow-up posts. Students will be encouraged to remain actively engaged in the discussion throughout the week. Some questions will require students to defend a personal opinion, while others will require a factual response with cited sources.

Quizzes: Each weekly module will include a 10-item multiple choice quiz covering the week’s material. The quizzes will be open-book and timed, and only a single attempt will be allowed.

Papers: During the course, a critical thinking paper will be required. This paper will serve as the final exam. The paper can be written in either APA or MLA format. It should be 7-12 pages in length, and will require students to use 3-5 sources. The subject of the paper will be outlined under the appropriate tab in the online module.

Time Requirements: Each weekly learning module will become available at 12:01 am on Monday, and will remain open till 11:59 pm of the following Sunday. At the end of each week the quiz and forum exercise for that week will no longer be available without making arrangements with the course instructor. The critical thinking paper will be due by the last day of class.

Technology Requirements

Participation in this course will require the following basic technology:

- A computer with reliable Internet access,
- a web browser,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.
- Ability to scan and upload various assignments

Grading Information

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (N = 8)</td>
<td>20 points each (160 points total)</td>
</tr>
<tr>
<td>Discussions (N = 16)</td>
<td>10 points each (160 points total)</td>
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<tr>
<td>Critical Thinking Papers (N = 1)</td>
<td>100 points</td>
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There are times when additional forum exercises may be included if significant current events relevant to the course warrant discussion. If so, then those points will increase the total points for the course.

**420 points**

- A = 378 - 420 points
- B = 336 - 377 points
- C = 294 - 335 points
- D = 252 - 293 points
Course Schedule

Week 1 – Introduction to Criminology

READING ASSIGNMENT - SIEGEL, CHAPTERS 1-2
This week you will be introduced to the subject of criminology, including its historical development and the various schools of theory and thought making up the broader discipline. We will explore what criminologists do, and how they define crime and deviance. We will also explore the various sources of data criminologists use to determine crime rates and trends. We will discuss how crimes are counted by law enforcement agencies, and how crime statistics are gathered. Finally, we will look at patterns of criminality by gender, race, and age, among other variable.

Week 2 – Victims and Victimization/ Sociological Theories (Choice Theory)

READING ASSIGNMENT - SIEGEL, CHAPTERS 3 & 4
This week we will look at the subject of crime victimization, including victim statistics and demographics, as well as theories of victimization. We will explore some of the psychological effects of victimization, such as "abused spouse syndrome" and "rape trauma syndrome." We will then begin our exploration of some of the predominant sociological theories of crime and deviance, beginning with "Choice Theory," and the work of Beccaria and Wilson, among others.

Week 3 – Sociological Theories (Social Structure and Social Process Theories)

READING ASSIGNMENT - SIEGEL, CHAPTERS 6 & 7
This week we will continue our discussion of the various sociological theories of crime and deviance. We will look at the factors influencing an offender's rational choice to commit crime, in addition to the various social factors influencing crime, especially race and poverty. The concept of "strain," and the work of Shaw & McKay will be discussed, as well as the theories of Hirschi and Sutherland.

Week 4 – Critical Criminology/ Psychological Theories (Psychoanalytic Perspective)

READING ASSIGNMENT - SIEGEL, CHAPTER 8 / HARMENING, CHAPTER 2
This week we will look at the role of inequality as a determinant of crime and deviance. We will look specifically at theories that have been heavily influenced by Marxist ideology. Then we will begin our exploration of the various psychological theories that attempt to account for crime, beginning with the psychoanalytic theory of Sigmund Freud.

Week 5 – Psychological Theories (Behaviorism and Cognitive Theory)

READING ASSIGNMENT - HARMENING, CHAPTERS 3 & 4
Continuing our discussion of psychological theories of crime and deviance, this week we will look at the "Behaviorist" perspective and the role of conditioning in a person’s decision to engage in criminal behavior. We will look at the theories of Watson (classical conditioning), Skinner (operant conditioning), and Bandura (vicarious conditioning). We will then shift our focus to Cognitive Theory, and the role of moral reasoning and "cognitive scripts" in criminality.

Week 6 – Criminal Triad Theory (Attachment and Moral Development)

READING ASSIGNMENT - HARMENING, CHAPTERS 5-8
This week you will be introduced to Criminal Triad Theory, and the development and role of two important psychosocial processes that are critical to the development of the internal system of
deterrence, attachment formation and moral development. In our discussion of the former, we will focus on the theories of John Bowlby and Mary Ainsworth. In the case of the latter, we will focus on the work of Lawrence Kohlberg and Carol Gilligan.

Week 7– Criminal Triad Theory (Identity-formation)

**READING ASSIGNMENT - HARMENING, CHAPTERS 9 & 10**

This week we will explore the all-important process of identity-formation during adolescence, and its role in the development of the self deterrence mechanism (SeDM). We will discuss in great detail the developmental theory of Erik Erikson, as well as that of James Marcia. We will look at how identity "diffusion" during adolescence potentially impacts a person's behavior in early adulthood.

Week 8– Assessment of Intelligence

**READING ASSIGNMENT - HARMENING, CHAPTERS 11 & 12**

In this final week we will look at the onset of criminality during adolescence, and how the previously discussed developmental factors of attachment, more development, and identity-formation come together to prepare a young person either for a life of social conformity or deviance. We will look at the three types of crimes - symbolic, opportunistic, and ego-directed - and how each of these patterns of deviant behavior relates to earlier development. Finally, we will look at various strategies for recognizing the developing criminal personality at a young age and intervening to change the child's developmental trajectory.

Course Policies

Student Conduct

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, because it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, # %$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: [http://ucollege.wustl.edu/faculty/academic_integrity](http://ucollege.wustl.edu/faculty/academic_integrity)

Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities.
Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff.

**Online Participation**

You are expected to read the assigned texts and participate in the discussions and other course activities each week. Assignments should be posted by the due dates stated in the syllabus. If an emergency arises that prevents you from participating in class, please let your instructor know as soon as possible.

**WUSTL E-mail**

All students are provided a WUSTL e-mail account when they enroll in classes at Washington University. You are responsible for monitoring e-mail from that account for important messages from the University and from your instructor.

Students should use e-mail for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

**Late Assignment Policy**

An online class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the online communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next few months. You must keep up with the schedule of reading and writing to successfully complete the class.

Late assignments will not be graded, unless the student can document that the cause was “extraordinary circumstances beyond the control of the student” or prior approval was given. Late replies to other students will not receive a grade.

**Additional Resources**

**Technical Support**

- This is a fully online, technology-based course. Because computers are not perfect, PLAN on having technical issues at least once during the term. If you have problems accessing the course or posting your assignments, contact the University College website (http://ucollege.wustl.edu/node/1333), or the Blackboard Helpdesk (ucbhelp@artsci.wustl.edu) for assistance. Please keep in mind that this is technical support for any problems you experience within the Blackboard classroom only, not other external software. For a list of Frequently Asked Questions and Answers, go to: http://libanswers.wustl.edu/ and click on “Blackboard for Students” link.

- To access the course, go to the Blackboard website (https://bb.wustl.edu)

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13 and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.
Be sure you have downloaded the most recent version of Java. This is a free software program which helps you access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.