

Criminology

COURSE DESCRIPTION

Criminology: Inside the Criminal Mind

In today's society, crime and deviant behavior are often one of the top concerns of society members. From the nightly news to personal experiences with victimization, crime seems to be all around us. In this course, we will explore the field of criminology or the study of crime. In doing so, we will look at possible explanations for crime from psychological, biological, and sociological standpoints, explore the various types of crime and their consequences for society, and investigate how crime and criminals are handled by the criminal justice system. Why do some individuals commit crimes but others don't? What aspects in our culture and society promote crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: The World of Criminology

In this unit, you will be introduced to the field of criminology. We will discuss what crime is and how it is related to deviance. We will also examine the similarities and differences between criminologists, criminalists, and criminal justice professionals. In addition, we will investigate the idea of criminal intent and the various defenses that might be used when a crime is committed. Finally, we will look at some of the research methods that are used in the field of criminology to help us better understand crime and criminals.

Learning Objectives

- Learn what crime is and how it is related to deviance.
- Discuss what criminology is and how it relates to other disciplines.
- Investigate legitimate reasons why a crime might be excused.
- Examine crime statistic sources and the issues with each.
- Look at some of the research methods that criminologists use to study crime.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Lab Questions	Homework	10 points
Unit 1 Discussion Part 1	Discussion	5 points
Unit 1 Discussion Part 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Biological and Psychological Theories of Crime

In this unit, we will consider biological and psychological explanations for crime. In doing so, we will look at phrenology and somatotyping. We will consider how pollution, hormones, and what we eat may have an effect on whether an individual commits a crime. We will discuss some of the psychological explanations of crime such as psychoanalytic theory, modeling theory, and self-control theory. Finally, we will examine the legal definition of insanity and the use of psychological profiling in solving crimes.

Learning Objectives

- Learn about early biological explanations of crime such as phrenology.
- Discuss chemical and hormonal theories of crime.
- Look at psychoanalytic theories of crime.
- Examine modeling and self-control theories.
- Investigate the legal definitions of insanity and how psychological profiling is used to solve crimes.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Lab Questions	Homework	10 points
Unit 2 Discussion Part 1	Discussion	5 points
Unit 2 Discussion Part 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Labeling, Conflict, Environmental, and Radical Theories

In this unit, we will turn from the biological and psychological explanations for crime discussed in the previous unit to looking at how the environment and social conditions affect crime. In doing so, we will discuss theories such as social disorganization theory, strain theory, conflict theories, and radical criminology. We will examine how both negative labeling, inequality, and the physical environment influence crime.

Learning Objectives

- Learn what social structure and social conditions are and how they relate to crime.
- Examine how social transition and rapid change can result in crime.
- Discuss how individuals may adapt to cultural goals in a way that leads to crime.
- Investigate how physical conditions affect crimes.
- Discuss the roles that inequality and power have in crime.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Lab Questions	Homework	10 points
Unit 3 Discussion Part 1	Discussion	5 points
Unit 3 Discussion Part 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Violent Crimes and Crimes Against Property

In this unit, we will consider the categories of crime known as crimes against persons and crimes against property. We will learn about crimes against persons such as homicide, assault, and robbery. We will also discuss property crimes, such as larceny, burglary, and arson. With each of the crimes, we will examine insights that criminologists have gained in studying the crime and statistics of the crime for victims and offenders.

Learning Objectives

- Learn about crimes against persons and crimes against property.
- Understand the different legal categories of homicide.
- Examine the different categories of thieves.
- Investigate the cost of crimes like larceny.
- Discuss the social conditions that factor into crimes such as burglary.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Lab Questions	Homework	10 points
Unit 4 Discussion Part 1	Discussion	5 points
Unit 4 Discussion Part 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: White-Collar Corporate and Public Order Crimes

In this unit, we will discuss white-collar crime, corporate crime, organized crime, and public order crime. In doing so, we will identify which crimes fall into each area and what the effect is on society and individuals. We will identify the differences between occupational and corporate crime. Finally, we will discuss some of the controversies and debates in reducing organized and public order crimes.

Learning Objectives

- Identify the differences between occupational and corporate crimes.
- Discuss the costs of white-collar and corporate crimes to society.
- Examine different types of corporate crimes.
- Discuss possible solutions for controlling organized crime.
- Investigate the controversies over public order crimes and their enforcement.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Lab Questions	Homework	10 points
Unit 5 Discussion Part 1	Discussion	5 points
Unit 5 Discussion Part 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Criminal Case Process

In this unit, we will discuss the criminal case process. We will examine the goals of the criminal justice system, including deterring crime and punishing those who break the law. We will also discuss the stages of a criminal case, including entry into the system, prosecution, sentencing, corrections, and diversions. Finally, we will look at how the juvenile court process differs from the adult criminal case process.

Learning Objectives

- Learn about the criminal justice system and what is included in the system.
- Discuss how the criminal justice system had its beginnings.
- Examine the goals of the criminal justice system.
- Investigate the various stages of the criminal case process.
- Look at how the juvenile criminal case process differs from the adult criminal case process.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Lab Questions	Homework	10 points
Unit 6 Discussion Part 1	Discussion	5 points
Unit 6 Discussion Part 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Enforcing the Law and the Nature of Courts

In this unit, we will explore the process of enforcing the law and the court system. In doing so, we will look at the selection of police officers, the choices that they make in their role as a police officer, and the use of community policing. We will also consider the structure of the court system in the United States and what a typical trial looks like. Finally, we will examine the controversy over the death penalty and explore some of the reasons for and against this sentence.

Learning Objectives

- Learn about the conflicting models toward crime and criminals in the criminal justice system.
- Discuss the factors that influence law enforcement decisions.
- Understand the U.S. court system, including state and federal courts.
- Examine what occurs in a typical criminal trial.
- Investigate the reasons for and against the death penalty and what research has shown about the death penalty.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Lab Questions	Homework	10 points
Unit 7 Discussion Part 1	Discussion	5 points
Unit 7 Discussion Part 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Overview of Punishment and Correction

In this unit, we will consider the various punishments that are used in the correctional system. We will first examine institutional corrections, such as sentences to jail or prison. We will look at the different types of facilities and the history of the correctional system. We will also discuss the use of parole and its advantages and disadvantages to society. In addition, we will examine other forms of punishments, including probation and alternative sanctions. In doing so, we will discuss what is involved with these punishments and whether they are effective at keeping individuals from repeating their crimes.

Learning Objectives

- Understand the different facilities used to hold and incarcerate offenders.
- Learn about the history of the correctional system.
- Examine the cost of correctional institutions to society.
- Discuss probation and why it is used.
- Examine alternative sanctions, such as house arrest and community service.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Lab Questions	Homework	10 points
Unit 8 Discussion Part 1	Discussion	5 points
Unit 8 Discussion Part 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course (Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century