



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring  
**Course Prefix:** CJ  
**Course Title:** Criminology

**Year:** 2025  
**Course and Section #:** 3270 X02  
**Credits:** 3

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### ***Course Description***

Introduces the field of criminology, providing an overview of the issues involved in defining, measuring, and explaining crime. Examines the nature, extent, and general characteristics of criminal behavior and the potential causes of criminal offenses and offenders. Reviews early and contemporary theories, which attempt to explain criminal behavior from a sociological, psychological, and biological perspective; the effectiveness of theories in explaining crime; theory integration and application of theory to selected issues as they relate to the modern world.

CJ 3270 is a discipline core requirement for the Criminal Justice, B.S. degree.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Dr. Amy Stutzenberger, PhD

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## ***Student Learning Outcomes***

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

- Explain the concepts of law, crime, and criminology
- Describe the differences between criminology and criminal justice
- Identify the various theories of crime causation
- Evaluate the policy implications of each theory.
- Evaluate the various types of criminal behavior.
- Assess the characteristics of different types of crimes
- Apply criminological theory to specific types of criminal behavior

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## ***Course Materials and Texts***

- Textbook: Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications.
- Access to a computer and reliable internet connection.

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## **Course Requirements**

### **Course Assignments**

Assignments (30% of total grade)

**Memes (10% of total grade)**

Discussions (30% of total grade)

Quizzes (20% of total grade)

**Exam (10% of total grade)**

### **Course Assessments**

Quizzes (20% of total grade)

Exam (10% of total grade)

### **Grading Policy**

A (94-100%); A- (90-93%); B+(87-89%); B (83-86%); B- (80-82); C+ (77-79%); C (73-76%); D+ (67-69%); D (63-66); D- (60-62%); and E (59-0%)

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## **Required or Recommended Reading Assignments**

Module 1: Chapters 1 and 2 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading).

Module 2: Chapter 3 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading); Utilitarianism, Jeremy Bentham, Classical and Positivist Schools of Thought, Classical School/Theory, Cesare Beccaria, and Deterrence and Law Enforcement (Supplemental Videos); and An Examination of Deterrence Theory: Where Do We Stand?, Do Criminal Laws Deter Crime? Deterrence Theory in Criminal Justice Policy: A Primer, and Rethinking Prison as a Deterrent to Future Crime (Supplemental Readings).

Module 3: Chapter 4 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading); Rational Choice Theory of Criminology, Rational Choice Theory: What It Is in Economics, With Examples, Deterrence and Rational Choice Theory, Routine Activity Theory, and Mapping the Golden State Killer (Supplemental Readings); and Rational Choice Theory in Sociology and Criminology Explained, Routine Activities Theory, Point/CounterPoint Routine Activities Theory, Focus on Places, Not People, to Prevent Crime, Hot Spot Policing and Displacement, How Data Analysis Is Driving Policing (Supplemental Audio and Videos).

Module 4: Chapters 5 and 6 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Readings); Human Testing, the Eugenics Movement, and IRBs, Crime Causation: Biological Theories, and Genetic Factors and Criminal Behavior (Supplemental Readings); and Cesare Lombroso, Left Handedness, and the Criminal Mind, Is There A Criminal Brain? And Can It Be Modified?, The Biological Roots of Violence, Crime and violence: The Biological Behind Murder, Is Violence Inevitable? Biological Roots of Crime, The Eugenics Crusade, Nature or nurture? Twin studies provide answers, Twin and Adoption Studies, The Surprising Connection Between Brain Injuries and Crime, and Marine Corps Veteran Faces Deportation, Says His Crimes Are Linked To PTSD (Supplemental Audio and Videos).

Module 5: Chapter 7 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading) and Andrea Yates Documentary (Required Video).

Module 6: Chapter 8 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading) and Chirstopher Dorner Documentary (Required Video).

Module 7: Chapter 9 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading); Neighborhoods and Crime Lecture and Murder on the Internet (Required Videos).

Module 8: Chapter 10 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading).

Module 9: Chapter 11 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading) and Labeling and Conflict Theories Lecture (Required Video).

Module 10: Chapter 12 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading) and Picture Perfect: The Trial of Jodi Arias and Aileen Wuornos: The Selling of a Serial Killer (Required Videos).

Module 11: Chapter 14 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading) and The Iceman Confessions of a Mafia Hitman (Required Video).

Module 12: Chapter 15 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading).

Module 13: Chapter 16 in Schram, P. & Tibbetts, S. (2021). Introduction to Criminology, 3e. Thousand Oaks, CA: Sage Publications (Required Textbook Reading) and Silence of the Lambs (Required Video).

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## **General Description of the Subject Matter of Each Lecture or Discussion**

Module 1: Criminology and Crime in Society

Module 2: Classical and Neoclassical Criminology

Module 3: Deterrence, Rational Choice and Routine Activities Theories

Module 4: Biological and Biosocial Theories of Criminality

Module 5: Psychological and Trait Theories

Module 6: Social Structure and Strain Theories

Module 7: Social Structure, Social Disorganization, and Cultural Theories

Module 8: Social Process and Control Theories

Module 9: Labeling and Conflict Theories

Module 10: Feminist Theory

Module 11: White-Collar Crime, Organized Crime, and Cybercrime

Module 12: Hate Crimes, Mass Murders, and Homeland Security

Module 13: Drugs and Crime

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

*\*adapted from Temple University's statement on AI in classes.*

## Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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## **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.