

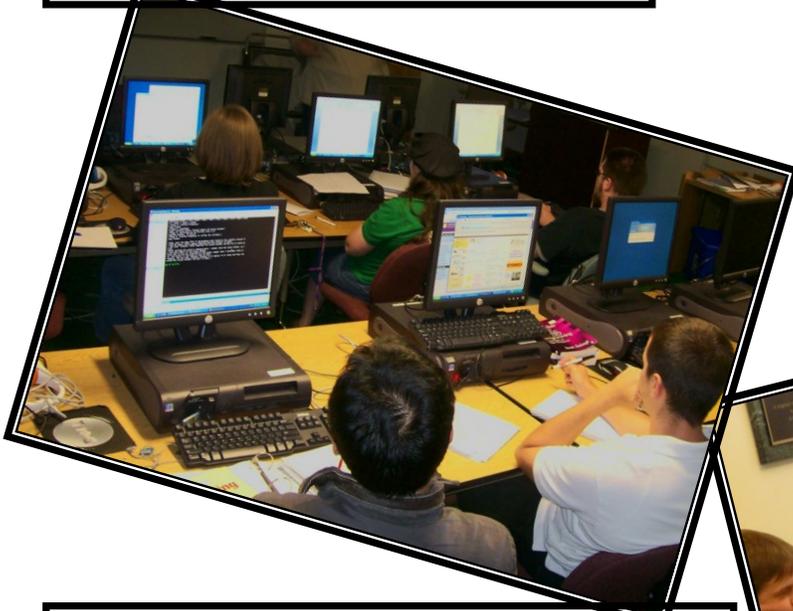


# SCHOOL OF CRIMINAL JUSTICE

UNIVERSITY AT ALBANY State University of New York



## Graduate Study





The School of Criminal Justice was founded in 1968 as a result of New York Governor Nelson Rockefeller's desire to provide a program of education and research organized around issues of crime and justice. It became the first Ph.D.-granting criminal justice program in the nation, and its interdisciplinary "Albany Model" curriculum has been emulated by many of the doctoral programs founded since then. The School's graduate program has consistently been ranked among the very top programs in the nation. Its faculty members, who represent the disciplines of law, political science, sociology, psychology, and public policy as well as criminal justice, are internationally known for their research. Its students are actively engaged in learning the craft of research and are themselves regular participants in the national scholarly societies and frequent contributors to the literature. Alumni of the School are widely recognized for their leadership positions in criminal justice and criminology research, education, policy making, and practice.

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## **OPPORTUNITIES IN CRIMINAL JUSTICE**

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There is continued growth in the need for specialists throughout the criminal justice system (police, courts, and corrections) at all levels of government, on the staffs of policymakers both public and private, in private research and consulting firms, and especially in higher education as researchers and teachers. Criminal Justice is one of the fastest growing liberal arts and science majors in the United States, while the faculty who began the field in the 1960s and 1970s are rapidly retiring. In addition, criminal justice agencies have begun hiring doctoral and master's trained researchers and policy analysts in large numbers. Graduate degrees are increasingly required for appointment or promotion to managerial positions. Consequently future outlook for careers in criminal justice research appears quite good.

The School's graduates have been highly successful in finding employment in all the operating agencies of criminal justice, in the many private organizations that undertake research and policy analysis or provide support services, and in the expanding academic field of criminal justice. Because of the School's long history, it has developed an extensive network of contacts in criminal justice agencies, government departments, "think tanks," and academic institutions that it uses to provide research opportunities, selected internships, and career placement information.

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## **THE ACADEMIC PROGRAMS**

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The School offers both the Master of Arts and Doctor of Philosophy degrees, as well as a dual master's degree program with the School of Social Welfare.

### **The Ph.D. Degree**

The doctoral program of study consists of 60 credits of coursework. Up to 30 credits of graduate-level studies completed elsewhere may be applied toward the doctoral degree if they were completed with a grade of B or better and are relevant to the student's degree in criminal justice.

To satisfy requirements for the Ph.D. degree, students must:

- Complete 60 credits of coursework with a B (3.0) or better grade point average; including
  - 1) RCRJ 607 - Theories of Crime
  - 2) RCRJ 640 - Theory and Criminal Justice
  - 3) RCRJ 687 - Statistical Techniques in Criminal Justice Research II
  - 4) RCRJ 688 - Research Design in Criminal Justice II
  - 5) RCRJ 701 - Research/Analytical Writing Seminar
  - 6) RCRJ 711 - Doctoral Orientation Seminar
- Pass the comprehensive examination
- Complete the Ph.D. tool requirement
- Present and successfully defend a dissertation prospectus
- Present and successfully defend a dissertation
- Comply with the University's statute of limitations requirement by completing all requirements within eight (8) calendar years from the date of initial registration in the program

The dissertation must investigate a problem of significance and make a unique contribution to the field of study. It must demonstrate the candidate's ability to design, undertake, and report original research that meets accepted scholarly criteria. The dissertation is supervised by a four- or five-person faculty committee chosen by the student in consultation with relevant faculty and approved by the Dean.

## **The Master's Degree**

The Master of Arts degree requires the successful completion of 33 credits of course work with a cumulative grade point average of at least 3.0. Up to nine (9) credits of graduate-level studies completed elsewhere may be applied toward the required 33 credits.

(Note: Students who matriculated in the Master of Arts program prior to fall 2016 are governed by the program requirements in place at the time of admission.)

To satisfy requirements for the M.A. degree students must:

- Complete 33 credits of course work with a B (3.0) or better grade point average
- Complete two foundations courses:
  - RCRJ 507 Theories of Crime
  - RCRJ 540 Theoretical Foundations of Criminal Justice
- Complete the support sequence of statistics and research design:
  - RCRJ 504 Applied Statistics I or equivalent
  - RCRJ 505 MA Research Design or equivalent
- Elective credits - 18 credits from any RCRJ graduate-level courses. The credits may include one of four 9-credit elective tracks:
  - Information Technology
  - Crime Causation, Prevention, and Intervention
  - Justice Systems
  - Problem Solving and Analysis
- Complete the Master's Capstone Seminar - 3 credits (RCRJ 799)
- Students must comply with the University's statute of limitations requirement by completing all study from the date of admission within six years.

### Capstone Seminar

The Capstone Seminar (RCRJ 799) will provide the opportunity to demonstrate special field competency by synthesizing and refining graduate experiences around a set of related activities, built on each student's curricular choices and acquired specialized expertise.

### Concentration in Information Technology (9 credits)

The information technology graduate curriculum provided by the School of Criminal Justice builds on the School's outstanding reputation as a center of high-level quantitative research in criminal justice. The curriculum is designed to extend and expand the statistical and methodological expertise learned in the traditional sequence of the School's methods and statistical courses.

#### Course Requirements:

- IIST 523 (Fundamentals of IT) or IINF 523 (Fundamentals of IT)
- RCRJ 592 (Data Utilization in Criminal Justice)
- RCRJ 693 (Geographic Information Systems in Criminal Justice) or RCRJ 695 (Responsible Use of CRJ Information)
- A non-credit module encompassing data utilization software (focusing, for example, on SPSS)

### Concentration in Crime Causation, Prevention, and Intervention (9 credits)

The study of the etiology of crime, offenders' responses to interventions, and the efficacy of crime prevention strategies (examples include courses on sociological, psychological, other theories of crime; crime of place; gang behavior; terrorism; situational crime prevention; reentry; incarceration).

Select 9 credits:

- RCRJ 601 Crime, Deviation, and Conformity
- RCRJ 602 Psychological Factors of Crime
- RCRJ 604 Gender and Crime in American Culture
- RCRJ 605 Juvenile Delinquency and Youth Crime
- RCRJ 611 Race and Crime
- RCRJ 612 Homicide Research
- RCRJ 613 Nature of Youth Gangs
- RCRJ 614 Crime and Cities
- RCRJ 632 Decision Making and Deterrence
- RCRJ 643 Community Supervision and Treatment of Convicted Persons
- RCRJ 645 Prison Environments
- RCRJ 648 Terrorism and Public Security
- RCRJ 656 Social Response to Youth Gangs
- RCRJ 661 Modes of Correctional Intervention
- RCRJ 667 Prison Reform
- RCRJ 747 Violence in Criminal Justice
- Other courses as advisor approved

### Concentration in Justice Systems (9 credits)

The study of how societies respond to crime through policy and practice, and the value systems that underlie those responses (examples include courses on behavior of police, courts, and corrections agencies; law and social control; juvenile justice; international responses to crime).

Select 9 credits:

- RCRJ 623 Substantive Criminal Law
- RCRJ 625 Principles of Punishment
- RCRJ 630 The Legal Rights of Children
- RCRJ 636 Juvenile Justice
- RCRJ 641 Comparative Criminal Justice
- RCRJ 642 Issues in Policing
- RCRJ 644 The Incarceration Process
- RCRJ 646 Sentencing
- RCRJ 647 Innovations in Policing
- RCRJ 649 Gender, Administration, and Policy
- RCRJ 651 Policing in America
- RCRJ 652 Prosecution and Adjudication
- RCRJ 655 Crime, Criminal Justice and Public Policy
- RCRJ 663 Organizational Change
- RCRJ 720 Seminars on Specific Problems in Law and Social
- RCRJ 720 Wrongful Convictions
- RCRJ 721 Capital Punishment
- Other courses as advisor approved

### Concentration in Problem Solving and Analysis (9 credits)

Development of research, data and analytic skills that would prove useful in practice and policy settings (examples include courses on crime analysis; program evaluation; policy analysis; measurement of crime; spatial analysis; qualitative research; historical research; advanced statistical analysis).

Select 9 credits:

- RCRJ 592 Data Utilization in Criminal Justice I
- RCRJ 606 Measure of Crime and Delinquency
- RCRJ 626 Law and Science in Criminal Justice
- RCRJ 691 Program Evaluation
- RCRJ 693 Geographic Information Systems in Criminal Justice I
- RCRJ 694 Spatial Data Analysis - Criminal Justice
- RCRJ 697 Qualitative Research in Criminal Justice
- RCRJ 788 Special Methods Seminars
- RCRJ 788 Historical Research Methods
- Other courses as advisor approved

### **Combined Baccalaureate-Master's Degree Program**

Qualified undergraduates may apply for admission to the combined B.A. Criminal Justice/M.A. Criminal Justice program and, if accepted, simultaneously work toward completion of the requirements for both undergraduate and graduate degrees. See BA/MA Degree Programs for details - [http://www.albany.edu/scj/ba\\_ma.php](http://www.albany.edu/scj/ba_ma.php).

### **The Dual Master's Degree (M.A./M.S.W.)**

The dual Master's Degree Program in Criminal Justice (M.A.) and Social Work (M.S.W.) requires a minimum of 70 graduate credits. Students may be admitted at the beginning of their graduate studies, but not later than completion of 20 graduate credits applicable to the dual master's program. The Criminal Justice M.A. may be combined with the M.S.W. either in its Direct Practice (Clinical) Concentration or its Macro Concentration. Students must apply for and be accepted to both the School of Social Welfare and the School of Criminal Justice. For more information on the combined program visit [http://www.albany.edu/graduatebulletin/criminal\\_justice\\_dual\\_ma\\_msw\\_degree\\_SSW.htm](http://www.albany.edu/graduatebulletin/criminal_justice_dual_ma_msw_degree_SSW.htm).

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## **ADMISSION INFORMATION**

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To be admitted to a graduate program offered by the School of Criminal Justice, applicants must hold a bachelor's degree from a college or university of recognized standing. Students may apply directly to either the master's or doctoral program. In other words, students committed to doctoral study need not be admitted to the M.A. program first. High-achieving students from all undergraduate majors are encouraged to apply. Admission to academic programs is based on an assessment by a faculty committee of the applicant's academic achievements and promise as indicated by the application materials.

### **Application process**

Applications to the School of Criminal Justice Master's program are due July 1 for the fall semester and December 1 for the spring semester. The doctoral program only accepts new students for the fall semester. The deadline to apply to the doctoral program is December 31. Students are encouraged to apply early.

Admission procedures are managed and directed by the Graduate Admissions Office. For additional information, visit their website at <http://www.albany.edu/graduate/>. Graduate program applications are available online at [http://www.albany.edu/graduate/online\\_app.php](http://www.albany.edu/graduate/online_app.php).

M.A. applicants must provide the following application materials:

- Transcripts from all college-level work
- 3 Letters of recommendation
- Graduate Record Examination (GRE) or other standardized examination scores\*
- Statement of background and goals

\* The Graduate Record Examination (GRE), or other standardized test, is required for all applicants to the M.A. program except when the applicant is a graduate of the University at Albany Criminal Justice major OR when the Graduate Admissions Committee elects to waive the requirement based on special circumstances, e.g. demonstration of significant professional accomplishments.

Ph.D. applicants must provide the following application materials:

- Transcripts from all college-level work
- 3 Letters of recommendation
- Graduate Record Examination (GRE) scores\*
- Statement of background and goals

\* The GRE is required for all applicants to the Ph.D. program.

The TOEFL is required from international applicants for whom English is not their primary language.

## **Additional Information**

Prospective students may also contact the School directly by telephone at (518) 442-5210 and by e-mail at [scj@albany.edu](mailto:scj@albany.edu). Information about the School of Criminal Justice and the University at Albany is also available on the School's Web Page at <http://www.albany.edu/scj/>. Students wishing to visit the School during the application process may make arrangements through the above number.

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## **FINANCIAL ASSISTANCE**

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In order to help defray the costs of higher education, the School of Criminal Justice offers fellowships/assistantships to graduate students. The various forms of support from the School are available almost exclusively for doctoral study. However, paid graduate assistantships and internships are also available in administrative units throughout the University and with local criminal justice agencies. The University gives special consideration and attention to the support of students from historically underrepresented segments of the population. For more information on funding your graduate education, visit <http://www.albany.edu/graduate/funding-graduate-study.php>

Incoming doctoral students are guaranteed support for at least three years (subject to satisfactory performance) - either through fellowships, teaching assistantships, research assistantships, internships, or some combination thereof. Most students are able to obtain support after the first three years if they are making satisfactory progress toward the degree.

The School of Criminal Justice awards several fellowships that recognize incoming Ph.D. students with special potential. They include the Michael J. Hindelang Fellowship, which honors the memory of one of the School's outstanding faculty members, the Robert Martin, Jr. Fellowship, which honors the memory of an exceptional Ph.D. student, and the Bruce L. Davis '73 Fellowship, which was established by an esteemed graduate of our M.A. program. These fellowships carry a stipend of \$25,000 plus tuition scholarship. Standard assistantships carry average stipends of \$20,000 plus tuition.

New students apply for financial assistance when applying for admission. Detailed information and application forms for aid based on financial need are available from the Office of Financial Aid. Visit their website at <http://www.albany.edu/financialaid/> or call (518) 442-5757.

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## **GRADUATE STUDENT ASSOCIATION OF THE SCHOOL OF CRIMINAL JUSTICE**

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The Graduate Student Association of the School of Criminal Justice is an important, active student group in the School. Through the Association, students are members of School committees and are involved in faculty recruitment and academic policy development. Members of the Student Association participate in student recruitment by assisting prospective students when they visit the campus and in student orientation by helping new students become acquainted with Albany, find housing, and select courses. The Association also sponsors social events, community service efforts, and other activities.

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## **FACULTY**

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### **Dean of the School of Criminal Justice**

**William Alex Pridemore**, Ph.D., Criminal Justice, University at Albany - Social Structure and Violence; Cross-national Violence Rates; Impact of Alcohol Outlets on Crime and Health in Communities; Impact on Health of Alcohol; Impact of Policy on Crime; Rural Crime; Impact on Health of Incarceration; Crime Measurement

### **Distinguished Professors**

**Alan Lizotte**, Ph.D., Sociology, University of Illinois - Statistics and Quantitative Research Methods; Developmental Study of Antisocial Behavior over the Life Course; Patterns of Firearms Ownership and Use

**Colin Loftin**, Ph.D., Sociology, University of North Carolina, Chapel Hill - Criminal Violence; Methodology and Statistics; Structural Factors and Crime

### **Distinguished Teaching Professors**

**James Acker**, J.D., Duke University; Ph.D., Criminal Justice, University at Albany - Law; Capital Punishment; Law and Social Science; Constitutional Criminal Procedure; Substantive Criminal Law; Legal Rights of Children

**David McDowall**, Ph.D., Sociology, Northwestern University - Statistical Methodology; Violence; Criminology

### **Professors**

**Frankie Bailey**, Ph.D., Criminal Justice, University at Albany - Social History; Popular Culture/Mass Media, Justice and Multiculturalism

**Greg Pogarsky**, J.D., University of Pittsburgh School of Law; Ph.D., Public Policy, Carnegie Mellon University - Criminology; Deterrence; Offender Decision-Making; Quantitative Research Methods; Longitudinal Data Analysis

### **Associate Professors**

**Megan Kurlychek**, Ph.D., Crime, Law and Justice, The Pennsylvania State University - Juvenile Delinquency and Justice; Offender Rehabilitation and Reentry; Courts and Sentencing; Statistics and Methods

**Dana Peterson**, Ph.D., Criminal Justice, University of Nebraska at Omaha - Juvenile Delinquency and Treatment; Youth Gangs and Gang Prevention; Sex and Gender Issues in Delinquency; Contextual Influences on Crime

**Justin Pickett**, Ph.D., Criminology, Florida State University - Public Opinion on Crime and Criminal Justice; Social Threat and Social Control; Juvenile Justice and Delinquency; Sociology of Punishment; Survey Research Methods

**Alissa Pollitz Worden**, Ph.D., Political Science, University of North Carolina, Chapel Hill - Criminal Court Behavior and Policy; Criminal Justice Theory; Public Opinion and Criminal Justice; Family Violence

**Robert Worden**, Ph.D., Political Science, University of North Carolina, Chapel Hill - Criminal Justice Policy and Administration; Policing, Drug Control Policy.

### **Assistant Professors**

**Evelien Hoeben**, Ph.D., Criminology, NSCR and VU University Amsterdam - Adolescent Delinquency; Substance Use; Peer Influence; Group Behavior; Time Use; Situational Explanations for Delinquency and Substance Use

**David Hureau**, Ph.D., Sociology & Social Policy, Harvard University - Violence and Social Inequality; Gangs; Urban Sociology; Ethnographic Methods; Criminal Justice Policy

**Cynthia Najdowski**, Ph.D., Social Psychology, University of Illinois at Chicago - False Confessions and Wrongful Convictions; Racial Disparities in the Criminal Justice System; Perceptions of Juvenile Offenders; Abuse and Trauma Victims' Coping and Recovery

**Corey Whichard**, Ph.D., Criminology, The Pennsylvania State University - Criminology, Social Network Analysis, Prisoner Re-Entry, Life-Course Studies

**Theodore Wilson**, Ph.D., Criminology and Criminal Justice, University of Maryland, College Park - Offender Decision Making; Criminal Justice Practitioner Decision Making; Courts and Sentencing; Quantitative Methods

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## COURSES

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### **CRJ 504 Applied Statistics I (3)**

Introduction to statistical techniques appropriate for use in the criminal justice field. Descriptive statistics; scales of measurement; measure of central tendency, variability, and association. Introduction to statistical inference including sampling distributions and tests of significance.

### **CRJ 505 Research Design in Criminal Justice (3)**

This course provides an introduction to methods of research used in criminal justice and social sciences. Major topics include the logic of social inquiry, causality, and conceptualization; sampling theory; data collection and measurement; and research design. The primary objectives of this course are: 1) to help students be informed consumers of contemporary criminal justice research and 2) to enable students to initiate and execute worthwhile research projects of their own.

### **CRJ 507 Theories of Crime (3)**

Theories of crime causation ranging through biological, psychological, sociological, cultural, and political theories, giving close attention to the problems inherent in approaching the study of crime from a "causes of crime" perspective. Developed around key concepts used in theories of crime (e.g., responsibility, rationality), emphasizing the multidisciplinary source of these concepts, how they are changed when applied to criminological theory, and their importance for understanding the present state of criminological theory.

### **CRJ 540 Theoretical Foundations of Criminal Justice (3)**

This course introduces students to theoretical work on criminal justice process and policy, from multiple disciplinary perspectives. Topics discussed include theoretical approaches to studying individual, organizational, system, and political behavior. Emphasis is placed on the practical utilization of theory to inform development of research problems and agendas.

### **CRJ 555 Crime Analysis for Problem Solvers (3)**

In this course, the crime analyst learns how to become an integral member of a problem-solving team, how to explore sources of information and data well beyond those normally collected by police, and how to communicate effectively with other members of a police department. Using the SARA model, the analyst will learn how to take the initiative at every stage of the project in defining the scope of the problem-solving effort, in trying to analyze the causes of the problem, in helping to find an effective response, and in setting up the project so that it can be evaluated and the police can learn from the results of approaching crime problems. A basic knowledge of Problem Oriented Policing,

elementary statistics and mapping will be helpful, but are not essential for this course.

### **CRJ 560 Introduction to Individual and Organizational Interventions (3)**

Important general theories, methods of analysis, and techniques of planned change; interventions with individuals and organizations; deliberate efforts to introduce and encourage planned change with criminal justice clients and employees and criminal justice organizations; selected models and strategies used by change agents and the resultant dilemmas that must be confronted.

### **CRJ 561 Introduction to Community Intervention (3)**

Important theories, methods of analysis and techniques employed in changing communities; deliberate efforts to involve criminal justice organizations and programs in community change; community organizing for the prevention of crime; selected models and strategies used by change agents and the resultant dilemmas that must be confronted.

### **CRJ 592 Data Utilization in Criminal Justice I (3)**

This course will teach the basics of quantitative data file construction, cleaning, documentation, and use. This is a hands-on computer course where students will learn proper techniques for managing *simple* datasets. They will also learn how to use SPSS for data management and documentation. Students will apply their technical skills to major criminal justice data collections to learn how the technical and substantive skills are complementary.

### **CRJ 601 Crime, Deviation, and Conformity (3)**

Crime and criminal behavior is viewed as one of many forms of deviation from political, moral, and conduct norms of the majority culture. Studies the parallel genesis of crime and other prevalent forms of deviance, and the relationship between some forms of deviance (such as mental illness and political extremism) and some forms of criminality. Studies the forces that produce conformity, and indirectly promote deviation.

### **CRJ 602 Psychological Factors of Crime (3)**

Survey of psychological and social typologies of offenders which relate to understanding or prediction of crime. Rationale, theories, procedures, areas of criminological application, and implications for research. Comparison of classification schemes in terms of discrepant and overlapping concerns and in terms of implications for prevention and rehabilitation. Individual student projects include development of a research design involving a classification system.

**CRJ 603 Structural Factors in Crime (3)**

Introduction to major theories of how social and organizational contexts influence criminal behavior. Both theoretical development and empirical methods for evaluating models of structural factors are emphasized.

**CRJ 604 Gender and Crime in American Culture (3)**

Drawing from criminal justice research, gender studies, social history, and popular culture, this course examines the nexus between gender and crime in American culture. The role of gender expectations in shaping the behaviors of victims and offenders and societal/criminal justice system responses will be explored.

**CRJ 605 Juvenile Delinquency and Youth Crime (3)**

Examines the meaning of the concept of juvenile delinquency as a separable entity in the system of criminal justice. Considers the relationship between social attitudes and definitions of youthful law violation, and reviews studies on various forms of delinquency, such as auto theft, vagrancy, and sex delinquency. Also analyzes the diverse theoretical interpretation of delinquency including subcultural theories, ideas about distinct lower-class focal concerns, and views about delinquency and drift.

**CRJ 606 Measure of Crime and Delinquency (3)**

Describes the amount, distribution, and pattern of crime. Analyzes the Uniform Crime Reports, results of the National Crime Panel Victimization, self-reporting inventories of crime and delinquency, and considers correlates of these alternative measures of illegal activity. Selected topics are emphasized depending on currently available data.

**CRJ 607 Theories of Crime (3)**

Theories of crime causation ranging through biological, psychological, sociological, cultural, and political theories, giving close attention to the problems inherent in approaching the study of crime from a "causes of crime" perspective. Developed around key concepts used in theories of crime (e.g., responsibility, rationality), emphasizing the multidisciplinary source of these concepts, how they are changed when applied to criminological theory, and their importance for understanding the present state of criminological theory.

**CRJ 608 Ideology and Crime (3)**

The nature of ideology; the relevance of a wide range of political theories to the exploration of crime; the comparative influence of various ideologies upon criminological research; the paradigmatic view of science in relation to research in criminal justice; the problem of objectivity; the problem of progress; the role of the criminologist as researcher and practitioner; an introduction to the ideology of law.

**CRJ 610 (formerly CRJ 700) Guns and Gun Control (3)**

This course covers the spectrum of social science research on guns and gun control. Topics to be covered will include: a history of firearms ownership in the U.S., patterns of firearms ownership and use, the role of guns in self-defense, crime, suicide, and accidents; gun control policies; and the politics underlying the positions of gun nuts and gun control nuts.

**CRJ 611 (formerly CRJ 702) Race and Crime (3)**

This course explores the relationship between race and crime. "Race" and "crime" are examined as "social constructs" which have acquired their meaning through the interaction of human groups within social and historical contexts. Various perspectives and theories about the race-crime correlation will be examined.

**CRJ 612 Homicide Research (3)**

Survey of scientific research and theory of the causes of homicide. Course is organized around a series of hypotheses about the causes of homicide (e.g., poverty causes homicide). In addition, an objective of the course is to develop skills necessary to make professional presentations and construct causal arguments.

**CRJ 613 Nature of Youth Gangs (3)**

This course examines the nature and extent of youth street gangs in America, including definitional issues; gangs in the historical context; theories of gang formation and gang joining; gang and gang member characteristics and behavior; the gang experience; types of gangs; and gangs in the international context.

**CRJ 614 (formerly CRJ 609) Crime and Cities (3)**

This course focuses on cities as ecological areas of "contested space." Cities are examined as a human invention. Tracing the evolution of cities, course looks at the demands that cities make on the people who live in them. Social, psychological, economic, political, and cultural dimensions of cities explored. The many different ways in which cities are perceived and experienced will be examined. Course will focus on crime as one aspect of urban life. Course will draw on materials from a variety of disciplines.

**CRJ 620 The Law of Deprivation of Liberty (3)**

Introduction to legal institutions, analysis, and doctrine through the device of studying those areas of the law which deprive persons of liberty either as an end or as a technique to achieve a particular end. The Socratic method of instruction is employed and heavy emphasis is placed on class discussion. Illustrative of the areas studied are: exploration of the difference between civil and criminal law; analysis of the various rationales and objectives of detention and the procedures through which they are sought

to be attained; specific reference to hospitalization of the mentally and physically ill, defective delinquents and sex psychopaths, commitments based on incompetency and an adjudication of insanity, the juvenile delinquency process, commitment of alcoholics and narcotic addicts, intra- and inter-system transfers.

### **CRJ 623 Substantive Criminal Law (3)**

The sources, uses, and limitations of the criminal liability, including mens rea, actus reus, causality, and accessorial conduct. An attempt is made to develop an understanding of the rational basis of a law of crimes by studying specific problem areas such as the definition of criminal conspiracies, the distinctions drawn between crimes against property and crime against the person, the issues of whether so-called "sexual" crimes or "victimless" crimes or "administrative" crimes constitute validly distinct categories of criminal conduct, and the realistic applicability of such defenses as mistake, duress, drug addiction, and insanity.

### **CRJ 625 Principles of Punishment (3)**

Five main aspects of punishment are dealt with: the problem of the definition of punishment; the philosophical justifications for punishment, including utilitarianism, retributivism, social defense, deterrence, reductivism, and other variants of these; social and psychological research on punishment; the cultural significance of punishment in society, such as its relationship to authority, obedience, and subordination; and special topics such as capital punishment, physical control of the brain, and other types of penal treatment.

### **CRJ 626 Law and Science in Criminal Justice (3)**

The different methods and objectives of legal and scientific inquiry are explored. Different uses of the social and natural sciences in law are considered, focusing on the introduction of scientific evidence to prove disputed facts in trial courts and appellate courts' consideration of scientific research evidence in announcing and applying rules of law. Illustrative topics include the admissibility of scientific evidence (e.g., DNA analysis) in criminal trials, and the uses and potential uses of social science research to help inform judicial decision making in areas such as the reliability of eyewitness identification, jury decision making, and the law of punishment.

### **CRJ 629 Constitutional Criminal Procedure (4)**

The development of constitutional doctrine as a series of controls on the administration of criminal justice utilizing the opinions of the U.S. Supreme Court as the basis for study. The areas of study for the course are: the nature of due process and equal protection, police practices - with especially heavy emphasis on the fourth amendment - wire tapping, interrogation, line-ups, etc.

### **CRJ 630 The Legal Rights of Children (3)**

This class examines the legal rights of children in diverse contexts. Principal focus is on the juvenile justice system, including procedural and substantive issues relating to juvenile delinquency and status offenses. Consideration also is given to select legal issues involving children's rights in the schools (e.g., expulsion, drug-testing, freedom of expression), to personal autonomy (e.g., abortion and medical decisions), and in the context of the family (e.g. parental custody and visitation rights).

### **CRJ 632 Decision Making and Deterrence (3)**

#### **(Doctoral Students Only)**

This seminar surveys academic research relating to offender decision-making, deterrence, and punishment. Students will study the deterrence/rational choice theoretical approach to explaining crime, survey various empirical investigations of deterrence and offender decision-making, and use these substantive topics as the context within which to better understand the process of conducting academic research.

### **CRJ 636 Juvenile Justice (3)**

Course covers the development, original philosophy, purpose, and operation of the juvenile court in the U.S.; traces the evolution of the juvenile court and justice system; examines influential players, social movements, theory, research, and policy; and considers key contemporary debates.

### **CRJ 640 Theory and Criminal Justice (3)**

This course introduces students to theoretical work on criminal justice process and policy, from multidisciplinary perspectives. Topics discussed include theoretical approaches to studying individual, organizational, system, and political behavior. Emphasis is placed on the practical utilization of theory to inform development of research problems and agendas.

### **CRJ 641 Comparative Criminal Justice (3)**

This course will examine criminal justice institutions comparatively in several countries. The purpose will be to describe the variety of criminal justice experience, to understand the determinants of these variations, and to prompt Americans to reflect on the advantages and disadvantages of their own criminal justice institutions.

### **CRJ 642 Issues in Policing (3)**

Examination of issues in the performance of the police; reading critically seminal research studies of police effectiveness. Acquaints students with police performance, to appraise attempts at evaluating police performance, and to develop skill in social science research.

**CRJ 643 Community Supervision and Treatment of Convicted Persons (3)**

Analysis of theories and practice of probation and parole, responses of paroling authorities to public pressures and court controls and their implications for rehabilitative efforts. Analysis of efforts to create admixtures of institutional settings and normal community life; feasibility and effectiveness of treatment of individuals under sentence in the community.

**CRJ 644 The Incarceration Process (3)**

Theory and practice of correctional institutions and their functions; the prison as a total institution; characteristics of various types of correctional facilities; problems of rehabilitation in institutional settings; analysis of the prison community; adjustment to prison life by personnel and inmates; the impact of institutionalization on the offender.

**CRJ 645 Prison Environments (3)**

Sociological and psychological aspects of imprisonment. Description of the inmate culture and its variations. The impact of institutionalization on the inmate, and the attributes of prison-and of other total institutions as living environments. Problems of coping with prison life and of adjusting to incarceration. Prison careers and their relationships to outside careers. Relationships of staff and inmates; role and adjustment problems of prison staff. Pains of imprisonment and their amelioration. Crisis intervention in prisons.

**CRJ 646 Sentencing (3)**

Analysis of various sentence structures for both misdemeanor and felony offenders. Particular attention is paid to extended terms for dangerous offenders and to the relationship between type and length of sentence to time and conditions of sentences actually served.

**CRJ 647 Innovations in Policing (3)**

This course will examine current thinking as well as experience with respect to changing and reforming police instructions and practices. The course will focus primarily on the United States. Its purpose will be to describe major innovations, to explore their rationale, and to examine impediments to their implementation.

**CRJ 648 Terrorism and Public Security (3)**

This course reviews the role of domestic law enforcement in homeland security, including the prevention of and response to terrorism. Consideration of strategic issues that arise with respect to specific forms of terrorist threats, and of managerial issues, including the collection, analysis, and dissemination of intelligence, risk assessment and resource allocation, intergovernmental and interagency cooperation and conflict, and investigative authority and civil liberties.

**CRJ 649 Gender, Administration, and Policy (3)**

Review of theories and empirical knowledge about gender issues in criminal justice administration and policy. Discussion of the impact of the integration of women into the criminal justice professions; consideration of the relevance of gender in the treatment of convicted offenders and in reforms in the adjudication of female defendants; examination of social and policy questions in criminal justice responses to female victimization, particularly in domestic violence and rape cases.

**CRJ 651 Policing in America (3)**

Examines seminal and current scholarship on the forces that shape the exercise of police discretion, including sociological, psychological, organizational and political approaches to explaining police behavior. Considers the implications of research findings for organizational and political reforms.

**CRJ 652 Prosecution and Adjudication (3)**

Criminal court judges as participants in the definition of criminal law as well as participants in the operation of the criminal justice process. Also scheduled is the prosecutor in his dual-capacity as law enforcement agent and officer of the court, with emphasis on his resolution of demands and pressure from the community, the police and the courts. Attention is given to the detention of the accused before adjudication.

**CRJ 655 Crime, Criminal Justice and Public Policy (3)**

Analysis and evaluation of crime control policy and criminal justice. Overview of concepts of policy analysis and principles of evaluation research as applied to crime and criminal justice problems. Consideration of deterrence, incapacitation, rehabilitation, and prevention as policy objectives, and intensive examination of selected policy initiatives. Analysis of the criminal justice policy process.

**CRJ 656 Social Response to Youth Gangs (3)**

This course examines social responses to youth street gangs in America and abroad, including legislation; prevention, intervention, and suppression approaches; including approaches that focus on individuals, groups, and on individual, family, peer, school, and community risk factors.

**CRJ 659 Special Topics in Criminal Justice Process and Policy (3)**

Select topics in the Administration of the Criminal Justice Process are examined. Topics may vary from semester to semester. May be taken for credit more than once provided subject matter is not repeated

**CRJ 661 Modes of Correctional Intervention (3)**

Analysis of specific treatment and rehabilitation practices attempted with various types of offenders; problems of matching therapists and therapy methods to personality and

setting; difficulties in control and treatment of nonamenable and dangerous offenders. Low-cost, short-term reeducation and treatment methods uniquely suited to institutional settings and to utilization of personnel with limited professional training are studied as are impediments, limitations, objectives and evaluation of limited therapeutic interventions.

### **CRJ 662 Community Intervention & CRJ (3)**

This course examines planned community changes that (1) involve one or more criminal justice agencies as one of the change agents or change targets or (2) crime in specific localities as an objective of intervention. The causes and consequences of community participation, mobilization, identification, coordination, and control of space are analyzed.

### **CRJ 663 Organizational Change (3)**

Exploration of significant theories and methods of organizational change with special emphasis on issues involved in their application to criminal justice agencies and on methods of developing a continuous capacity for change in these organizations.

### **CRJ 667 (formerly CRJ 761) Prison Reform (3)**

History and current status of efforts to change conditions of confinement; reforms during the progressive era, and more contemporary developments, including ongoing innovations. Critiques and proposals for reform. Problems of implementation and evaluation. Application of principles of planned change to change in corrections.

### **CRJ 669 – Topic: Planned Change in CRJ (3)**

Select topics in Planned Change in Criminal Justice are examined. Topics may vary from semester to semester. May be taken for credit more than once provided subject matter is not repeated

### **CRJ 670 Independent Study in Criminal Justice (1-3)**

Study in a specific area under guidance of a faculty member. May be repeated for credit to a maximum of six credits with departmental approval.

### **CRJ 680 Independent Research in Criminal Justice (1-3)**

Investigation of a specific area under guidance of a faculty member. May be repeated for credit to a maximum of six credits with departmental approval.

### **CRJ 681 Statistical Techniques in Criminal Justice Research I (3)**

**(Doctoral Students)**

This course is an introduction to statistics, and provides the background necessary for Statistics II. The topics to be covered include descriptive statistics, point and interval estimation, statistical inference, measures of association for

discrete variables, and regression. No previous knowledge of statistics is necessary, and no more than a working knowledge of high school algebra is required to follow the material. However, the course assumes that the students will eventually want to use statistics in their own research and the subject matter will be covered in enough depth for this to be possible.

### **CRJ 682 Research Design in Criminal Justice I (3)**

**(Doctoral Students)**

Development of research design of the kind most useful to criminal justice problems, construction of descriptive systems for qualitative analysis; use of various data collection methods including observation, development of interview schedules, questionnaire construction and sociometric devices, questions of validity and reliability.

### **CRJ 683 Research in the Criminal Justice Process (3)**

**(Doctoral Students)**

Critical examination of current research in criminal justice with regard to methodological adequacy and significance and import of its contributions; problems in the design and execution of criminal justice research; the posing of research questions in context; social policy implications of criminal justice research; questions relating to the selection of designs, methods and feedback techniques; problems in the implementation of research findings in innovation.

### **CRJ 687 Statistical Techniques in Criminal Justice Research II (4)**

**(Doctoral Students)**

Introduction to multivariate analysis of cross-sectional data. Techniques include multi-way contingency tables, partial and multiple correlation and multiple regression analysis, analysis of variance and covariance, analysis of qualitative dependent variables, and data reduction using weighted and unweighted additive scales. The use of the computer for data analysis will be an integral part of the course. Prerequisite: one course in univariate and bivariate descriptive and inferential statistics at the level of CRJ 681.

### **CRJ 688 Research Design in Criminal Justice II (4)**

**(Doctoral Students)**

Examines research design problems in criminal justice at an advanced level; use of sophisticated classical research designs and data-gathering techniques; analysis of problems related to sampling theory and procedures; application of mathematical models to problems in research design and analysis; use of techniques permitting causal inferences.

### **CRJ 690 Statistical Techniques in Criminal Justice Research III (3)**

**(Doctoral Students)**

Topics vary from year to year and may include one or more of the following; design and analysis of longitudinal research; time series analysis; categorical data analysis

including log-linear, logit, logistic regression, discriminant analysis, and probit analysis models; or structural equation (LISREL) models. The course may be repeated for credit when topics change. The use of the computer for data analysis will be an integral part of the course. Prerequisite: specific prerequisites may vary depending on the topics covered in the course, but one course in multivariate analysis at the level of CRJ 687 is recommended.

### **CRJ 691 Program Evaluation (3)**

Systematic review of efforts to evaluate intervention programs and assess effectiveness of crime prevention schemes and methods for the treatment of offenders, both in ongoing operations and under experimental conditions. The use of prediction techniques and other forms of matching and operational research methods, with special reference to problems of criteria and measurements of effectiveness or performance. Students should have some familiarity with multivariate statistical methods before taking this course.

### **CRJ 692 Data Utilization in Criminal Justice II (3)**

This advanced data utilization course was designed to teach graduate students some of the technical skills needed to work with large and complicated datasets. This course will introduce students to four major criminal justice data collections. There will be opportunities for hands-on classroom experience with some of the complexities of these datasets. The technical skills covered in this course can be applied to other crime and justice data collections, as well as complex datasets from other substantive fields.

### **CRJ 693 Geographic Information Systems in Criminal Justice I (4)**

Exploration of theory and techniques associated with collection, display, analysis, storage of geographic information in the criminal justice environment. Laboratory work will supplement information within lecture component by exposing students to operational geographic information system and databases, supplemented by GIS applications in planning, census and demographic studies, and community and economic planning/development.

### **CRJ 694 Spatial Data Analysis - Criminal Justice (4)**

This course introduces the student to a variety of methods and techniques for the visualization, exploration, and modeling of spatial data. The emphasis is on understanding concepts underlying spatial data analysis and on description and exploration of data. The main objectives are to teach students about geographic data and its organizations, basic concepts of spatial statistics, applications of exploratory spatial data analysis (ESDA) techniques, point and area pattern analysis and spatial autocorrelation. Course will consist of both lecture and lab work. Prerequisite CRJ693.

### **CRJ 695 Responsible Use of Criminal Justice Information (3)**

This course introduces students to the policy implications of the increased usage of information technology in criminal justice. Emphasis is on identifying issues that are important to policy makers and managers of information technology. The discussion is non-technical and the focus is on gaining a broad perspective of the role of information technology in criminal justice rather than learning specific technologies. Topics will include nature of information technology currently in use, future technology needs, legal and ethical concerns regarding information access and expected effects on organizational structure.

### **CRJ 696 Geographic Information Systems in Criminal Justice II (4)**

In this course students will explore advanced topics in Geographic Information Systems. The course covers Avenue (Arcview's scripting language), raster modeling, network analysis and internet mapping. While new material will be introduced through lectures and laboratory work, the focus is on advancing student knowledge in an applied fashion and there will be considerable emphasis on the development of individual (or group) projects. Students will define a problem, develop GIS applications to analyze the problem and present solutions and recommendations. Prerequisite: CRJ693 Geographic Information Systems in Criminal Justice I, or equivalent.

### **CRJ 700 Seminars on Specific Problems in the Nature of Crime (2-4)**

Seminar series probing specific subtopics relating to the nature of crime. Recent examples include: Homicide; Crime and Cities; Guns and Gun Control; Violence, Sex, Violence and Juvenile Street Gangs.

### **CRJ 720 Seminars on Specific Problems in Law and Social (2-4)**

Seminar series probing specific subtopics relating to law and social control. Topics include mental illness and the law, individual rights and public welfare, comparative criminal law and procedure, sanction law and public order, authority and power, and indirect social control in criminal justice.

### **CRJ 721 Capital Punishment (2-4)**

Legal, empirical, historical, and philosophical issues related to the death penalty and its administration are explored through considering judicial decisions, legal and other commentary, social science research, and related materials. (S/U graded).

**CRJ 740 Seminars on Specific Problems in the Criminal Justice Process (2-4)**

Seminar series analyzing specific topics relating to the criminal justice process; more than one topic may be covered in the same session. Recent examples include: Issues in Sentencing; Restorative Justice in Theory and Practice; Drugs, Crime & Public Policy.

**CRJ 747 Violence in Criminal Justice (2-4)**

This seminar provides an overview of violent behavior that is of interest to the criminal justice system. Subjects covered include domestic violence, police-citizen conflict and violence in prisons and schools, guns, mental health issues, and violence and the media. Problems of causation are discussed, as are proposals aimed at the prevention and reduction of violence.

**CRJ 760 Seminars in Change and Innovation in Criminal Justice (2-4)**

Seminar series examining specific topics related to the area; more than one topic may be covered in the same session. Sample topics include self-help efforts by offender and deviates; the clients of the criminal justice system as change agents, the demonstration project as a dissemination technique, the utility of survey feedback methods, laboratory training and change, legislation as an instrument of reform, and problems in reorganizing political subdivisions for criminal justice improvement.

**CRJ 786: Teaching at the College and University Level**

Workshop that addresses theories of learning and motivation, construction of syllabi, design and evaluation of writing assignments, ethics in teaching and learning, strategies for teaching in multidisciplinary environments, teaching strategies for different class sizes and formats, approaches to teaching research methodology to undergraduates, role of technology in teaching, and curriculum building in multidisciplinary departments.

**CRJ 788 Special Methods Seminars (2-4)**

Designed to permit the exploration of data gathering and analysis techniques that attach to a specific research function in the criminal justice process.

**CRJ 788 Historical Research Methods (2-4)**

Introduction to the use of historical research methods in criminal justice research, examining the issues and problems related to collecting and analyzing historical data; the need to provide historical context when dealing with criminal justice topics; selection of specific research topics by individual students.

**CRJ 799 Master's Capstone Seminar in Criminal Justice (3)**

The Capstone Seminar will provide the opportunity to demonstrate special field competency by synthesizing and refining graduate experiences around a set of related activities, built on each student's curricular choices and acquired specialized expertise. The seminar will be taken in the final semester of Master's study.

**CRJ 800 Individual Study in Criminal Justice (2-15)**

**CRJ 801 Individual Research in Criminal Justice (2-15)**

**CRJ 893 General Reading (1-12)**

Exploration of theory and techniques associated with collection, display, analysis, storage of geographic information in the criminal justice environment. Laboratory work will supplement information within lecture component by exposing students to operational geographic information system and databases, supplemented by GIS applications in planning, census and demographic studies, and community and economic planning/development

**CRJ 895 Independent Research (1-12)**

Individual work in preparation for dissertation prospectus

**CRJ 899 Dissertation Research, Writing and Defense (1 credit, full-time status)**



# SCHOOL OF CRIMINAL JUSTICE

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