



EGUZKILORE

(Flor protectora contra las fuerzas negativas)

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THE TEACHING OF CRIMINOLOGY IN THE UNITED STATES

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The latest statistics from the U.S. Department of Education indicate that there are 1,533 publicly controlled institutions of higher education in the United States. 573 of these are four-year institutions, and 960 are two-year institutions. There are 1,873 privately controlled institutions of higher learning, of which, 1,497 are four-year institutions, and 376 are two-year institutions.

In a recent one-year period, according to government statistics, there were 5,579 Associate of Arts degrees awarded in criminal justice; 12,478 Bachelor of Arts degrees; 1,056 Master's degrees; and 21 Doctor's degrees¹.

Now, I could continue with this litany of statistics, but I am afraid I would induce in this audience, a premature siesta. In writing this paper I began to feel like the three blind men who were led up to an elephant and asked to describe it. The first blind man grabbed the nearest part of the animal, and when he was satisfied that he could describe it, was led away. A second blind man was brought to the elephant and after he had touched and stroked the elephant, left the area. A third blind man came to the elephant, examined it with his hands, and came away. All three men

1.- *Digest of Education Statistics*, U.S. Department of Education, Office of Educational Research and Improvement, C S 88-600, 1988, pp. 182, 184, 200.

came together and were excitedly trying to describe the experience to each other. The first, who had grabbed a leg of the elephant, said that it was round and sturdy like a tree trunk. The second blind man said, "No, you are wrong!" Having grabbed the tail he described it as being strong, to be sure, to be sure, but more like a rope. The third blind man, who had felt and examined the trunk, said, "You are both wrong! The elephant is like a strong branch, flexible, moist at the end, and quite powerful". Now, in writing about criminology as it is taught in the United States, I certainly feel as if I am trying to describe an elephant, and I am not quite sure if I am describing the whole elephant, because of the wide variety of schools and programs, or merely one important part of it, the part I know by experience.

1. THE NECESSITY OF CRIMINOLOGY

Most Americans avidly read crime novels and detective stories. Some of the more popular television programs deal with crime-related subjects. For better or for worse, most Americans think of themselves as knowing something about crime and criminals. Given that the American population reads about crime in the newspapers on a daily basis, and watches television coverage of it almost every night, it is not surprising that the public is both fascinated by these reports and repelled by them. While most Americans have a rather weak knowledge of how the criminal justice system actually works, they do have strong opinions about what should be done to those who break the law. And, these solutions to the crime problem to be directed to the "other person", seldom to oneself.

Those who have been victimized either by a perpetrator, or the system itself have developed a wide range of interest groups. These groups provide mutual support for the victims of crime, and lobby to enact, amend or repeal criminal laws. It is in this context that I address the question of the necessity of teaching criminology.

When I ask supervisors of various criminal justice agencies, whether they be from the courts, legal offices, the police, probation and parole, or corrections-about the skills they would wish to see in graduating students, they most frequently reply that they want a candidate to be able to think logically, write clearly and speak fluently. The knowledge of criminology is complementary to these three basic skills. A scholastic knowledge of criminology, and a host of courses taken, do not impress criminal justice professionals, unless the student seeking employment has the complementary ability to use and communicate them.

I think that the necessity of the student's knowledge of criminology is fairly well-established. If one is truly interested in the field, a knowledge of the component parts of the system of criminal justice is vital. Once a student has a basic knowledge of the system, a deeper knowledge and familiarity is needed and generally expected. At present there are jobs that are not filled in the American criminal justice system because of a lack of qualified people. To reduce entrance standards to accommodate this need, would, in my opinion severely cripple this system.

On the level of the master's or doctor's course, the student has a chance to work with the scientific method to establish hypotheses, and bring them to a careful, logical

conclusion. This may begin with the student replicating studies already completed, in order that they may obtain a sense and understanding of the rigors of true research. Then, proceeding to their own innovative research, the student must wrestle with the data and levels of statistical significance. There is little doubt in my mind that this methodology genuinely prepares the future worker in the criminal justice system with basic skills he or she needs to function productively.

I have often suggested in faculty meetings that any student at the university level would be well served by taking even a basic introductory course in criminology. The law touches everyone in some manner during his or her life—from traffic offenses, to more major matters; and to be completely ignorant of the system and its way of proceeding seems to me to be selfdefeating.

If criminology is a necessity for students, I think it is even more critical that there are professors who actively teach, write, and do research in this field. The professor who does research, or has access to the latest studies, can be a vital asset in advising local communities and interest groups. The professor is in the position to encourage bright young minds to inquire, make critical judgments, and constructive suggestions. These students are the hope of the future. If *justice* is going to be the product of the system, we cannot afford to lower standards. The criminal justice system needs bright, intelligent and discerning young people and quality professors are the catalyst in this process.

2.- INSTITUTIONS IN WHICH CRIMINOLOGY IS TAUGHT

Criminology is taught in three types of educational institutions in the United States. The first type of institution is the junior or community college. This is a two-year program, culminating in an Associate of Arts degree, which usually requires the successful completion of 90 quarter credit hours. It is not unusual for students to spend their first two years in a junior or community college, and their last two years at a four-year institution. The second type of educational institution is the four-year college or university. Typically, the student will be required to declare his or her major interest of study at some point after the first two years of study. After having completed the requirements of the university, e.g. 180 quarter credits, the student will receive a Bachelor of Arts degree. The third type of institutions in which criminology is taught is graduate school. At this level the student may matriculate into a masters program, or a doctoral program. The time required to complete the requirements will vary with the university.

Those who apply for federal jobs usually have at least a bachelor's degree. If accepted, they usually go to one of the various training facilities operated by the government. Probably the most prominent of these schools is the F.B.I. Academy in Virginia. Another is the Federal Law Enforcement Training Center in Glynco, Georgia, which is run by the Department of the Treasury.

All fifty states sponsor training facilities for their police applicants. In my state, the home of Boeing Aircraft, there is a central training academy for both police and

correctional personnel. The state also sponsors on-going education throughout each year for law-enforcement employees to upgrade their skills and training. These courses do not lead to a degree, but rather a certificate of completion. This training program is held at existing educational facilities, which lease out space to the State Training Commission.

3.- GENERAL TEACHING STRUCTURE

Throughout the United States there are two systems which are used to structure the teaching of courses. The first, and probably most dominant, is the semester system wherein the year is divided into two fifteen-week modules. The actual configuration may vary, but the school year is divided into two parts. The classes meet twice or three times a week depending on the length of each class, which is the option of the school choosing the semester configuration.

The quarter system, which is used by most of the community colleges and four-year universities in our part of the state, is a nine-week configuration designated Fall, Winter, Spring, and Summer. The general practice is to teach in fifty-minute blocks, meeting five times a week. There is sometimes a variance with the classes meeting twice a week for an hour-and-a-half.

In our system at Seattle University, the classes deal with theory for the most part. On occasion, at the teacher's discretion, class time is used for guest speakers or field visits. Many criminal justice programs, mine included, provide time for a practicum in the senior or final year. This practicum, or field placement, or internship is designed to immerse the student in a fulltime experience, working as an apprentice in some phase of the criminal justice system. In our system at Seattle University, the student may spend two quarters in a field placement which is equivalent to ten credit hours. The field placement or internship seems to be a dominant option throughout the country. The ratio, in the quarter system, of theory to practice would be approximately 6 to 1 (6:1). Each program or department generally structures the field placement to suit their particular situation. The field placement allows the student to evaluate what he or she has learned in the classroom situation, as he or she interacts as an apprentice in the real world of the criminal justice system.

One student may work as a youth counselor, another in a judge's office working as a clerk. One student may be placed in a prosecutor's office, and another in a defense attorney's office. One may work with the police, another in a prison. A popular field placement with some students is one in which they work with victims of crime aiding them to get back on their feet and resume a normal life.

4.- AVAILABILITY OF PROFESSORS

In my experience there is a wide pool of talented people who work fulltime in the criminal justice system, and who have always wanted to share their knowledge in the classroom situation. From these professionals I receive almost on a monthly

basis unsolicited resumes and requests to teach. At present I have three such individuals in my employ who teach evening classes twice a week. One is a judge who teaches Criminal Law and Procedure, and The Criminal Trial. Another is the Executive Director of the Washington State Council on Crime and Delinquency. He teaches a course on the Juvenile Offender, and also courses on Criminal Justice Planning, Administration and Public Policy. These men are excellent classroom teachers and knowledgeable professionals in their own specialty. My colleagues assure me that this is true in other parts of the country.

Each year there is a new pool of students graduating with doctorates in criminology who are seeking positions in the universities throughout the land. It is my impression that the supply barely meets the demand. I draw this conclusion from the employment exchanges that are part of most regional and national meetings of criminal justice associations and societies. Seldom do I receive a publication from the organizations to which I belong, which does not include a page of employment opportunities².

At the regional and national meetings of the societies to which I belong, an employment exchange is often a part of the scheduled events. Professors who wish to transfer to another school are able to do so by looking at what is available at these exchanges and, if interested, may seek an interview then and there from the representative of the school advertising the position.

5.- AVAILABILITY OF STUDENTS

The majority of the students in our department at Seattle University come to us from community colleges, or other four-year institutions. If they transfer from a community college, they often have an Associate of Arts degree. This means that most of these students will be with us for two years. A small minority are with us for the full four-year program. There seems to be a trend in our country towards an older population coming back to college after having spent some time in the work force, or having raised a family.

I find that it is unusual for a potential student to think of making criminology his or her first choice of major when entering a college or university. Many of our students had never considered it as a possible major area of study. So, for our department to be a viable entity, we have to recruit and advertise. For the most part, this entails sending out brochures to those who inquire, as well as to those who are presently students in high school or junior college.

When a student shows an interest in the department, I usually write them a short note and send them something free, such as a school decal or sticker. I will usually send four or five mailings to any student who inquires over a period of approximately six months. The reason I make this effort is, of course, to keep a stable

2.- *A.C.J.S. Today*, Academy of Criminal Justice Sciences, September/October, 1989, Vol. 8, No. 2, pp. 7, 14.

population in our department. I use the persistent mailings as a technique because it seems to work so well in the business arena. The top salespersons in the United States are those who will make at least five contacts with a potential customer. According to the market study I am using as a model, any salesperson who will call on, or contact the potential customer, four times and get a "no" response four times-will usually get a "yes" on the fifth contact.

Many students see the potential usefulness of the criminology degree. The job opportunities are there for a graduate who is willing to seek them out. There are agencies on the city, county, state, and federal level seeking new employees each year. In a sense, the criminal justice system in America is a growth industry, and students are seeking careers with this system.

6.- DEGREES AND PROMOTION

It is possible in the United States to receive an Associate of Arts degree, a Bachelor of Arts, a Master of Arts, and a Doctor of Philosophy in Criminology. Although it is possible for one person to earn all the above degrees, it is more common for students to stop at the A.A. degree or the B.A. Those who wish to excel and put themselves in a good position for a job promotion often earn the master's degree. Because of the cost and the investment in time, the doctor's degree is usually pursued by those who will go into teaching, research and publishing. Each of the above degrees can be regarded as a terminal degree. In another sense they can be regarded as stepping stones to the next degree above. For example, the Associate of Arts degree may count as half the work done for a Bachelor's degree in our department. Some sort of Bachelor's degree is required to enter a Master's program. It is not uncommon for students to obtain their Master's degree before applying for the Doctorate. Depending on the department requirements and the student's past record, one might enter a Doctoral program without attaining the Master's degree. The possession of any of the degrees I have mentioned does not guarantee admittance to the next degree level. One has to apply to the school in question, and be formally accepted.

7.- THE DOCTORATE DEGREE

There are many excellent doctoral programs in criminal justice in the United States. Florida State University, State University of New York at Albany, The University of Maryland, Arizona State University, and Sam Houston State University are a few of the prominent schools which offer the doctoral degree in criminology. Rather than name all the schools and their requirements, I'll pick one which I think represents the high caliber of these graduate studies. Arizona State University, located at Tempe just outside of Phoenix, offers an interdisciplinary graduate program leading to the Doctor of Philosophy degree with a major in Justice Studies. The Ph.D. in Justice Studies integrates philosophical, legal, and historical approaches with social science training. There is a committee which is inter-disciplinary and sets guidelines and supervises the program of study.

One of the unique features of this interdisciplinary program is that, because it utilizes faculty research and teaching interests from a number of academic units, it thereby allows the student to tailor a course of study to fit his or her needs and goals.

Five core courses are required of all students in the program. The core courses are taken within the first three semesters of the student's program of study. Each core course is team-taught and is interdisciplinary in nature. The core courses include: Justice Policy, Law and the Social Sciences, Justice Research and Methods, Data Analysis for Justice Research, and Theoretical Perspectives on Justice.

Students must then pick an area of concentration from six possible areas. These six include: Cultural, Conceptual and Philosophical Perspectives of Justice; Law, Policy and Justice; Women, Law and Justice; Law, Justice and Minority Populations; Dispute Resolution; or Criminal and Juvenile Justice.

The program of study consists of a minimum of 54 semester hours of graduate work beyond the master's degree-84 hours of graduate credits for applicants holding only the baccalaureate degree. Of the 54 hours, 24 are research and dissertation credits³.

8.- COST OF MATRICULATION

The cost of matriculation may vary within the same university, depending upon which school, department or program the student enters. Two major divisions must be made at the outset: first, colleges and universities which are designated "public" and are supported for the most part by public tax dollars; secondly, colleges and universities which are designated as "private", and for the most part, must be supported by tuition, fund-raising drives, endowments, and grants from foundations.

The public colleges and universities enroll the greater number of students throughout the United States. Because they are funded in large part by the tax dollars of the citizens, the tuition they actually charge is generally about half of that of the private colleges and universities. With this huge monetary base to plan on, the public university is able to hire at a very competitive salary, and to provide large faculties for its departments. The tuition rate for these universities is one figure for those who live within the boundaries of the state in which the university is located, and about twice the established rate for those who live outside that state. For example, if I live in the state of Washington, and wish to go to school in California, I must pay out-of-state tuition which is twice the established rate.

Two well-known private universities which have huge endowments, are Harvard on the east coast, and Stanford on the west coast. These schools have the reputation for excellence and are able to draw some of the most talented professors to their schools. Because tuition varies from place to place, and often reflects the rise in the cost of the living index-I can only offer a rule of thumb for the United States as a

3.- *Bulletin of Information*, Arizona State University, pp. 222-227.

whole. Generally, the tuition of the private college or university will be twice that of the public university. For instance, Seattle University, where I teach, the tuition is \$200.00 per credit hour. So the student is paying \$1,000.00 for a five-credit course. At a public university, such as the University of Washington, the cost will be half of our cost-or approximately \$100.00 per credit hour. The cost of earning a bachelor's degree may run from \$36,000.00 to \$40,000.00 at a private school such as Seattle University.

9.- FINANCING OF TEACHING AND RESEARCH

The salary of the individual professor or lecturer depends in great part upon his or her status in the university hierarchy. For instance, the salary will follow increments from lecturer, to assistant, to associate, and finally full professor. In some universities there are endowed chairs, wherein a professor's salary is paid by an endowment, usually for one year. This position may be filled by someone from within or outside the university.

Research is encouraged by all universities. The source of funding may come from within the university itself, from a government research grant, or from private foundations which are designed to fund and promote research in a wide area of subjects-from anthropology to zoology. It is often the case, at least in research oriented universities, that the teacher is promoted by the rank and tenure committee by virtue of the research done and the publications that may spin off from this work.

For instance, I applied to the National Science Foundation for a grant to fund a polygraph laboratory to use for teaching and research. It was a request basically for equipment. I had to follow the strict guidelines of the grant, spelling out precisely what I wanted and why. The grant was reviewed by representatives from five universities. In the end the reviewers thought that it was an interesting concept, however the foundation decided not to fund the project. Usually the first grant is the hardest to get. Once a professor has established a track record, the grants from government or private foundations are easier to obtain.

10.- NUMBER OF PROFESSORS AND STUDENTS

The number of professors and students will vary with the size of the department and the type of degree that may be offered. For instance the Department of Criminal Justice at Seattle University is relatively small compared to some of the larger universities. Our department runs both day and night school classes with a faculty of two full-time, and four part-time teachers. At present we have 132 students taking courses in criminology at Seattle University seeking a Bachelor's degree in Criminal Justice.

In contrast to our program, a university like Arizona State would have a significantly higher number of students and faculty. The number of students in this program is probably three times that of ours. The faculty would be at least thirty

in number. The degrees offered are on the bachelor's, master's and doctor's level. As I indicated in the beginning of this paper, the latest statistics from the U.S. Department of Education lists 1,025 certificates, (less than an A.A.); 5,579 Associate of Arts (A.A.); 12,478 Bachelor of Arts (B.A.); 1,026 Masters of Arts (M.A.); and 21 Doctoral degrees (Ph.D.) given in criminal justice for the one-year period in the United States.

11.- SUBJECTS TAUGHT

I think that the Department of Criminal Justice at Seattle University is representative of a very strong bachelor's degree program. In fact, I think that our course in criminology compares favorably with many master's programs in the United States.

We require sixty quarter credits for the criminology component of the degree. Thirty of these credits are electives and they include such topics as Juvenile Corrections, Polygraph, Career Offenders, Police and the Community, Community Corrections, The Criminal Trial, Criminal Procedure, White Collar Crime, Comparative Criminal Justice Systems, Victimology, and Criminal Justice Planning, Administration and Public Policy.

The thirty required credits are: Introduction to Criminal Justice, Deviant Behavior, Criminal Justice Research Methods, Society and Justice, Criminal Law and the Punishment Response.

In addition to the sixty credits in criminal justice, we require students to take an additional thirty-five credits in other social sciences. These may be taken from Economics, Political Science, Psychology, Rehabilitation, Sociology, Public Administration and Addiction Studies. We hope to produce a well-rounded student who can look at a criminological problem from many perspectives. I think that this approach gives the student a more realistic base from which to make judgments, to develop solutions, to design research projects and to make sound proposals to address the criminological problems of today.

In the final year of their studies I encourage students to take an internship with an agency such as the courts, police, law offices or corrections. And, during the final quarter of the course I ask them to be part of a senior seminar, in which both the academic and practical aspects of their experience are discussed and evaluated.

12.- TEXTBOOKS

To list all the textbooks that we and others use in teaching criminology might be a bit lengthy and repetitious. In general, textbooks for the majority of courses we teach are available. Sometimes one book does not adequately cover the material, so two or three might be used to give a more complete development of the subject. When the course is of a special nature and no book is available, or is out of print,

we usually assign readings from criminological journal. Sage Periodicals Press is one of several publishers involved in publishing journals dealing with criminological issues. Up-to-date articles which appear in the journals of the criminological associations and societies are most useful when other materials are not available.

Many of the textbooks written for college classes in criminology are more suited for the semester system than for the nine-week quarter system. Two areas come to mind that can cause problems because they are very popular courses-Deviant Behavior and Introduction to Criminology. These textbooks are usually very extensive in their development, and one may have to pick and choose areas to be covered in class when using them in the quarter system.

Sales representatives from the many publishing companies in the United States usually call on us at least once a year. They provide advance information on new works to be published and are willing to order sample copies upon request. The business is very competitive and the salesperson is eager to get a school to adopt a textbook from his or her publishing company.

13.- TEACHING METHOD

Our methodology is characterized by the lecture and seminar modes. For the quarter system, the fifty-minute lecture is an ideal way to keep the student in touch with the material. Readings are usually assigned for each class, so that there is a central topic to be discussed. The professor usually develops the material in more depth, or dwells on one aspect of the assigned readings. The seminar is used infrequently in our program, usually it appears in our schedule in the senior or final year. I find that the more mature student does well in the seminar situation.

Within the framework of the lecture system, many styles of presenting the material are in evidence. For instance, the professor who teaches Criminal Law for us uses the Socratic method. He keeps the students on the edge of their seats by a continuous flow of questions about the law and how it applies to the large reading list of cases he has assigned them. Some vary the lecture with a slide presentation, or a film which emphasizes the point being considered. On occasion speakers will be invited to share their experience and knowledge. Visits to the various available sites are another way of supplementing the classroom material. We have the advantage of being located within six blocks of the courts, police, juvenile and adult jails. The student can also use the site-visit time to ride in a police car to gain an appreciation of what police patrol involves.

The students are usually graded on a term paper, a midterm exam, and a final exam. This seems to be fairly typical in the criminology programs that I have either visited or heard about from colleagues.

14.- PUBLICATIONS

For the professor who wishes to be promoted to a higher rank of academia and stay at one university with tenure, the publication of articles, anthologies, and original

books seem to be a fact of life in the United States. There is a saying that one must publish or perish. In the context of the different types of schools, this principle applies, for the most part, to the four-year university and graduate schools.

It has been my experience that the publishing houses are looking for good publishable material. I am often asked what I might be working on by various representatives of the publishing companies. They offer to get one started with forms and introductions. To get a first book published, or even an article or anthology is usually a difficult task, but one which is often rewarded by invitations to collaborate on other works.

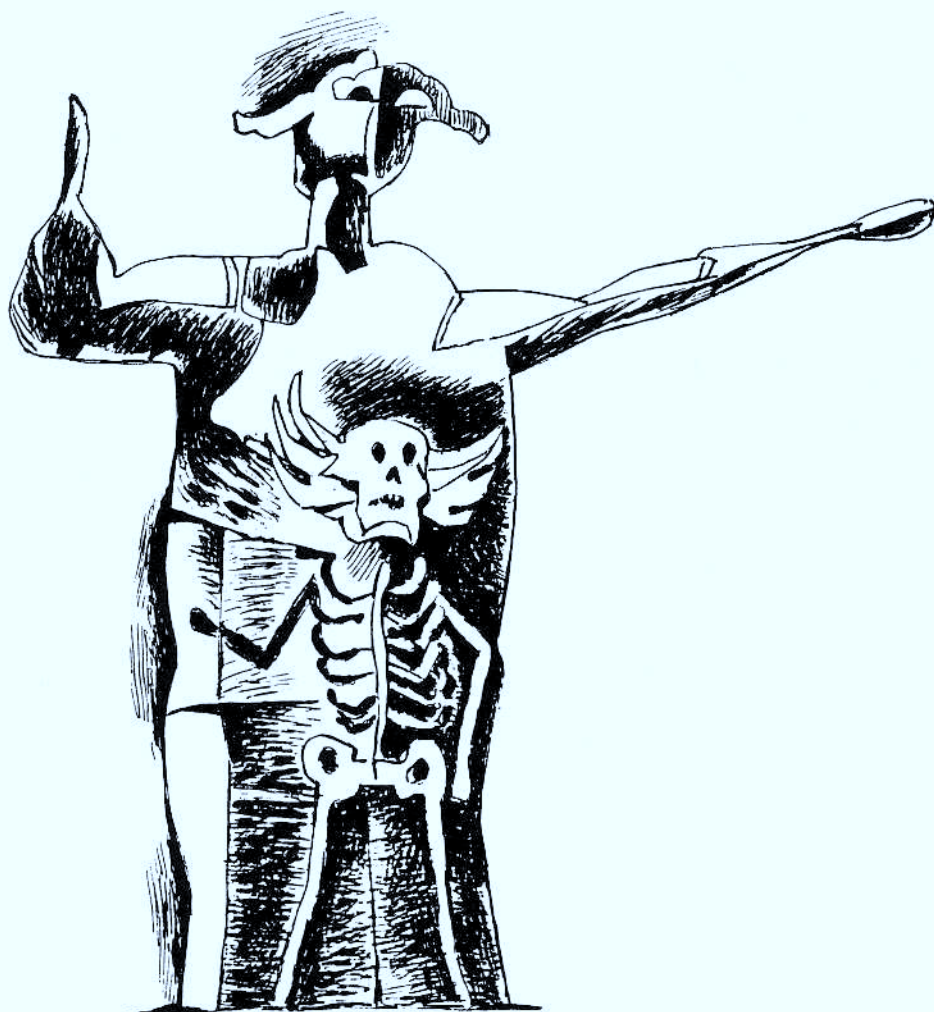
There is no lack of publications in criminology. In light of the "publish or perish" rule, it seems to me that there may be times when the material offered for publication may not be as interesting or enlightening as it might have been, were the professors not urged to publish prematurely by the universities. There may be a subtle pressure to offer a work for publication before it has had a chance to mature with editing and refining and rewriting.

15.- CONCLUSION

Looking at the overall structure of the teaching of criminology in the United States I am struck by the thought that we have the structure, the schools, the teachers and the techniques to do a good job. And, for the most part, I think that we are doing a good job. But a good job at what? Jerome Skolnick, in his book *Justice Without Trial*, makes an important distinction between a craftsman and a legal actor. He states "...the ideal of legality rejects discretionary innovation by police, while the ideal of worker freedom and autonomy encourages such initiative. Bureaucratic rules are seen in a democracy as "enabling" regulations, while the regulations deriving from the rule of law are intended to constrain the conduct of officials"⁴. I think that this distinction has much to say about what I do when I teach criminology. With all the courses and requirements, am I merely training students, that is, am I producing in cookie-cutter fashion good craftsmen only? Or am I in the process of educating students and asking them to look beyond the role of craftsman, encouraging them to balance that role with the role of legal and moral actor?

The end product of the criminal justice system ought to be *justice* in the old fashioned sense of the word-giving every man his due and the setting right of a wrong, either by compensating the victim of wrong, or by punishing the doer of it. In my opinion the issue of legal and moral actor must be addressed in the classroom. And, I think that all of this must be done in the old fashioned context of prudence, temperance, wisdom and fortitude. It is without a doubt a gigantic task. But I think that it is a task worth the effort, for I fear that if I do not consider these issues in my life, and in the lives of my students, I will be working as hard as Rosinante, and experiencing the ultimate frustration of jousting with a windmill.

4.- SKOLNICK, Jerome H., *Justice Without Trial*, 2nd Edition, pp. 234-235.



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