

San José State University
Justice Studies Department
JS 151 Criminological Theory (Section 80)
Spring 2019

Instructor:	Dr. Yoko Baba
Office Location:	MQH 528
Telephone:	(408) 924-5334
Email:	Yoko.baba@sjsu.edu (preferred/best method of contact)
Office Hours:	Thursday from 2:00 to 3:00 p.m. Email Correspondence from Monday through Friday
Class Days/Time:	Online
Classroom:	Online
Prerequisites:	Prerequisites: JS 10, JS 12, JS 25 or FS 11 Pre/Co-requisite: JS 100W for JS Majors

Catalog Course Description

Analysis of the nature and extent of crime, including causation and prevention. Descriptions of offenses, criminal typologies and victim surveys. Evaluation of various control and prevention strategies. Prerequisite: JS 10, JS 12, JS 25 or FS 11. Pre/Co-requisite: JS 100W Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Course Goals

The goals of the course are: (1) to be familiar with various perspectives of criminal behavior, underlying assumptions of these perspectives and key terms; (2) to assess and analyze research concerning current issues in crime and the criminal justice system critically; and (3) to see linkage between theories, research and practical social control policies.

Course Learning Outcomes (CLO):

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

CLO #1 Demonstrate an ability to integrate and apply different theoretical perspectives to explain a range of specific criminal offenses, and be able to compare and construct the strengths and weaknesses of those theories.

CLO #2 Demonstrate substantive knowledge about the measurement of crime and discuss the advantages and disadvantages of major sources of crime rate.

CLO #3 Demonstrate substantive knowledge about the extent and severity of formal and informal responses to various types of crime and offenders.

CLO#4 Demonstrate a thorough understanding of the prevalence of various types of crime, and the characteristics of likely offenders and victims.

Required Texts/Readings

The following books are required textbooks:

- (1) Akers, R.L., Sellers, C.S., & Jennings, W.G. (2016). *Criminological Theories: Introduction, Evaluation, and Application* (7th edition). New York, NY: Oxford University. ISBN: 9780190455163
- (2) Reiman, J. & Leighton, P. (2017). *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (11th edition). New York, NY: Routledge. ISBN: 9781138193963
- (3) Fox, J.A., Levin, J., & Quinet, K. (2019). *The Will to Kill: Making Sense of Senseless Murder* (5th edition). Los Angeles, CA: Sage. ISBN: 9781506365961

Additional 11 Required Reading Materials Obtained via Canvas

Ch. 2 Classical Theory (Deterrence and Rational Choice Theories)

- Gül, Serdar Kenan (2009). An Evaluation of the Rational Choice Theory in Criminology. (GRU [Girne American University] J. of Soc. & Appl. Sci., 4 (8), 36-44.

Ch. 5 Social Learning Theory

- Miller, H.V., Jennings, W.S., Alvarez-Rivera, L.L. & Miller, J.M. (2008). Explaining Substance Use Among Puerto Rican Adolescents: A Partial Test of Social Learning Theory. *Journal of Drug Issues*, 38 (1), 261-283.

Ch. 6 Social Bonding and Control Theories

- Morris, R.G. & Higgins, G. E. (2009). Neutralizing Potential and Self-Reported Digital Piracy: A Multitheoretical Exploration among College Undergraduates. *Criminal Justice Review*, 34 (2), 173-195.

Ch. 7 Labeling and Reintegrative Shaming Theory

- Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. *Adolescence*, 38 (149), 171-186.
- Chambliss, W. J. (1972) The Saints and the Roughnecks.
file:///Users/Yoko/Downloads/saints%20and%20roughnecks%20by%20William%20Chambliss.pdf

Ch. 8 Social Disorganization Theory: Social Structure, Communities, and Crime

- Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., & Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. *American Journal of Community Psychology*, 53, 198-207.

Ch. 11 Marxist Theories

- Herbert, Bob (1995). "Central American Free Trade Zones Exploit Girls" (excerpted) shown in *The New York Times*, July 26. Retrieved from http://pangaea.org/street_children/latin/maquil.htm

Ch. 13 Feminist Theories

- Scelfo, Julie (2005). "Bad Girls Go Wild: A rise in girl-on-girl violence is making headlines nationwide and prompting scientists to ask why." *Newsweek*, June 13.
Retrieved from <http://www.fisheaters.com/forums/index.php?topic=482521.0>
- Britt, Robert Roy (2006). "Girls Gone Bad: Statistics Distort the Truth." April 10.
Retrieved from <http://www.livescience.com/4048-girls-bad-statistics-distort-truth.html>
- Reckdenwald, A. & Parker, K.F. (2008). The Influence of Gender Inequality and marginalization on Types of Female Offending. *Homicide Studies*, 12, 2, 208-226.

Additional Reading

- Kidd, Scott T. & Meyer, Cheryl L. (2002). A Comparison of Fatal School Shootings in Rural Communities. *Journal of Rural Community Psychology*, 5 (1).

Library Liaison

Silke Higgins, MLK Librarian silke.higgins@sjsu.edu

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as

described in the syllabus.” See Office of Graduate and Undergraduate Programs’ *Syllabus Information web page* at <http://www.sjsu.edu/gup/syllabusinfo/>

Requirements:

- (1) You are required to read all assigned chapters and articles in advance.
- (2) Your grade is based on:
 - 1) Reading Analyses
 - 2) Response Paper
 - 3) Mid-term Exam
 - 4) Final Exam

Written Assignments:

General formatting requirements for all written assignments (i.e., **Reading Analyses** and **Response Paper**) include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references.

APA guidelines can be found in the American Psychological Association, 6th Edition reference book available at any bookstore. A quick style guide may be found at the OWL Purdue Online Writing Lab.

Written assignments uploaded to the Assignment section of Canvas must be in the following word processing file format: Microsoft Word (*.doc or *.docx). Students are 100% responsible for uploading the correct file when submitting an assignment. Failure to upload the correct file will result in a zero or an incomplete for the assignment depending on the grading structure.

I will NOT accept your late assignments. Your assignments must be submitted to Canvas on the assigned day and time.

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Reading Analyses (20 points x 12 = 240 points)

Reading analyses are designed to review and enhance your learning of the week’s topic by reading the **Assigned Book Chapter(s) and Articles**. After reading materials, you need to answer the questions listed in this section.

Follow the above guidelines for written assignments. You need to complete your answers in an essay format. You **must** cite page numbers when referring to specific material from the reading. These assignments are completed at home. **You must upload an electronic copy to the Assignment section of Canvas by Thursdays at 11:59 p.m. on their assigned due dates.**

Each reading analysis is worth 20 points (see below).

Assigned Books and Articles

(Reading Analysis #1. 1) (20 points total)

Due on January 31 at 11:59 p.m.

Ch. 2 (The Killers and Their Victims)
Fox, Levin, & Quinet (The Will to Kill)

Questions: (about 2 pages)

You need to (a) summarize the above book reading, (b) provide real-world applications, and (c) generate two questions.

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(Reading Analysis #1. 2) (20 points total)

Due on February 7 at 11:59 p.m.

Ch. 3 (Biological/Biosocial Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

Ch. 4 (Psychological Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions B: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

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(Reading Analysis #1. 3) (20 points total)

Due on February 14 at 11:59 p.m.

Ch. 2 (Deterrence and Rational Choice Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Gül, Serdar Kenan (2009). An Evaluation of the Rational Choice Theory in Criminology. (GRU [Girne American University] *J. of Soc. & Appl. Sci.*, 4 (8), 36-44.

Questions B: (about 1 to 2 pages)

After reading the above article, evaluate how the Rational Choice Theory may work better with some types of crimes or criminals than with others (white-collar criminals vs. street criminals). Answer the question by referring to eight points of fundamentals of the Rational Choice Theory included in the article (p. 37).

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(Reading Analysis #1. 4) (20 points total)

Due on February 21 at 11:59 p.m.

Ch. 5 (Social Learning Theory)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Miller, H.V., Jennings, W.S., Alvarez-Rivera, L.L. & Miller, J.M. (2008). Explaining Substance Use Among Puerto Rican Adolescents: A Partial Test of Social Learning Theory. *Journal of Drug Issues*, 38 (1), 261-283.

Questions B: (about 1 to 2 pages)

- (a) After reading the above article, briefly define all important terms and concepts included in the article.
(b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across?
(c) What did the authors find? Explain using the theory.

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(Reading Analysis #1. 5) (20 points total)

Due on February 28 at 11:59 p.m.

Ch. 6 (Social Bonding and Control Theories)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Morris, R.G. & Higgins, G. E. (2009). Neutralizing Potential and Self-Reported Digital Piracy: A Multitheoretical Exploration among College Undergraduates. *Criminal Justice Review*, 34 (2), 173-195.

Questions B: (about 1 to 2 pages)

- (a) After reading the above article, briefly define all important terms and concepts included in the article.
(b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across?
(c) What were their findings? Explain using the theory.

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(Reading Analysis #1.6) (20 points total)

Due on March 7 at 11:59 p.m.

Ch. 7 (Labeling and Reintegrative Shaming Theory)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. *Adolescence*, 38 (149), 171-186.

Questions B: (about 1 to 2 pages)

- (a) After reading the above article, briefly define all important terms and concepts included in the article.
(b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across?
(c) What were their findings? Using the theory, examine which labeling, informal (i.e., teacher, family, and peer) or formal labeling, was a source of negative labeling for which type of delinquency?

- Chambliss, W. J. (1972) The Saints and the Roughnecks.
file:///Users/Yoko/Downloads/saints%20and%20roughnecks%20by%20William%20Chambliss.pdf

Questions C: (about 1 to 2 pages)

After reading the above article, answer the following questions.

- (a) Why were the Saints seen as good boys and the Roughnecks seen as bad boys?
- (b) The conventional wisdom is that criminals are different from noncriminals, that bad things are done by bad people. To what extent does the information presented in Chambliss' article contradict the conventional wisdom?
- (c) In what specific way did differences in social class (for example, economic resources and cultural capital) contribute to the community's different treatment of and regard for the Saints and the Roughnecks?

(Reading Analysis #1. 7) (20 points total)

Due on March 14 at 11:59 p.m.

Ch. 8 (Social Disorganization Theory)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., and Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. *American Journal of Community Psychology*, 53, 198-207.

Questions B: (about 1 to 2 pages)

- (a) After reading the above article, briefly define all important terms and concepts included in the article.
- (b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across?
- (c) What did the authors find? Explain using the theory.
- (d) Why was collective efficacy unrelated to woman's IPV perpetration and victimization?
- (e) Why were frequencies of IPV by stander intervention increased, as collective efficacy increased?

(Reading Analysis #1. 8) (20 points total)

Due on March 28 at 11:59 p.m.

Ch. 9 (Anomie and Strain Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions; (about 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, (c) provide real-world applications, and (c) generate two questions.

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(Reading Analysis #1. 9) (20 points total)

Due on April 11 at 11:59 p.m.

Ch. 11 (Marxist Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Herbert, Bob (1995). "Central American Free Trade Zones Exploit Girls" (excerpted) shown in *The New York Times*, July 26. Retrieved from http://pangaea.org/street_children/latin/maquil.htm

Questions B: (about 1 to 2 pages)

After reading the above article, answer the following questions.

- (a) Apply the following concepts to the article: two-economic groups, means of production, alienation, reserved army of labor, surplus labor, surplus profit, class consciousness, class conflict, revolution, etc.
- (b) If capitalism is the cause of crime, how do you explain crime in a socialist society?

Note: Under capitalism, individuals are free to purchase and own their own homes, cars, etc. and live where they want. Under socialism, the whole community collectively owns and controls property, goods, and production.

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(Reading Analysis #1. 10) (20 points total)

Due on April 18 at 11:59 p.m.

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.

- Scelfo, Julie (2005). “Bad Girls Go Wild: A rise in girl-on-girl violence is making headlines nationwide and prompting scientists to ask why.” *Newsweek*, June 13.
Retrieved from <http://www.fisheaters.com/forums/index.php?topic=482521.0>

Questions B: (about 1 page)

After reading the above article, answer the following questions.

- (a) What is the author’s argument?
- (b) How has the women’s liberation movement contributed to a rise in girl-on-girl violence, if any contribution? Discuss this question in relation to Rita Simon’s Opportunity Hypothesis (see the criminological Theories textbook on p.270).
- (c) How does Frieda Adler’s Masculine Hypothesis (See the Criminological Theories textbook on p. 269 p.270) explain a rise in girl-on-girl violence?

- Britt, Robert Roy (2006). “Girls Gone Bad: Statistics Distort the Truth.” April 10.
Retrieved from <http://www.livescience.com/4048-girls-bad-statistics-distort-truth.html>

Questions C: (about 1 page)

- (a) What is the author’s counterargument to Scelfo’s argument?
- (b) How does the author explain the increase in female arrests?
- (c) How does Meda Chesney-Lind explain the rise in arrests for females in the article?

- Reckdenwald, A. & Parker, K.F. (2008). The Influence of Gender Inequality and marginalization on Types of Female Offending. *Homicide Studies*, 12, 2, 208-226.

Questions D: (about 1 to 2 pages)

- (a) What did the authors try to find out in this article?
- (b) What types of crimes did the authors include to test in the article? Why did they choose these crimes?
- (c) Explain the economic marginalization hypothesis.

- (d) Which questions (variables) of Gender Inequality were related to which crimes (crimes were defined in #2)?
- (e) Which questions (variables) of Economic Marginalization were related to which crimes (crimes were defined in #2)?
- (f) Present short summary of the authors' findings related to gender inequality and economic marginalization.
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(Reading Analysis #1. 11) (20 points total)

Due on April 25 at 11:59 p.m.

- Kidd, Scott T. & Meyer, Cheryl L. (2002). A Comparison of Fatal School Shootings in Rural Communities. *Journal of Rural Community Psychology*, 5,1.

Questions A: (about 1 to 2 pages)

After reading the above article, answer the following questions.

(a) Fox, Levin, and Quinet (2012) stated that crack cocaine and gang violence occurred in minority neighborhoods in inner-city communities (Ch. 6). Why did school shootings occur in suburban/rural communities? Answer the following Questions.

- 1) Discuss Fox et al.'s points presented in the textbook.
- 2) Discuss Kidd and Meter's points discussed in the above article.

(b) Present a profile of the multiple-victim school shooting offender in rural and small town communities described by Kidd and Meyer.

Ch. 1 (Crime Control in America: Nothing Succeeds Like Failure)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions B: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) discuss the Pyrrhic defeat theory included in this reading.

Ch. 2 (A Crime by Any Other Name . . .)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions C: (about 1 to 2 pages)

You need to (a) summarize the above book reading and (b) identify and define key concepts and principles.

(Reading Analysis #1. 12) (20 points total)
Due on May 2 at 11:59 p.m.

Ch. 3 (. . . And the Poor Get Prison)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions A: (about 1 to 2 pages)

You need to (a) summarize the above book reading and (b) identify and define key concepts and principles.

Ch. 4 (To the Vanquished Belong the Spoils: Who is Winning the Losing War Against Crime?)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions B: (about 1 to 2 pages)

You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) discuss the Pyrrhic defeat theory included in this reading.

Response Paper (60 points)

The response paper is due on **Thursday, May 9, 2019 at 11:59 p.m.**

You need to read the following required textbook and write a response paper. Fox, J.A., Levin, J., and Quinet, K. 2011. *The Will to Kill: Making Sense of Senseless Murder* (4th edition). Upper Saddle River, New Jersey: Prentice Hall.

(1) You need to choose three chapters out of the following 6 chapters:

- Ch. 4 Intimate and Family Murder
- Ch. 5 The Young and the Ruthless
- Ch. 6 Well-Schooled in Murder
- Ch. 7 Serial Killers
- Ch. 9 Rampage
- Ch. 10 Hate Homicides

(2) The following points must be incorporated in your written paper.

You will write each chapter separately based on the following points.

- What is the purpose of the book chapter? Examine.

- Identify the major themes and key points of the chapter. In 3 or 4 sentences, what is the author basically trying to get across? Make special note of those, which are relevant to the concerns of the course.
- Choose theory (**You need only one theory for each chapter**. But **use three different theories for three different chapters**) and apply the theory to each chapter. In order to apply the theory, briefly explain the **assumptions** of each theory, and then using the theory, explain the most important theme in the chapter that you chose.
- Evaluate the author's point. How does the author support his or her position? Is it convincing? Why, or why not?
- Write your critical analysis of each chapter.
- Write a short summary of each chapter.

(3) Your written comments should be typed and double-spaced with **12-font**.

(4) The total page number of this response paper should be **approximately 2 to 3 pages for each chapter**.

(5) The paper should be written **in an essay format**.

(6) **You need to use both textbooks** (Fox, Levin, and Quinet's *The Will to Kill* **and** Akers and Sellers' *Criminological Theories*)

(7) **If you quote directly from the book, you need to include the author's name and page numbers. However, your quotes must be limited to two for each chapter.**

(8) If you borrow ideas from any researchers in the textbook, you need to cite these authors in the text.

(9) You need to use **APA style**.

(10) Written assignments should be uploaded to the Assignment section of Canvas.

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Exams (50 points each):

There are mid-term exam and final exam. These examinations consist of **25 multiple-choice questions**.

You must take the exams on the scheduled day (see below).

Mid-term Exam (50 points):

The mid-term exam is scheduled on **Thursday, March 21, 2019 from 4:30 p.m. to 5:30 p.m. The exam will close promptly at 5:30 p.m.**

Final Exam (50 points):

The final exam is scheduled on **Thursday, May 16, 2019 from 5:15 to 6:15 p.m. The exam will close promptly at 6:15 p.m.**

University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states "There is to be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional."

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Final Grade (400 points):

- (1) 1 Response Paper (CLO #1 and #4) 60 points
- (2) Mid-term Exam (CLO #1, #2, #3 and #4) 50 points
- (3) Final Exam (CLO #1, #2, #3 and #4) 50 points
- (4) Reading Analyses (CLO#1 and #2) 240 points

You will not be able to drop the class after the official DROP Day except when you have medical emergency with your doctor’s note.

A final grade of incomplete (I):

http://www.sjsu.edu/registrar/students/gradesgrades_changes/grade_symbols_and_values/

Grading Policy

Total Points Possible: 400 points (There is no possibility of extra credit)

A+ = 100-96% (384-400)	A = 95-93% (372-383)	A minus = 92-90% (360-371)
B+ = 89-86% (344-359)	B = 85-83% (332-343)	B minus = 82-80% (320-331)
C+ = 79-76% (304-319)	C = 75-73% (292-303)	C minus = 72-70% (280-291)
D+ = 69-66% (264-279)	D = 65-63% (252-263)	D minus = 62-60% (240-251)
F = 59-0% (0-239)		

Make-up Policy: There will be no make-ups for your missed exams. There will be only one exception to this policy. Those students who provide written notice in advance who must miss class for university business will have special tests arranged usually before the scheduled test.

Department of Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Classroom Protocol (For online class, please adapt as appropriate)

- (1) Turn off your cell phone or pager in class.
- (2) Do not come to class late or leave class early. If you have to arrive in class late regularly, I advise you not to take this course.

- (3) Respect your classmates' ideas and opinions, even when they are different from yours.
- (4) Do not chat with your classmates in class unless you are expected to have discussions in a small group.
- (5) **Without the instructor's permission, audio or video recordings cannot be made in this class** ([University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>).

University, College, or Department Policy information

“University Policies: Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

You can also find information (University Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>).

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It

is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

[Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall

[Academic Technology Computer Center](#) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall

[Associated Students Computer Services Center](#) at <http://as.sjsu.edu/ascc/> on the 2nd floor of the Student Union

[Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>

[Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>

Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or

psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

JS 151 Criminological Theory, Spring 2019, Course Schedule

The schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 24	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Canvas: Read Syllabus Carefully
2	January 31	<p><u>Definitions of Crime</u></p> <ul style="list-style-type: none"> • Key Terms for FBI's Uniform Crime Reports (UCR) (Look at the <u>Module Section of Canvas</u> and Understand FBI's Definitions of Key Terms) <p><u>General Characteristics of Crime and Criminals</u></p> <p>(Reading Analysis #1. 1 – Reading Ch. 2 by Fox, Levin, & Quinet) <u>Due on January 31 at 11:59 p.m.</u></p> <p>Ch. 2 (The Killers and Their Victims) Fox, Levin, & Quinet (The Will to Kill)</p> <p><u>Questions: (about 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) provide real-world applications, and (c) generate two questions.</p> <p><u>Introduction to Criminological Theory</u></p> <p>Ch. 1 (Introduction to Criminological Theory) Akers, Sellers, & Jennings (Criminological Theory)</p> <p>No Reading Analysis Assignment for Ch. 1 by Akers, Sellers, & Jennings. However, read this chapter.</p>
3	February 7	<p><u>Introduction to Criminological Theories</u></p> <p>(Reading Analysis #1. 2 – Reading Ch. 3 and Ch. 4 by Akers, Sellers, & Jennings) <u>Due on February 7 at 11:59 p.m.</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Ch. 3 (Biological/Biosocial Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <p>Ch. 4 (Psychological Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p>
4	February 14	<p><u>The Emergence of Criminology (Classical Theory)</u></p> <p>(Reading Analysis #1. 3 – Ch. 2 by Akers, Sellers, & Jennings) <u>Due on February 14 at 11:59 p.m.</u></p> <p>Ch. 2 (Deterrence and Rational Choice Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> • Gül, Serdar Kenan (2009). An Evaluation of the Rational Choice Theory in Criminology. (GRU [Girne American University] <i>J. of Soc. & Appl. Sci.</i>, 4 (8), 36-44. <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>After reading the above article, evaluate how the Rational Choice Theory may work better with some types of crimes or criminals than with others (white-collar criminals vs. street criminals). Answer the question by referring to eight points of fundamentals of the Rational Choice Theory included in the article (p. 37).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	February 21	<p>(Reading Analysis #1. 4 – Ch. 5 by Akers, Sellers, & Jennings) <u>Due on February 21 at 11:59 p.m.</u></p> <p>Ch. 5 (Social Learning Theory) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> • Miller, H.V., Jennings, W.S., Alvarez-Rivera, L.L. & Miller, J.M. (2008). Explaining Substance Use Among Puerto Rican Adolescents: A Partial Test of Social Learning Theory. <i>Journal of Drug Issues</i>, 38 (1), 261-283. <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>(a) After reading the above article, briefly define all important terms and concepts included in the article. (b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across? (c) What did the authors find? Explain using the theory.</p>
6	February 28	<p>(Reading Analysis #1. 5 – Ch. 6 by Akers, Sellers, & Jennings) <u>Due on February 28 at 11:59 p.m.</u></p> <p>Ch. 6 (Social Bonding and Control Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> • Morris, R.G. & Higgins, G. E. (2009). Neutralizing Potential and Self-Reported Digital Piracy: A Multitheoretical Exploration among College Undergraduates. <i>Criminal Justice Review</i>, 34 (2), 173-195. <p><u>Questions B: (about 1 to 2 pages)</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>(a) After reading the above article, briefly define all important terms and concepts included in the article.</p> <p>(b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across?</p> <p>(c) What were their findings? Explain using the theory.</p>
7	March 7	<p>(Reading Analysis #1. 6 – Ch. 7 by Akers, Sellers, & Jennings) <u>Due on March 7 at 11:59 p.m.</u></p> <p>Ch. 7 (Labeling and Reintegrative Shaming Theory) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> • Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. <i>Adolescence</i>, 38 (149), 171-186. <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>(a) After reading the above article, briefly define all important terms and concepts included in the article.</p> <p>(b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across?</p> <p>(c) What were their findings? Using the theory, examine which labeling, informal (i.e., teacher, family, and peer) or formal labeling, was a source of negative labeling for which type of delinquency?</p> <ul style="list-style-type: none"> • Chambliss, W. J. (1972) The Saints and the Roughnecks. <p><u>Questions C: (about 1 to 2 pages)</u></p> <p>After reading the above article, answer the following questions.</p> <p>(a) Why were the Saints seen as good boys and the Roughnecks seen as bad boys?</p> <p>(b) The conventional wisdom is that criminals are different from noncriminals, that bad things are done by bad people. To what extent does the information presented in Chambliss' article contradict the conventional wisdom?</p> <p>(c) In what specific way did differences in social class (for example, economic resources and cultural capital) contribute to the community's different treatment of and regard for the Saints and the Roughnecks?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	March 14	<p>(Reading Analysis #1. 7 – Ch. 8 by Akers, Sellers, & Jennings) Due on March 14 at 11:59 p.m.</p> <p>Ch. 8 (Social Disorganization Theory) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> • Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., & Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. <i>American Journal of Community Psychology</i>, 53, 198-207. <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>(a) After reading the above article, briefly define all important terms and concepts included in the article. (b) Identify the major themes and key points of the article. In three or four sentences, what are the authors trying to get across? (c) What did the authors find? Explain using the theory. (d) Why was collective efficacy unrelated to woman’s IPV perpetration and victimization? (e) Why were frequencies of IPV by standard intervention increased, as collective efficacy increased?</p>
9	March 21	<p>Mid-term Exam from 4:30 p.m. to 5:30 p.m.</p>
10	March 28	<p>(Reading Analysis #1. 8 – Ch. 9 by Akers, Sellers, & Jennings) Due on March 28 at 11:59 p.m.</p> <p>Ch. 9 (Anomie and Strain Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions; (about 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, (c) provide real-world applications, and (c) generate two questions.</p>
11	April 4	<p>Spring Recess</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	April 11	<p><u>Criminological Theory (Marxist Theories)</u></p> <p>(Reading Analysis #1. 9 – Ch. 11 by Akers, Sellers, & Jennings) <u>Due on April 11 at 11:59 p.m.</u></p> <p>Ch. 11 (Marxist Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> (Herbert, Bob (1995). “Central American Free Trade Zones Exploit Girls” (excerpted) shown in <i>The New York Times</i>, July 26. Retrieved from http://pangaea.org/street_children/latin/maquil.htm <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>After reading the above article, answer the following questions. (a) Apply the following concepts to the article: two-economic groups, means of production, alienation, reserved army of labor, surplus labor,, surplus profit, class consciousness, class conflict, revolution, etc. (b) If capitalism is the cause of crime, how do you explain crime in a socialist society?</p> <p><u>Note:</u> Under capitalism, individuals are free to purchase and own their own homes, cars, etc. and live where they want. Under socialism, the whole community collectively owns and controls property, goods, and production.</p>
13	April 18	<p>(Reading Analysis #1. 10 – Ch. 13 by Akers, Sellers, & Jennings) <u>Due on April 18 at 11:59 p.m.</u></p> <p>Ch. 13 (Feminist Theories) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) provide real-world applications.</p> <ul style="list-style-type: none"> Scelfo, Julie (2005). “Bad Girls Go Wild: A rise in girl-on-girl

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>violence is making headlines nationwide and prompting scientists to ask why.” <i>Newsweek</i>, June 13. Retrieved from http://www.fisheaters.com/forums/index.php?topic=482521.0</p> <p><u>Questions B: (about 1 page)</u></p> <p>After reading the above article, answer the following questions.</p> <p>(a) What is the author’s argument? (b) How has the women’s liberation movement contributed to a rise in girl-on-girl violence, if any contribution? Discuss this question in relation to Rita Simon’s Opportunity Hypothesis (see the criminological Theories textbook on p.270). (c) How does Frieda Adler’s Masculine Hypothesis (See the Criminological Theories textbook on p. 269 p.270) explain a rise in girl-on-girl violence?</p> <ul style="list-style-type: none"> • Britt, Robert Roy (2006). “Girls Gone Bad: Statistics Distort the Truth.” April 10. Retrieved from http://www.livescience.com/4048-girls-bad-statistics-distort-truth.html <p><u>Questions C: (about 1 page)</u></p> <p>(a) What is the author’s counterargument to Scelfo’s argument? (b) How does the author explain the increase in female arrests? (c) How does Meda Chesney-Lind explain the rise in arrests for females in the article?</p> <ul style="list-style-type: none"> • Reckdenwald, Amy & Parker, K.F. (2008). The influence of Gender Inequality and Marginalization on Types of Female Offending. <i>Homicide Studies</i>, 12, 2, 208-226. <p><u>Questions D: (about 1 to 2 pages)</u></p> <p>(a) What did the authors try to find out in this article? (b) What types of crimes did the authors include to test in the article? Why did they choose these crimes? (c) Explain the economic marginalization hypothesis. (d) Which questions (variables) of Gender Inequality were related to which crimes (crimes were defined in #2)? (e) Which questions (variables) of Economic Marginalization were related to which crimes (crimes were defined in #2)?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		(f) Present short summary of the authors' findings related to gender inequality and economic marginalization.
14	April 25	<p>(Reading Analysis #1. 11) <u>Due on April 25 at 11:59 p.m.</u></p> <ul style="list-style-type: none"> • Kidd, Scott T. & Meyer, Cheryl L. (2002). A Comparison of Fatal School Shootings in Rural Communities. <i>Journal of Rural Community Psychology</i>, 5 (1). <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>After reading the above article, answer the following questions. (a) Fox, Levin, and Quinet (2012) stated that crack cocaine and gang violence occurred in minority neighborhoods in inner-city communities (Ch. 6). Why did school shootings occur in suburban/rural communities? Answer the following Questions.</p> <ol style="list-style-type: none"> 1) Discuss Fox et al.'s points presented in the textbook. 2) Discuss Kidd and Meter's points discussed in the above article. <p>(b) Present a profile of the multiple-victim school shooting offender in rural and small town communities described by Kidd and Meyer.</p> <p>Ch. 1 (Crime Control in America: Nothing Succeeds Like Failure) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)</p> <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) discuss the Pyrrhic defeat theory included in this reading.</p> <p>Ch. 2 (A Crime by Any Other Name . . .) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)</p> <p><u>Questions C: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading and (b) identify and define key concepts and principles.</p>
15	May 2	<p>(Reading Analysis #1. 12 – Ch. 3 by Reiman & Leighton) <u>Due on May 2 at 11:59 p.m.</u></p> <p>Ch. 3 (. . . And the Poor Get Prison)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading and (b) identify and define key concepts and principles.</p> <p>Ch. 4 (To the Vanquished Belong the Spoils: Who is Winning the Losing War Against Crime?) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)</p> <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>You need to (a) summarize the above book reading, (b) identify and define key concepts and principles, and (c) discuss the Pyrrhic defeat theory included in this reading.</p>
16	May 9	<p>Fox, Levin, & Quinet (The Will to Kill)</p> <p><u>Response Paper Due on May 9, 2019 at 11:59 p.m.</u></p>
17	May 16	<p><u>Final Exam from 5:15 to 6:15 p.m.</u></p>