

San José State University
Social Sciences/Justice Studies
JS 151, Criminological Theory, Section 02 Spring 2021

Course and Contact Information

Instructor:	Allison Martin, Ph.D.
Office Location:	Off campus
Email:	allison.martin@sjsu.edu
Office Hours:	Tuesday 9:00am-10:00am or by appointment Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/2578144013
Class Days/Time:	Tuesday/Thursday 10:30am-11:45am Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/84822294682?pwd=T1o1d3VFcFVXVThVNEdqZEpMU1YxUT09 Password: js151
Prerequisites:	JS 10, JS 12, JS 25 or FS 11 Pre/Co-requisite: JS 100W; Justice Studies Minors: Any 100W

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.

Course Format

This is a fully online course and is designed to emphasize critical thinking to the weekly readings. The class will focus on in-depth weekly online discussion boards, four multiple-choice exams, and a theory project with accompanying presentation.

The mode of instruction for this course is synchronous online. This means that we will meet at the scheduled class time in an online classroom via Zoom. Please take note of the meeting dates according to the Course Schedule below.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the instructor as soon as possible to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

This course will require access to Microsoft Office, specifically Word and PowerPoint. If you do not currently own Microsoft Office, the software (both PC and Mac) is available for free to students:

<http://www.sjsu.edu/it/services/collaboration/software/instructions.php>

If you have technical difficulties at any point please contact Technical Support for Canvas. Email:

ecampus@sjsu.edu. Phone: (408) 924-2337 <https://www.sjsu.edu/ecampus/support/>

Zoom Classroom Etiquette

- **Use of Camera:** You are encouraged to turn on your camera during class discussion/lecture and are required to participate in class discussions
- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Recording Zoom Classes

The instructor reserves the right to record this course or portions of this course (i.e., lectures, discussions, student presentations) for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or

other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page, visit http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Program Information

Justice Studies Department began as the “Police School” in 1930, offering the first complete college education program for future police officers as an academic program in a regular academic curriculum, otherwise known as a “college major;” this was the first major in the field called Criminal Justice. Through time, scholars found that criminal justice and social justice are intricately intertwined.

This degree program is housed in the College of Social Sciences. More information is available at www.sjsu.edu/justicestudies/

Course Learning Outcomes (CLO)

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

CLO 1. Demonstrate understanding of academic material, and contribute to discussion at a professional and capable level.

CLO 2. Describe the extent of the crime problem in the United States

CLO 3. Identify the major crime data sources

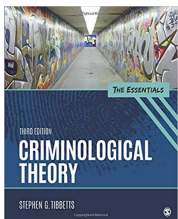
CLO 4. Define, describe, and criticize the major theories of crime

CLO 5. Evaluate the merit of the theories of crime

Required Texts/Readings

Textbook

Tibbetts, S.G. (2019). *Criminological theory: The essentials, 3rd edition*. Thousand Oaks, CA: Sage Publications, Inc.



ISBN-13: 978-1506367897

ISBN-10: 1506367895

Textbook can be purchased through the University bookstore or online (e.g., Amazon)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7th edition*. Washington, DC: American Psychological Association.

Required Readings Posted to Canvas

- Agnew, R. (2001). Building on the foundation of general strain theory: Specifying the types of strain most likely to lead to crime and delinquency. *Journal of Research in Crime and Delinquency*, 38(4), 319-361.
- Anderson, E. (1994). The code of the streets. *Atlantic Monthly*, 273, 80-94.
- Daly, K. and Chesney-Lind, M. (1988). Feminism and criminology. *Justice Quarterly*, 5(4), 497-538.
- Grasmick, H.G., Tittle, C.R., Bursik, R.J. and Arneklev, B.J. (1993). Testing the core empirical implications of Gottfredson's and Hirschi's general theory of crime. *Journal of Research in Crime and Delinquency*, 30(1), 5-29.
- Kubrin, C.E. (2005). Gangstas, thugs, and hustlas: Identity and the code of the street in rap music. *Social Problems*, 52(3), 360-378.
- Lynch, J.P. and Jarvis, J.P. (2008). Missing data and imputation in the Uniform Crime Reports and the effects on national estimates. *Journal of Contemporary Criminal Justice*, 24(1), 69-85.
- Marcum, C.D., Higgins, G.E. and Ricketts, M.L. (2010). Potential factors of online victimization of youth: An examination of adolescent online behaviors utilizing routine activity theory. *Deviant Behavior*, 31, 381-410.
- Monachesi, E. (1956). Pioneers in criminology IX – Cesare Beccaria (1738-1794). *Journal of Criminal Law and Criminology*, 46(4), 439-449.
- Pratt, T.C., Cullen, F.T., Sellers, C.S., Winfree, L.T., Madensen, T.D., Daigle, L.E., Fearn, N.E. and Gau, J.M. (2010) The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802
- Rafter, N.(2005). The murderous Dutch fiddler: Criminology, history and the problem of phrenology. *Theoretical Criminology*, 9(1), 65-96.
- Sampson, R.J. and Laub, J.H. (1992). Crime and deviance in the life course. *Annual Review of Sociology*, 18, 63-84.
- Walby, K. and Carrier, N. (2010). The rise of biocriminology: Capturing observable bodily economies of 'criminal man'. *Criminology and Criminal Justice*, 10(3), 261-285.

Other technology requirements / equipment / material

Internet connection and Microsoft Office access is required for this course, specifically Word and PowerPoint.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All assignments become available on Monday at 12:00am PST and are due by Sunday at 11:59pm PST of their

respective week (see course schedule below); *please note discussion board original posts are due Wednesday at 11:59pm and other assignments may have other due dates.* Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Detailed Introduction Post

This assignment is meant for the class and the instructor, to get acquainted with you. You will respond to the prompt on Canvas by the end of the first week of class. The introduction post will be available to view throughout the duration of the semester.

Discussion Boards

You are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with me and other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic **by Wednesday at 11:59pm**. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to *two* other student's original posts, as well as any questions I may ask regarding their post **by Sunday at 11:59pm**, when the weekly topic will close. These posts should be approximately ½ page. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by the author. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an “A+”) will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an “A+” is defined as “exceptional quality work.” Logging into Canvas later in the day on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance. The following calendar is designed to help you outline your weekly work and stay on top of your deadlines. This calendar is a suggestion for a typical week, it is not mandatory that you follow this calendar nor does it apply to every week of the semester. Please do ensure you are meeting the assignment deadlines, however.

Weekly Discussion Board Schedule

Classes with Dr. Martin

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Quick review of material from last week	Continue reading this week's material	Finish up with material for the week (readings, lectures and links)	Respond to TWO students – their original post	Take a break...it's Friday!	Respond to those who commented on your post	Respond to those who commented on your post
Begin reading this week's material	Listen and/or view the lecture	Respond to weekly DB DUE TONIGHT			Respond to my follow-up question (sent through email or on your post), if there is one.	DB TOPIC CLOSING TONIGHT
	Watch/explore links or websites posted to Canvas					Relax... the week is done!

Tips:

- Take notes while you read so you can do well on any exams or other assignments
- Always include references to reading material to support your arguments
- Check the APA quick guide to make sure you have your bases covered
- Ensure you are responding to two other students' original posts, not just what they write on your post
- If you work ahead, then you don't have to do work in this class every day. But, be sure to login on the weekend to see if anyone has commented on your post, so you can respond!

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe the criminal justice system is a “system” a “process,” or neither? Defend your answer using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

I believe that the criminal justice system is a “process.” According to Peak (2016), the criminal justice process is “the decisions and actions by an institution, offender, victim, or society that influence the offender’s movement into, through, or out of the justice system” (p. 5). Figure 1-1 depicts the criminal justice process very well. The criminal justice process begins when police make an arrest. The criminal makes their way through the police “process,” determining accusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process

ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process of the criminal justice system. He states, "The suspect is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed, punished, and/or rehabilitated by correctional agencies" (Louthan, 1974, p. 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies within the process are working toward a common goal. "As a process, the justice system cannot reduce crime by itself nor can any of the component parts afford to be insensitive to the needs and problems of the other parts" (Peak, 2016, p. 7). I don't believe that fragmentation among the criminal justice system is caused because the criminal justice system is a non-system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

Because I believe that the criminal justice system is a "process," I think that police, courts, and correctional agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as "entities of two or more people who cooperate to achieve an objective" (p. 22). Each component within the criminal justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own set agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete the next set of objectives of the next organization, until all organization's objectives are met. Once all the objectives are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. What Louthan doesn't describe clearly in his description is the concept of filtering. Some criminals won't advance to the next step in the criminal process because they are filtered, or screened out (Appalachian State University, 2016). Peak's (2016) Figure 1.1, shows the different ways that criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). The criminal justice process. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). Relationships among police, court, and correctional agencies. (30-37).

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Response to another student's post:

I too thought that the criminal justice system acts like a process. Like how you framed the criminal justice system as a "process within a system." The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have to had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Exams

In this course there are four multiple choice exams that will cover course reading and discussion material. Each exam will be taken through the online Canvas system. Exams will open on Monday of the week of the exam and are due by Sunday at 11:59pm (See Course Schedule); it is suggested you begin your exam no later than 11:00pm on Sunday to give yourself enough time before the exam closes. You will only have one opportunity to complete the exam in a specified time period (see exam directions on Canvas for time allowance). Once your time is up, or you have reached the close of the week on Sunday at 11:59pm, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available on Monday after the due date has passed and will be available to view until Wednesday at 11:59pm of the respective week. It is recommended that you take notes on all of the readings ahead of time; there will not be time to search all the chapters for answers. Because the exam is open the entire week, no make-up exams are allowed.

Theory Project

You will be expected to complete a Theory Project that discusses a theory we will cover in this course. Your theory project will consist of a voiced-over PowerPoint presentation and a written paper on a theory you are interested in learning more about. Specifically, you will thoroughly explain the theory in-depth, find an article that empirically tests the theory through the online library website, write a paper on the theory and article you chose, and present your findings to the class. You will also provide feedback on other students' presentations through a peer-review process. Half the class will present at Midterms and half will present at Finals. More details will be provided on the Theory Project prompt on Canvas.

Grading Information

Your grade in the class will be based on the following:

Introduction Post	10 points
Discussion Boards (12 posts)	120 points (10 each)
Exams (4 exams)	100 points (25 each)
Theory Project Presentation	20 points
Theory Project Paper	50 points
Total	300 points

Please see the sample rubric below for discussion boards (note that the point scale may differ for this course):

Discussion Board Rubric				🔍 🗑️
You've already rated students with this rubric. Any major changes could affect their assessment results.				
Criteria	Ratings			Pts
Quality of Original Post	4.0 to >3.0 pts Partial/Full Credit The student understands significant ideas relevant to the issue under discussion. The student elaborates statements with accurate explanations, reasons, and supported reading material.	3.0 to >1.0 pts Partial Credit Ideas are reasonably clear, but some guesses as to what the student meant need to be made. Some vocabulary and concepts are used correctly and some are not. Support with reading material is lacking.	1.0 to >0 pts Partial/No Credit The student uses foundational knowledge or terminology incorrectly. Ideas are extremely limited or hard to understand. Or, post is not completed.	4.0 pts
APA format	1.0 pts Full Credit In-text citations and references follow APA guidelines	0.0 pts No Marks In-text citations and references do not follow APA guidelines.		1.0 pts
Responses to Others' Original Posts	3.0 pts Full Credit The student responds to two other students' original posts. He or she initiates the dialogue with thoughtful and reflective comments and questions. The interactions is appropriate and he or she acknowledges the statements of others in a way that builds a consecutive interchange between participants. Reading material is used to support and/or refute arguments.	2.0 pts Partial Credit The student responds to two other students' original posts, but contributes little new knowledge or ideas, or arguments are not supported with reading material. Or, the student responds to only one other students' original post.	0.0 pts No Credit The student does not respond to other students' original posts, or responses are lacking consist of a lack of detail and thoughtfulness (e.g., "I agree").	3.0 pts
Response to Follow-up Question and Comments from Other Students	2.0 to >1.0 pts Partial/Full Credit Student replies to the follow-up question asked by the instructor with accurate explanations and supported reading material. The student responds to those who commented on their posts with thoughtful discussion.	1.0 to >0 pts Partial/No Credit The students does not reply to the follow-up question posed by the instructor or the response is lacking detail and supported reading material. The students does not respond to those who commented on his or her post.		2.0 pts
				Total Points: 10.0

Grading for Written Assignments

“A”: An “A” assignment is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (spacing, page limit, etc.) is correct.

“B”: A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These assignments typically convey less mastery of a topic or study, as evidenced by not clearly or completely addressing the topic/question. Coverage of the assignment is generally complete and mostly accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. This paper often appears as if it needs minor to moderate revision and/or proofreading, digresses slightly off topic, or does not fully address the posed question(s). Citations are somewhat lacking, inappropriate, or not cited correctly. The paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and

was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort. Students generally used accurate and appropriate references to topics covered in the paper, but additional or more relevant citations should have been used, and/or the citations were not correctly formatted/referenced. The full range and scope of the topic are not addressed fully. The paper format (spacing, page limit, etc.) is mostly correct.

“C”: A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper often appears as if it needs moderate to significant revision and/or proofreading. The paper barely meets minimum expectations and is below average. It is unclear if the student read all readings necessary to answer the posed question, or the student does not sufficiently/clearly address the question. Its quality suggests that the student did not take the assignment seriously and rushed through it with little thought or attention to detail. Students generally do not use accurate or appropriate references to topics covered in the paper, need additional or more relevant citations, and/or the citations are not formatted correctly.

“D/F”: A “D/F” assignment lacks clarity and organization as well as relevant substance. Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. This paper often appears as if it needs significant revision and/or proofreading. The paper does not meet the minimum expectations and is significantly below average. It does not appear that the student read all of the material necessary to answer the posed question, or did not address the posed question. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought. Students generally use very few or inappropriate references, the citations were not formatted correctly, and the clarity/organization of the paper is low.

Percentages are obtained by dividing the total points you earn by the total points possible in the course.

A plus = 98 to 100%	A = 93 to 97.9%	A minus = 90 to 92.9%
B plus = 88 to 89.9%	B = 83 to 87.9%	B minus = 80 to 82.9%
C plus = 78 to 79.9%	C = 73 to 77.9%	C minus = 70 to 72.9%
D plus = 68 to 69.9%	D = 63 to 67.9%	D minus = 63 to 67.9%
F = 0-62.9%		

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

“Classroom” Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students’ backgrounds and personal opinions.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted

by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Justice Studies Department 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.

JS 151 / Criminological Theory, Spring 2021

*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

Course Schedule

Week	Topic	Course Assignments and Due Dates
Week 1: 1/27 – 1/31	Module 1: Course Introduction	<ul style="list-style-type: none"> • Review the syllabus • Carefully read discussion board requirements • Thoroughly read Theory Project Prompt • Sign-up for Theory Project using Google Docs • Complete Introduction Post on Canvas
Week 2: 2/1 – 2/7	Module 2: Issues in Criminology	<ul style="list-style-type: none"> • Read Chapter 1 • Readings on Canvas: <ul style="list-style-type: none"> ○ Lynch and Jarvis (2008) • Explore: Crime in the U.S. • Discussion Board #1
Week 3: 2/8 – 2/14	Module 3: Preclassical and Classical Theories Deterrence	<ul style="list-style-type: none"> • Read Chapter 2 • Readings on Canvas: <ul style="list-style-type: none"> ○ Monachesi (1956) • YouTube: Beccaria On Crimes and Punishments Crash Course • Discussion Board #2

<p>Week 4: 2/15 – 2/21</p>	<p>Module 4: Modern Applications of the Classical Perspective</p> <hr/> <p>Rational Choice Routine Activities</p>	<ul style="list-style-type: none"> • Read Chapter 3 • Readings on Canvas: <ul style="list-style-type: none"> ○ Marcum et al. (2010) • YouTube: Interview with Dr. Felson • Listen to npr Crime Series: Broken Windows • Discussion Board #3
<p>Week 5: 2/22 – 2/28</p>	<p>Exam #1 Ch. 1-3</p>	<p style="text-align: center;">Zoom Class Meetings Presentations and Exam Prep Presenters submit your PowerPoint and Paper Exam #1: Ch. 1-3</p>
<p>Week 6: 3/1 – 3/7</p>	<p>Module 5: Early Positive School Perspectives of Criminality</p> <hr/> <p>Criminal Atavism</p>	<ul style="list-style-type: none"> • Read Chapter 4 • Readings on Canvas: <ul style="list-style-type: none"> ○ Rafter (2005) • YouTube: What is That? – Phrenology • Discussion Board #4
<p>Week 7: 3/8 – 3/14</p>	<p>Module 6: Modern Biosocial Perspectives of Criminal Behavior</p> <hr/> <p>Biosocial</p>	<ul style="list-style-type: none"> • Read Chapter 5 • Readings on Canvas: <ul style="list-style-type: none"> ○ Walby and Carrier (2010) • TedTalk: Exploring the mind of a killer • Discussion Board #5
<p>Week 8: 3/15 – 3/21</p>	<p>Module 7: Early Social Structure and Strain</p> <hr/> <p>Merton’s Strain General Strain</p>	<ul style="list-style-type: none"> • Read Chapter 6 • Readings on Canvas: <ul style="list-style-type: none"> ○ Agnew (2001) • YouTube: Sociology – Durkheim • Discussion Board #6
<p>Week 9: 3/22 – 3/28</p>	<p>Exam #2: Ch. 4-6</p>	<p style="text-align: center;">Zoom Class Meetings Presentations and Exam Prep Presenters submit your PowerPoint and Paper Exam #2: Ch. 4-6</p>

Week 10: 3/29 – 4/4	SPRING BREAK	<ul style="list-style-type: none"> • Be safe and have fun!
Week 11: 4/5 – 4/11	<p>Module 8:</p> <p>The Chicago School and Cultural and Subcultural Theories</p> <hr/> <p>Social Disorganization</p>	<ul style="list-style-type: none"> • Read Chapter 7 • Readings on Canvas: <ul style="list-style-type: none"> ○ Anderson (1994) ○ Kubrin (2005) • YouTube: Shaw and McKay • Discussion Board #7
Week 12: 4/12 – 4/18	<p>Module 9:</p> <p>Social Process and Learning Theories</p> <hr/> <p>Differential Association Social Bonding Low Self-Control</p>	<ul style="list-style-type: none"> • Read Chapter 8 • Readings on Canvas: <ul style="list-style-type: none"> ○ Grasmick et al. (1993) ○ Pratt et al. (2010) • Discussion Board #8 • YouTube: Bobo Doll Experiment
Week 13: 4/19 – 4/25	EXAM #3: Ch. 7-8	<p style="text-align: center;">Zoom Class Meetings Presentations and Exam Prep Presenters submit your PowerPoint and Paper Exam #3: Ch. 7-8</p>
Week 14: 4/26 – 5/2	<p>Module 10:</p> <p>Social Reaction and Critical Models</p> <hr/> <p>Labeling Conflict</p>	<ul style="list-style-type: none"> • Read Chapter 9 • Link: NCJRS report on labeling theory • Discussion Board #9
Week 15: 5/3 – 5/9	<p>Module 11:</p> <p>Feminist Models of Crime Life-Course Perspectives</p> <hr/> <p>Feminist Life-Course</p>	<ul style="list-style-type: none"> • Read Chapter 10 & 11 • Readings on Canvas: <ul style="list-style-type: none"> ○ Daly and Chesney-Lind (1988) ○ Sampson and Laub (1992) • Link: ASU Criminologists • Discussion Board #10

<p>Week 16: 5/10 – 5/16</p>	<p>Module 12: Integrated Theoretical Models and New Perspectives of Crime</p>	<ul style="list-style-type: none"> • Read Chapter 12 • Discussion Board #11
<p>Week 17: 5/17 – 5/23</p>	<p>Module 13: Final Thoughts EXAM #4</p>	<ul style="list-style-type: none"> • YouTube: The future of criminology • Discussion Board #12 <p style="text-align: center;">Zoom Class Meetings Presentations and Exam Prep Presenters submit your PowerPoint and Paper Exam #4: Ch. 9-12</p>