

San José State University
College of Health and Human Sciences
Department of Justice Studies
JS 151 Criminological Theory (Section 3)
Spring 2020

Instructor: Dr. Yoko Baba

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Office Hours: Thursday from 2:00 to 3:00 p.m.
Email Correspondence is also available.

Class Days/Time: Thursday from 4:30 to 7:15 p.m.

Classroom: MQH 520

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.

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.

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

Nyle Monday, MLK Librarian
Email: Nyle.Monday@sjsu.edu

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 chapters and articles in advance.
- (2) Please bring the textbook(s) and articles to class.

- (3) Your grade is based on:
- 1) Response Paper
 - 2) Mid-term Exam
 - 3) Final Exam
 - 4) Small Group Discussions
 - 5) Group Presentation

Assignment:

I will NOT accept your late assignment. Your assignment must be turned in on the assigned day in class.

If you are ill on the day when the assignment is due, you need to inform me of your illness and *submit your doctor's note before or on (not after) the day of the exam* in order to get appropriate credits. Then you will turn in your paper on the next class period. **I will NOT accept your email submission. Without the doctor's note, you will NOT receive any points.**

Regardless of the reasons, you will not receive any credits for your assignment if you will not follow this instruction. The assignment is scheduled in the beginning of the semester, and there is no reason why you cannot complete these assignments prior to the due date. This is your responsibility.

Response Paper (70 points)

The response paper is due on **Thursday, April 23, 2020 in class.**

You need to read the following required textbook and write a response paper. Fox, J.A., Levin, J., & Quinet, K. 2011. *The Will to Kill: Making Sense of Senseless Murder* (5th edition). Los Angeles, CA: Sage. ISBN: 9781506365961

(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**.

Small Group Participation/Discussion (They are called "group exercises") (60 points) (5 points x 12 = 60 points)

You are expected to participate in group discussions. Each group consists of 3 to 4 students and is expected to turn in the group report in class. **The group report** must be written in class with everyone's input. At the end of the class, you will share your report in class. You will have 12 times to participate in group discussions. Regardless of the reasons, if you are absent, you will lose the points.

Group Presentation/Evaluation (70 points)

- **Presentation evaluated by the instructor (20 points)**
- **Presentation evaluated by your classmates (20 points)**
- **Written statement of your group presentation (30 points)**

Group Presentation is scheduled on **May 7, 2020**.

Group Topic and Research

(1) Group members (about 3 people) choose a topic related to this class. Before your group finalizes a topic, get approval from the instructor.

(2) You need to find **at least 6 sources of journal articles** related to the topic, which are published in the refereed journals.

(3) These references should be included in your presentation when you present in class. **Include the authors' names and published year.**

(4) Turn in a five-page (double-spaced with 12 fonts) typed summary statement of your presentation, with 6 references (**the authors' names, article title, journal names, published year, volumes, and page numbers**) on the day of the presentation to get your group grade. One paper per group should be submitted to the instructor. Use APA format.

(5) All members need to speak on the day of the presentation.

(6) About 20 minutes per group with Q and A.

(7) It is advisable to use presentation tools (such as PowerPoint, Handouts, Boards, etc.)

(8) Group presentation will be evaluated by your classmates in other groups. You will be given a **group presentation evaluation form** later.

(9) You need to incorporate theories (see below).

Theories

- Each group needs at least two theories from the following theory categories.

- Select **two theories from the following two separate categories.**

(1) Classical Theory

- Deterrence theory or
- Rational Choice Theory or
- Routine Activities Theory

(2) Social Learning Theory

- Sutherland's Differential Association or
- Akers' Social Learning Theory

(3) Social Bonding and Control Theory

- Hirschi's Control Theory or
- Sykes and Matza's Techniques of Neutralization

(4) Labeling Theory

- Edwin Lemert's Theory or
- Howard Becker's Theory

(5) Social Disorganization Theo

- Shaw and McKay's Theory

(6) Anomie and Strain Theories

- Durkheim's Anomie Theory or
- Merton's Anomie/Strain Theory or
- Albert Cohen's Theory or
- Agnew's General Strain Theory

(7) Marxist Theories

- Karl Marx or
- Richard Quinney

(8) Feminist Theories

- Adler or
- Rita Simon or
- Messerschmidt

Exams (100 points each):

Mid-term Exam and Final Exam are in-class exams. These examinations consist of **multiple-choice, true-false, short-essay and long-essay questions.**

Make-up Policy: You must take the exam on the scheduled day. In general, there will be no make-ups for your missed exams.

There will be 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.

Also, if you are ill on the day of the exam, you need to inform me of your illness and ***submit your doctor's note before or on (not after) the day of the exam*** in order for you to take the exam at a later time ***with my approval.***

If you need special accommodation for your exam, be sure to contact the Accessible Education Center earlier in the semester.

Mid-term Exam (100 points):

The mid-term exam is scheduled on **Thursday, March 19, 2020.**

Final Exam (100 points):

The final exam is scheduled on **Thursday, May 14, 2020 from 5:15 to 7:30 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.”

Final Grade (400 points):

- | | |
|---|------------|
| (1) 1 Response Paper (CLO #1 and #4) | 70 points |
| (2) Mid-term Exam (CLO #1, #2, #3 and #4) | 100 points |
| (3) Final Exam (CLO #1, #2, #3 and #4) | 100 points |
| (4) 12 Small Group Discussions (CLO #1) | 60 points |
| (5) 1 Group Presentation (CLO#1 and #2) | 70 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 plus = 96-100% (384-400)	A = 93-95% (372-383)	A minus = 90-92% (360-371)
B plus+ = 86-89% (344-359)	B = 83-85% (332-343)	B minus = 80-82% (320-331)
C plus = 76-79% (304-319)	C = 73-75% (292-303)	C minus = 70-72% (280-291)
D plus = 66-69% (264-279)	D = 63-65% (252-263)	D minus = 60-62% (240-251)
F = 59% or lower (0-239)		

Classroom Protocol

- (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 Policies

Per University Policy S16-9, “The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodation, etc.” (<http://www.sjsu.edu/senate/docs/S16-9.pdf>). You find all syllabus related University Policies and resources information listed at GUP’s Syllabus information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

JS 151 Criminological Theory, Spring 2020, 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 23	<p>Introduction</p> <ul style="list-style-type: none"> • Your Biographical Note • Crime vs. Deviance (Group Exercise)
2	January 30	<p>Definitions of Crime</p> <ul style="list-style-type: none"> • Key Terms for FBI's Uniform Crime Reports (UCR) <p>(Group Exercise #1)</p> <p>General Characteristics of Crime and Criminals</p> <p>The Killers and Their Victims Ch. 2 Fox, Levin, & Quinet (The Will to Kill)</p> <p>Introduction to Criminological Theory Ch. 1 Akers, Sellers, & Jennings</p>
3	February 6	<p>Introduction to Criminological Theories</p> <p>Criminological Theory (Biological/Biosocial and Psychological Theories) Ch. 3 and Ch. 4, Akers, Sellers, & Jennings</p> <p>(Group Exercise #2)</p>
4	February 13	<p>The Emergence of Criminology (Classical Theory) (Deterrence and Rational Choice Theories)</p> <p>Ch. 2, Akers, Sellers, & Jennings</p> <p>Additional Readings</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>(Group Exercise #3)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	February 20	<p>Criminological Theory (Social Learning Theory) Ch. 5, Akers, Sellers, & Jennings</p> <p>Additional Reading</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>(Group Exercise #4)</p>
6	February 27	<p>Criminological Theory (Social Bonding and Control Theories) Ch. 6, Akers, Sellers, & Jennings</p> <p>Additional Reading</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>(Group Exercise #5)</p>
7	March 5	<p>Criminological Theory (Labeling and Reintegrative Shaming Theory) Ch. 7, Akers, Sellers, & Jennings</p> <p>Additional Reading</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. • Chambliss, W. J. (1972) The Saints and the Roughnecks. <p>(Group Exercise #6)</p>
8	March 12	<p>Criminological Theory (Social Disorganization Theory) Ch. 8, Akers, Sellers, & Jennings</p> <p>Additional Reading</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>(Group Exercise #7)</p>
9	March 19	Mid-term Exam
10	March 26	Criminological Theory (Anomie and Strain Theories)

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Ch. 9, Akers, Sellers, & Jennings</p> <p>(Group Exercise #8)</p>
11	April 2	<p>Spring Recess (March 30 – April 3)</p>
12	April 9	<p>Criminological Theory (Marxist Theories) Ch. 11, Akers, Sellers, & Jennings</p> <p>Additional Reading</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>(Group Exercise #9)</p>
13	April 16	<p>Criminological Theory (Feminist Theories) Ch. 13, Akers, Sellers, & Jennings</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Scelfo, Julie (2005). “Bad Girls Go Wild: A rise in girl-on-girl 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 • 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, 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>(Group Exercise #10)</p>
14	April 23	<p>The Will to Kill Response Paper Due on April 23, 2020</p> <p>Additional Reading</p> <ul style="list-style-type: none"> • Kidd, Scott T. & Meyer, Cheryl L. (2002). A Comparison of Fatal School

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Shootings in Rural Communities. <i>Journal of Rural Community Psychology</i>, 5, 1.</p> <p>(Group Exercises #11)</p> <p>The Rich Get Richer and the Poor Get Prison Reiman & Leighton, Ch. 1, Ch. 2 Ch. 3, and Ch. 4</p>
15	April 30	<p>The Rich Get Richer and the Poor Get Prison Reiman & Leighton, Ch. 1, Ch. 2 Ch. 3, and Ch. 4</p> <p>(Group Exercises #12)</p>
16	May 7	<p>Group Presentation</p>
17	May 14	<p>Final Exam from 5:15 to 7:30 p.m.</p>