

San José State University
Social Sciences/Justice Studies
JS 273, International Criminology and Juvenile Delinquency, Section 80
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:	online
Prerequisites:	Acceptance to M.S. Criminology program

Course Description

This online course will examine: (1) issues fundamental to criminological and juvenile delinquency research and practical applications; (2) the current and emerging national/international crime and delinquency issues; and (3) criminal and juvenile justice policies adopted by different countries.

Course Format

This is an online graduate level course and is designed to emphasize critical thinking and developing analytical perspectives to the material. As such, the bulk of the class will focus on weekly readings from the textbook and articles, online discussion boards, a final research paper with an accompanying outline and presentation highlighting the main ideas of your paper.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet). 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/>

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) 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) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page at 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.

Course Learning Outcomes (CLO)

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

CLO 1. Examine theoretical developments in criminology

CLO 2. Analyze the social, political, economic, and legal issues affecting juvenile delinquency in nations around the world

CLO 3. Evaluate responses to juvenile delinquency in nations around the world

CLO 4. Apply criminological theories to explain the occurrence of juvenile delinquency

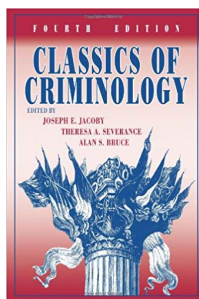
CLO 5. Conduct research to thoroughly understand juvenile delinquency

CLO 6. Develop research-informed strategies to prevent juvenile delinquency

Required Texts/Readings

Textbook

Jacoby, J. E., Severance, T. A., & Bruce, A. S. (2011). *Classics of Criminology* (4 ed.). Long Grove: Waveland Press, Inc.



ISBN-13: 978-1577667360

ISBN-10: 1577667360

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

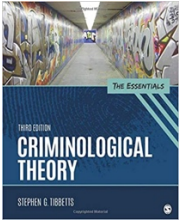
Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Jenks, D.A. and Fuller, J.R. (2017). *Global crime and justice*. New York, NY: Taylor and Francis.

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

*highly recommended if you have not taken a course on criminological theory or need a refresher



Required Readings Posted to Canvas

- Arias, E.D. and Barnes, N. (2017). Crime and plural orders in Rio de Janeiro, Brazil. *Current Sociology*, 65(3), 448-465.
- Artello, K, Hayes, H., Muschert, G. and Spencer, J. (2015). What do we do with those kids? A critical review of current responses to juvenile delinquency and an alternative. *Aggression and Violent Behavior*, 24, 1-8.
- Assink, M., van der Put, C.E., Hoeve, M., de Vries, S., Stams, G. and Oort, F. J. (2015). Risk factors for persistent delinquent behavior among juveniles – A meta-analytic review. *Clinical Psychology Review*, 42, 47-61.
- Bobbio, A., Arbach, K. and Illescas, S.R. (2020). Juvenile delinquency risk factors: Individual, social, opportunity or all of these together? *International Journal of Law, Crime and Justice*, 62, 1-11.
- Bratt, C. (2008). Guardians to counter adolescent drug use? Limitations of a routine activities approach. *Youth and Society*, 39(3), 385-405.
- Carrington, K. (2013). Girls, crime and violence: Toward a feminist theory of female violence. *International Journal for Crime, Justice and Social Democracy*, 2(2), 63-79.
- Chan, H. and Chui, W. (2013). Social bonds and school bullying: A study of Macanese male adolescents on bullying perpetration and peer victimization. *Child Youth Care Forum*, 42, 599-616.
- Daly, K. and Chesney-Lind, M. (1988). Feminism and criminology. *Justice Quarterly*, 5(4), 497-538.
- Deuchar, R. and Ellis, J. (2013). 'It's helped me with my anger and I'm realising where I go in life': The impact of a Scottish youth work/school intervention on young people's responses to social strain and engagement with anti-social behaviour and gang culture. *Research in Post-Compulsory Education*, 18, 98-114.
- Fasching-Varner, K. J., Mitchell, R. W., Martin, L. L., & Bennett-Haron, K.P. (2014). Beyond school-to-prison pipeline and toward an educational and penal realism. *Equity & Excellence in Education*, 47(4), 410-429.

- Fitzgerald, R., Mazerolle, P., Piquero, A.R. & Ansara, D.L. (2012). Exploring sex differences among sentenced juvenile offenders in Australia. *Justice Quarterly*, 29(3), 420-447.
- Ganapathy, N. and Balachandran, L. (2019). "Racialized masculinities": A gendered response to marginalization among Malay boys in Singapore. *Australian and New Zealand Journal of Criminology*, 52(1), 94-110.
- Kelling, G.L. (2001). 'Broken windows' and the culture wars. In R. Matthews and J. Pitts (Eds.), *Crime, Disorder and Community Safety* (Chapter 5). London: Routledge.
- Kotlaja, M.M. and Carson, J.V. (2019). Cannabis prevalence and national drug policy in 27 countries: An analysis of adolescent substance use. *International Journal of Offender Therapy and Comparative Criminology*, 63(7), 1082-1099.
- Krueger-Henney, P. (2013). Co-researching school spaces of dispossession: A story of survival. *Association of Mexican-American Educators (AMAE) Special Theme Issue*, 7(3), 42-53.
- Li, C., Holt, T.J., Bossler, A.M and May, D.C. (2016). Examining the mediating effects of social learning on the low self-control-cyberbullying relationship in a youth sample. *Deviant Behavior*, 37(2), 126-138.
- Lin, W., Dembo, R., Sellers, C.S., Cochran, J. and Mieczkowski, T. (2014). Strain, negative emotions, and juvenile delinquency: The United States versus Taiwan. *International Journal of Offender Therapy and Comparative Criminology*, 58(4), 412-434.
- Marsh, L.T.S. (2018). School-imposed labeling and the school-to-prison pipeline. *Boyhood Studies*, 11(2), 131-148.
- Miller, L. (2014). Juvenile crime and juvenile justice: Patterns, models, and implications for clinical and legal practice. *Aggression and Violent Behavior*, 19, 122-137.
- Mohammad, T. and Nooraini, I. (2021). Routine activity theory and juvenile delinquency: The roles of peers and family monitoring among Malaysian adolescents. *Children and Youth Services Review*, 121, 1-9.
- Pantoja, A. (2013). Reframing the school-to-prison pipeline: The experience of Latina youth and families. *Association of Mexican-American Educators (AMAE) Special Theme Issue*, 7(3), 17-3.
- Pechorro, P., Goncalves, R.A., Maroco, J., Nunes, C. and Jesus, S.N. (2014). Age of crime onset and psychopathic traits in female juvenile delinquents. *International Journal of Offender Therapy and Comparative Criminology*, 58(9), 1101-1119.
- Peltonen, K., Ellonen, N., Pitkanen, J., Aaltonen, M. and Martikainen, P. (2020). Trauma and violent offending among adolescents: a birth cohort study. *Journal of Epidemiology and Community Health*, 74, 845-850.
- Roche, A.M., Bywood, P., Pidd, K., Freeman, T. and Steenson, T. (2009). Drug testing in Australian schools: Policy implications and considerations of punitive, deterrence and/or prevention measures. *International Journal of Drug Policy*, 20, 521-528.
- Shadmanfaat, S., Howell, C.J., Muniz, C.N., Cochran, J.K., Kabiri, S and Fontaine, E.M. (2020). Cyberbullying perpetration: An empirical test of social learning theory in Iran. *Deviant Behavior*, 41(3), 278-293.

Vaske, J., Boisvert, D. and Wright, J.P. (2012). Genetic and environmental contributions to the relationship between violent victimization and criminal behavior. *Journal of Interpersonal Violence*, 27(16), 3212-3235.

Zhang, H., Zhao, J.S., Ren, L. & Zhao, R. (2017). Subculture, gang involvement, and delinquency: A study of incarcerated youth in China. *Justice Quarterly*, 34(6), 952-977.

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, respond to other students' threads, and to my follow-up question (if applicable) 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, outside readings, 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

Discussion boards simulate classroom discussion, which is a main focus of a graduate level course. 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 and/or article(s) where appropriate. Please do not rely simply on one reading to answer your discussion board posts; the purpose is to incorporate several works to develop your main arguments. When using evidence in your discussion posts, you must cite the source using APA format. If you need assistance on APA format, please view: <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**. 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. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by authors. 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 Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday. I may also pose a follow-up question for the entire class; these follow-up questions will be sent through Canvas email messages, so be sure to check your university account regularly. 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 CLOSES 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. Discussion Board original responses should be approximately one to two single-spaced page(s) (in Word or Word equivalent using Times New Roman 12-point font) and

follow APA guidelines both in-text and in references at the end of the post. Responses to others should be equivalent to 1-1½ single-spaced page(s). 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.

Applied Activity

You will complete an Applied Activity that will help you navigate the culminating activity. The Applied Activity is designed for you to become familiar with the requirements of the final research paper; think of this as practice. You will apply any of the social process and learning theories covered in this course to a country and topic of your choosing. You will also provide feedback to your peers and receive feedback through the Peer-Review process. More details will be provided on Canvas.

Culminating Activity - Research Paper and Presentation

In this course, there is an extensive research paper with an accompanying PowerPoint presentation with peer-reviews. Further assignment directions can be found below and will be posted to Canvas. All written assignments will be turned in on Canvas through their respective assignments tab by the assigned due date. Late assignments will not be accepted.

An original research paper that examines an issue related to juvenile delinquency, in a nation other than the United States of America, is required for this class. Students may choose their topic based on their research interests. Each student must incorporate at least 30 scholarly sources into his/her paper. Papers should be at least 20 pages in length, typed, double-spaced, paginated, in Times New Roman 12-point font, and have one-inch margins. Direct quotations should be limited to one per page. Students should focus on paraphrasing authors' words; when this is done, remember to cite your sources. APA format is required for the entire paper. Visit <https://owl.english.purdue.edu/owl/resource/560/01/> for assistance on APA formatting. Furthermore, first-person (I, me, in my opinion, etc.) is not an acceptable writing style for research papers.

You will expand on the knowledge you obtain in the course of the semester to develop your research paper. The use of the required textbook/articles, as well as the incorporation of outside sources is necessary. You must include a **minimum of 30** scholarly sources, which should be obtained from the library or library website, or from official reports found online. The use of .com websites is highly discouraged and will only be allowed with prior permission by the instructor; ***the use of Wikipedia will result in an automatic zero for the paper.*** This is a research paper and will be graded based on the quality of your arguments, as well as the incorporation of academic research.

Throughout the semester you will be required to submit an outline and PowerPoint presentation for your final research paper. These assignments are meant for you to begin thinking about your topic early, to continue thinking about your paper over the course of topics we cover, to further develop the main arguments, and to prevent procrastination (which never ends in a good grade). Your assignments will be graded individually with their own due dates (see course syllabus). The outline and presentation will also be peer-reviewed through Canvas. More information can be found on the respective assignment's details page on Canvas.

Grading Information

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

- Five discussion boards (see rubric below)
- Applied Activity with Peer-Reviews
- Research Paper Presentation with Peer-Reviews
- Final Research Paper

Discussion Boards (5 posts)	50 points (10 each)
Applied Activity	25 points
Peer-Reviews	10 points
Research Paper Presentation	25 points
Peer-Reviews	10 points
Research Paper	80 points
Total	200 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%
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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%		

“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 273 / International Criminology and Juvenile Delinquency, 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

<u>Module</u>	<u>Dates</u>	<u>Topic</u>	<u>Assignments Due</u>
1	1/27 – 1/31	Introduction	<ul style="list-style-type: none"> • Read Syllabus • Read All Research Paper Assignments’ Requirements • Read Jacoby et al. Preface and each section’s introduction (p. xv-3, 141-146, 401-405) • Detailed Introduction Post
2	2/1 – 2/7	The Nature of Juvenile Delinquency	<ul style="list-style-type: none"> • Read Jacoby et al.: <ul style="list-style-type: none"> ○ Ch. 37: Unraveling juvenile delinquency ○ Ch. 7: Delinquency in a birth cohort ○ Ch. 10: Characterizing criminal careers

			<ul style="list-style-type: none"> ○ Ch. 12: Adolescent-limited and life-course-persistent antisocial behavior ○ Optional: <ul style="list-style-type: none"> ▪ Ch. 14: Seductions of crime ● Articles Posted to Canvas: <ul style="list-style-type: none"> ○ Artello et al. (2015) ○ Assink et al. (2015) ○ Bobbio et al. (2020) ○ Miller (2014) ● Discussion Board #1
3	2/8 – 2/14	<p>Classical Approaches --- Drugs</p>	<ul style="list-style-type: none"> ● Read Jacoby et al.: <ul style="list-style-type: none"> ○ Ch. 18: The normal and the pathological ○ Ch. 16: An introduction to the principles of morals and legislation ○ Ch. 48: Of crimes and punishments ○ Ch. 17: Modeling offenders' decisions ○ Ch. 8: Social change and crime: A routine activity approach ○ Optional: <ul style="list-style-type: none"> ▪ Ch. 25: Crime and human nature ● Articles Posted to Canvas: <ul style="list-style-type: none"> ○ Bratt (2008) ○ Kotlaja and Carson (2019) ○ Mohammad and Nooraini (2021) ○ Roche et al. (2009) ● Discussion Board #2
4	2/15 – 2/21	<p>Biological and Feminist Perspectives --- Violence</p>	<ul style="list-style-type: none"> ● Read Jacoby et al.: <ul style="list-style-type: none"> ○ Ch. 21: Criminal man ○ Ch. 22: The Jukes: A study in crime, pauperism and heredity ○ Ch. 24: Criminality in adoptees and their adoptive and biological parents ○ Ch. 13: The cycle of violence ○ Ch. 46: Girls' crimes and woman's place: Toward a feminist model of female delinquency ○ Ch. 47: Women's pathways to felony court: feminist theories of lawbreaking and problems of representation ○ Optional: <ul style="list-style-type: none"> ▪ Ch. 23: The American criminal ▪ Ch. 39: Class in the household: A power-control theory of gender and delinquency ● Articles Posted to Canvas: <ul style="list-style-type: none"> ○ Carrington (2013) ○ Daly and Chesney-Lind (1988) ○ Fitzgerald et al. (2012) ○ Pechorro et al. (2014) ○ Peltonen et al. (2020)

			<ul style="list-style-type: none"> ○ Vaske et al. (2012) ● Discussion Board #3
5	2/22 – 2/28	<p>Social Processes, Developmental, and Learning --- Bullying</p>	<ul style="list-style-type: none"> ● Read Jacoby et al.: <ul style="list-style-type: none"> ○ Ch. 34: Differential association ○ Ch. 35: A differential association-reinforcement theory of criminal behavior ○ Ch. 40: A general theory of crime ○ Ch. 38: A control theory of delinquency ○ Ch. 11: Crime and deviance over the life-course: The salience of adult social bonds ○ Optional: <ul style="list-style-type: none"> ▪ Ch. 33: Techniques of neutralization ▪ Ch. 36: Delinquency and opportunity ● Articles Posted to Canvas: <ul style="list-style-type: none"> ○ Chan and Chui (2013) ○ Li et al. (2016) ○ Chan and Chui (2013) ● Applied Activity due FRIDAY 2/26 ● Applied Activity Peer-Reviews due SUNDAY 2/28
6	3/1 – 3/7	<p>Social Structure, Culture and Environment --- Gangs</p>	<ul style="list-style-type: none"> ● Read Jacoby et al.: <ul style="list-style-type: none"> ○ Ch. 27: Social structure and anomie ○ Ch. 28: Foundation for a general strain theory of crime and delinquency ○ Ch. 4: Juvenile delinquency and urban areas ○ Ch. 15: The code of the streets ○ Ch. 1: What is a gang? ○ Ch. 61: Broken windows: The police and neighborhood safety ○ Ch. 30: Differential systems of values ○ Optional: <ul style="list-style-type: none"> ▪ Ch. 26: Suicide ▪ Ch. 32: Lower class culture as a generating milieu of gang delinquency ● Articles Posted to Canvas: <ul style="list-style-type: none"> ○ Arias and Barnes (2017) ○ Deuchar and Ellis (2013) ○ Ganapathy and Balachandran (2019) ○ Kelling (2001) ○ Lin et al. (2013) ○ Zhang et al. (2017) ● Discussion Board #4
7	3/8 – 3/14	<p>Social Reaction and Critical Models --- School to Prison Pipeline</p>	<ul style="list-style-type: none"> ● Read Jacoby et al.: <ul style="list-style-type: none"> ○ Ch. 43: Outsiders ○ Ch. 42: Primary and secondary deviation ○ Ch. 41: The dramatization of evil ○ Ch. 19: Class conflict and law ○ Ch. 20: Class, state, and crime ○ Optional:

			<ul style="list-style-type: none"> ▪ Ch. 54: The law of vagrancy ▪ Ch. 63: Extent of unrecorded juvenile delinquency • Articles Posted to Canvas: <ul style="list-style-type: none"> ○ Fasching-Varner et al. (2014) ○ Krueger-Henney (2013) ○ Marsh (2018) ○ Pantoja (2013) • Watch School to Prison Pipeline YouTube Video posted to Canvas • Discussion Board #5
8	3/15 – 3/21	RESEARCH PROJECT	<ul style="list-style-type: none"> • Research Paper PowerPoint presentation due WEDNESDAY 3/17 • Research Paper Presentation Peer-Reviews due FRIDAY 3/19 • Final Research Paper due SUNDAY 3/21 by 11:59pm