Dr. Inger J. Sagatun-Edwards,
Chair, Justice Studies Department
JS 201 Th 17.30-20.15, MH 510, F 2004
Office: MH 509, Phone: 408-924-2945; FAX 408-924-2953; isagatun@email.sjsu.edu
Office hrs.: W 11.00-5.00; Th: 2.30-5.30

SEMINAR IN THEORIES OF CRIMINAL JUSTICE
JS 201, Fall, 2004

Pre-requisites: JS (AJ) 118 or the equivalent. JS (AJ) 118 cannot be taken concurrently/must be taken prior to this class.

Course Description
Analysis of theories of causes of crime and theories of crime control and crime prevention. Evaluations of various control and prevention strategies in juvenile and criminal justice, and a discussion of current issues.

Course Objectives
The objectives of the course are to:
1. Give an overview of the history and development of theories of crime causation and crime control.
2. Draw the connection between different theories of crime causation (criminology) and crime control (penology).
3. Discuss and evaluate the different levels of crime causation theories, such as biological, psychological, social context, and structural theories of crime.
4. Enable the students to discuss and evaluate the major theories of criminal justice, such as retribution, incapacitation, deterrence, rehabilitation, prevention and societal reform.
5. Discuss major current issues in crime control and the criminal justice system and relate these issues to the theories discussed in class.
6. Evaluate future needs for criminal justice theory in research and policy decisions.

As a graduate seminar, the course’s emphasis is on reading, discussion, and oral and written analysis. A significant part of your grade is based on class participation, so it will be essential for you to keep up with reading, attend class regularly, and contribute constructively to class discussions.

Required:
Book:

Course Reader (Collection of articles and book chapters)
Additional articles and chapters are required and listed under each subject heading. A collection of these are available in a course reader from Maple Press.
Course Requirements

1) **Class Participation**
Students are expected to attend class and participate actively and constructively in class discussions. Assigned materials should be read prior to each class meeting. Discussion should indicate knowledge of the subject matter, familiarity with the readings and ability to ask and answer probing questions. Students are encouraged to keep informed about current issues, and bring such issues to the class discussion. Grading on class participation will depend on how well the student participates in class discussions. Obviously, attendance is necessary for getting credit for participation. Attendance and participation will be recorded for each class meeting. Students must call in with an explanation if they are unable to attend a class meeting. Everyone is required to turn in five written discussion questions based on that week’s readings, at the start of the class or preferably prior to class time. These can be emailed or faxed.

**Outside Readings Class Presentation and Discussion, with Short Written Report**
Each student must make an oral presentation, lead a class discussion, and turn in a written report on one of the assigned class topics. Students may select a sub-area within an assigned topic and must base the report on five outside sources, i.e. not included in the course readings. The report is intended as an interesting augmentation of the assigned class materials. The five sources must come from professional literature, and all must be dated from 1998 to 2004. The brief written report must be typed, double-spaced, 12 font, and turned in on the day of the presentation (min. 4 pages, max 5 pages, not including the references, with all references listed in correct APA, 5th edition format). Since this is a class on theory, the class presentation and short report must focus on theory; for example how a particular substantive topic can be explained from the assigned theoretical perspective, or how two different theories can be compared, or a discussion of recent empirical studies related to a the assigned theoretical topic.

The oral presentation should last 10-15 minutes. Students will not be allowed to present for more than the allotted time, but should be prepared to answer questions from other students, following the presentation. The grade for the class presentation/short report will be based equally on the oral and written parts.

Presentation dates will be assigned by the instructor. Depending on how many students are in the class, there may be more than one presenter for each class period.

The student(s) making class presentation(s) will also be responsible for leading a class discussion of that week’s readings, and relating the outside source presentation to the assigned readings.

3) **Term Paper**
Each student must prepare a term paper on a self-selected, but approved topic within the subject areas of the course. The paper must include a review of the relevant theoretical literature, summarize and analyze the state of knowledge in the area, and
suggest problems, dilemmas, future trends, research and policy needs. Papers will be
graded on their clarity, coherence and creativity. A simple literature review is not
adequate. The paper must be typed, double-spaced, 12 font; maximum 20 pages and
minimum 10 pages.

Each student must make a brief oral presentation of the term paper project on the last
day of class. This presentation should last from 5 to 10 minutes. The term paper and
the oral presentation can both be within the same general topic area, but the short
report cannot simply be incorporated into the term paper.

The paper must be written specifically for this class, and based on materials/issues
discussed in JS 201. All paper topics must be approved by the instructor, and students
must provide a typed outline and 10 or more professional references in APA format
by Nov. 4, 2004. At least eight of the references must be from 1995 or more recent.
The paper is due on Dec. 16, 2004 by 5:30 p.m., and will be downgraded ½ grade for
each late date. Papers and references must conform to the APA standards, 5th edition.
Papers that do not conform will be downgraded.

The following standards apply to the term paper:
- Typewritten and double-spaced, 12 font
- Correct punctuation, spelling and mechanics
- Properly footnoted or end-noted (where appropriate)
- Appendices where appropriate
- American Psychological Association (APA) reference format, 5th ed., in text and
reference list.
- All references in the paper must be in the reference list, and vice versa.

**Grade Evaluation**

The course grade will be assigned according to the following weight distribution:
Overall Class Participation: 1/3
Class Presentation, Leading Class Discussion, and Written Report: 1/3
Term Paper: 1/3

Grading will conform to university regulations. Two thirds of the course must be
completed and permission from the instructor must be obtained in advance to get an
Incomplete ("I"). A "U" will be given for unauthorized withdrawal; this will count
as an "F" in the GPA. A "U" is given when a student stops attending the class,
without filing the necessary drop papers. An automatic "F" is given for plagiarism
or cheating.

Note: In order to satisfy the writing requirements for the M.S. in Criminal Justice
Administration, JS 201 must be passed with a minimum grade of B.
Overview of course outline. Explanation of course mechanics.

PART I. THE PROBLEMS OF CRIME AND CRIME CONTROL

A. Introduction to Theories of Criminal Justice
Akers, ch. 1: Introduction to criminological theories

Sept. 2 B. Historical Perspective and Current Problems
Zimring & Hawkins: ch. 1. What Americans fear

II. THEORIES OF CAUSES OF CRIME

Sept. 9 A. Biological Theories
Akers: ch. 3: Biological theories

Sept 16 B. Psychological and Social-Psychological Theories
Akers: Ch. 4: Psychological theories, ch. 5: Social learning theories; ch. 6: Social bonding and control theories;
Hirschi, T. (1977). Causes and prevention of juvenile delinquency; Course Reader
Farrington, D. (2003). Developmental and life-course criminology: Key theoretical and empirical issues- The 2002 Sutherland Award Address. Criminology (2) 41, 221-255; Course Reader
Student Presentations/Short reports/Discussion
Sept. 23  

C. Social Context Theories of Crime  
Akers: ch. 7: Social disorganization, anomie, and strain theories,  
Ch. 11: Feminist theories  
Sampson, R., & Wilson, W. J. (1995). Toward a theory of race,  
crime and urban urbanity;  
Merton, R. (1938). Social structure and anomie;  
anomie theory: Criminology, (3) 35, 517-524;  
research, Chicago Style. Criminology, (2) 41, 213-227.  
Warner, B. (2003). The role of attenuated culture in social disorganization  
Theory. Criminology (1) 41, pp 73-97; all in Course Reader.  

Student Presentations/Short Reports/Discussion  

Sept. 30  

D. Structural and Conflict Theories of Crime  
Akers: Ch.7, Labeling theory; ch. 9: Conflict theory; ch. 10: Marxist and  
critical theories  
Chambliss, W (2004). On the symbiosis between criminal law and criminal  
behavior. Criminology (42)2, 241-251;  
All in Course Reader.  

Student Presentations/Short Report/Discussion  

PART III. THEORIES AND MODELS OF CRIME CONTROL  

Oct. 7  

A. Theoretical Models of Criminal Sanctions  
strategy of corrections and its implications. Criminology, 30(4), 449-475.  
discourse on crime. In Blomberg, T.& Cohen, S. (eds). Punishment and  
social control. New York: Aldine de Gruyter.  
Bloomington: Indiana University Press; all in Course Reader.  

Student presentations/Short Topics/Discussion  

Oct. 14  

B. Revenge and Retribution Theories  
In Theories of criminal justice. Wakefield, New Hampshire: Longwood  
Academic.  
Lyons, D. Punishment as retribution; Morris, H. Punishment  
and fairness; Ten, C. L. Is punishment fair? In M. Gorr & Harwood, S.
Both in The death penalty: Pro and con. Harvard Law Review Association;
All in Course Reader.

Student presentations/Short Reports/Discussion

Oct. 21

C. Deterrence and Incapacitation Theories
Akers: ch. 2: Deterrence and rational choice theories, p. 17-32
Zimring, F., Hawkins, G., & Kamin, S. Punishment and democracy: Three strikes and you’re out in California. Ch: 1: Three strikes come to California; ch. 2: The largest penal experiment in American history.;

Student Presentations/Short Reports/Discussion

Oct. 28

D. Rehabilitation, Restoration and Victims’ Rights Theories
Braithwaite, J. (2002). Restorative justice and responsive Regulation. Ch. 1: The fall and rise of restorative justice; Ch. 4: Theories that might explain why restorative justice works.
New York: Oxford University Press.

Student Presentations/Short Reports/Discussion
Nov. 4.  **E. Crime Prevention Theories**  

**Student presentations/Short Reports/Discussion**
One page outline and 10 references (APA, 5th ed) for term paper is due

Nov. 11  **F. Rational Choice and “Hot Spots” Prevention theories.**  

**Student presentations/Short Reports/Discussion**

Nov. 18  **American Society of Criminology meetings** 
Library Assignment: Work on term paper (no class)

Nov. 25  **Thanksgiving Holiday**

Dec. 2  **Term Paper Assignments** (no class)

Dec. 9  **PART IV: CONCLUSION AND EVALUATION: APPLICATION TO SOCIAL POLICY AND FUTURE RESEARCH**  
Akers, ch. 12: Integrating criminological theories  

**Student Presentations of Term Paper Research**

Dec. 16: **Term Paper is Due by 5, 30 p.m.**  
(Papers may be turned in earlier to my mail box; Late papers will be downgraded one half grade for each late day).

**HAVE A GREAT VACATION!**