

San José State University
Justice Studies Department
JS 151 Criminological Theory
Spring 2016

Instructor:	Dr. Yoko Baba
Office Location:	MQH 528
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Office Hours:	Tuesdays from 1:00 to 2:30 p.m. Except Tuesday, February 23: from 12:00 to 1:30 p.m. Except Tuesday, March 22: from 12:00 to 1:30 p.m. Except Tuesday, April 26: from 12:00 to 1:30 p.m.
Class Days/Time:	Tuesdays from 4:30 to 7:15 p.m.
Classroom:	MQH 523
Prerequisites:	100W prerequisite (JS 100W required for JS Majors)

Course Description

Analysis of the nature and extent of crime, crime causation, and prevention will be discussed. We will evaluate various control and prevention strategies and make critical reviews of classical and contemporary theories and research in criminology. We will also examine contemporary criminal justice and its relationship to criminal behavior.

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.

Student Learning Outcomes:

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

SLO #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.

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

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

SLO#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. 2013. *Criminological Theories: Introduction, Evaluation, and Application* (6th edition). 2008. New York, NY: Oxford University.
- (2) Reiman, J. and Leighton, P. 2013. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (10th edition). Upper Saddle River, New Jersey: Allyn & Bacon.
- (3) Fox, J.A., Levin, J., and Quinet, K. 2011. *The Will to Kill: Making Sense of Senseless Murder* (4th edition). Upper Saddle River, New Jersey: Pearson.

Additional 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.

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

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

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>

Additional Reading

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

Library Liaison

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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) Exam I
 - 3) Exam II
 - 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 present your doctor's note 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 **Tuesday, April 26, 2016 in class.**

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

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

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

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

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

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

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

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

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

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

(7) **If you quote directly from the book, you need to include the author's name and page numbers.**

However, your quotes must be limited to two for each chapter.

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

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

Small Group Participation/Discussion (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. You will have 13 times to participate in group discussions, but you can drop one. In addition, **group process evaluation form** will be submitted by each member on the day of the group discussion. Regardless of the reasons, if you are absent, you will lose the points.

Group Presentation (70 points)

Group Presentation is scheduled on **May 24, 2016 from 5:15 to 7:30 p.m.**

- (1) Group members (3 to 4 people) choose a topic related to this class.
- (2) All members need to speak on the day of the presentation.
- (3) About 20 minutes per group with Q and A.
- (4) It is advisable to use presentation tools (such as PowerPoint, Handouts, Boards, etc.)
- (5) Group presentation will be evaluated by your classmates in other groups. You will be given a **group presentation evaluation form** later.
- (6) 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):

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

You must take the exam on the scheduled day. However, if you are ill on the day of the exam, you need to inform me of your illness and submit your doctor’s note in order for you to take the exam at a later time with my approval.

If you need special accommodation for your final exam, be sure to contact the Accessible Education Center (formerly known as DRC) earlier in the semester.

Exam I (100 points):

The mid-term exam is scheduled on **Tuesday, April 5, 2016 from 4:30 to 5:45 p.m.**

Exam II (100 points):

The final exam is scheduled on **Tuesday, May 10, 2016 from 4:30 to 5:45 p.m.**

Final Grade (400 points):

- | | |
|---|------------|
| (1) 1 Response Paper (CLO #1 and #4) | 70 points |
| (2) Exam I (CLO #1, #2, #3 and #4) | 100 points |
| (3) Exam II (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/

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

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

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

Department of Justice Studies Reading and Writing Philosophy

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

Classroom Protocol

- (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

Attendance

The new attendance policy is F15-12.

University policy F15-12 (at <http://www.sjsu.edu/senate/docs/F15-12.pdf>) states that, "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated."

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections (Optional)

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online

resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

JS 151 Criminological Theory, Spring 2016, 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	February 2	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Your Biographical Note • Crime vs. Deviance (Group Exercise #1) <p><u>Definitions of Crime</u></p> <ul style="list-style-type: none"> • Key Terms for FBI's Uniform Crime Reports (UCR)
2	February 9	<p><u>General Characteristics of Crime and Criminals</u></p> <p>The Killers and Their Victims Ch. 3 Fox, Levin and Quinet (The Will to Kill)</p> <p><u>Introduction to Criminological Theories</u> Ch. 1 Akers and Sellers</p> <p>(Group Exercise #2)</p>
3	February 16	<p><u>Introduction to Criminological Theories</u></p> <p>Criminological Theory (Biological/Biosocial and Psychological Theories) Ch. 3 and Ch. 4, Akers and Sellers</p> <p>(Group Exercise #3)</p>
4	February 23	<p><u>The Emergence of Criminology (Classical Theory)</u> (Deterrence and Rational Choice Theories)</p> <p>Ch. 2, Akers and Sellers</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] J. of Soc. & Appl. Sci., 4 (8), 36-44. <p>(Group Exercise #4)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	March 1	<p><u>Criminological Theory (Social Learning Theory)</u> Ch. 5, Akers and Sellers</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 #5)</p>
6	March 8	<p><u>Criminological Theory (Social Bonding and Control Theories)</u> Ch. 6, Akers and Sellers</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 #6)</p>
7	March 15	<p><u>Criminological Theory (Labeling and Reintegrative Shaming Theory)</u> Ch. 7, Akers and Sellers</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. <p>(Group Exercise #7)</p>
8	March 22	<p><u>Criminological Theory (Social Disorganization Theory: Social Structure, Communities, and Crime)</u> Ch. 8, Akers and Sellers</p> <p>Additional Reading</p> <ul style="list-style-type: none"> • Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., and 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 #8)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	March 28- April 1	Spring Recess
10	April 5	<p><u>Exam I</u></p> <p><u>Criminological Theory (Anomie and Strain Theories)</u> Ch. 9, Akers and Sellers</p> <p>(Group Exercise #9)</p>
11	April 12	<p><u>Criminological Theory (Marxist Theories)</u> Ch. 11, Akers and Sellers</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 #10)</p>
12	April 19	<p><u>Criminological Theory (Feminist Theories)</u> Ch. 13, Akers and Sellers</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 <p>(Group Exercise #11)</p>
13	April 26	<p>The Will to Kill Ch. 4, Ch. 5, Ch. 6, Ch. 7, Ch. 9, and Ch. 10, Fox, Levin and Quinet Presentation?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Reflection Paper Due on April 26, 2016</u></p> <p>Additional Reading</p> <ul style="list-style-type: none"> • Kidd, Scott T. & Meyer, Cheryl L. (2002). A Comparison of Fatal School Shootings in Rural Communities. <i>Journal of Rural Community Psychology</i>, 5 (1). <p>(Group Exercises #12)</p>
14	May 3	<p>The Rich Get Richer and the Poor Get Prison Reiman and Leighton, Ch. 1, Ch. 2 Ch. 3, and Ch. 4</p> <p>(Group Exercises #13)</p>
15	May 10	<p>Exam II</p>
16	May 24	<p><u>Group Presentation on Final Exam Day (Tuesday, May 24, 2016 from 5:15 to 7:30 p.m.)</u></p> <p>(See Canvas)</p>