

San José State University
Department of Justice Studies
JS153-01, Crime and Justice Across the Life Course, Spring 2017

Course and Contact Information

Instructor:	Greg Woods, J.D.
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Office Hours:	Tuesdays, 11:00 AM - 1:00 PM, Wednesdays, 1:30 PM - 4:30 PM, and by appointment.
Class Days/Time:	Tuesdays/Thursdays 3:00 PM - 4:15 PM
Classroom:	MacQuarrie Hall 523

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.

Course Description

Crime and Justice Across the Life Course explores how crime and justice are experienced by individuals over time. The nature and extent of offending and victimization at various ages across the life course is examined. A critical consideration of the criminal career paradigm is also provided. Pre/corequisites: Any 100W. Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements. 3 Units.

Course Learning Outcomes (CLO)

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

- CLO 1: Demonstrate an understanding of how crime and justice are experienced differentially at various points across the life course.
- CLO 2: Demonstrate an empirical understanding of the nature and extent of offending and experiences of victimization over time.

- CLO 3: Critically evaluate the policy implications that transpire from observing crime across the life course and be able to articulate how this approach might differ from existing policies.
- CLO 4: Produce detailed, scholarly, and objective assignments that demonstrate their ability to conduct independent research and justify their perspective.

Required Texts

DeLisi, Matt and Beaver, Kevin M. (2015). *Criminological Theory: A Life-Course Approach* (2nd Edition). Jones & Bartlett ISBN: 978-1-4496-8151-7

Meadows, Robert J. (2014). *Understanding Violence and Victimization* (6th edition). Pearson ISBN 978-0-13-300862-3

Students may purchase texts in the bookstore and online.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118
<http://libguides.sjsu.edu/justicestudies>

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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Weekly Assignments

Students will be assigned weekly reading and writing assignments in class and as reflected below. Weekly Assignments are due during **Thursday** class sessions, or as instructed, and will consist of a one-to-two paged double spaced typed analysis in 12-point font. (CLO 1, 2 & 3)

Group Project

Students will be assigned to work in groups and are expected to participate in a professional and respectful manner. Each group will be tasked with a project, to be assigned and explained extensively in class, to develop and present in class during the last two weeks of the semester as reflected below. (CLO 1, 2, 3 & 4)

Final Paper

Final Papers will require students to conduct independent research to craft a thesis paper specific to the criminal career paradigm, the nature and extent of offending, victimization and critical policy evaluation, to be assigned and explained extensively in class and will be due during the last scheduled class session of the semester as reflected below. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3 & 4)

Final Examination

Students will complete a cumulative final examination using key terms and concepts from readings and class discussion consisting of short answer and essay based questions. (CLO 1, 2 & 3)

Participation

Students are expected to be punctual and prepared to participate during in-class activities in an informed, professional and respectful manner. Participation credit will be rewarded in response to student preparedness and politeness in class. (CLO 3 & 4)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Final grades will be evaluated as follows:

Weekly Assignments	20%
Group Project	20%
Final Paper	25%
Final Examination	25%
Participation	10%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

Please Note: Extra credit will not be awarded, late assignments will not be accepted, and no assignment may be submitted via email.

Note “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, or who choose not to contribute to in-class discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

Late Assignments

Late assignments will not be accepted and no assignment may be submitted via email.

Cell Phones/Texting

All cell phones and other electronic devices should be turned off and put away during class sessions. Routine phone calls, texting or other online activity during class is discouraged, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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 and the following items to be included in the syllabus:

- “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/>.

Never present another's argument as your own. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. Detection of plagiarism will result with NO CREDIT earned for the assignment.

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

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

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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

JS153-01/Crime and Justice Across the Life Course, Spring 2017

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26	Introductions/Course overview; Syllabus, Class, Project, Assignment & Exam formats; Identifying, understanding and explaining criminal behavior throughout the life span; Career Criminal Paradigm: Onset, Participation, Frequency, Persistence, Escalation, Versatility & Desistance ; <i>Read Chapters 1 & 2: Biosocial Bases of Antisocial Behavior & Prenatal and Perinatal Predictors of Antisocial Behavior (Criminological Theory: A Life-Course Approach, pgs 3-40)</i> ; <i>Review Glossary (pgs 18 & 40)</i> ; <i>In-class exercise</i> .
2	January 31 & February 2	Aggression: Prenatal & Childhood; Pathways in the Life Course to Crime; Deviance, Rational Choice, Biological Determinism & Socioeconomic factors of criminal behavior through the life course; Influences of Violence; Difficulties and/or dangers associated with studying criminals in the field; Motivations for offender willingness to discuss past criminal activity; <i>Read Chapters 3 & 4: Prenatal Insults and the Development of Persistent Criminal Behavior & Prenatal and Developmental Neurobiology (Criminological Theory: A Life-Course Approach, pgs 45-69)</i> ; <i>Review Glossary (pgs 55 & 69)</i> & <i>Read Chapter 1: Measuring and Understanding Violence (Understanding Violence, pgs 1-15)</i> ; <i>Review Key Terms and Concepts (p 16)</i> ; <i>Prepare, Submit and be ready to discuss Weekly Assignment #1: Discussion Questions and Learning Activities 1, 2, 3, 4 & 7 (p 16)</i> .
3	February 7 & 9	Assign Final Paper (DUE NO LATER THAN 5/16) ; Prenatal & Parental influences continued; Born Addicted to Narcotics & Fetal Alcohol Spectrum Disorders; Culture & Impact of Victimization; Active & Passive Victim Precipitation; Policy implications; <i>Read Chapters 5 & 6: Intergenerational Transmission of Antisocial Behavior & Impact of Biosocial Criminology on Public Policy (Criminological Theory: A Life-Course Approach, pgs 73-96)</i> ; <i>Review Glossary (pgs 80 & 96)</i> & <i>Chapter 2: Victimization Theory (Understanding Violence, pgs 19-34)</i> ; <i>Review Key Terms and Concepts (p 34)</i> ; <i>Prepare, Submit and be ready to discuss Weekly Assignment #2: Discussion Questions and Learning Activities 1, 3, 6, 8 & 10 (p 34)</i> .
4	February 14 & 16	Assign Group Project (DUE 5/2, 5/4, 5/9 & 5/11) ; Infant & Gender influences; Attachment; Techniques of Neutralization; Policy implications; <i>Read Chapters 7, 8 & 9: Heritability of Common Risk and Protective Factors & Race, Ethnicity, Juvenile Offending (Criminological Theory: A Life-Course Approach, pgs 99-145)</i> ; <i>Review Glossary (pgs 112, 129 & 145)</i> ; <i>Prepare, Submit and be ready to discuss Weekly Assignment #3: A) How does gender, race and/or ethnicity influence criminal behavior?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
5	February 21 & 23	Biosocial Perspective; Juvenile Delinquency, Abuse & Bullying; Domestic Violence; Cycles of Violence; Stalking; Policy implications; Read Chapters 10 & 11: Media Violence & Substance Use Careers (Criminological Theory: A Life-Course Approach, pgs 149-174); Review Glossary (pgs 163-164 & 174) & Read Chapter 3: Victims of Familiar Violence (Understanding Violence, pgs 38-69); Review Key Terms and Concepts (p 69); Prepare, Submit and be ready to discuss Weekly Assignment #4: Discussion Questions and Learning Activities 4, 5, 8, 10 & 11 (p 70).
6	February 28 & March 2	Raised the Violent Way: Upbringing & Lifestyle; Using Violence to Gain Respect; Manufactured Serendipity; Policy implications; Justifications & Excuses for Violence; Bias & Hate-Motivated Crimes; Read Chapters 12 & 13: Developmental Trajectories & Partial Test of Social Structure Social Learning (Criminological Theory: A Life-Course Approach, pgs 175-199); Review Glossary (pgs 185 & 199) & Chapter 4: Nonfamilial Violence and Victimization (Understanding Violence, pgs 74-94); Review Key Terms and Concepts (p 94); Prepare, Submit and be ready to discuss Weekly Assignment #5: Discussion Questions and Learning Activities 1, 2, 4, 10 & 13 (pgs 94-95).
7	March 7 & 9	Adolescent Influences; First Time Offenders & Diversion Programs; Policy implications; Workplace Violence & Occupational Crime; Read Chapters 14 & 15: Timing is Everything (Gangs) & Gangs and Antisocial Behavior (Criminological Theory: A Life-Course Approach, pgs 201-226); Review Glossary (pgs 211 & 226) & Chapter 5: Workplace Violence and Harassment (Understanding Violence, pgs 98-122); Review Key Terms and Concepts (p 122); Prepare, Submit and be ready to discuss Weekly Assignment #6: Discussion Questions and Learning Activities 2, 4, 10, 11 & 12 (p 122).
8	March 14 & 16	School Violence; Gang Socialization, Self, Identity & Crime; Family & Community Policy implications; Read Chapters 16 & 17: Developmental Criminology & Self-Control (Criminological Theory: A Life-Course Approach, pgs 233-257); Review Glossary (pgs 246 & 257-258) & Chapter 6: School Violence and Victimization (Understanding Violence, pgs 125-140); Review Key Terms and Concepts (p 140); Prepare, Submit and be ready to discuss Weekly Assignment #7: Discussion Questions and Learning Activities 1, 2, 4, 5 & 8 (p 140).
9	March 21 & 23	Emerging Adulthood influences; Psychopathy & Antisocial Disorder; Juveniles Tried As Adults In Criminal Courts; Policy implications; In-class exercise; Read Chapters 18 & 19: Serial Crime & Symbolic Interactionism (Criminological Theory: A Life-Course Approach, pgs 261-283); Review Glossary (pgs 268 & 283) & Chapter 6: School Violence and Victimization (Understanding Violence, pgs 125-140); Review Key Terms and Concepts (p 140); Prepare, Submit and be ready to discuss Weekly Assignment #7: Discussion Questions and Learning Activities 1, 2, 4, 5 & 8 (p 140).

Week	Date	Topics, Readings, Assignments, Deadlines
10	March 28 & 30	SPRING RECESS. NO CLASSES IN SESSION!
11	April 4 & 6	Adulthood influences; Rationality, Interacting Co-offenders & Pseudo-Families; Identity shifts & Oscillations in and out of Criminality; Policy Implications; Read Chapter 20: “Good Lives” Approach (Criminological Theory: A Life-Course Approach, pgs 285-295); Review Glossary (pg 295) & Chapter 8: Human Trafficking and Victimization (Understanding Violence, pgs 160-172); Review Key Terms and Concepts (p 173); Prepare, Submit and be ready to discuss Weekly Assignment #8: Discussion Questions and Learning Activities 1, 3, 5, 6 & 8 (p 173).
12	April 11 & 13	Persistent Offending; Violence, Addiction & Aging Out; Policy Implications; Read Chapter 21: Never-Desisters: Persistent Offenders (Criminological Theory: A Life-Course Approach, pgs 297-308); Review Glossary (pg 308); Prepare, Submit and be ready to discuss Weekly Assignment #9: A) Do drugs cause criminal behavior, or are drugs and crime related in some manner? & B) Are drug-addicted offenders skilled, rational criminals or opportunists?
13	April 18 & 20	Desistance from Crime; Impact of Wrongful Convictions & Tough on Crime Legislation; The Innocence Project; Policy Implications; Read Chapter 7: Criminal Justice and Injustice (Understanding Violence, pgs 143-157); Review Key Terms and Concepts (p 157); Prepare, Submit and be ready to discuss Weekly Assignment #10: Discussion Questions and Learning Activities 1, 5, 6, 10 & 11 (pgs 157-158).
14	April 25 & 27	Elder Influences, Aging & Changes in the Criminal Calculus; Diminished Returns: Physical & Financial Abuses; Policy Implications; Read Section 22: Evolutionary Psychological Perspectives (Criminological Theory: A Life-Course Approach, pgs 311-316); Review Glossary (pg 316); Prepare, Submit and be ready to discuss Weekly Assignment #11: A) How do expectations of the potential outcome of criminal behavior change as offenders age? & B) What factors typically precede the decision to stop deviant behavior?
15	May 2 & 4	Begin Group Presentations (5/2); Cognitive Transformation and Desistance from Crime; Restorative Models of Justice; Policy Implications; Read Chapter 9: Responding to Criminal Victimization (Understanding Violence, pgs 175-206); Review Key Terms and Concepts (p 206); Prepare, Submit and be ready to discuss Weekly Assignment #12: Discussion Questions and Learning Activities 4, 7, 9, 10 & 12 (p 206).
16	May 9, 11 & 16	Complete Group Presentations (5/11); Final Papers Due & Review for Final Examination (5/16); Final Thoughts.
Final Exam	Thursday, May 18	MacQuarrie Hall 523 2:45 PM - 5:00 PM