

**San José State University  
CASA / Justice Studies  
JS118, Crime & Delinquency Theory, 001, Fall 2011**

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<b>Office Hours:</b>	Wednesday 1:30-3:30pm and by appointment
<b>Class Days/Time:</b>	Monday & Wednesday / 12:00-1:15pm
<b>Classroom:</b>	Clark Hall 302
<b>Prerequisites:</b>	Upper Division Standing, Completion of 100W
<b>GE/SJSU Studies Category:</b>	Required Course

**Course Description**

Criminology is the field of study that addresses the making of laws, the breaking of laws, and society's reaction to breaking the law. This course introduces students to the study of criminal behavior and the measurement of crime and victimization. Major theories of crime causation are examined in order to provide possible explanations for crime rates and patterns. Typological categories of crime and the characteristics of those who commit certain types of crimes are also reviewed.

Many of you will leave this course and assume roles in society that involve the enforcement, creation, or interpretation of crime policies that are driven by various criminological theories. In this effort, it is essential that you not be mere automatons in the performance of duty. Class lectures will be conducted according to a lecture-discussion format. Lectures and presentation materials will help clarify points made by the authors of the assigned readings. Discussions will help students think critically about criminological theory and what it means to society as a whole and the criminal and justice studies field in particular. It is crucial that students come to class prepared having read the required material for class and having completed any other tasks or assignments that are required. Films, other video presentations, and guest speakers will be utilized to try and critically evaluate criminological theory and its importance in society. Criminology and the criminal justice system do not exist apart from the people who make, enforce, and suffer from it.

## **Course Goals and Student Learning Objectives**

### **GE/SJSU Studies Learning Outcomes**

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

LO1 Distinguish between different theoretical approaches to the study of crime and delinquency.

LO2 Analyze and critique theory, research, and methods used to study crime.

LO3 Compare and contrast the strengths and weaknesses of theories.

### **Course Content Learning Outcomes**

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

LO4 Have a deeper understanding of crime as a form of deviant behavior; nature and extent of crime; past and present theories; evaluation of prevention, control, and treatment programs and the future trends of criminological theory and criminal justice systems.

LO5 Develop tools to critically analyze popular discourse on crime and criminological theory.

LO6 Express their ideas and feelings regarding the criminal justice system and how it responds to people.

## **Required Texts/Readings**

### **Textbook**

Tibbets, Stephen & Hemmens Craig (2010). *Criminological Theory: A Text/Reader*. Thousand Oaks, CA: SAGE Publications.

Butterfield, Fox. *All God's Children: The Bosket Family and the American Tradition of Violence*

### **Other Readings**

Additional readings listed in the Class Schedule will be posted on D2L.

## **Desire 2 Learn (D2L)**

Syllabus and course content can be found on Desire2Learn (D2L). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking D2L between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

## **Library Liaison**

Below is the link to the Justice Studies library resource web page: <http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Mr. Nyle Monday is the SJSU Justice Studies Subject Specialist Librarian. He is more than happy to answer questions and meet with students one on one. He can be reached by email at [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu) and by phone at (408) 808-2041.

## Classroom Protocol

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.

Electronic Devices: Laptops are not required. If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day, will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. Your status should be: *In Class from 12:00-1:15pm.* I realize that internet use for some has an addictive quality and that the temptation is great if a phone or computer is on in front of you. If this is the case, reduce your temptation by turning off your phone and taking notes the old fashioned way – paper and pencil/pen. Or, it may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting (yes, everyone can hear you typing away when you should be listening, participating, and/or taking notes.) Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful.

## Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to during business hours (Monday through Friday only). **When you send me an email please put “JS118” and your full name in the subject line. I will not respond to emails where the student is not identified in either the subject line or the body of the email.** Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

## Dropping and Adding

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. ***It is the student's responsibility to make sure classes are dropped.*** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://slisweb.sjsu.edu/enrollment/lateadd.htm>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

Students are responsible for *all* material listed in the *Course Schedule* (see below). This course requires a substantial amount of reading, so plan your time wisely. It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed and bring the readings to class for discussion. In order to receive a grade for this course, *all* course requirements must be met and *every* assignment must be completed. *Late papers will not be accepted* for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, appropriate documentation must be shown to the instructor).

### **Class Participation (10%)**

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Attendance per se, however, is not considered to be participation, and cannot factor into one's grade. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities *including in-class assignments and pop-quizzes*. This means that assigned readings must be read and "digested" prior to each class meeting.

### **Exams (60%)**

The exams are scheduled to take place on Sept 28<sup>th</sup>, Nov 2<sup>nd</sup>, and Dec 14<sup>th</sup>. Students should assume that all material covered in the lectures, readings, videos, and hand-outs will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family. Be prepared to show written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you need to miss an exam, contact the professor immediately. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled. If it is not taken during this time period, you will not be given another opportunity to retake the exam.

### **Journals (20%)**

Each student must submit 8 journal entries throughout the semester (there are 9 opportunities to do so). If a student submits more than 8 assignments, the lowest grade will be dropped. Students will be required to submit each journal entry in a Drop Box created in D2L. The Drop Box will be closed at noon the day that the journal entry is due.

Journal entries should be between 2-3 pages and include the following:

- List 3-4 main points from the theory/theories covered that week (in bullet format).
- List 1 strength and 1 weakness of the theory (what does the theory explain, what does it not explain, what issues does it raise...)
- Brief analysis of how the theory/theories can be applied to the book All God's Children (in other words, how does the theory explain Butch and Willie's criminality and violence?)

### **General structure of grading for journal entries:**

- ✓ + Good: Ties in the readings and thoughtfully analyzes the issue/problem
- ✓ Fair: Either ties in the readings OR analyses the problem OR does both, but not well
- ✓ - Bad: Turned something in but didn't make much of an effort to do the assignment
- 0 Did not turn it in or turned in really late.

**Case Study (10%)**

Analyze a high profile criminal case (past or present) using two criminological theories (5-7 pages, typed, APA style). Research the background of the case, the offender’s history leading up to the crime, and the outcome of the case. Compare and contrast how the two theories can be used to explain the offender’s behavior and actions. Start by describing the main points and arguments for each theory before applying the theory to the case study. Lastly, discuss which theory you found more convincing and why. The goal of this assignment is for you to demonstrate that you understand and can analyze and apply theory. In Week 11 you will submit a one paragraph summary of the case you have chosen to analyze for this assignment. The final assignment is due in Week 14. A more detailed description of the assignment will be posted on D2L.

**Course Grading**

Class Participation	10%	20 points
Exam 1	20%	40 points
Exam 2	20%	40 points
Exam 3	20%	40 points
Journals	20%	40 points
Case study	10%	20 points

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

**PLEASE NOTE: as a Justice Studies major, you must earn a C or better in this course. If you receive a C- or lower, you will need to retake this course in order to graduate.**

## University Policies

### Academic integrity

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: <http://www.sjsu.edu/studentconduct/> .

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please visit: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity Policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, 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. (SJSU's Student Code of Conduct can be found at the following link: [http://www.sjsu.edu/getinvolved/fasl/sjsu\\_code\\_of\\_conduct.pdf](http://www.sjsu.edu/getinvolved/fasl/sjsu_code_of_conduct.pdf))

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

**Justice Studies Department Policy:** Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. Any incident of cheating and/or plagiarism must be reported to the Department Chair. The Department Chair will meet and discuss the situation with the student, meet with the faculty member, and decide if action from the department is required. Some level of action will be taken. The faculty member has the discretion to determine the level of response: failing the test or assignment, failing the class, and/or reporting to the Office of Student Conduct & Ethical Development per University policy.

### 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **CASA Student Success Center**

The CASA Student Success Center is located on the 5<sup>th</sup> Floor of MacQuarrie Hall, Room 533. The CASA Student Success Center services include GE advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops (e.g. time management skills, test anxiety workshops, and how to write a paper). It's also a great place to study, and you can check out laptops.

## JS118, Crime & Delinquency Theory, Fall 2011

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional. It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed and bring the readings to class for discussion.

Week	Date	Topic and Assignments
1	Aug 24	<p><b>Introduction &amp; Course Overview</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, How to Read a Research Article (pgs 32-35)</li> <li>- Butterfield – Prologue, Ch 1-3</li> </ul>
2	Aug 29  Aug 31	<p><b>What is theory and why do we need it?</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Introduction (pgs 1-12) &amp; Reading 1(pgs 36-45)</li> <li>- D2L: Fuller Ch 1</li> </ul> <p><b>Nature and Extent of Crime</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Introduction (pgs 11-31)</li> <li>- Butterfield –Ch 4</li> </ul>
3	Sept 5  Sept 7	<p><b>Labor day – No class</b></p> <p><b>Classical &amp; Neo Classical Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section I (pgs 47-72), &amp; Readings 2 &amp; 3</li> <li>- Butterfield – Ch 5</li> </ul> <p><i>Journal Entry #1Due</i></p>
4	Sept 12	<p><b>Deterrence &amp; Rational Choice Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section II (pgs 95-103) &amp; Reading 4</li> <li>- D2L: Cornish &amp; Clark, Ch 33. Crime as a rational choice.</li> <li>- Butterfield –Ch 6</li> </ul>

	Sept 14	<p><b>Routine Activities Theory</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section II (103-110) &amp; Reading 6</li> <li>- D2L: Cohen &amp; Felson, Ch 34. Routine activities theory.</li> <li>- Butterfield –Ch 7</li> </ul> <p><i>Journal Entry #2Due</i></p>
5	Sept 19  Sept 21	<p><b>Early Positivist Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section III (pgs 185-206) &amp; Reading 9</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section III: Reading 8 &amp; 10</li> </ul> <p><i>Journal Entry #3Due</i></p>
6	Sept 26  Sept 28	<p><b>Summary of Theories &amp; Review</b></p> <p>Exam 1</p>
7	Oct 3  Oct 5	<p><b>Biosocial Perspectives</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T&amp;H, Section IV (pgs247-253)</li> <li>- D2L: Lahey, Waldman &amp; McBurnett. Ch 6. The development of antisocial behavior: An integrative casual approach.</li> <li>- Butterfield –Ch 8 &amp; 9</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T&amp;H, Section IV (pgs 253-266) &amp; Readings 12 &amp; 13</li> <li>- Butterfield –Ch 10</li> </ul> <p><i>Journal Entry #4Due</i></p>
8	Oct 10  Oct 12	<p><b>Anomie &amp; Strain Theory</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section V (pgs 315-334) &amp; Readings 15 &amp; 16</li> </ul> <p><b>General Strain Theory</b></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section V (pgs 334-341)</li> <li>- D2L: Agnew. Ch 16. Pressured into crime: General strain theory</li> <li>- Butterfield –Ch 11, 12</li> </ul> <p><i>Journal Entry #5 Due</i></p>

9	<p>Oct17</p> <p>Oct19</p>	<p><b>Ecological Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section VI (pgs 381-391) &amp; Readings 19 &amp; 20</li> </ul> <p><b>Cultural &amp; Subcultural Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section V (pgs 391-396) &amp; Readings 21 &amp; 22</li> </ul> <p><i>Journal Entry #6 Due</i></p>
10	<p>Oct 24</p> <p>Oct 26</p>	<p><b>Social Learning</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section V (pgs 437-450) &amp; Readings 23, 24</li> <li>- Butterfield – Ch 13, 14</li> </ul> <p><b>Social Control Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section V (pgs 450-471 &amp; 601-602)</li> <li>- D2L: Hirschi. Ch 18. Social Bond Theory</li> <li>- D2L. Gottfredson &amp; Hirschi. Ch19. A General theory of crime.</li> <li>- Butterfield – Ch 15</li> </ul> <p><i>Journal Entry #7 Due</i></p>
11	<p>Oct 31</p> <p>Nov 2</p>	<p><b>Summary of Theories &amp; Review</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- Butterfield – Ch 16 &amp; Epilogue</li> </ul> <p><i>Paragraph description of your Case Study due</i></p> <p><b>Exam 2</b></p>
12	<p>Nov 7</p> <p>Nov 9</p>	<p><b>Labeling Theory &amp; Critical Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section VIII (pgs 529-536), Readings 28</li> <li>- Additional reading to be announced.</li> </ul> <p><b>Feminist Theory</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section VIII (pgs 536-542) , Readings 30 &amp; 31</li> </ul> <p><i>Journal Entry #8 Due</i></p>

13	Nov 14  Nov 16	<p><b>Developmental &amp; Life Course Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T&amp;H, Section IX (pgs 599-607)</li> <li>- D2L: Moffit, T. Ch 38. Pathways in the life course to crime.</li> <li>- D2L: Sampson, RJ &amp; Laub, J. Ch. 20. Crime and the life course.</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- D2L: Loeber R. &amp; Farrington DP. (2000). Young children who commit crime: Epidemiology, developmental origins, risk factors, early interventions, and policy implications. <u>Development &amp; Psychopathology</u>, <u>12</u>, 737-762.</li> </ul> <p><i>Journal Entry #9 Due</i></p>
14	Nov 21 & Nov 23	<p><b>In class video</b></p> <p><i>Case Study Due</i></p>
15	Nov 28  Nov 30	<p><b>Integrated Theories</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section X (pgs 647-679), Reading 34</li> </ul> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section X: Readings 36 &amp; 37</li> </ul>
16	Dec 5  Dec 7	<p><b>Policy Implications</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- T &amp; H, Section XI (pgs 725-736) &amp; Reading 39</li> </ul> <p><b>Summary of Theories &amp; Review</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>- Farrington &amp; Welsh. Ch 50. Saving children from a life of crime.</li> </ul>
Final Exam	Dec 14	9:45am-12:00pm