

**San José State University**  
**Justice Studies**  
**JS 210-01 Seminar in Special Topics:**  
**Family and Formal Control Systems**  
**Spring 2011**

**Instructor:** Veronica Herrera, Ph.D.  
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**Office Hours:** Thursday 12-2pm or by appointment  
**Class Days/Time:** Tuesday: 4:30-7:15pm  
**Classroom:** MacQuarrie Hall 526

**MYSJSU Messaging and Desire2Learn**

Copies of the course materials such as the syllabus, assignment handouts, readings, etc. will be either emailed directly to you or accessible through Desire2 Learn. You are responsible for regularly checking with the messaging system through MySJSU and Desire2 Learn.

**COURSE DESCRIPTION**

The family has long been considered to play an important role in producing or reducing delinquency. Just how do families contribute to the development of antisocial and delinquent behavior of their children? Do family experiences in childhood predict behaviors and outcomes throughout the life course? This seminar will take a multidisciplinary approach in exploring the traditional functions of the family and the possible effects of varying family structures, family dynamics and parenting styles on the development of antisocial and criminal behavior. We will also examine the interactions between families and formal control systems such as child welfare, foster care system, juvenile and family courts and discuss the role of state intervention into family life. The goal of this course is to critically analyze current theory and research linking family risk factors to antisocial behavior and crime, as well as examining effective intervention and prevention strategies.

## **COURSE GOALS AND STUDENT LEARNING OBJECTIVES**

There are three major course goals:

1. Introduce you to the current scholarly thinking and social science research on the role that the family and parents play in children's development generally, and on the development of problem behavior and delinquency specifically.
2. Introduce you to various methods that researchers use to study family influence on child and adolescent antisocial behavior. In particular, we will examine how researchers establish whether various family factors cause delinquency and misbehavior in children and youth. A basic knowledge of these methods will prove invaluable to you, since they will help you evaluate the accuracy of many of the claims you hear about the family's role in the development of delinquency and antisocial behavior and the effectiveness of treatment and intervention (claims from friends and family, politicians, the media, etc.).
3. Critically examine the role of the State in family life when families fail to protect or control their children. We will concentrate on several family related social policies and examine changes in policies over time. The goal is for you to understand how State intervention into family life develops and the potential positive and negative effect that it has on families and communities. We will analyze research examining the effects of State intervention on families and children to better understand the strengths and limitations of family related policies and interventions. We will achieve this goal through the readings, class discussion and active debate.

## **REQUIRED TEXTS/READINGS**

- Simons, Simons, and Wallace (2004). Families, Delinquency, and Crime. Linking Societies most basic institution to antisocial behavior.
- Hubner & Wolfson (2003). Somebody else's children: The courts, the kids, and the struggle to save America's troubled families.
- Travis & Waul (2004). Prisoners once removed: The impact of incarceration and reentry on children, families, and the community.
- MacDonald (1999). All Souls: A family story from Southie by MacDonald

## **CLASSROOM PROTOCOL**

I expect everyone to attend class regularly 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. In short, the culture of this classroom is expected to be civil and respectful of others' contributions and life experiences and encouraging/valuing of participation by all. 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.

**Electronic Devices:** Please turn off all cell phones, pagers, PDA's or any other electronic device that "makes noise". The use of these devices during class is disruptive and will not be tolerated, so please ***do not text or surf the web in class!*** The use of computers in the classroom will be allowed with my permission only.

## ASSIGNMENTS AND GRADING POLICY

**Class Participation** Class attendance is expected. I expect everyone to attend class regularly and to prepare for and participate actively in class discussions. If you do not attend class, if you come late, or leave early, you cannot participate meaningfully in class discussions. The culture of the class room is expected to be civil, respectful of others' contributions and encouraging/valuing of participation by all. Students are asked to self-monitor that they don't dominate discussions disproportionately. The atmosphere of the classroom will be egalitarian – students are encouraged to address comments and ideas to me as they would any other class member. Constructive, intellectual exchange of ideas is invited and desired.

**Analysis of the Readings** Students are responsible for all material listed in the *Course Schedule* (see below). This seminar requires a substantial amount of reading, so plan your time wisely. Each student must submit 10 analyses of the readings assignments throughout the semester (there are 13 opportunities to do so). If a student submits more than 10 assignments, the lowest grade(s) will be dropped. In each analysis the student is to (1) *briefly* summarize the assigned readings, highlighting the main points and (2) provide a *critical* reaction and discussion to the reading. A critical assessment of the strengths and weaknesses of the readings is expected. Think about how the articles fit in together (or conflict w/ each other), any points of interest, issues, &/or questions that were raised as you read. Assignments are to be typed, no more than 3 pages, and submitted in class on the day it is due. ***Late papers will not be accepted*** without a valid excuse. With my approval, a student will be allowed to submit the late paper via e-mail attachment, as long as it is submitted by 8pm on the missed day.

General structure of grading for written assignments:

- ✓ + 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.

**Discussion Leadership** During the first meeting, students will be assigned one or two class sessions and topic areas for which they will assume primary responsibility for leading class discussion. This will require some prep work on your part in order to enhance and stimulate the flow of the discussion. Discussion leaders are expected to summarize key themes and issues from the readings in a manner that stimulates in-depth discussion. As you prepare, do not limit yourself to the readings. Take this opportunity to delve into the topic and present the class with new information. Feel free to use handouts, overheads, power point, video clips etc. in facilitating the discussion process. I do not expect a formal presentation. Your role is to engage your fellow students in discussion and debate.

**Midterm & Final** Exams will consist of a take home mid-term and final. The mid-term will be handed out in class on March 15th and will be due in class on March 22nd. The Final exam will be handed out May 10<sup>th</sup> and will be due on the last day of class May 17<sup>th</sup>. Late exams will not be accepted.

## COURSE GRADING

Class Participation	10%
Readings Analyses	30%
Discussion Leadership	10%
Midterm	25%
Final	25%

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

## 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. 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 that 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 that 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/>

### Academic Dishonesty

Students are expected to conduct themselves ethically during all activities associated with this class. Academic dishonesty in any form will not be tolerated. Any attempt to represent the work of someone else as one's own, cheating on exams, or any other form of academic dishonesty will very likely be punished with a failing grade for the course. So please don't cheat, plagiarize, fabricate, or help anyone else do these things. If you are unsure what constitutes plagiarism, please contact the professor—while many students are ignorant of this offense, ignorance is not an excuse. To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit: <http://tutorials.sjlibrary.org/tutorial/plagiarism/>

### **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. **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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

### **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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> 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.

## Course Schedule

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule is 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. A \* denotes the reading is one of the required texts. All other articles and book chapters will be made available via email or D2L.

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1	<p><b>Introduction &amp; Course Overview: The Role of the Family</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Simons, Simons, &amp; Wallace Ch 1</li> <li>• Masten &amp; Shaffer (2006). Ch 1. How families matter in child development. In <u>Families Count: Effects on Child and Adolescent Development</u></li> </ul> <p>➤ No Analysis of the Readings is due.</p>
2	2/8	<p><b>The Development of Early Problem Behaviors</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Collins et al (2000). Contemporary research on parenting. The case for nature and nurture. <u>American Psychologist</u>, 55, 218-232.</li> <li>• Keenan, K. &amp; Shaw, D.S. (2003). Ch 6. Starting at the beginning. Exploring the etiology of antisocial behavior in the first years of life. In <u>Causes of Conduct Disorder and Juvenile Delinquency</u>.</li> <li>• 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>, 12, 737-762.</li> </ul>
3	2/15	<p><b>Linking Parenting to Delinquency</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• * Simons, Simons, &amp; Wallace Ch 2, 3, 4</li> <li>• Hay (2006). Parenting, self control and delinquency: A test of Self Control theory. <u>Criminology</u>, 39, 707-736.</li> <li>• Straus (2001) New Evidence for the benefits of never spanking. <u>Society</u>, 52-60.</li> <li>• Newsweek (2004) The Power of No</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
4	2/22	<p><b>Role of Peer Influence: Do Parents Matter?</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Dodge et al (2006). Ch 5. Toward a dynamic developmental model of the role of parents and peers in early onset substance use. In <u>Families Count: Effects on Child and Adolescent Development</u>.</li> <li>• Brown et al (1993). Parenting practices and peer group affiliation in adolescence. <u>Child Development</u>, 64, 467-482.</li> <li>• Lansford, et al (2003). Friendship quality, peer group affiliation, and peer antisocial behavior as moderators of the link between negative parenting and adolescent externalizing behavior. <u>Journal of Research on Adolescence</u>, 13(2), 161-184</li> <li>• Smetana et al (2009). Early and mid adolescent disclosure to parents about activities in different domains. <u>Journal of Adolescence</u>, 32, 693-713.</li> </ul>
5	3/1	<p><b>Family Structure and Delinquency</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Simons, Simons, &amp; Wallace Ch 5</li> <li>• Brown (2010) Marriage and child well-being: Research and policy perspectives. <u>Journal of Marriage and Family</u>,72, 1059-1077.</li> <li>• Biblarz &amp; Stacey (2010) How does the gender of parents matter? <u>Journal of Marriage and Family</u>,72, 3-22.</li> <li>• Baker &amp; Mutchler (2010) Poverty and material hardship in grandparent- headed households. <u>Journal of Marriage and Family</u>,72, 947-962.</li> </ul>
6	3/8	<p><b>Economic Hardship and Community Conditions</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *McDonald, Ch 1-5</li> <li>• Eden &amp; Kissane (2010). Poverty and the American family: A decade in review. <u>Journal of Marriage and Family</u>, 72, 460-479.</li> <li>• Pinderhughes et al (2001) Parenting in context: impact of neighborhood poverty, residential stability, public services, social networks and danger on parental behaviors. <u>Journal of Marriage and the Family</u>, 63, 941-953.</li> <li>• Knitzer et al (2000) Welfare reform, family support, and child development: Perspectives from policy analysis and developmental psychopathology. <u>Development and Psychopathology</u>, 12, 619-632.</li> <li>• Wikstrom &amp; Sampson (2003) Ch 5. Social mechanisms of community influences on crime and pathways in criminality. In <u>Causes of Conduct Disorder and Juvenile Delinquency</u></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
7	3/15	<p><b>Family Criminality and Substance Use</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *McDonald, Ch 6-11</li> <li>• *Simons, Simons, &amp; Wallace Ch 7</li> <li>• Farrington et al. (2001). The concentration of offenders in families, and family criminality in the prediction of boys' delinquency. <u>Journal of Adolescence</u>, 24, 579-596.</li> <li>• Herrera et al (in press). Romantic partners' contribution to the continuity of male and female delinquent and violence behavior. <u>Journal of Research on Adolescence</u>.</li> <li>• Thornberry (2005). Explaining multiple patterns of offending across the life course and across generations. <u>AAPSS</u>, 602, 156-195.</li> </ul> <p>➤ Take Home Midterm handed out in class</p>
8	3/22	<p><b>In Class Video &amp; Discussion: Fresh?</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Graham (2000) Parental responsibility laws: Let the punishment fit the crime. <u>Loyola of Los Angeles Law Review</u>, 33, 1719-1754. <a href="http://lr.lls.edu/volumes/v33-issue4/graham.pdf">http://lr.lls.edu/volumes/v33-issue4/graham.pdf</a></li> </ul> <p>➤ No Analysis of the Readings is due.</p> <p>➤ Take Home Midterm due in class</p>
9	3/29	<p><b>Spring Break: March 28-April 1</b></p>
10	4/5	<p><b>The Impact of Parental Incarceration on Families</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Travis &amp; Waul Ch 1, 6,7, 8</li> </ul>
11	4/12	<p><b>In Class Video &amp; Discussion: SherryBaby / When the bough breaks</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Travis &amp; Waul Ch 3, 10, 11</li> </ul>
12	4/19	<p><b>Marital Violence and Child Abuse</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Simons, Simons, &amp; Wallace Ch 8, 9</li> <li>• *Hubner &amp; Wilson Ch 1-6</li> <li>• Simons, Wu, Johnson, &amp; Conger (1995). A test of various perspectives on the intergenerational transmission of domestic violence. <u>Criminology</u>, 33, 141-172.</li> <li>• Smith, C &amp; Thornberry, TP. (1995). The relationship between childhood maltreatment and adolescent involvement in delinquency. <u>Criminology</u>, 33, 451-481.</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/26	<p><b>Legal Response to Child Maltreatment</b>  <b>In Class Video &amp; Discussion: Frontline - Failure to Protect</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Hubner &amp; Wilson Ch 7-23</li> <li>• Kernan &amp; Lansford (2004). Providing for the best interest of the child?: The Adoption and Safe Families Act of 1997. <u>Applied Developmental Psychology</u>, 25, 523-539.</li> <li>• Waldfogel (1998). Ch 5. Narrowing as a strategy to improve child protection. In <u>The Future of Child Protection</u>.</li> </ul>
14	5/3	<p><b>The State as the Parent: Children in Foster Care and Institutions</b></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• *Hubner &amp; Wilson Ch 24-37, Epilogue</li> <li>• Avery &amp; Freundlich (2009) You're all grown up now: Termination of foster care support at age 18. <u>Journal of Adolescence</u>, 32, 247-257</li> <li>• Peters et al (2009). Extending foster care to age 21: Weighing the costs to government against the benefits to youth.  <a href="http://cfed.org/assets/documents/Youth_Eship_Materials/Extending_Foster_Care_to_age_21.pdf">http://cfed.org/assets/documents/Youth_Eship_Materials/Extending_Foster_Care_to_age_21.pdf</a></li> </ul> <p>➤ Take Home Final handed out in class</p>
15	5/10	<p><b>Support for Families: Intervention &amp; Treatment</b></p> <p>(Note: These readings are subject to change)</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Leve, Fisher, &amp; Chamberlain (2009) Multidimensional Treatment Foster Care as a preventive intervention to promote resiliency among youth in the child welfare system. <u>Journal of Personality</u>, 77, 1869-1902.</li> <li>• Treatment Foster Care : <a href="http://www.ncjrs.gov/pdffiles1/ojdp/173421.pdf">http://www.ncjrs.gov/pdffiles1/ojdp/173421.pdf</a></li> <li>• Family Functional Therapy: <a href="http://www.ncjrs.org/pdffiles1/ojdp/184743.pdf">http://www.ncjrs.org/pdffiles1/ojdp/184743.pdf</a></li> <li>• The Nurturing Parenting Program: <a href="http://www.ncjrs.gov/pdffiles1/ojdp/172848.pdf">http://www.ncjrs.gov/pdffiles1/ojdp/172848.pdf</a></li> </ul> <p>➤ Take Home Final due in class</p>
16	5/17	<p>Course Wrap up – final exam due in class</p>