

San José State University
Fall 2015
Justice Studies 151-3 (JS Area A Required Course)
Criminological Theory
Dr. Chris Hebert
Tuesdays and Thursdays from 10:30 to 11:45 in BBC 225

Instructor: Dr. Hebert
Office: 527 MacQuarrie Hall
Phone: (408) 924-1363
e-mail: Chris.Hebert@sjsu.edu

On Burglary:

The owners! Shoot, this is country folk. These people don't believe in calling the cops. You in their yard stealing something; they coming out with shot-guns. You don't know who's land you're on. You don't know who or what they are capable of doing. People shoot you around here and bury you in their backyard and no one will ever miss you ... Think about it, if you in their yard stealing you ain't telling no one you was going to steal this.

(A young thief in response to whether he feared the police or property owners more.) From "Managing Fear to Commit Theft," Hochstetler and Copes in "In Their Own Words: Criminals on Crime." Paul Cromwell (ed.).

On Human Perfectibility

Crime is eternal—as eternal as society. So far as we know, human fallibility has manifested itself in all types and forms of human organization. Everywhere some human beings have fallen outside the pattern of permitted conduct. It is best to face the fact that crime cannot be abolished except in a nonexistent utopia.
Frank Tannenbaum (1949).

Pre/Co-requisite: JS 100W

Catalog Description: A socio/historical examination of the emergence, evolution, persistence, activities and social structure of gangs and mobs, the effects of social factors, e.g., politics, law, technology and the economy, and consequences for communities and social institutions.

Note: Justice Studies 151 is a required course for the Justice Studies major. As with all JS courses, to be accepted for credit towards a degree a grade of "C" or better is required. In addition, because JS 151 is a required course failure to obtain a grade of "C" or better after two attempts will result in disqualification from the degree program.

If you are taking JS 151 for the second time, plan on meeting with me early and often to track your progress in the course.

Section Specific Description and Student Learning Objectives: There are four major themes to the course: 1) Why are some harmful behaviors defined as criminal and others are not? 2) How are the common measures of crime constructed and how does this influence public perceptions of

the “crime problem?” 3) The social and physical organization of crime and victimization. 4) Theoretical explanations of criminal behavior.

Office Hours

General Statement on Office Hours: My practice of meeting with students is best described as an “open door or knock or spotted walking around” policy. Outside of office hours, I’m happy to talk with you 19 out of 20 times. All I ask is that if I tell you that I can’t talk right then, please respect my wishes. Ending times for afternoon hours are “soft,” and I if necessary I can usually stay later.

Mondays	9:30 — 3:00 (except lunch)
Tuesdays	9:30 — 10:00 1:15 — 1:30 (JS 145) 2:30 — 3:45 (except ... 9/15; 10/13; 11/17)
Wednesday	9:30 — 1:30 (except lunch) on the following days. 8/26; 9/9; 9/30;
Thursdays	9:30 — 10:00 1:15 — 1:30 (JS 145) 2:30 — 3:45

If the question is class related (but not personally related as in missing a scheduled quiz or assignment) please bring it up class. If you don’t understand something, chances are other students, students shyer than you, don’t understand it either and they will (quietly, as they are shy) appreciate your asking what they could not vocalize.

Chat: I will be offering optional “Chat” sessions through Canvas. I want to check with the class to get an idea of when would be the most convenient time for most students, and of course, for me as well. The Chat session time may well change during the semester and if it seems unproductive, unceremoniously dropped.

Required Readings:

- 1) Conklin, John, “*Criminology*, 11th Edition,” Allyn and Bacon. Available at Spartan Bookstore and other locations scattered around the world brought to you by the internet. This edition is a major rewrite of the textbook and earlier editions will be inadequate for the course.
- 2) Daily Newspaper: The source materials for the “Crime Portfolio” are *newspaper articles*. By “newspaper” I mean “news” and “paper.” The old “dead tree” kind of newspaper, not a newspaper in electronic form. It is strongly recommended that you arrange for regular (daily is best) access to a *newspaper* that can be cut into pieces without incurring the wrath of family members, roommates or librarians.
- 3) Other readings such as news and journal articles. All other readings will share the characteristic of being free of charge.

Distribution of Course Material:

Most, possibly all, course material except quizzes, exams, and video clips will be posted to Canvas. There are Study *****s for most, but not all of the assigned chapters. I can’t bring myself to say it

exactly, so I'll refer to them as Study *****s for this course. "What do I have against Study *****s?" I often am asked. Just this: Some, well, most students equate being on the Study ***** as being "important" or even worse that it is "all that I need to know." Nonsense. Think about it this way: There are dozens of textbooks that I could have assigned for this class, many of which are full of material that I consider unimportant, irrelevant, or mistaken. But I didn't assign you one of those; instead I chose a textbook that, while I am not in 100% agreement with all aspects of its content, exposition, and organization, I feel is the best choice for the course. Unless specifically stated in the Study ***** you are responsible for all the material in the chapter. I use the Study ***** to explain aspects that students have had difficulty with in the past, to provide background on the development of the material, to extend the material into areas that the text does not, and, on occasion, a disagreement with the author regarding conclusions or interpretations of theoretical or empirical material.

Course material will be found in Modules. Modules will be numbered corresponding to the assigned chapters and I will do my best to open up modules well in advance of the assigned week. I may use other sections of Canvas, but not many and do not pay any attention to grades nor depend on its announcement section for notifications. The course schedule is found in the greensheet and any changes, other than a one day change in a quiz date, will be announced and an updated greensheet distributed. Please **do not** use the "Conversation" feature as I will rarely check it.

Course Requirements: Course grades are based on quizzes, exams, written assignments, the Crime Portfolio and class participation. All assessment materials are graded on a percentage basis.

Quizzes and Exams: The "chapters" in reference to quizzes and exams are the textbook chapters and any material presented in class or assigned during the class period to which the textbook chapter was assigned. Quizzes and exams are largely multiple-choice with a couple of short-answer questions. Bring a Scantron 882, one or two sharp #2 pencils and a blue or black pen to quizzes and exams. A Scantron is not complete unless it has your name, course name or number and section number (or meeting time), exam title and date. I follow a "three strike" rule for ruffled, curved, dirty, or otherwise abused Scantrons. If after three attempts the machine won't read the Scantron, I put it aside and record the grade as a zero. I will not notify you of a Scantron failure, but you may copy your answers onto a new Scantron for regrading. You do not need a bluebook as space is provided on the exam for the short question answers. Any unauthorized use of an electronic device is prohibited. Unless prior arrangements are made with the instructor, all devices shall be powered down and stored out of sight for the duration of the exam. Violations of this rule are presumptively regarded as evidence of academic dishonesty.

Crime Portfolio: Instructions for the Crime Portfolio will be distributed separately.

Participation: Class participation will be graded on: 1) quality of questions from text; 2) answering of student questions and; 3) general participation.

Assignments: Two or three very short assignments based on other material will be assigned. Dates are not announced in advance.

Course Weighting of Material:

- 1) Quizzes (10 * 4% = 40%): There are twelve quizzes, each covering 1 chapter. I may throw in a short answer or a multiple-choice question or two based on a previous material. Ten of these quizzes will be used to calculate the course grade and are chosen as follows: The lowest score of the first six and the lowest score of the last six quizzes will be excluded from the course grade

calculation. A quiz not taken is assigned a score of zero and thus becomes the low score for the purpose of exclusion. Between 15 and 30 minutes will be allocated for quizzes.

- 2) Mid-Term Exam (10%): All material assigned or presented in class prior to the Mid-Term exam.
- 3) Final Exam (15%): Predominately material covered since the mid-term, though course material from any part of the course will be included.
- 4) Crime Portfolio (10%): See Instructions to be handed out.
- 5) Assignments ($X * 15/X = 15\%$): Dates to be determined and instructions to be delivered in class.
- 6) Participation (10%): You are expected too, indeed, are required to demonstrate that you have done the readings on time by asking questions, answering questions, sharing crime articles, and participating in discussions. $\frac{1}{4}$ or $\frac{1}{2}$ of the class will be assigned to create a question and answer from the assigned chapter. See course schedule for assignments. Any student may be called upon to answer a question. In addition to general class participation, participation in a weekly "chat" session, if offered, may count towards participation.

Grading Policy and Correspondence:

I usually apply a curve to exams and the posted scores reflect any curving that I have done (I only curve up, never down). If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or better on that exam. All assessment materials are graded on a percentage basis, and correspond to the following letter grades.

Percent to Letter Grade Correspondence

Percent to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F	Less Than 60%										

Quiz and Exam Grade Postings: Quiz and Exam scores are posted outside my office in MQH. Grades will be posted using a synthetic number called a "Posting ID." To create your posting ID number, multiply the first five digits of your SJSU student ID number by the last four digits of your SJSU student ID number. The last four digits of the product is the posting ID number.

EXAMPLE: SJSU ID number is 004199408

First five digits are: 00419

Last four digits are: 9408

Multiply = 3941952

The last four digits, 1952, is the Posting ID number.

Course Grade Calculator

(A) Assignment	(B) Assignment Weight	(C) Grade	(D) (B X C) Assignment Weight times Grade	(E) (Sum of D's) Your Cumulative Points*	(F) (E / G) Your Cumulative Grade**	(G) Divisor
EXAMPLE A	5%	93	465	465	93 (%)	5
EXAMPLE B	10%	84	840	1305	87 (%)	15
				87% is a "B+" grade.		
Quiz 1						
Quiz 2						
Quiz 3						
Quiz 4						
Quiz 5						
Quiz 6						
Add your 5 highest scores and enter the sum in "grade" column in the Quizzes 1-6 row below.						
Quizzes 1-6	4%					20
Assignment #1	15%					35
Mid-Term	10%					45
Crime Portfolio	10%					55
Quiz 7						
Quiz 8						
Quiz 9						
Quiz 10						
Quiz 11						
Quiz 12						
Add your 5 highest scores and enter the sum in "grade" column in the Quizzes 6 -- 12 row.						
Quizzes 6 -- 12	4%					75
Participation	10%					85
Final Exam	15%					100

* "Your Cumulative Points" is the sum of scores in the "Assignment Weight Times Grade" column in and above the current row.

** Divide "Your Cumulative Points" by "Divisor." The resulting figure is your fully weighed course grade based on completed and graded course material. See "Grades" above for percent/letter correspondence.

Late Test and Assignment Policy:

No to full credit depending on circumstance. The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox / e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once, weekly participation in ceremonies of death or other.
What Missed:		Quizzes and Mid-Term Exam.	Assignment, Crime Portfolio, Final Exam.
Documentation:	Newspaper, Dr./Clinic appointment, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.
Made up by:	Next Class Meeting or Prior to Due Date.	Two Class Meetings	Final Exam Week.
Attendance:	I can match name to face.	Pretty sure that you are, or were, in one of my classes.	Couldn't pick you out of a lineup for \$100,000.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week, of its administration to the class, you will forfeit that quiz/exam and receive a zero.

Communication / Interaction:

I'm usually available outside of my office hours, though with an extremely heavy workload this semester, I won't be as available as much as I prefer. If you need to talk and see me in the hallway or outside the buildings, or in my office, just walk up and say hi. If my office door is closed, go ahead and knock. 95%+ of the time I'll be more than happy to talk to you about just about anything. Once in a great while, I'll be too tired, cranky, distracted, or busy to chat, and I'll just tell you that straight-out.

If the conversation is institution-related (course advising, graduation requirements, etc.) I'll be able to help you much more efficiently if you take the time to do a little prep work. If you need course advising, I need to know what courses you have taken, where taken, if you are a transfer student, and the grades you received. If you get an incomprehensible bureaucratese letter, bring it and any documents that relate to the letter.

My general rule on servicing students is first-come, first-served. Having notified me of intent to stop by and being a current rather than a former student are used as tie breakers. That said, I will sometimes engage in a form of triage, serving students who arrive later before others who have been waiting in line. A common example is a student coming by to pick up a paper who arrived after a student seeking an academic advising session.

e-mail: If you have a course-procedural or course-content question, it should be brought up in the class as it's a good bet that other students have the same or similar questions. If further clarification is needed,

then see me outside of class. Matters that are to remain confidential should be communicated in-person.¹ As students are expected to, though are not required to, attend scheduled class meetings (University Policy F69-24: <http://www.sjsu.edu/senate/f69-24.htm>) I will not, except in the most unusual of circumstances accept e-mailed assignments for grading. An e-mailed assignment, in conjunction with appropriate documentation / explanation, will be used as proof of timely completion of the material, but only printed material will be accepted for grading.

Now, if you find something that you think I'd find interesting or amusing, by all means, send me an-email. Or if you would like my judgment on whether a particular website has solid information or not, feel free to e-mail me.

Phone: Good for contacting me on Tuesday or Thursday. I'm much more likely to answer if I'm not teaching a class at the time. If you leave a message, it's best to follow it with an e-mail.

Recording and Distribution of Course Material: The following is reproduced from SJSU Policy S12-7.

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.

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

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.

So, talk to me if you need to make a recording in class. Just as a reminder "Audio recording without consent in private settings is prohibited by California Penal code 630-635 (SJSU Policy S12-7).

Mandatory Statements

Academic Integrity: In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run, see Academic Senate Policy S07-2: <http://www.sjsu.edu/senate/S07-2.htm>. Other publications concerning student rights and responsibilities can be found at: http://sa.sjsu.edu/judicial_affairs/index.html.

Accessibility: "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as

¹ In case you are wondering, the recent revelations about the NSA and the general unprivacy of private electronic communications had nothing to do with this statement. In fact, it predates Scott McNeal's infamous 1999 declaration of "You have zero privacy anyway. Get over it."

soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Accessible Education Center (AEC) to establish a record of their disability (from Academic Senate Policy F06-2).”

Common-Sense: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Religious Accommodation: [Included under protest as appears to be a violation of the 14th (Equal Protection) Clause.]

“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.”

Note: I will continue to use my long-standing and far more liberal notification requirement specified above.

Miscellaneous Items and Some Repeating:

Material will usually be distributed via Canvas. Be sure that MySJSU has your current e-mail address.

In brief, you are responsible for yourself. If you miss an exam or quiz, you must contact me in order to arrange a time to make it up. If you are absent or arrive late on a day when I am returning assignments, you will have to come by my office to pick it up. If you didn't receive an assignment that means you were either absent or late when I distributed the assignment. Check with your classmates or ask me at the beginning of class if an assignment had been distributed the previous class meeting.

For multiple-choice exams, bring a Scantron 882-E form and a #2 pencil. For written exams, I will notify the class if a blue, er, greenbook is required.

Attendance is strongly encouraged, as some of the material on the exams will be presented only in class. Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, beepers, and heart monitors. Just kidding about the last one.

As a courtesy to your classmates, do not munch during class. Liquids are OK, as long as you dispose of the container properly. In fact, treat the classroom as if it were a wilderness area: Pack in, pack out.

Assignments are returned in class when I have finished grading and recording them. I only bring each set of papers to class once, so if you are late or miss the day that I hand them back, its your responsibility to come to my office and pick them up. Quizzes and exams are not returned, though you are welcome to review yours in my office.

If a substantial change in due dates or assignments is required, I will distribute an updated greensheet via Canvas or e-mail and announce the new version number in the following class. A quiz may be postponed for one meeting without creating a new schedule.

To get started on the semester: It's in the greensheet.

This greensheet, like all greensheets is subject to revision.

Justice Studies 151 Fall 2015 Course Schedule

Date	Readings, Notices	Quiz, Exams, Assignments	TQC
August 20			
August 25	Chapter 1: The Study of Crime		2
August 27	Bring <i>Crime Portfolio Assignment to class.</i>	Quiz Chapter 1	
September 1	Chapter 2: Measuring Crime Last Day to Drop		3
September 3	Bring <i>Assignment #1 Part A to class.</i>		
September 8	Last Day to Add (9/9)		
September 10	Last Day to Add	Quiz Chapter 2	
September 13	Chapter 3: Crime And Its Costs	Assignment #1 Part A Due	4
September 15	Bring <i>Assignment #1 Part B to class.</i>		
September 17		Quiz Chapter 3	
September 22	Chapter 4: Dimensions Of Crime		1
September 24			
September 29		Assignment #1 Part B Due Quiz Chapter 4	
October 1	Chapter 6: Social, Cultural and Economic Sources of Crime	Quiz Psuedo-Chapter 5	2
October 6	<i>Crime Portfolio Check</i>		
October 8	<i>Crime Portfolio Check</i>	Quiz Chapter 6	
October 13	Review Day		
October 15	Mid-Term Exam!	Mid-Term Exam!	
October 20	Chapter 7: Social Control and Commitment To Law		3
October 22		Quiz Chapter 7	
October 27	Chapter 8: Learning To Commit Crime		4

October 29		Quiz Chapter 8	
November 3	Chapter 9: Opportunities and Facilitating Factors		1
November 5		Quiz Chapter 9	
November 10	Chapter 10: Criminal Careers and Career Criminals		2
November 12		Quiz Chapter 10	
November 17	Chapter 11: Organization of Criminal Behavior	<i>Crime Portfolio Due</i>	3
November 19		Quiz Chapter 11	
November 24			
December 1	Chapter 12: Community Reactions to Crime		4
December 3	Chapter 15: Reducing Crime	Quiz Chapter 12	1
December 8	Last Class for Tuesday/Thursdays	Quiz Chapter 15	
December 16 (Wednesday)	<i>Final Exam @ 9:45 – 12:00</i>		
December 17	Final Exam Conflict Day*		

* Students having more than two final exams scheduled during a 24-hour period may request that a final be rescheduled. Requests must be made at least three weeks prior to the final exam date. (Academic Senate Policy S06-4).

Textbook Question Groups

Last Name	Group #
Aaa – Fzz	1
Gaa – Lzz	2
Maa – Rzz	3
Szz – Zzz	4