

**San José State University, Spring 2015**  
**Department of Justice Studies**  
**JS153 – Crime and Justice across the Life Course**

<b>Instructor:</b>	Danielle A Harris, PhD
<b>Office Location:</b>	MacQuarrie Hall 525A
<b>Telephone:</b>	408 924 2968
<b>Email:</b>	<a href="mailto:danielle.harris@sjsu.edu">danielle.harris@sjsu.edu</a>
<b>Office Hours:</b>	Mondays/Wednesdays 2pm – 4pm
<b>Class Days/Time:</b>	Mondays/Wednesdays 12 pm – 1:15 pm
<b>Classroom:</b>	TBA
<b>Curriculum Competency Area:</b>	Area A: Theories

**Course Catalog Description**

JS153 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.

**Instructor's Course Description**

This class explores the intersection of crime and justice at various ages across the life course. First, we will examine experiences of offending and victimization prenatally, in infancy, childhood, adolescence, young adulthood, middle age, and old age. Second, various theoretical explanations which seek to explain offending over time will be considered. Third, we will explore various elements of the criminal career paradigm including onset, frequency, participation, persistence, escalation, specialization, and desistance. Fourth, we will explore previous attempts at longitudinal research using cohort studies. Finally, students will create a life history calendar for an adult in the community that they interview, as well as for an actual criminal case (based on archival records).

**Course Goals and Student Learning Objectives**

Upon successful completion of this course students will:

SLO1: demonstrate an understanding of how crime and justice are experienced differentially at various points across the life course.

SLO2: demonstrate an empirical understanding of the nature and extent of offending and experiences of victimization over time.

SLO3: 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.

SLO4: produce detailed, scholarly, and objective assignments that demonstrate their ability to conduct independent research and justify their perspective.

SLO5: demonstrate their knowledge and familiarity with the material discussed during class by contributing meaningfully and respectfully to class discussions.

## **Required Texts/Readings**

### **Textbooks**

American Psychological Association (APA) (2010, 6<sup>th</sup> ed). *Publication Manual of the American Psychological Association*.

DeLisi, M. (2005). *Criminal Careers in Society*, Thousand Oaks, CA: Sage.

DeLisi, M., & Beaver, K. (eds) (2011). *Criminological Theory: A Life-Course Approach*, Massachusetts: Jones & Bartlett Publishers.

Soothill, K., Fitzpatrick, C., & Francis, B. (2009). *Understanding Criminal Careers*, Portland: Willan Publishing

### **Other Readings**

PDFs of journal articles will be distributed electronically as required.

## **Library Liaison**

The Justice Studies Library Liaison is Nyle Monday. Email: [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu).

Website: <http://libguides.sjsu.edu/justicestudies>

## **Classroom Protocol**

### **Instructor's Note on Communication**

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 the instructor in person, please use email. The instructor will respond to emails during business hours (Monday to Friday, 9am-5pm). Please include a phone number and availability in email communication. Students are expected to be courteous during class. Any student engaging in disruptive behavior will be asked to leave. This includes arriving more than 10 minutes late to class. Please turn off all cell phones, tablets, or any other electronic device. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. If you use a telephone (even silently, e.g. texting), you will be asked to leave the classroom.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy**

In order to receive a grade for this course, **all** course requirements must be met. Failure to complete any one of them may result in a failing grade for the course.

Deadlines are firm. Late papers will not be accepted and presentations will not be rescheduled (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, documentary evidence will need to accompany late submissions). Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. Evidence of plagiarism will be referred to the University's Honor Council.

Article Critique (AC) (10%): Students will be required to critique an empirical journal article. This will enable students to practice APA style (writing and referencing) in preparation for their later papers. The article has been pre-selected by the instructor and the critique will be due in week 3. (SLO1, SLO2, SLO3, SLO4.)

In-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 keep up with class reading, and to attend all class meetings well prepared to contribute to the classroom exchange of ideas and information. Therefore, attendance and participation is essential in order to pass this class. Students are encouraged to identify two (2) main points from the assigned readings each week as well as one (1) discussion question they can ask the class. These "main points/questions" will be collected randomly throughout the semester. (SLO1, SLO2, SLO5.)

Midterm Exam (10%) and Final Exam (20%): Students' grasp of the material will also be assessed by two examinations. Both tests will comprise multiple choice, short answer,

and essay-style questions. Students are required to bring a scantron and exam booklet to each exam. (SLO1, SLO2, SLO3.)

Criminal Career Paper CCP) (20%): Students will write an essay/literature review on the nature and extent of an element of the criminal career (basically, students should pick something from each column below). Each essay should (1) provide a thorough definition of the element, (2) review at least 5 empirical sources to provide a review of what is known about that element, (3) identify some lingering questions in the field regarding our knowledge of that element, and (4) suggest avenues for future research. The paper should be written in strict APA style and will not exceed 5 typewritten, double-spaced pages (not including title page and reference list). An outline, overview paragraph, and reference list will be submitted two weeks prior to each due date. (SLO1, SLO2, SLO3.)

Onset/desistance	drug crime/criminals
Specialization/versatility	violent crime/criminals
Frequency/persistence	sexual crime/criminals
Escalation/de-escalation	property crime/criminals

*Examples – burglary and persistence in adolescent girls; assault frequency in men*

Life Event Paper (LEP) (20%): Students will write an essay/literature review on the impact that a particular life event (or “turning point”) has on the development and criminality of a hypothetical person (basically, students should pick something from each column below). Students may choose to concentrate on a specific type of offending or offender (drugs, violence, property, sexual crime, etc) if they wish. Each essay should (1) provide a thorough definition of the life event, (2) review at least 5 empirical sources to provide a review of what is known about the nature and extent of that life event as a turning point, (3) identify some lingering questions in the field regarding our knowledge of that element, and (4) suggest avenues for future research. The paper should be written in strict APA style and will not exceed 5 typewritten, double-spaced pages (not including title page and reference list). An outline, overview paragraph, and reference list will be submitted two weeks prior to each due date. (SLO1, SLO2, SLO3.)

Marriage/divorce	male	infancy
Childbirth/adoption	female	childhood
Abortion/miscarriage		adolescence
Death of a loved one		adulthood
Job/job loss		older age
Military/custody		
Residential move		

*Examples: the impact of miscarriage on adolescent girls; infants of divorce*

Life History Interview, Transcription and Narrative (10%): Students will conduct a life history interview with a person of their choice (over 50 years old). Interview questions will be taken from an existing qualitative interview protocol, and interviews will be transcribed verbatim. A narrative description (that should not exceed five (5) pages) will

accompany the transcription and will demonstrate the student's understanding of the major theories and methods discussed in the class. An overview of the student's chosen interviewee (including why they were chosen and what they hope to find out during the interview) will be submitted four weeks prior to the due date. (SLO1, SLO2, SLO4, SLO5.)

## **University Policies**

### **Academic integrity**

Students should know the University's Student Conduct Code, available at [http://www.sjsu.edu/studentconduct/docs/Student\\_Conduct\\_Code.pdf](http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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, found at <http://www.sjsu.edu/studentconduct>.

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **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.

### **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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located 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 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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

### **Grade Breakdown**

97-100%	A+	94-96	A	90-93	A-
87-89	B+	84-86	B	80-83	B-
77-79	C+	70-73	C-	74-76	C
60-69	D	0-59	F		

Keep track of your grades below:

Article Critique	10
In class participation	10
Midterm Exam	10
Final Exam	20
Criminal Career Paper	20
Live Event Paper	20
Interview, Transcript, and Narrative	10
	<b>100</b>

# JS153 Crime and Justice across the Life Course

## Spring, 2015 Course Schedule

The Class Schedule below is tentative. The dynamics and abilities of the individual class often dictate the amount of time spent on classroom discussions and so on. This usually means that it is necessary to adjust some activities or materials as the semester progresses. This makes it particularly important to come to class on time (to receive those announcements) and to check in with the instructor after any absences.

**Table 1 Course Schedule**

Wk	Date	Topic	Assessment	Reading
2	01/26 01/28	<i>Introduction:</i> class contract, overview of class material and expectations for semester, paper topics, why a “life course” approach? The career criminal. Assign article critique; assign presentations.		<i>SFF: 1, 7, 8</i> <i>D: 1</i>
3	02/02 02/04	<i>Major theoretical perspectives in life course theory:</i> age-crime curve, informal social control, dual taxonomy of offending, criminal career paradigm (onset, participation, frequency, persistence, escalation, versatility, desistance)	M: AC 1	<i>SFF: 2, 3, 6</i> <i>D: 2, 4</i>
4	02/09 02/11	<i>Prenatal and perinatal:</i> birth defects, ‘crack babies’, fetal alcohol syndrome, biosocial bases of behavior, evidence for genetic predispositions, develop. neurobiol; antisocial behavior.	W: CCP outline	<i>DB: 2, 3, 4</i> <i>D: 3</i>
5	02/16 02/18	<i>Infancy and childhood:</i> nature and extent of child abuse, effects of abuse, vicarious violence, developmental psychology. Early onset of offending.		<i>PDFs TBA</i>
6	02/23 02/25	<i>Childhood and adolescence:</i> childhood psychopathology, bullying, extreme cases of childhood violence, interviewing children as witnesses.	M: CCP	<i>SFF: 4</i>
7	03/02 03/04	<i>Adolescence and emerging adulthood:</i> exposure to violence, (e.g. video games, media, pornography), substance abuse, “typical” onset, adolescent limited offending, gangs, school shootings, prostitution,		<i>DB: 5, 6, 7, 8, 9</i>
8	03/09 03/11	M: Midterm review; Data collection overview W: Midterm exam		<i>Everything so far</i>
9*	03/16* 03/18*	<i>Data Collection:</i> Interview protocol, interview techniques		
10	SPRING BREAK			
11	03/30 04/01	<i>Emerging adulthood:</i> career criminals, long term chronic offenders, LCPs, serial offending, trajectory analysis	M: interview transcript & narrative	<i>SFF: 5</i> <i>DB: 10, 12, 15</i>
12	04/06 04/08*	<i>Adulthood:</i> adult onset, occasional offending, components of criminal careers, participation, frequency, specialization, escalation	M: LEP outline	<i>DB: 11, 13, 14</i>

13	04/13 04/15	<i>Elderly</i> : nature and extent of elder abuse, issues facing elderly prisoners.		<i>PDFs TBA</i>
14	04/20 04/22	<i>Life After Offending</i> : desistance, record clearance, the theory of selective incapacitation, reentry – what’s next? <i>Taking Stock</i> . What do we know so far? Presentation of TP2 outlines		
15	04/27 04/29	<i>Data Collection</i> : Calendar and time diary methods in the collection of life course data. Timeline data collection and analysis. Creation of a life history calendar of anonymous offender file and self-selected community member	M: LEP	<i>SFF: 9</i>
16	05/04 05/06	<i>Policy Implications of a Life Course Perspective</i> . How can the material from this class influence public policy in criminal and social justice?		<i>D: 5, 6, 7</i>
17	05/11 05/13*	<i>In class data collection</i> Final exam review		
	TBA	FINAL EXAM		