

San José State University
Department of Justice Studies
JS153, Crime and Justice Across the Life Course, Spring 2016

Course and Contact Information

Instructor:	Greg Woods, J.D.
Office Location:	MacQuarrie Hall 439
Telephone:	(408) 924-2940
Email:	greg.woods@sjsu.edu
Office Hours:	Tuesdays, 2:00 - 3:00 PM, Wednesdays, 12:00 - 2:00 PM, and by appointment.
Class Days/Time:	Tuesdays/Thursdays 3:00 PM - 4:15 PM
Classroom:	MacQuarrie Hall 520
JS Competency Area:	Area A: Theories

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.

Learning Outcomes and Course Goals

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

Cromwell, Paul & Birzer, Michael L. (2014). *In Their Own Words: Criminals On Crime* (6th edition). Oxford University Press ISBN 978-0-19-992005-1

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

Projects

Midterm and Final Projects will require students to conduct independent research to craft thesis papers 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 class session prior to Spring Recess and 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 and essay based questions. (CLO 1, 2 & 3)

Participation

Students will be assigned to work in groups and are expected to be prepared to participate in an informed, professional and respectful manner. (CLO 3)

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 that “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%
Midterm Project	20%
Final Project	25%
Final Examination	25%
Participation	10%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

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

Note that “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

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>.

JS153 / Crime and Justice Across the Life Course, Spring 2016

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 28	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; In-class exercise.
2	February 2 & 4	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; Read Section 1: Doing Fieldwork with Offenders (In Their Own Words, pgs 1-31); Read Chapter 1: Measuring and Understanding Violence (Understanding Violence, pgs 1-15); Review Key Terms and Concepts (p 16); Prepare, Submit and be ready to discuss Weekly Assignment #1: Discussion Questions and Learning Activities 1, 2, 3, 4 & 7 (p 16).
3	February 9 & 11	Assign Midterm Project (DUE NO LATER THAN 3/24); Prenatal & Parental influences; Born Addicted to Narcotics & Fetal Alcohol Spectrum Disorders; Culture & Impact of Victimization; Active & Passive Victim Precipitation; Policy implications; Read Section 2: Criminal Lifestyles and Decision Making (In Their Own Words, pgs 33-85) & Chapter 2: Victimization Theory (Understanding Violence, pgs 19-34); Review Key Terms and Concepts (p 34); Prepare, Submit and be ready to discuss Weekly Assignment #2: Discussion Questions and Learning Activities 1, 3, 6, 8 & 10 (p 34).
4	February 16 & 18	Infant & Gender influences; Attachment; Techniques of Neutralization; Policy implications; Read Section 3: Property Crimes (In Their Own Words, pgs 89-135); Prepare, Submit and be ready to discuss Weekly Assignment #3: A) How does gender influence criminal behavior? & B) Identify and explain five techniques commonly offered to justify deviant behavior.
5	February 23 & 25	Childhood influences; Juvenile Delinquency, Abuse & Bullying; Domestic Violence; Cycles of Violence; Stalking; Policy implications; 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).

Week	Date	Topics, Readings, Assignments, Deadlines
6	March 1 & 3	Raised the Violent Way: Upbringing & Lifestyle; Using Violence to Gain Respect; Manufactured Serendipity; Policy implications; Justifications & Excuses for Violence; Bias & Hate-Motivated Crimes; Read Section 4: Violent Crime (In Their Own Words, pgs 137-191) & 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 8 & 10	Adolescent Influences; First Time Offenders & Diversion Programs; Policy implications; Workplace Violence & Occupational Crime; Read Section 5: Occupational White-Collar Crime (In Their Own Words, pgs 193-250) & 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 15 & 17	School Violence; Gang Socialization, Self, Identity & Crime; Family & Community Policy implications; Read Section 7: Gangs and Crime (In Their Own Words, pgs 299-353) & 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 22 & 24	Emerging Adulthood influences; Psychopathy & Antisocial Disorder; Juveniles Tried As Adults In Criminal Courts; Policy implications; In-class exercise; Midterm Projects Due (3/24).
10	March 28 - April 1	SPRING RECESS. NO CLASSES IN SESSION!
11	April 5 & 7	Assign Final Project (DUE NO LATER THAN 5/12); Adulthood influences; Rationality, Interacting Co-offenders & Pseudo-Families; Identity shifts & Oscillations in and out of Criminality; Policy Implications; Read Section 6: Illegal Occupations (In Their Own Words, pgs 253-297) & 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 12 & 14	Persistent Offending; Violence, Addiction & Aging Out; Policy Implications; Read Section 8: Drugs and Crime (In Their Own Words, pgs 357-414); 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?

Week	Date	Topics, Readings, Assignments, Deadlines
13	April 19 & 21	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 26 & 28	Elder Influences, Aging & Changes in the Criminal Calculus; Diminished Returns: Physical & Financial Abuses; Policy Implications; Read Section 9: Quitting Crime (In Their Own Words, pgs 417-414); 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 3 & 5	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 10 & 12	Life After Offending; Review for Final Examination; In-class exercise; Final Thoughts; Final Projects Due (5/12).
Final Exam	Monday, May 23	MacQuarrie Hall 520 2:45 PM - 5:00 PM