

Dr. Chris Hebert
San José State University; Spring 2016
Justice Studies 220-01: Seminar in Criminological Theory
Thursdays from 4:30 to 7:15 in MAQ 526

*“It is the province of logic to tell why a reasoning is false.
It is the business of sociology to explain its wide acceptance.”*
Vilfredo Pareto

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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.

Mondays 9:45 – 3:00

These are my on-campus hours. I am “in and out,” more in than out, of my office during these hours. If I anticipate being away from my office for more than a few minutes, I will leave a note with an ETR on the door.

Tuesdays 9:30 – 10:00 **11:45 – 12:30** **2:00 – 3:00**

Thursday 11:45 – 12:30

3:00 – 4:15: Priority to, but not exclusive to JS 220 students.
7:15 – 7:45: Again, priority to, but not exclusive to JS 220 students.
The listed hours are “placeholders.” I’ll stay as late as needed and leave when there are no students left.

Prerequisite: None

Catalog Description: A critical review of classical and contemporary theories and research in criminology. Evaluation of contemporary criminal justice and its relationship to theories of criminal behavior.

Note: A grade of “C” or better is required to be accepted towards a MS in Justice Studies. In addition, the university requires a cumulative G.P.A. of 3.0 or higher for a MS.

Section Specific Description and Student Learning Objectives: This section of JS 220 takes an explicitly sociological perspective on crime, criminal behavior, and the criminal justice system. Students will be able to accurately describe, at some depth, major sociological explanations for crime, compare the theories, and offer an assessment on the viability of these theories to explain empirical observations.

Required Readings:

1) **Criminological Theory: Context and Consequences 6th ed.** 2015 Lilly, J. Robert, Francis T. Cullen, and Richard A. Ball Sage Publications.

2) Two to four articles will be assigned to accompany each chapter of *Criminological Theory*. As most of these will be assigned by students while fulfilling course requirements, I can't tell you what they are. At least, not yet.

Course Requirements: The course grade is determined by a mix of examinations (45%), writing / presentations (30%), and participation (25%). I am looking forward to teaching a graduate level criminological theory course: it has been too many years since I last did. So many, in fact, that I expect you, yes, you, the students, to teach me a thing or two. Which is why participation is such a large component of the course grade.

Quizzes: Bet you thought you were done with multiple-choice tests. Not on my watch. The text has 16 chapters and there will be a short, multiple-choice quiz given at the beginning of class on each and every one of them. The quiz with the lowest score will be automatically dropped, leaving 15 for the calculation of the course grade. Lay in a good supply of Scantron 882 Es.

Final Exam: University policy requires one, at this point I haven't decided its format.

Lead / Paper: Instructions for the paper will be distributed shortly. The paper will form the “backbone” for your leading the class discussion on designated days. Don't panic. And as practice makes perfect, each student will lead / paper twice.

Participation: As of this writing, there are six students enrolled in the class. The up side for you is that you will have a more than average exposure to a professor's expertise. The down side is that there literally will be no place to hide.

Weighting of Course Material:

Quizzes	15 X 2% = 30%
Final Exam	1 X 15% = 15%
Lead / Paper	2 X 15% = 30%
Participation	1 X 25% = 25%
 Total	 = 100%

Extra-Credit: I'm not a big fan of extra-credit projects (ask me why) but will give some credit for working with the [Writing Center](#).

Grading Policy and Correspondence: A curve is usually applied to exams. If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or better on that exam. Given the small number of students expected, I'll probably just return the scantron after recording the grade and let you make any curve adjustments. All assessment materials are graded on a percentage basis, and correspond to the following letter grades.

Percent to Letter Grade Correspondence

Minimum 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%										

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.

Dimension	Good	OK	Bad
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.

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](#). 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 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:

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. 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).

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.

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.

This greensheet, like all greensheets is subject to revision.

Justice Studies 220-01

Spring 2016 Schedule

Beginning February 18th, quizzes will begin at 4:35 and end at 4:55.

Date	Activities	Readings
Jan 28		None
Feb 4	Chp. 1 Quiz Chp. 2 Quiz Chp. 3 Quiz	Chp. 1: <i>The Context and Consequences of Theory</i> * Chp. 2: <i>The Search for the "Criminal Man"</i> * Chp. 3: <i>Rejecting Individualism: The Chicago School</i>
Feb 11	Chp. 4 Quiz Chp. 5 Quiz	Chp. 4: <i>Crime in American Society: Anomie and Strain Theories</i> Chp. 5: <i>The Origins of Control Theory</i> *
Feb 18	Chp. 6 Quiz	Chp. 6 <i>The Complexity of Control: Hirschi's Two Theories and Beyond</i>
	Student 1	
Feb 25	Chp. 7 Quiz	Chp. 7: <i>The Irony of State Intervention: Labeling Theory</i>
	Student 2	
March 3	Chp. 8 Quiz	Chp. 8: <i>Social Power and the Construction of Crime: Conflict Theory</i>
	Student 3	
March 10	Chp. 9 Quiz	Chp. 9: <i>The Variety of Critical Theory</i>
	Student 4 and Student 5	
March 17	Chp. 10 Quiz	Chp. 10: <i>The Gendering of Criminology: Feminist Theory</i>
	Student 6	
March 24	Chp. 11 Quiz	Chp. 11 <i>Crimes of the Powerful: Theories of White-Collar Crime</i>
	Student 1	
March 28 – April 1	Spring Break	
April 7	Chp. 12 Quiz	Chp. 12: <i>Bringing Punishment Back In: Conservative Criminology</i>
	Student 2	

Date	Activities	Readings
April 14	Chp. 13 Quiz	Chp. 13: <i>Choosing Crime in Everyday Life: Routine Activity and Rational Choice Theories</i>
	Student 3	
April 21	Chp. 14 Quiz	Chp. 14: <i>The Search for the "Criminal Man" Revisited: Biosocial Theories</i>
	Student 4	
April 28	Chp. 15 Quiz	Chp. 15: <i>New Directions in Biosocial Theory: Perspective and Policies</i>
	Student 5	
May 5	Chp. 16 Quiz	Chp. 16: <i>The Development of Criminals: Life-Course Theories</i>
	Student 6	
May 12	Left Open For Contingencies	
May 19 5:15 – 7:30		Final Exam

* While there will be a quiz on each of these chapters, there will be very little, if any, material presented in class.