

**San José State University  
Justice Studies Department  
JS 151 Criminological Theory  
Spring 2017**

**Instructor:** Dr. Yoko Baba

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**Office Hours:** Thursday from 2:00 to 3:00 p.m.  
Email Correspondence is also available.

**Class Days/Time:** Thursday from 4:30 to 7:15 p.m.

**Classroom:** MH 322

**Prerequisites:**  
**Prerequisites: JS 10, JS 12, JS 25 or FS 11**  
**Pre/Co-requisite: JS 100W for JS Majors**

**Graduate Student Assistant:** Miriam Araya

### **Catalog Course Description**

Analysis of the nature and extent of crime, including causation and prevention. Descriptions of offenses, criminal typologies and victim surveys. Evaluation of various control and prevention strategies. Prerequisite: JS 10, JS 12, JS 25 or FS 11. Pre/Co-requisite: JS 100W Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

### **Course Goals**

The goals of the course are: (1) to be familiar with various perspectives of criminal behavior, underlying assumptions of these perspectives and key terms; (2) to assess and analyze research concerning current issues in crime and the criminal justice system critically; and (3) to see linkage between theories, research and practical social control policies.

### **Course Learning Outcomes (CLO):**

Upon successful completion of this course, students will be able to:

CLO #1 Demonstrate an ability to integrate and apply different theoretical perspectives to explain a range of specific criminal offenses, and be able to compare and construct the strengths and weaknesses of those theories.

CLO #2 Demonstrate substantive knowledge about the measurement of crime and discuss the advantages and disadvantages of major sources of crime data.

CLO #3 Demonstrate substantive knowledge about the extent and severity of formal and informal responses to various types of crime and offenders.

CLO#4 Demonstrate a thorough understanding of the prevalence of various types of crime, and the characteristics of likely offenders and victims.

## **Required Texts/Readings**

The following books are required textbooks:

- (1) Akers, R.L., Sellers, C.S., and Jennings, W.G. 2016. *Criminological Theories: Introduction, Evaluation, and Application* (7<sup>th</sup> edition). New York, NY: Oxford University. ISBN: 9780190455163
- (2) Reiman, J. and Leighton, P. 2017. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (11<sup>th</sup> edition). New York, NY: Routledge. ISBN: 9781138193963
- (3) Fox, J.A., Levin, J., and Quinet, K. 2011. *The Will to Kill: Making Sense of Senseless Murder* (4<sup>th</sup> edition). Upper Saddle River, New Jersey: Pearson. ISBN: 9780131375673

## **Additional Required Reading Materials Obtained via Canvas**

### **Ch. 2 Classical Theory (Deterrence and Rational Choice Theories)**

- Gül, Serdar Kenan (2009). An Evaluation of the Rational Choice Theory in Criminology. (GRU [Girne American University] J. of Soc. & Appl. Sci., 4 (8), 36-44.

### **Ch. 5 Social Learning Theory**

- Miller, H.V., Jennings, W.S., Alvarez-Rivera, L.L. & Miller, J.M. (2008). Explaining Substance Use Among Puerto Rican Adolescents: A Partial Test of Social Learning Theory. *Journal of Drug Issues*, 38 (1), 261-283.

### **Ch. 6 Social Bonding and Control Theories**

- Morris, R.G. & Higgins, G. E. (2009). Neutralizing Potential and Self-Reported Digital Piracy: A Multitheoretical Exploration among College Undergraduates. *Criminal Justice Review*, 34 (2), 173-195.

### **Ch. 7 Labeling and Reintegrative Shaming Theory**

- Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. *Adolescence*, 38 (149), 171-186.

### **Ch. 8 Social Disorganization Theory: Social Structure, Communities, and Crime**

- Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., and Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. *American Journal of Community Psychology*, 53, 198-207.

## Ch. 11 Marxist Theories

- Herbert, Bob (1995). "Central American Free Trade Zones Exploit Girls" (excerpted) shown in *The New York Times*, July 26. Retrieved from [http://pangaea.org/street\\_children/latin/maquil.htm](http://pangaea.org/street_children/latin/maquil.htm)

## Ch. 13 Feminist Theories

- Scelfo, Julie (2005). "Bad Girls Go Wild: A rise in girl-on-girl violence is making headlines nationwide and prompting scientists to ask why." *Newsweek*, June 13.  
Retrieved from <http://www.fisheaters.com/forums/index.php?topic=482521.0>
- Britt, Robert Roy (2006). "Girls Gone Bad: Statistics Distort the Truth." April 10.  
Retrieved from <http://www.livescience.com/4048-girls-bad-statistics-distort-truth.html>

## Additional Reading

- Kidd, Scott T. & Meyer, Cheryl L. (2002). A Comparison of Fatal School Shootings in Rural Communities. *Journal of Rural Community Psychology*, 5 (1).

## Library Liaison

Silke Higgins, MLK Librarian [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

## 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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

## Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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." See Office of Graduate and Undergraduate Programs' *Syllabus Information web page* at <http://www.sjsu.edu/gup/syllabusinfo/>

## Requirements:

- (1) You are required to read all chapters and articles in advance.
- (2) Please bring the textbook(s) and articles to class.
- (3) Your grade is based on:
  - 1) Response Paper
  - 2) Mid-term Exam
  - 3) Final Exam
  - 4) Small Group Discussions
  - 5) Group Presentation

## Assignment:

**I will NOT accept your late assignment. Your assignment must be turned in on the assigned day in class.**

If you are ill on the day when the assignment is due, you need to present your doctor's note in order to get appropriate credits. Then you will turn in your paper on the next class period. I will NOT accept your email submission. Without the doctor's note, you will NOT receive any points. Regardless of the reasons, you will not receive any credits for your assignment if you will not follow this instruction. The assignment is scheduled in the beginning of the semester, and there is no reason why you cannot complete these assignments prior to the due date. This is your responsibility.

## Response Paper (70 points)

The response paper is due on **Thursday, April 27, 2017 in class.**

**You need to read the following required textbook and write a response paper.** Fox, J.A., Levin, J., and Quinet, K. 2011. *The Will to Kill: Making Sense of Senseless Murder* (4<sup>th</sup> edition). Upper Saddle River, New Jersey: Prentice Hall.

(1) You need to choose three chapters out of the following 6 chapters:

- Ch. 4 Intimate and Family Murder
- Ch. 5 The Young and the Ruthless
- Ch. 6 Well-Schooled in Murder
- Ch. 7 Serial Killers
- Ch. 9 Rampage
- Ch. 10 Hate Homicides

(2) The following points must be incorporated in your written paper.

**You will write each chapter separately based on the following points.**

- What is the purpose of the book chapter? Examine.
- Identify the major themes and key points of the chapter. In 3 or 4 sentences, what is the author basically trying to get across? Make special note of those, which are relevant to the concerns of the course.
- Choose theory (**You need only one theory for each chapter.** But **use three different theories for three different chapters**) and apply the theory to each chapter. In order to apply the theory, briefly explain the **assumptions** of each theory, and then using the theory, explain the most important theme in the chapter that you chose.
- Evaluate the author's point. How does the author support his or her position? Is it convincing? Why, or why not?

- Write your critical analysis of each chapter.
- Write a short summary of each chapter.

(3) Your written comments should be typed and double-spaced with **12-font**.

(4) The total page number of this response paper should be **approximately 2 to 3 pages for each chapter**.

(5) The paper should be written **in an essay format**.

(6) You need to use both textbooks (Fox, Levin, and Quinet's *The Will to Kill* and Akers and Sellers' *Criminological Theories*)

(7) **If you quote directly from the book, you need to include the author's name and page numbers. However, your quotes must be limited to two for each chapter.**

(8) If you borrow ideas from any researchers in the textbook, you need to cite these authors in the text.

(9) You need to use **APA style**.

### **Small Group Participation/Discussion** (They are called "group exercises") (60 points) (5 points x 12 = 60 points)

You are expected to participate in group discussions. Each group consists of 3 to 4 students and is expected to turn in the group report in class. **The group report** must be written in class with everyone's input. At the end of the class, you will share your report in class. You will have 12 times to participate in group discussions. Regardless of the reasons, if you are absent, you will lose the points.

### **Group Presentation (70 points)**

Group Presentation is scheduled on **May 11, 2017**.

(1) Group members (3 to 4 people) choose a topic related to this class.

(2) All members need to speak on the day of the presentation.

(3) About 20 minutes per group with Q and A.

(4) It is advisable to use presentation tools (such as PowerPoint, Handouts, Boards, etc.)

(5) Group presentation will be evaluated by your classmates in other groups. You will be given a **group presentation evaluation form** later.

(6) You need to incorporate theories (see below).

### **Theories**

- Each group needs at least two theories from the following theory categories.
- Select **two theories from the following two separate categories**.

(1) Classical Theory

- Deterrence theory or
- Rational Choice Theory or
- Routine Activities Theory

(2) Social Learning Theory

- Sutherland's Differential Association or
- Akers' Social Learning Theory

(3) Social Bonding and Control Theory

- Hirschi's Control Theory or
- Sykes and Matza's Techniques of Neutralization

(4) Labeling Theory

- Edwin Lemert's Theory or
- Howard Becker's Theory

(5) Social Disorganization Theo

- Shaw and McKay's Theory
- (6) Anomie and Strain Theories
- Durkheim's Anomie Theory or
  - Merton's Anomie/Strain Theory or
  - Albert Cohen's Theory or
  - Agnew's General Strain Theory
- (7) Marxist Theories
- Karl Marx or
  - Richard Quinney
- (8) Feminist Theories
- Adler or
  - Rita Simon or
  - Messerschmidt

**Exams (100 points each):**

Mid-term Exam and Final Exam are in-class exams. These examinations consist of **multiple-choice, true-false, short-essay and long-essay questions.**

You must take the exam on the scheduled day. However, if you are ill on the day of the exam, you need to inform me of your illness and submit your doctor's note in order for you to take the exam at a later time with my approval.

If you need special accommodation for your exam, be sure to contact the Accessible Education Center earlier in the semester.

**Mid-term Exam (100 points):**

The mid-term exam is scheduled on **Thursday, March 23, 2017.**

**Final Exam (100 points):**

The final exam is scheduled on **Thursday, May 18, 2017 from 5:15 to 7:30 p.m.**

University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states "There is to be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional."

**Final Grade (400 points):**

|   |            |
|---|------------|
| (1) 1 Response Paper (CLO #1 and #4)      | 70 points  |
| (2) Mid-term Exam (CLO #1, #2, #3 and #4) | 100 points |
| (3) Final Exam (CLO #1, #2, #3 and #4)    | 100 points |
| (4) 12 Small Group Discussions (CLO #1)   | 60 points  |
| (5) 1 Group Presentation (CLO#1 and #2)   | 70 points  |

**You will not be able to drop the class after the official DROP Day except when you have medical emergency with your doctor's note.**

**A final grade of incomplete (I):**

[http://www.sjsu.edu/registrar/students/gradesgrades\\_changes/grade\\_symbols\\_and\\_values/](http://www.sjsu.edu/registrar/students/gradesgrades_changes/grade_symbols_and_values/)

## Grading Policy

**Total Points Possible: 400 points (There is no possibility of extra credit)**

|                        |                      |                            |
|------------------------|----------------------|----------------------------|
| A+ = 100-96% (384-400) | A = 95-93% (372-383) | A minus = 92-90% (360-371) |
| B+ = 89-86% (344-359)  | B = 85-83% (332-343) | B minus = 82-80% (320-331) |
| C+ = 79-76% (304-319)  | C = 75-73% (292-303) | C minus = 72-70% (280-291) |
| D+ = 69-66% (264-279)  | D = 65-63% (252-263) | D minus = 62-60% (240-251) |
| F = 59-0% (0-239)      |                      |                            |

**Make-up Policy:** There will be no make-ups for your missed exams. There will be only one exception to this policy. Those students who provide written notice in advance who must miss class for university business will have special tests arranged usually before the scheduled test.

## Department of Justice Studies 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.

## Classroom Protocol

- (1) Turn off your cell phone or pager in class.
- (2) Do not come to class late or leave class early. If you have to arrive in class late regularly, I advise you not to take this course.
- (3) Respect your classmates' ideas and opinions, even when they are different from yours.
- (4) Do not chat with your classmates in class unless you are expected to have discussions in a small group.

(5) **Without the instructor's permission, audio or video recordings cannot be made in this class** ([University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>).

### **University, College, or Department Policy information**

**“University Policies:** Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

You can also find information (University Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>).

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

### **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

### **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that 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.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), 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.”

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.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **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 [Accessible Education Center](#) (AEC) to establish a record of their disability.

### **Student Technology Resources**

Computer labs and other resources for student use are available in:

[Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall

[Academic Technology Computer Center](#) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall

[Associated Students Computer Services Center](#) at <http://as.sjsu.edu/ascc/> on the 2nd floor of the Student Union

[Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>

[Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>

Additional computer labs may be available in your department/college

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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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 and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

# JS 151 Criminological Theory, Spring 2017, Course Schedule

*The schedule is subject to change with fair notice and how the notice will be made available.*

## Course Schedule

| Week | Date        | Topics, Readings, Assignments, Deadlines  |
|------|-------------|---|
| 1    | January 26  | <p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Your Biographical Note</b></li> <li>• <b>Crime vs. Deviance (Group Exercise)</b></li> </ul>   |
| 2    | February 2  | <p><b><u>Definitions of Crime</u></b></p> <ul style="list-style-type: none"> <li>• <b>Key Terms for FBI's Uniform Crime Reports (UCR)</b></li> </ul> <p><b>(Group Exercise #1)</b></p> <p><b><u>General Characteristics of Crime and Criminals</u></b></p> <p><b>The Killers and Their Victims</b><br/> <b>Ch. 3 Fox, Levin and Quinet (The Will to Kill)</b></p> <p><b><u>Introduction to Criminological Theory</u></b><br/> <b>Ch. 1 Akers, Sellers, and Jennings</b></p> |
| 3    | February 9  | <p><b><u>Introduction to Criminological Theories</u></b></p> <p><b>Criminological Theory (Biological/Biosocial and Psychological Theories)</b><br/> <b>Ch. 3 and Ch. 4, Akers, Sellers, and Jennings</b></p> <p><b>(Group Exercise #2)</b></p>  |
| 4    | February 16 | <p><b><u>The Emergence of Criminology (Classical Theory)</u></b><br/> <b>(Deterrence and Rational Choice Theories)</b></p> <p><b>Ch. 2, Akers, Sellers, and Jennings</b></p> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>• Gül, Serdar Kenan (2009). An Evaluation of the Rational Choice Theory in Criminology. (GRU [Girne American University] J. of Soc. &amp; Appl. Sci., 4 (8), 36-44.</li> </ul> <p><b>(Group Exercise #3)</b></p>      |

| Week | Date        | Topics, Readings, Assignments, Deadlines   |
|------|-------------|--|
| 5    | February 23 | <p><b><u>Criminological Theory (Social Learning Theory)</u></b><br/> <b>Ch. 5, Akers, Sellers, and Jennings</b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• Miller, H.V., Jennings, W.S., Alvarez-Rivera, L.L. &amp; Miller, J.M. (2008). Explaining Substance Use Among Puerto Rican Adolescents: A Partial Test of Social Learning Theory. <i>Journal of Drug Issues</i>, 38 (1), 261-283.</li> </ul> <p><b>(Group Exercise #4)</b></p>            |
| 6    | March 2     | <p><b><u>Criminological Theory (Social Bonding and Control Theories)</u></b><br/> <b>Ch. 6, Akers, Sellers, and Jennings</b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• Morris, R.G. &amp; Higgins, G. E. (2009). Neutralizing Potential and Self-Reported Digital Piracy: A Multitheoretical Exploration among College Undergraduates. <i>Criminal Justice Review</i>, 34 (2), 173-195.</li> </ul> <p><b>(Group Exercise #5)</b></p>               |
| 7    | March 9     | <p><b><u>Criminological Theory (Labeling and Reintegrative Shaming Theory)</u></b><br/> <b>Ch. 7, Akers, Sellers, and Jennings</b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• Adams, M.S., Robertson, C.T., Gray-Ray, P. &amp; Ray, M.C. (2003). Labeling and Delinquency. <i>Adolescence</i>, 38 (149), 171-186.</li> </ul> <p><b>(Group Exercise #6)</b></p>  |
| 8    | March 16    | <p><b><u>Criminological Theory (Social Disorganization Theory)</u></b><br/> <b>Ch. 8, Akers, Sellers, and Jennings</b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., and Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. <i>American Journal of Community Psychology</i>, 53, 198-207.</li> </ul> <p><b>(Group Exercise #7)</b></p> |
| 9    | March 23    | <b>Mid-term Exam</b>   |
| 10   | March 30    | <b>Spring Recess</b>   |

| Week | Date     | Topics, Readings, Assignments, Deadlines  |
|------|----------|---|
| 11   | April 6  | <p><b><u>Criminological Theory (Anomie and Strain Theories)</u></b><br/> <b>Ch. 9, Akers, Sellers, and Jennings</b></p> <p>(Group Exercise #8)</p>  |
| 12   | April 13 | <p><b><u>Criminological Theory (Marxist Theories)</u></b><br/> <b>Ch. 11, Akers, Sellers, and Jennings</b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• (Herbert, Bob (1995). “Central American Free Trade Zones Exploit Girls” (excerpted) shown in <i>The New York Times</i>, July 26. Retrieved from <a href="http://pangaea.org/street_children/latin/maquil.htm">http://pangaea.org/street_children/latin/maquil.htm</a></li> </ul> <p>(Group Exercise #9)</p>  |
| 13   | April 20 | <p><b><u>Criminological Theory (Feminist Theories)</u></b><br/> <b>Ch. 13, Akers, Sellers, and Jennings</b></p> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>• Scelfo, Julie (2005). “Bad Girls Go Wild: A rise in girl-on-girl violence is making headlines nationwide and prompting scientists to ask why.” <i>Newsweek</i>, June 13.<br/>Retrieved from <a href="http://www.fisheaters.com/forums/index.php?topic=482521.0">http://www.fisheaters.com/forums/index.php?topic=482521.0</a></li> <li>• Britt, Robert Roy (2006). “Girls Gone Bad: Statistics Distort the Truth.” April 10.<br/>Retrieved from <a href="http://www.livescience.com/4048-girls-bad-statistics-distort-truth.html">http://www.livescience.com/4048-girls-bad-statistics-distort-truth.html</a></li> </ul> <p>(Group Exercise #10)</p> |
| 14   | April 27 | <p>The Will to Kill<br/> <b><u>Reflection Paper Due on April 27, 2017</u></b></p> <p><b>Additional Reading</b></p> <ul style="list-style-type: none"> <li>• Kidd, Scott T. &amp; Meyer, Cheryl L. (2002). A Comparison of Fatal School Shootings in Rural Communities. <i>Journal of Rural Community Psychology</i>, 5 (1).</li> </ul> <p>(Group Exercises #11)</p>   |

| Week | Date   | Topics, Readings, Assignments, Deadlines  |
|------|--------|---|
|      |        | <b>The Rich Get Richer and the Poor Get Prison</b><br><b>Reiman and Leighton, Ch. 1, Ch. 2 Ch. 3, and Ch. 4</b>                                     |
| 15   | May 4  | <b>The Rich Get Richer and the Poor Get Prison</b><br><b>Reiman and Leighton, Ch. 1, Ch. 2 Ch. 3, and Ch. 4</b><br><br><b>(Group Exercises #12)</b> |
| 16   | May 11 | <u><b>Group Presentation</b></u>  |
| 17   | May 18 | <u><b>Final Exam from 5:15 to 7:30 p.m.</b></u>   |