



## JS 151, CRIMINOLOGICAL THEORY

Winter 2017, Online

JS Competency Area: A, Core

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### COURSE DESCRIPTION AND GOALS

*Instructor's* Students learn scientific explanations for attitudes and behaviors associated with criminal laws and violations of those laws; these explanations are also known as criminological theories. Students are introduced to the most frequently used theories in the field. Theories, however, cannot be divorced from the things that they explain. For this reason, criminology topics are included so that students can see examples of how the theories help to explain crime and social reactions to it.

The topics covered in this course are not exhaustive of those in the field of criminology, but they are from among the most interesting to contemporary Americans. At the end of the course, students should know the various explanations for criminal behaviors, explanations for social control, research on select crimes, and the linkage between explanations and that research.

*Catalog's* 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 Learning Outcomes

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

1. Explain how crime is measured and discuss the advantages and disadvantages of major sources of crime data (including official statistics, victim surveys, and self report surveys).
2. Discuss the extent and severity of formal and informal responses to various types of crime and offenders.
3. Explain the prevalence of various types of crime, and identify the characteristics of likely offenders and victims.
4. Integrate and apply different theoretical perspectives to explain a range of specific criminal offenses, and compare and contrast the strengths and weaknesses of those theories.

## 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.

## COURSE REQUIREMENTS

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>.

Learning in this course is accomplished primarily through reading (1) the textbook and (2) PowerPoint presentations, and by writing (1) discussion posts and (2) short paper assignments. These things, and the ways that they are graded, are explained below. Everything except the textbook is acquired and/or turned in via the course website on Canvas.

### Required Text

*Criminology, 11<sup>th</sup> Edition*, by John E. Conklin. Pearson.  
(ISBN: 978-0-13-276444-5)

Discussions The course website's discussion area is an important place for learning in this course. For this reason, PPT lectures and assignments will prompt students to post to the discussion area. Students must post at least one discussion item for each of the prompts. Of course, posting but not reading would be pointless. Therefore, students are required to "reply" to discussion items posted by other students each time discussion is prompted. Students are graded on their posts. My subjective assessment of participation in discussions will be used to determine 10% of the overall grade. Generally, students will receive an 'A' for regular, insightful contributions to discussions. A 'C' will be granted for occasional, insightful contributions or regular, pedestrian comments. Students with few comments or insights will receive an 'F.'

Quizzes Reading is the cornerstone of advanced learning. Therefore, assigned reading should be completed in a timely manner by the dates indicated on the course schedule (at the end of this syllabus). To encourage students to read and keep up with the course, there will be 10 short quizzes (the two lowest scores will be dropped from the final grade). Each quiz will assess learning of the material covered since any prior quiz.

Poor performance on a quiz is an indicator that more studying is needed for the topic(s) the quiz covered.

Quizzes appear in the Quizzes area of Canvas. They will open at 8AM a day before they are due, and they must be completed by midnight (technically, 11:59 PM) of the date assigned on the course schedule. The average of the 8 highest scoring quizzes will comprise 25% of the overall course grade.

On a final note, quiz time limits are intended to prevent students from looking up answers in the book and notes while taking the quiz. This is because the quizzes are not perfunctory; they are intended to encourage students to read all material at a proper pace. Therefore, **read all book and PowerPoint material before starting each quiz.**

Theory Application Papers (TAPs) To help students learn topics that are more difficult to understand via reading alone, and in line with the *Justice Studies Reading and Writing Philosophy*, students will complete two short paper assignments. These will involve linking theories from the course to material and issues in contemporary reputable news outlets—no fake news allowed. The TAP assignments will be posted in advance. Each TAP must be turned in via Canvas. Each is due by midnight of assigned date (see the course schedule). Together, the TAPs compose 25% of the final grade.

Exams There will be two exams. Each exam will consist of writing responses to questions and some multiple choice items. The final will *not* be comprehensive. **The final exam may not be taken early for any reason.** Each exam will count as 20% of the final grade. Exams will be taken through the “quizzes” interface on the course website on Canvas. They will be available for 1½ days to accommodate various student schedules. Students are given 6 hours to take the exams (they are designed to take only about an hour). **Students should login to the exams at least 6 hours prior to the closing deadline to get the full 6 hours of time.**

## FINAL GRADE

The final course grade will be based on the final score out of 100 possible points from the components above (participation, quizzes, TAPs, and exams). Since the grade is based on an achievement scale, not a curve, it is theoretically possible for everyone to earn an A.

If students encounter a technological problem while submitting TAPs or taking quizzes or exams, they should contact the instructor immediately via email or some other channel of communication. **One cannot make up a missed quiz or TAP, it counts as zero.**

Grades are based on the following weights:

Participation (discussion)	10 points
Quizzes	25 points
TAPs	25 points
Exam I	20 points
Exam II	20 points
<hr/> Total	<hr/> 100 points

The grading scale is:

A+ 100 – 97	A 96 – 91	A- 90 – 89
B+ 88 – 87	B 86 – 81	B- 80 – 79
C+ 78 – 77	C 76 – 71	C- 70 – 69
D+ 68 – 67	D 66 – 61	D- 60 – 59
F 58 or below		

*Final grade must be C or higher to fulfill Justice Studies major requirements. Justice Studies majors have 2 chances to pass this course with a C or better. If not accomplished with the first attempt, the student will be placed on probation in the major and required to retake the course within a year. If not accomplished with the second attempt, the student will be disqualified from the major (and must seek advising from AARS to select a new major). This policy is strictly enforced.*

Refer to the “Worksheet” at the end of this syllabus for more information on how to calculate grades. **The instructor will not give ‘I’ grades except in the most extreme emergencies, and where at least 2/3 of the course were completed.**

### MY COMMITMENT TO STUDENTS

Students, their families, and California citizens are investing vast resources in each student’s educational venture. They deserve an experience worthy of that investment. Therefore, I strive to provide an excellent educational experience through effective teaching. It is appropriate for students to expect me to be an expert in Criminology and a master at helping them to learn in this area.

I commit myself to: (1) help students recognize the importance of what they are learning; (2) focus on the most important issues; (3) provide materials that facilitate learning; (4) be approachable and responsive to all students, regardless of background; (5) to structure assignments in ways that enhance learning; and (6) to grade in ways that provide accurate and meaningful evaluations of performance. I believe that students will find this class worthy of the investment of time and resources.

### DISABILITIES

I am strongly committed to equal access to education. Any student who has a specific disability that needs academic accommodations should notify me as soon as possible. I will work to ensure a positive learning experience. Please inform me of needed accommodations on the first day of class, or as soon as possible after qualifying for accommodations. [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](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. Nonetheless, I am also inclined to address other needs that may not meet the definition of verified disabilities. Therefore, even if not registered with AEC, students may discuss issues with me to see whether I can help. Finally, many disabilities require extended time for quizzes and exams; my policy is to *always build into quizzes and exams at least double the time needed by the average student*. For this reason, if your accommodation is limited to extended time, you will likely not need to raise the issue with me.

### ETHICAL CONDUCT

Your commitment to learning is evidenced by your enrollment at San José 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/>.

I expect students to behave in accordance with the highest standards of academic honesty. A few students get into trouble because they are unaware of what constitutes academic misconduct. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Academic misconduct could result in failure for an assignment (typically a grade of zero), or for the course, or even in expulsion from the university.

Students are also expected to respect the right of their fellow students to learn. In all course activities, students must maintain a respectful demeanor toward fellow students regardless of personal assessments of them. *Failure to act according to the standards set forth here will have consequences. For example, students may be dismissed from the course, and a complaint made to the Office of Student Conduct and Ethical Development.*

### **CASA STUDENT SUCCESS CENTER**

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5<sup>th</sup> floor of MacQuarrie Hall, provides advising for undergraduate students majoring in or wanting to major in programs offered in CASA. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education (GE) 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 (MH) 533I. 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.**

### **UNIVERSITY POLICIES**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## COURSE SCHEDULE

The schedule is subject to change with fair notice during the session. **Additional reading may be assigned, and due dates may change.** Read the listed readings, PPTs, and other material **by the date that the corresponding topic is last covered and before a new one listed** (e.g., Conklin chapters 1 & 2 should be read by January 3).

Day	Topic, Reading Assignment & Activities	Item	Due
Jan. 3	<u>Introduction to the Field</u> <i>Conklin: Chapters 1 &amp; 2</i> ; PPT 1	Info Sheet	Jan. 3
Jan. 4	<u>American Crime</u> <i>Conklin: Chapters 3 &amp; 4</i> ; PPT 2	Quiz 1 (to remain open through Jan. 5)	Jan. 4
Jan. 5	<u>Early and Classical Theories</u> PPT 3	Quiz 2 (to remain open through Jan. 6)	Jan. 5
Jan. 6	<u>Biological and Psychological Theories</u> <i>Conklin: Chapter 5</i> ; PPT 4	Quiz 3	Jan. 6
Jan. 9	<u>Social Structural Theories</u> <i>Conklin: Chapter 6 &amp; 9</i> ; PPT 5 <u>Property Crime</u> PPT 6	Quiz 4	Jan. 9
Jan. 10	<u>Social Process Theories</u> <i>Conklin: Chp 8 Pp 179-93, Chp 7 Pp 152-63, Chp 8 Pp 199-203</i> ; PPT 7 <u>Social Control Theories</u> <i>Conklin: Chapter 7, Pp. 163-177</i> ; PPT 8	Quiz 5	Jan. 10
Jan. 11	<b>TAP 1 Due</b> <b>Exam 1 opens at noon</b>		Jan. 11 Jan. 11
Jan. 12	<b>Exam 1 closes at 11:59 PM</b> <u>Violent Crimes</u> PPT 9 <u>Social Reaction Theories</u> <i>Conklin: Chapter 8, Pp. 194-199 &amp; Chp. 12</i> ; PPT 10		Jan. 12
Jan. 13	<u>Public Order Crime</u> PPT 11	Quiz 6	Jan. 13
Jan. 17	<u>Criminal Careers</u> <i>Conklin: Chapter 10</i>	Quiz 7	Jan. 17
Jan. 18	<u>Organized Crime, Computer Crime</u> <i>Conklin: Chapter 11</i> ; PPT 12 <u>Political Crime and Terrorism</u> PPT 13	Quiz 8	Jan. 18
Jan. 19	<u>Official Responses to Crime and Effectiveness</u> <i>Conklin: Chapters 13 &amp; 14</i> <u>Ways to Reduce Crime</u> <i>Conklin: Chapter 15</i> ; PPT 14	Quiz 9 Quiz 10	Jan. 19 Jan. 19
Jan. 20	<b>TAP 2 Due</b> <b>Exam 2 closes at 11:59 PM</b>		Jan. 20 Jan. 20

**Grade Worksheet for JS 151  
Criminological Theory**

	Section Average Or Score	X	Section Weight	=	Section Points Earned
<b>Participation:</b>	_____	X	10	=	_____
<b>Quizzes:</b>	_____	X	25	=	_____
<b>TAPs:</b>	_____	X	25	=	_____
<b>Exam 1:</b>	_____	X	20	=	_____
<b>Exam 2:</b>	_____	X	20	=	_____

To calculate final grade: Enter section average or score for each section, multiply by the section weight for each section, and enter the product as earned points for each section. The final grade is calculated by dividing the sum of earned points by 100.

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**To calculate current grade:** 1. Enter section average or score for each graded section, multiply by the section weight for each section, and enter the product as earned points for each section.  
 2. Add the earned points for all graded sections to get the *current sum of earned points*.  
 3. Next, add the section weights of all graded sections to get the *current graded points*.  
 4. Divide the *current sum of earned points* by the *current graded points*. The resulting quotient is the *current grade*.

**Current Grade Example:**

A student who has an estimated Participation grade of 80, a current Quiz average of 95 (drop the lowest two), a current TAPs average of 75, and an Exam I grade of 90 wants to know her current grade. Using the worksheet, she gets following:

	Section Average Or Score	X	Section Weight (percent to proportion)	=	Section Points Earned
<b>Participation:</b>	<b>80</b>	X	<b>10</b>	=	<b>800</b>
<b>Quizzes:</b>	<b>95</b>	X	<b>25</b>	=	<b>2375</b>
<b>TAPs:</b>	<b>75</b>	X	<b>25</b>	=	<b>1875</b>
<b>Exam 1:</b>	<b>90</b>	X	<b>20</b>	=	<b>1800</b>
<b>Exam 2:</b>	—	X	<b>20</b>	=	—
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	<u>Current Sum of Earned Points</u>	÷	<u>Current Graded Points</u>	=	<u>Current Grade</u>
	800 + 2375 + 1875 + 1800 = 6850	÷	10 + 25 + 25 + 20 = 80	=	85.6, B