San José State University
Justice Studies Department
JS 151 Criminological Theory (Section 80)
Fall 2022

Instructor:	Dr. Yoko Baba
Office Location:	TBD
Telephone:	TBD
Email:	Yoko.baba@sjsu.edu (preferred/best method of contact)
Office Hours:	Thursday from 3:00 to 4:00 p.m. (Zoom) Email Correspondence from Monday through Friday
Class Days/Time:	**Online (Zoom Meeting on Thursday from 4:30 to 7:15 p.m.)**
Classroom:	Online
Prerequisites:	**Prerequisites: JS 10, JS 12, JS 25 or FS 11** **Pre/Co-requisite: JS 100W for JS Majors**

Course Format

Online instruction is used.

Online Course

All instruction takes place online with no physical in-person or campus meetings. Internet connectivity, computer, and access to software apps (i.e., Microsoft Office, Adobe, Canvas, and Zoom) are required for this class. **You are expected to have Zoom audio capability**. **However, Zoom visual capability is recommended.**

You are expected to attend the Zoom meeting every week. **You are expected to present at least once a semester for 30 points**. Please also note that this course is based on **the synchronous method**, meaning that our class meetings are set on Thursday from 4:30 p.m. to 7:15 p.m.

Zoom Meeting (Meeting Id and Password) are the same for Office Hours and Criminology Class.

Meeting ID: 81578268584
Password: 029928

Topic: JS 151 Section 80
Time: Aug 25, 2022 03:00 PM Pacific Time (US and Canada)
Every week on Thu, until Dec 8, 2022, 16 occurrence(s)
Aug 25, 2022 03:00 PM
Sep 1, 2022 03:00 PM
Sep 8, 2022 03:00 PM
Sep 15, 2022 03:00 PM
Sep 22, 2022 03:00 PM
Sep 29, 2022 03:00 PM
Oct 6, 2022 03:00 PM
Oct 13, 2022 03:00 PM
Oct 20, 2022 03:00 PM
Oct 27, 2022 03:00 PM
Nov 3, 2022 03:00 PM
Nov 10, 2022 03:00 PM
Nov 17, 2022 03:00 PM
Nov 24, 2022 03:00 PM
Dec 1, 2022 03:00 PM
Dec 8, 2022 03:00 PM
Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly:
https://sjsu.zoom.us/meeting/tZUocOGqqDMvEtABlRUwv_NqUJyrmgCyJg_8/ics?icsToken=98tyKuGpqzwiGNKdtRGDRpwcGY_CWerwplxYj7d8vhPXNjdFXS3nA8hbIL94M8H6

Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/81578268584?pwd=bSsrYmZzQ1diN2NlTzJNNkxXU2xFQT09
Password: 029928

Or iPhone one-tap :
US: +16699006833,,81578268584# or +12532158782,,81578268584#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 646 876 9923 or +1 301 715 8592
Meeting ID: 815 7826 8584
International numbers available: https://sjsu.zoom.us/u/koM9evyf1

Or an H.323/SIP room system:
H.323:
162.255.37.138
Meeting ID: 815 7826 8584
Password: 029928

SIP: 81578268584@vip2.zoomcrc.com

Password: 029928

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.

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.

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 rate.

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., & Jennings, W.G. (2021). *Criminological Theories: Introduction, Evaluation, and Application* (8th edition). New York, NY: Oxford University. ISBN: 9780190455163

(2) Reiman, J. & Leighton, P. (2020). *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (12th edition). New York, NY: Routledge. ISBN: 9781138193963

(3) Fox, J.A., Levin, J., & Quinet, K. (2019). *The Will to Kill: Making Sense of Senseless Murder* (5th edition). Los Angeles, CA: Sage. ISBN: 9781506365961

Additional 10 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.
- Chambliss, W. J. (1972) The Saints and the Roughnecks. file:///Users/Yoko/Downloads/saints%20and%20roughnecks%20by%20William%20Chambliss.pdf

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

- Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., & 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

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
- Reckdenwald, A. & Parker, K.F. (2008). The Influence of Gender Inequality and marginalization on Types of Female Offending. *Homicide Studies*, 12, 2, 208-226.

Library Liaison

Nyle Monday, MLK Librarian nyle.Monday@sjsu.edu

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 assigned chapters and articles in advance.
(2) Your grade is based on:
   1) Reading Analyses
   2) Response Paper
   3) Mid-term Exam
   4) Final Exam
   5) Zoom participation

Written Assignments:

General formatting requirements for all written assignments (i.e., **Reading Analyses** and **Response Paper**) include a cover page, page numbering, 1" margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references.

APA guidelines can be found in the American Psychological Association, 7th Edition reference book available at any bookstore. A quick style guide may be found at the OWL Purdue Online Writing Lab.

Written assignments uploaded to the Assignment section of Canvas must be in the following word processing file format: Microsoft Word (*.doc or *.docx). Students are 100% responsible for uploading the correct file when submitting an assignment. Failure to upload the correct file will result in a zero or an incomplete for the assignment depending on the grading structure.

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Reading Analyses (25 points x 12 = 300 points)

Reading analyses are designed to review and enhance your learning of the week's topic by reading the **Assigned Book Chapter(s) and Articles.** After reading materials, you need to answer the questions listed in this section.

Follow the above guidelines for written assignments. You need to complete your answers in an essay format. You **must** cite page numbers when referring to specific material from the reading. These assignments are completed at home. **You must upload an electronic copy to the Assignment section of Canvas by Monday at 11:59 p.m. on their assigned due dates**. **I will NOT accept your late assignments.**

Each reading analysis is worth 25 points (see below).

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Assigned Books and Articles

September 1

- **(Reading -- But No Writing Assignment: Ch. 2 by Fox, Levin, & Quinet)**

Ch. 2 (The Killers and Their Victims)
Fox, Levin, & Quinet (The Will to Kill)

Questions:

After you read the above reading, you need to prepare 2 key points (in statements) and discuss them on September 1, 2022.

Introduction to Criminological Theories

- **(Reading Analysis #1. 1 – Reading Ch. 3 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on August 29 (Monday) at 11:59 p.m.

Ch. 3 (Biological/Biosocial Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

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September 8

- **(Reading Analysis #1. 2 – Reading Ch. 3 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on September 5 (Monday) at 11:59 p.m.

Ch. 4 (Psychological Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

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September 15

- **(Reading Analysis #1. 3 – Ch. 2 by Akers, Sellers, & Jennings) (25 points)**

(You need to write and turn in your analysis).

Due on September 12 (Monday) at 11:59 p.m.

Ch. 2 (Deterrence and Rational Choice Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

- 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.

Questions B: (about 1 to 2 pages)

(a) After reading the above article, evaluate how the Rational Choice Theory may work better with some types of crimes or criminals than with others (white-collar criminals vs. street criminals).
(b) Answer the question by referring to eight points of fundamentals of the Rational Choice Theory included in the article (p. 37).

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September 22

- **(Reading Analysis #1. 4 – Ch. 5 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on September 19 (Monday) at 11:59 p.m.

Ch. 5 (Social Learning Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

- 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.

Questions B: (about 1 to 2 pages)

(a) After reading the above article, briefly define several important concepts included in the article.
(b) In two to three sentences, explain what the authors are trying to get across.
(c) What did the authors find?

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September 29

- **(Reading Analysis #1. 5 – Ch. 6 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on September 26 (Monday) at 11:59 p.m.

Ch. 6 (Social Bonding and Control Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

- 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.

Questions B: (about 1 to 2 pages)

(a) After reading the above article, briefly define several important concepts included in the article.
(b) In two to three sentences, explain what the authors are trying to get across.
(c) What did the authors find?

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October 6

- **(Reading Analysis #1. 6 – Ch. 7 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on October 3 (Monday) at 11:59 p.m.

Ch. 7 (Labeling and Reintegrative Shaming Theory)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

- Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency.

Adolescence, 38 (149), 171-186.

Questions B: (about 1 to 2 pages)

(a) After reading the above article, briefly define several important concepts included in the article.
(b) In two to three sentences, explain what the authors are trying to get across.
(c) What did the authors find? Examine which labeling, informal (i.e., teacher, family, and peer) or formal labeling, was a source of negative labeling for which type of delinquency?

- Chambliss, W. J. (1972) The Saints and the Roughnecks. file:///Users/Yoko/Downloads/saints%20and%20roughnecks%20by%20William%20Chambliss.pdf

Questions C: (about 1 to 2 pages)

After reading the above article, answer the following questions.
(a) Why were the Saints seen as good boys and the Roughnecks seen as bad boys?
(b) The conventional wisdom is that criminals are different from noncriminals, that bad things are done by bad people. To what extent does the information presented in Chambliss' article contradict the conventional wisdom?
(c) In what specific way did differences in social class (for example, economic resources and cultural capital) contribute to the community's different treatment of and regard for the Saints and the Roughnecks?

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October 13

- **(Reading Analysis #1. 7 – Ch. 8 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on October 10 (Monday) at 11:59 p.m.

Ch. 8 (Social Disorganization Theory)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain <u>at least 1 theorist's arguments (in statements). Be sure to include one theorist.</u>

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

<u>Questions B:</u> (about 1 to 2 pages)

(a) After reading the above article, briefly define several important concepts included in the article.
(b) In two to three sentences, explain what the authors are trying to get across.
(c) What did the authors find?
(d) Why was collective efficacy unrelated to woman's IPV perpetration and victimization?
(e) Why were frequencies of IPV by stander intervention increased, as collective efficacy increased?

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<u>October 27</u>

- **(Reading Analysis #1. 8 – by Akers, Sellers, & Jennings) (25 points) (<u>You need to write and turn in your analysis</u>).**

<u>Due on October 24 (Monday) at 11:59 p.m.</u>

Ch. 9 (Anomie and Strain Theories)
Akers, Sellers, & Jennings (Criminological Theory)

<u>Questions A</u>; (about 2 pages)

After you read the above reading, you need to identify, define, and explain <u>at</u> <u>least 1 theorist's arguments (in statements). Be sure to include one theorist.</u>

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<u>November 3</u>

- **(Reading Analysis #1. 9 – by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on October 31(Monday) at 11:59 p.m.

Ch. 11 (Marxist Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

(a) After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

(b) If capitalism is the cause of crime, how do you explain crime in a socialist society? Read the textbook.

- (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

Questions B: (about 1 to 2 pages)

After reading the above article, answer the following questions.

Apply the following concepts to the article: two-economic groups, means of production, alienation, reserved army of labor, surplus labor, surplus profit, class consciousness, class conflict, and revolution. All concepts need to be applied to the article.

Note: Under capitalism, individuals are free to purchase and own their own homes, cars, etc. and live where they want. Under socialism, the whole community collectively owns and controls property, goods, and production.

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November 10

- **(Reading Analysis #1. 10 – Ch. 13 by Akers, Sellers, & Jennings) (25 points) (You need to write and turn in your analysis).**

Due on November 7 (Monday) at 11:59 p.m.

Ch. 13 (Feminist Theories)
Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.

- 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

Questions B: (about 1 page)

After reading the above article, answer the following questions.
(a) What is the author's argument?'
(b) How has the women's liberation movement contributed to a rise in girl-on-girl violence, if any contribution? Discuss this question in relation to Rita Simon's Opportunity Hypothesis (see the criminological Theories
textbook on p.270).
(c) How does Frieda Adler's Masculine Hypothesis (See the Criminological Theories textbook on pp. 269 - 270) explain a rise in girl-on-girl violence?

- 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

Questions C: (about 1 page)

(a) What is the author's counterargument to Scelfo's argument?
(b) How does the author explain the increase in female arrests?
(c) How does Meda Chesney-Lind explain the rise in arrests for females in the article?

- Reckdenwald, Amy & Parker, K.F. (2008). The influence of Gender Inequality and

Marginalization on Types of Female Offending. *Homicide Studies,* 12, 2, 208-226.

Questions D: (about 1 to 2 pages)

(a) What did the authors try to find out in this article?
(b) What types of crimes did the authors include to test in the article? Why did they choose these crimes?
(c) Explain the economic marginalization hypothesis.
(d) Which questions (variables) of Gender Inequality were related to which crimes (crimes were defined in #2)?
(e) Which questions (variables) of Economic Marginalization were related to which crimes (crimes were defined in #2)?
(f) Present short summary of the authors' findings related to gender inequality and economic marginalization.

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November 17

(Reading Analysis #1. 11 – Ch. 1 and Ch. 2 by Reiman & Leighton) (25 points) (You need to write and turn in your analysis).

Due on November 14 (Monday) at 11:59 p.m.

Ch. 1 (Crime Control in America: Nothing Succeeds Like Failure)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements). You also discuss the Pyrrhic defeat theory included in this reading.

Ch. 2 (A Crime by Any Other Name . . .)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions B: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements).

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December 1

- **(Reading Analysis #1. 12 – Ch. 3 and Ch. 4 by Reiman & Leighton) (25 points) (You need to write and turn in your analysis).**

Due on November 28 (Monday) at 11:59 p.m.

Ch. 3 (. . . And the Poor Get Prison)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements).

Ch. 4 (To the Vanquished Belong the Spoils: Who is Winning the Losing War Against Crime?)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions B: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements). You also discuss the Pyrrhic defeat theory included in this reading.

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Response Paper (70 points)

The response paper is due on Thursday, December 1 (Thursday), 2022 at 11:59 p.m.

No late paper is accepted.

You need to read the following required textbook and write a response paper. Fox, J.A., Levin, J., and Quinet, K. 2019. *The Will to Kill: Making Sense of Senseless Murder* (5th 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**.
(10) Written assignments should be uploaded to the Assignment section of Canvas.

Theories

• **Use three different theories for three different chapters**.

• For example, you need to choose Aker's Social Learning Theory (Ch. 5), Hirschi's Control Theory (Ch. 6), and Durkheim's Anomie Theory (Ch. 9).

• However, you can NOT choose Deterrence Theory, Rational Choice Theory, and Routine Activities Theory. All of them are from Classical Theory (Ch. 2)

(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 Theory
• 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
• Freda Adler or
• Rita Simon or
• James Messerschmidt

APA Citation Basics
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

- When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, like, for example, (Jones, 1998). One complete reference for each source should appear in the reference list at the end of the paper.
- If you are **referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work**, you only have to make reference to the author and year of publication and not the page number in your in-text reference.

- On the other hand, if you are **directly quoting or borrowing from another work**, you should include the page number at the end of the parenthetical citation. Use the abbreviation "p." (for one page) or "pp." (for multiple pages) before listing the page number(s). Use an en dash for page ranges. For example, you might write (Jones, 1998, p. 199) or (Jones, 1998, pp. 199–201). This information is reiterated below.
- Regardless of how they are referenced, all sources that are cited in the text must appear in the reference list at the end of the paper.

Summary of Paraphrase
- If you are **paraphrasing an idea from another work**, you only have to make reference to the author and year of publication in your in-text reference and may omit the page numbers. APA guidelines, however, do encourage including a page range for a summary or paraphrase when it will help the reader find the information in a longer work.
- According to Jones (1998), APA style is a difficult citation format for first-time learners.

- APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

APA Citation Guide (7th edition): Works Cited in Another Source
https://columbiacollege-ca.libguides.com/c.php?g=713274&p=5082933

- Sometimes an author of a book, article or website will mention another person's work by using a quotation or paraphrased idea from that source. The work that is mentioned in the article you are reading is called the primary source. The article you are reading is called the secondary source.

- For example, suppose you are reading an article by Brown (2014) that cites information from an article by Snow (1982) that you would like to include in your essay. For the reference list, you will only make a citation for the secondary source (Brown). You do not put in a citation for the primary source (Snow) in the reference list. For the in-text citation, you identify the primary source (Snow) and then write "as cited in" the secondary source (Brown). If you know the year of the publication of the primary source, include it in the in-text citation. Otherwise, you can omit it.
- See below for examples.

Examples of in-text citations:

- According to a study by Snow (1982, as cited in Brown, 2014), 75% of students believe that teachers should not assign nightly homework.
- *Note: If you don't have the publication date of Snow's article, you just omit it like this:*
- According to a study by Snow (as cited in Brown, 2014), 75% of students believe that teachers should not assign nightly homework.
- In fact, 75% of students believe that teachers should not assign nightly homework (Snow, 1982, as cited in Brown, 2014).
- Snow (1982, as cited in Brown, 2014) concluded that "nightly homework is a great stressor for many students" (p.34).

Example of Reference list citation:

- Brown, S. (2014). Trends in homework assignments. *Journal of Secondary Studies*, *12(3)*, 29-38. http://doi.org/fsfsbit

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Exams (50 points each):

There are mid-term exam and final exam. These examinations consist of **25 multiple-choice questions**.

You must take the exams on the scheduled day (see below).

There are NO make-up Mid-term exam and Final exam.

Mid-term Exam (50 points): No class on this day.

The mid-term exam is scheduled on **Thursday, October 20, 2022 from 7:30 p.m. to 8:30 p.m. (Canvas). The exam will close promptly at 8:30 p.m.**

Final Exam (50 points): No class on this day.

The final exam is scheduled on **Thursday, December 8, 2022 from 5:15 to 6:15 p.m.**

(Canvas). The exam will close promptly at 6:15 p.m.

University Policy S17-1 (http://www.sjsu.edu/senate/docs/S17-1.pdf) states that
"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment

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Final Grade (500 points):

(1) 1 Response Paper (CLO #1 and #4)	70 points
(2) Mid-term Exam (CLO #1, #2, #3 and #4)	50 points
(3) Final Exam (CLO #1, #2, #3 and #4)	50 points
(4) Reading Analyses (CLO#1 and #2)	300 points
(5) Zoom participation (CLO#1 and #2)	30 points

Note 1: Reading Analysis (25 points x 12 = 300 points)
You can drop one Reading Analysis. You can complete 11 analyses (12 analyses minus 1 analysis) or all 12 analyses. Either one, your total possible scores are 300 points. This process is automatically calculated by Canvas.

Note 2: Zoom Participation (30 points x 1 = 30 points)
You need to present reading analyses via Zoom at least one time throughout the semester. For your presentation, it is worth 30 points.

One day before your presentation, you need to submit your PowerPoint material (one to two pages) via email to me.

You need to sign-up for the presentation. I will announce.

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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.

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/

Grading Policy
Total Points Possible: 500 points (There is no possibility of extra credit)

A plus = 97 to 100% (485 to 500)	A = 94 to 96% (470 to 484)	A minus = 91 to 93% (455 to 469)
B plus = 88 to 90% (440 to 454)	B = 85 to 87% (425 to 439)	B minus = 82 to 84% (410 to 424)
C plus = 79 to 81% (395 to 409)	C = 76 to 78% (380 to 394)	C minus = 73 to 75% (365 to 379)
D plus = 70 to 72% (350 to 364)	D = 67 to 69% (335 to 349)	D minus = 64 to 66% (320 to 334)
F = 0 to 63% (319 or lower)		

Make-up Policy: There will be no make-ups for your missed exams. There will be only one exception to this polity. 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.

Classroom Protocol (For online class, please adapt as appropriate)

(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**).**

University, College, or Department Policy information

Per University Policy S16-9, faculty are no longer required to include university level policy

information in the syllabus, instead, provide "*a link in accessible format regarding such topics as academic integrity, accommodations, and services available to all students (e.g. learning assistance, counseling, and other resources).*" This link of Syllabus Information page (http://www.sjsu.edu/gup/syllabusinfo) is hosted by the Office of Undergraduate Education. Please make sure to review university policy and available services information with your students.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus" (*University Policy S16-9)*

JS 151 Criminological Theory, Fall 2022, 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	August 25	**Introduction (Zoom Meeting)** **Canvas: Read Syllabus Carefully** **Definitions of Crime** **Key Terms for FBI's Uniform Crime Reports (UCR) (Look at the Module Section of Canvas and Understand FBI's Definitions of Key Terms)**

2	September 1	**General Characteristics of Crime and Criminals (Zoom Meeting)** **(Reading -- But No Writing Assignment: Ch. 2 by Fox, Levin, & Quinet)** Ch. 2 (The Killers and Their Victims) Fox, Levin, & Quinet (The Will to Kill) **Questions:** **After you read the above reading, you need to prepare 2 key points (in statements) and discuss them on September 1, 2022.** **Introduction to Criminological Theories** **(Reading Analysis #1. 1 – Reading Ch. 3 by Akers, Sellers, & Jennings) (You need to write and turn in your analysis).** **Due on August 29 (Monday) at 11:59 p.m.** Ch. 3 (Biological/Biosocial Theories) Akers, Sellers, & Jennings (Criminological Theory) **Questions A: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.**
3	September 8	**Introduction to Criminological Theories (Zoom Meeting)** **(Reading Analysis #1. 2 – Reading Ch. 3 by Akers, Sellers, & Jennings) (You need to write and turn in your analysis).** **Due on September 5 (Monday) at 11:59 p.m.** Ch. 4 (Psychological Theories) Akers, Sellers, & Jennings (Criminological Theory) **Questions A: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.**

Week	Date	Topics, Readings, Assignments, Deadlines
4	September 15	**<u>The Emergence of Criminology</u> (Classical Theory) (Zoom Meeting)** **(Reading Analysis #1. 3 – Ch. 2 by Akers, Sellers, & Jennings) (<u>You need to write and turn in your analysis</u>).** **<u>Due on September 12 (Monday) at 11:59 p.m.</u>** Ch. 2 (Deterrence and Rational Choice Theories) Akers, Sellers, & Jennings (Criminological Theory) **<u>Questions A:</u> (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain <u>at least 1 theorist's arguments (in statements). Be sure to include one theorist.</u>** **----------** • 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. **<u>Questions B:</u> (about 1 to 2 pages)** (a) After reading the above article, evaluate how the Rational Choice Theory may work better with some types of crimes or criminals than with others (white-collar criminals vs. street criminals). (b) Answer the question by referring to eight points of fundamentals of the Rational Choice Theory included in the article (p. 37).

5	September 22	**(Zoom Meeting)** **(Reading Analysis #1. 4 – Ch. 5 by Akers, Sellers, & Jennings)** **(<u>You need to write and turn in your analysis</u>).** **<u>Due on September 19 (Monday) at 11:59 p.m.</u>** Ch. 5 (Social Learning Theory) Akers, Sellers, & Jennings (Criminological Theory) **<u>Questions A:</u> (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain <u>at least 1 theorist's arguments (in statements). Be sure to include one theorist.</u>** **----------** • 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. **<u>Questions B:</u> (about 1 to 2 pages)** (a) After reading the above article, briefly define several important concepts included in the article. (b) In two to three sentences, explain what the authors are trying to get across. (c) What did the authors find?

6	September 29	**(Zoom Meeting)** **(Reading Analysis #1. 5 – Ch. 6 by Akers, Sellers, & Jennings)** **(<u>You need to write and turn in your analysis</u>).** **<u>Due on September 26 (Monday) at 11:59 p.m.</u>** Ch. 6 (Social Bonding and Control Theories) Akers, Sellers, & Jennings (Criminological Theory) **<u>Questions A</u>: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain <u>at least 1 theorist's arguments (in statements). Be sure to include one theorist.</u>** --- • 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. **<u>Questions B:</u> (about 1 to 2 pages)** (a) After reading the above article, briefly define several important concepts included in the article. (b) In two to three sentences, explain what the authors are trying to get across. (c) What did the authors find?

Week	Date	Topics, Readings, Assignments, Deadlines
7	October 6	**(Zoom Meeting)** **(Reading Analysis #1. 6 – Ch. 7 by Akers, Sellers, & Jennings) (You need to write and turn in your analysis).** **Due on October 3 (Monday) at 11:59 p.m.** Ch. 7 (Labeling and Reintegrative Shaming Theory) Akers, Sellers, & Jennings (Criminological Theory) **Questions A: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.** --- • Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. *Adolescence,* 38 (149), 171-186. **Questions B: (about 1 to 2 pages)** (a) After reading the above article, briefly define several important concepts included in the article. (b) In two to three sentences, explain what the authors are trying to get across. (c) What did the authors find? Examine which labeling, informal (i.e., teacher, family, and peer) or formal labeling, was a source of negative labeling for which type of delinquency? --- • Chambliss, W. J. (1972) The Saints and the Roughnecks. file:///Users/Yoko/Downloads/saints%20and%20roughnecks%20by%20William%20Chambliss.pdf **Questions C: (about 1 to 2 pages)** After reading the above article, answer the following questions. (a) Why were the Saints seen as good boys and the Roughnecks seen as bad boys? (b) The conventional wisdom is that criminals are different from noncriminals, that bad things are done by bad people. To what extent does the information presented in Chambliss' article contradict the conventional wisdom? (c) In what specific way did differences in social class (for example, economic resources and cultural capital) contribute to the community's different treatment (d) of and regard for the Saints and the Roughnecks?

8	October 13	**(Zoom Meeting)** **(Reading Analysis #1. 7 – Ch. 8 by Akers, Sellers, & Jennings)** **(<u>You need to write and turn in your analysis</u>).** **Due on October 10 (Monday) at 11:59 p.m.** Ch. 8 (Social Disorganization Theory) Akers, Sellers, & Jennings (Criminological Theory) **<u>Questions A</u>: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain <u>at least 1 theorist's arguments (in statements). Be sure to include one theorist.</u>** --- • Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., & Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. *American Journal of Community Psychology*, 53, 198-207. **<u>Questions B:</u> (about 1 to 2 pages)** (a) After reading the above article, briefly define several important concepts included in the article. (b) In two to three sentences, explain what the authors are trying to get across. (c) What did the authors find? (d) Why was collective efficacy unrelated to woman's IPV perpetration and victimization? (e) Why were frequencies of IPV by stander intervention increased, as collective efficacy increased?

Week	Date	Topics, Readings, Assignments, Deadlines
9	October 20	**Mid-term Exam from 7:30 p.m. to 8:30 p.m.** **(No Class)**

10	October 27	**(Zoom Meeting)** **(Reading Analysis #1. 8 – Ch. 9 by Akers, Sellers, & Jennings) (You need to write and turn in your analysis).** **Due on October 24 (Monday) at 11:59 p.m.** Ch. 9 (Anomie and Strain Theories) Akers, Sellers, & Jennings (Criminological Theory) **Questions A; (about 2 pages)** **After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.**

11	November 3	**(Zoom Meeting)** **(Reading Analysis #1. 9 – Ch. 11 by Akers, Sellers, & Jennings) (You need to write and turn in your analysis).** **Due on October 31 (Monday) at 11:59 p.m.** Ch. 11 (Marxist Theories) Akers, Sellers, & Jennings (Criminological Theory) **Questions A: (about 1 to 2 pages)** **(a) After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.** **(b) If capitalism is the cause of crime, how do you explain crime in a socialist society? Read the textbook.** **----------** • (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 **Questions B: (about 1 to 2 pages)** After reading the above article, answer the following questions. Apply the following concepts to the article: two-economic groups, means of production, alienation, reserved army of labor, surplus labor, surplus profit, class consciousness, class conflict, and revolution. All concepts need to be applied to the article. **Note:** Under capitalism, individuals are free to purchase and own their own homes, cars, etc. and live where they want. Under socialism, the whole community collectively owns and controls property, goods, and production.

Week	Date	Topics, Readings, Assignments, Deadlines
12	November 10	**(Zoom Meeting)** **(Reading Analysis #1. 10 – Ch. 13 by Akers, Sellers, & Jennings) (You need to write and turn in your analysis).** **Due on November 7 (Monday) at 11:59 p.m.** Ch. 13 (Feminist Theories) Akers, Sellers, & Jennings (Criminological Theory) **Questions A: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain at least 1 theorist's arguments (in statements). Be sure to include one theorist.** **----------** **_____** • 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 **Questions B: (about 1 page)** After reading the above article, answer the following questions. (a) What is the author's argument?' (b) How has the women's liberation movement contributed to a rise in girl-on-girl violence, if any contribution? Discuss this question in relation to Rita Simon's Opportunity Hypothesis (see the criminological Theories textbook on p.270). (c) How does Frieda Adler's Masculine Hypothesis (See the Criminological Theories textbook on pp. 269 - 270) explain a rise in girl-on-girl violence? ----------

- 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

Questions C: (about 1 page)

(a) What is the author's counterargument to Scelfo's argument?
(b) How does the author explain the increase in female arrests?
(c) How does Meda Chesney-Lind

- Reckdenwald, Amy & Parker, K.F. (2008). The influence of Gender Inequality and Marginalization on Types of Female Offending. *Homicide Studies,* 12, 2, 208-226.

Questions D: (about 1 to 2 pages)

(a) What did the authors try to find out in this article?
(b) What types of crimes did the authors include to test in the article? Why did they choose these crimes?
(c) Explain the economic marginalization hypothesis.
(d) Which questions (variables) of Gender Inequality were related to which crimes (crimes were defined in #2)?
(e) Which questions (variables) of Economic Marginalization were related to which crimes (crimes were defined in #2)?
(f) Present short summary of the authors' findings related to gender inequality and economic marginalization.

Week	Date	Topics, Readings, Assignments, Deadlines
13	November 17	**(Zoom Meeting)** **(Reading Analysis #1. 11 – Ch. 1 and Ch. 2 by Reiman & Leighton) (You need to write and turn in your analysis).** **Due on November 14 (Monday) at 11:59 p.m.** Ch. 1 (Crime Control in America: Nothing Succeeds Like Failure) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison) **Questions A: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements). You also discuss the Pyrrhic defeat theory included in this reading.** **----------** Ch. 2 (A Crime by Any Other Name . . .) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison) **Questions B: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain 2 key concepts and/or principles (in statements).**

14	November 24	**Thanksgiving Holiday**

15	December 1	************ Response Paper Due on December 1, 2022 at 11:59 p.m.** **(Zoom Meeting)** **(Reading Analysis #1. 12 – Ch. 3 and Ch. 4 by Reiman & Leighton) (You need to write and turn in your analysis).** **Due on November 28 (Monday) at 11:59 p.m.** Ch. 3 (. . . And the Poor Get Prison) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison) **Questions A: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements).** **----------** Ch. 4 (To the Vanquished Belong the Spoils: Who is Winning the Losing War Against Crime?) Reiman & Leighton (The Rich Get Richer and the Poor Get Prison) **Questions B: (about 1 to 2 pages)** **After you read the above reading, you need to identify, define, and explain 1 key concept and/or principle (in statements). You also discuss the Pyrrhic defeat theory included in this reading.**

16	December 8	**<u>Final Exam from 5:15 to 6:15 p.m.</u>** **(No Class)**