



DeLisi, Matt and Beaver, Kevin M. (2015). *Criminological Theory: A Life-Course Approach* (2nd Edition). Jones & Bartlett ISBN: 978-1-4496-8151-7

Meadows, Robert J. (2014). *Understanding Violence and Victimization* (6th edition). Pearson ISBN 978-0-13-300862-3

Students may purchase texts in the bookstore and online.

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<http://libguides.sjsu.edu/justicestudies>

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.

Students will be assigned weekly reading and writing assignments in class and as reflected below. Weekly Assignments are due during every other Wednesday class session, or as instructed, and will consist of a two-to-three paged double spaced typed analysis in 12-point font. (CLO 1, 2 & 3)

Students will be assigned to work in groups and are expected to participate in a professional and respectful manner. Each group will be tasked with a project, to be assigned and explained extensively in class, to develop

Students are expected to be punctual and prepared to participate during in-class activities in an informed, professional and respectful manner. Participation credit will be rewarded in response to student preparedness and politeness in class. (CLO 2, 3 & 4)

Final grades will be evaluated as follows:

Weekly Assignments (7)	20%
Group Project	20%
Final Paper	25%
Final Examination	25%
Participation	10%

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 59 and below.

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Students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. \_\_\_\_\_ during office hours, and by appointment.

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, discourteous or who choose not to contribute to in-class discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

Late assignments will not be accepted, no assignment may be submitted via email, and missed quizzes cannot be retaken for credit.

All cell phones and other electronic devices should be turned off and put away during class sessions. Routine phone calls, texting or other online activity during class is discouraged, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

Per University Policy S16-9, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

1	January 28 & 30	Introductions/Course overview; Syllabus, Class, Project, Assignment & Exam formats; Identifying, understanding and explaining criminal behavior throughout the life span; Career Criminal Paradigm: Onset, Participation, Frequency, Persistence, Escalation, Versatility & Desistance;
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4 February Infant & Gender influences;  
18 & 20 Attachment; Techniques of Neutralization; Policy implications;

9	March 25 & 27	Emerging Adulthood influences; Psychopathy & Antisocial Disorder; Juveniles Tried As Adults In Criminal Courts; Policy implications; In-class exercise;
10	April 1 & 3	.  !
11	April 8 & 10	Adulthood influences; Rationality, Interacting Co-offenders & Pseudo-Families; Identity shifts & Oscillations in and out of Criminality; Policy Implications;
12	April 15 & 17	Persistent Offending; Violence, Addiction & Aging Out; Policy Implications;  <i>A) Do drugs cause criminal behavior, or are drugs and crime related in some manner? &amp; B) Are drug-addicted offenders skilled, rational criminals or opportunists?</i>
13	April 22 & 24	Desistance from Crime; Impact of Wrongful Convictions & Tough on Crime Legislation; The Innocence Project; Policy Implications;
14	April 29 & May 1	Begin Group Presentations; Elder Influences, Aging & Changes in the Criminal Calculus; Diminished Returns: Physical & Financial Abuses; Policy Implications;  <i>A) How do expectations of the potential outcome of criminal behavior change as offenders age? &amp; B) What factors typically precede the decision to stop deviant behavior?</i>

15	May 6 & 8	Group Presentations; Cognitive Transformation and Desistance from Crime; Restorative Models of Justice; Policy Implications;
16	May 13	Conclude Group Presentations; Final Thoughts.