

San José State University
Justice Studies Department
JS 151 Criminological Theory (Section 81)
Fall 2021

Instructor:	Dr. Yoko Baba
Office Location:	TBD
Telephone:	TBD
Email:	Yoko.baba@sjsu.edu (preferred/best method of contact)
Office Hours:	Thursday from 4:00 to 5:00 p.m. (Zoom) Email Correspondence from Monday through Friday
Class Days/Time:	Online (Zoom Meeting on Thursday from 5:45 to 8:30 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.**

You are expected to attend the Zoom meeting every week. **You are expected to present at least twice a semester for points.** Please also note that this course is based on **the synchronous method**, meaning that our class meetings are set on Thursday from 5:45 p.m. to 8:30 p.m.

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

Meeting ID: 886 8198 4019 Password: 854454

Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/88681984019?pwd=a1JMQXlwYlJGWmtacWhNSXgwT3dXZz09>

Password: 854454

Or iPhone one-tap :

US: +16699006833,,88681984019# or +13462487799,,88681984019#

Or Telephone:

Dial(for higher quality, dial a number based on your current location)

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 646 876 9923
or +1 301 715 8592

Meeting ID: 886 8198 4019

International numbers available: <https://sjsu.zoom.us/j/88681984019>

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.

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)

1. 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

Due on August 24 (Tuesday) at 11:59 p.m.

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

Questions: (about 2 pages)

After you read the above reading, you need to provide **at least 2 key points (in statements) and explain them.**

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Zoom Meeting: Student Zoom Presentation on September 2, 2021.

Question A: 5 students

Question B: 4 students

(Reading Analysis #1. 2) (25 points total)

Due on August 31 (Tuesday) 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.

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

Questions B: (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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Zoom Meeting: Student Zoom Presentation on September 9, 2021.

Question A: 5 students

Question B: 4 students

(Reading Analysis #1. 3) (25 points total)

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain

(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?

Herbert)

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, A. & 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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Zoom Meeting: Student Zoom Presentation on November 18, 2021.

Question A: 5 students

Question B: 5 students

(Reading Analysis #1. 11) (25 points total)

Due on November 16 (Tuesday) 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 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). 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 C: (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).

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Zoom Meeting: Student Zoom Presentation on December 2, 2021.

Question A: 5 students

Question B: 5 students

(Reading Analysis #1. 12) (25 points total)

Due on November 30 (Tuesday) at 11:59 p.m.

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Ch. 3 (. . . And the Poor Get Prison)

Reiman & Leahey (The Rich Get Richer and the Poor Get Prison) (2002) 608.78 Tm0 G[() TJETQ EMC /P A MCID 6 BDC q0.00000912 0 612 59D 4

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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.

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 500)

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) (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 2021, 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 19	(Zoom Meeting)

Introduction

Canvas: Read

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>General Characteristics of Crime and Criminals</u></p> <p>(Reading Analysis #1. 1 – Reading Ch. 2 by Fox, Levin, & Quinet)</p> <p><u>Due on August 24 (Tuesday) at 11:59 p.m.</u></p> <p>Ch. 2 (The Killers and Their Victims) Fox, Levin, & Quinet (The Will to Kill)</p> <p><u>Questions: (about 2 pages)</u></p> <p>After you read the above reading, you need to provide <u>at least 2 key points (in statements) and explain them.</u></p>
3	September 2	(Zoom Meeting)

Student Zoom Presentation on September 2, 2021.

Question A: 5 students

Question B: 4 students

Introduction to Criminological Theories

(Reading Analysis #1. 2 – Reading Ch. 3 and Ch. 4 by Akers, Sellers, & Jennings)

Due on August 31 (Tuesday)

Week **Date**

Week	Date	Topics, Readings, Assignments, Deadlines
7	September 30	<p>(Zoom Meeting)</p> <p><u>Student Zoom Presentation on September 30, 2021.</u></p> <p>Question A: 5 students</p> <p>Question B: 5 students</p> <p>Question C: 4 students</p> <p>(Reading Analysis #1. 6 – Ch. 7 by Akers, Sellers, & Jennings)</p> <p><u>Due on September 28 (Tuesday) at 11:59 p.m.</u></p> <p>Ch. 7 (Labeling and Reintegrative Shaming Theory) Akers, Sellers, & Jennings (Criminological Theory)</p> <p><u>Questions A: (about 1 to 2 pages)</u></p> <p><u>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.</u></p> <p>-----</p> <p style="text-align: center;">Adams, M.S., Robertson, C.T., Gray-Ray, P. & Ray, M.C. (2003). Labeling and Delinquency. <i>Adolescence</i>, 38 (149), 171-186.</p> <p><u>Questions B: (about 1 to 2 pages)</u></p> <p>(a) After reading the above article, briefly define several important concepts included in the article.</p> <p>(b) In two to three sentences, explain what the authors are trying to get across.</p> <p>(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?</p> <hr style="width: 30%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;">Chambliss, W. J. (1972) <i>The Saints and the Roughnecks.</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
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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

Week	Date	Topics, Readings, Assignments, Deadlines
		<p style="text-align: center;">distort-truth.html</p> <p><u>Questions C: (about 1 page)</u></p> <p>(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?</p> <p>-----</p> <p style="text-align: center;">Reckdenwald, Amy & Parker, K.F. (2008). The influence of Gender Inequality and Marginalization on Types of Female Offending. <i>Homicide Studies</i>, 12, 2, 208-226.</p> <p><u>Questions D: (about 1 to 2 pages)</u></p> <p>(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.</p>
13	November 11	<p>Veteran’s Day – Campus Closed</p> <p><u>No Class</u></p>
14	November 18	<p>(Zoom Meeting)</p> <p style="text-align: center;"><u>Student Zoom Presentation on November 18, 2021.</u></p> <p style="text-align: center;">Question A: 5 students</p> <p style="text-align: center;">Question B: 5 students</p> <p>(Reading Analysis #1. 11)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
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Ch. 3 (. . . And the Poor Get Prison)
Reiman & Leighton (The Rich Get Richer and the Poor Get Prison)

Questions A