San José State University Justice Studies Department JS 151 Criminological Theory (Section 3) Spring 2021

Instructor: Dr. Yoko Baba

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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: JS 10, JS 12, JS 25 or FS 11

Pre/Co-requisite: JS 100W for JS Majors

Course Format

Online instruction is used.

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.

- (1) Akers, R.L., Sellers, C.S., & Jennings, W.G. (2016). *Criminological Theories: Introduction, Evaluation, and Application* (7th edition). New York, NY: Oxford University. ISBN: 9780190455163
- (2) Reiman, J. & Leighton, P. (2017). *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (11th 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 11 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

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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

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 1 1 Tf09 Tc 0 ofe/TT2 1 Ton/, atudyinitudyins idieotudyinormudyit i

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.

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 answer the questions listed in this section.
- 2. <u>Follow the above guidelines for written assignments. You need to complete your answers in an essay format.</u>
- 3. You should NOT start with quotes in answering the questions.
- 4. You must cite page numbers when referring to specific material from the reading.
- 5. These assignments are completed at home.
- 6. You must upload an electronic copy to the Assignment section of Canvas by <u>Tuesday at 11:59 p.m.</u> on their assigned due dates. I will NOT accept your late assignments.

Questions A: (about 1 to 2 pages)			
After you read the above reading, you need to identify, define, and explain 3 key concepts and/or principles (in statements).			
Ch. 4 (Psychological Theories)			

Akers, Sellers, & Jennings (Criminological Theory)

(Reading Analysis #1. 4) (25 points total) Due on February 23 (Tuesday) at 11:59 p.m.

Ch. 5 (Social Learning Theory) Akers, Sellers, & Jennings (Criminological Theory)

Questions A: (about 1 to 2 pages)

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?

(Reading Analysis #1.6) (25 points total) Due on March 9 (Tuesday) at 11:59 p.m.

After you read the above reading, you need to

Questions A: (about 1 to 2 pages)

After you read the above reading, you need to identify, define, and explain 3 key concepts and/or principles (in statements).

 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.

- (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)?

Questions C: (about 1 to 2 pages)
After you read the above reading, you need to identify, define, and explain 3 key concepts and/or principles (in statements).
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(Reading Analysis #1. 12) (

- (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

"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."

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 complets

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	A = 94 to 96% (470 to 484)	A minus = 90 to 93% (450
to 500)		to 469)
B plus = 87 to 89% (435 to	B = 84 to 86% (420 to 434)	B minus = 80 to 83% (400
449)		to 419)
C plus = 77 to 79% (385 to	C = 74 to 76% (370 to 384)	C minus = 70 to 73% (350
399)		to 369)
D plus = 67 to 69% (335 to	D = 64 to 66% (320 to 334)	D minus = 60 to 63% (300
349)		to 319)
F = 0 to 59% (0 to 299)		

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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, Spring 2021, Course Schedule

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Week	Date	Topics, Readings, Assignments, Deadlines
		Jennings)
		Due on February 9 (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 3 key concepts and/or principles (in statements).
		Ch. 4 (Psychological Theories) Akers, Sellers, & Jennings (Criminological Theory)
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		Questions B: (about 1 to 2 pages)
		After you read the above reading, you need to identify, define, and explain 3 key concepts and/or principles (in statements).
4	February 18	The Emergence of Criminology (Classical Theory) (Zoom Meeting)
		(Reading Analysis #1. 3 – Ch. 2 by Akers, Sellers, & Jennings)
		Due on February 16 (Tuesday) 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 3 key concepts and/or principles (in statements).
		 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.

Week	Date	Topics, Readings, Assignments, Deadlines
		Questions B: (about 1 to 2 pages)
		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). Answer the question by referring to eight points of fundamentals of the Rational Choice Theory included in the article (p. 37).

5 February 25

Week	Date	Topics, Readings, Assignments, Deadlines
ļ		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 $\underline{3}$ key concepts and/or principles (in statements).
		key concepts and/or principles (in statements).

• Morris, R.G. & Higgins, G. E. (2009). Neutralizing Potential and Self-

Week	Date	Topics, Readings, Assignments, Deadlines
		 (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. Overestions Co. (above 1.4 a. 2 years)
		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?
8	March 18	(Zoom Meeting)
		(Reading Analysis #1.7 – Ch. 8 by Akers, Sellers, & Jennings)
		Due on March 16 (Tuesday) 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 3 key concepts and/or principles (in statements).
		Edwards, Katie M., Mattingly, Marybeth J., Dixon, Kristiana J., & Banyard Victoria L. (2014). Community Matters: Intimate Partner Violence Among Rural Young Adults. <i>American Journal of Community Psychology</i> , 53, 198-207.
		Questions B: (about 1 to 2 pages)

Week	Date	Topics, Readings, Assignments, Deadlines
		 (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?
9	March 25	Mid-term Exam from 7:30 p.m. to 8:30 p.m.
10	April 1	Spring Break
11	April 8	(Zoom Meeting) (Reading Analysis #1. 8 – Ch. 9 by Akers, Sellers, & Jennings)
		Due on April 6 (Tuesday) at 11:59 p.m. Ch. 9 (Anomie and Strain Theories) Akers, Sellers, & Jennings (Criminological Theory)
		Questions; (about 2 pages) After you read the above reading, you need to identify, define, and explain 3 key concepts and/or principles (in statements).
12	April 15	Criminological Theory (Marxist Theories) (Zoom Meeting) (Reading Analysis #1. 9 - Ch. 11 by Akers, Sellers, & Jennings) Due on April 13 (Tuesday) at 11:59 p.m. Ch. 11 (Marxist 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 3 key concepts and/or principles (in statements).

Week	Date	Topics, Readings, Assignments, Deadlines
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 (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)

Week	Date	Topics, Readings, Assignments, Deadlines
		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.
14	April 29	(Zoom Meeting)

Week	Date	Topics, Readings, Assignments, Deadlines
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