

San José State University
Justice Studies Department
JS 151 Criminological Theory (Section 80)
Spring 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-

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

Meeting ID: 810 8825 9756 Password: 375805

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

<https://sjsu.zoom.us/j/81088259756?pwd=b0tIRFICay9Jalk4bDZkUG9xOGszQT09>

Password: 4693 0 0 0.2, 1 Q q 0.24 0 0 0.33790.24 48 610.56cm BT 50 0 0 50 0 0 Tm /TT4 1 Tf() Tj ET Q q (

The Department of Justice Studies is

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

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 Tuesday 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

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

Ch. 2 (The Killers and Their Victims)

Ch. 4 (Psychological Theories)

- (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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(Reading Analysis #1. 6 – Ch. 7 by Akers, Sellers, & Jennings) (25 points)

Due on March 15 (Tuesday) 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

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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(Reading Analysis #1. 11 – Ch. 1 and Ch. 2 by Reiman & Leighton) (25 points)

Due on May 3 (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 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

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, May 12 (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.

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**

(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

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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, April 7, 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, May 19**

“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

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 policy. Those students who provide written notice in advance who must miss class for univers.04 cm B -0.25dT.5 (or

2 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	January 27	<u>Introduction (Zoom Meeting)</u> Canvas: Read Syllabus Carefully
2	February 3	<u>Definitions of Crime (Zoom Meeting)</u> Key Terms for FBI's Uniform Crime Reports (UCR) (Look at the <u>Module Section of Canvas</u> and Understand FBI's Definitions of Key Terms)

Week	Date	Topics, Readings, Assignments, Deadlines
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General Characteristics of Crime and Criminals

(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 February 3, 2022.

Week	Date	Topics, Readings, Assignments, Deadlines
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(Reading Analysis #1. 4 – Ch. 5 by Akers, Sellers, & Jennings)

Due on March 1 (Tuesday) at 11:59 p.m.

Ch. 5 (Social Learning 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.

Miller, H.V., Jennings, W.S., Alvarez-Rivera, L.L. & Miller, J.M.
 (2008). Explaining Substance Use Among Puerto Rican Adolescents:sv

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>-----</p> <p>Morris, R.G. & Higgins, G. E. (2009). Neutralizing Potential and Self-Reported Digital Piracy: A Multitheoretical Exploration among College Undergraduates. <i>Criminal Justice Review</i>, 34 (2), 173-195.</p> <p>Questions B: (about 1 to 2 pages)</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?</p>

8 March 17

(Zoom Meeting)

(Reading Analysis #1. 6 – Ch. 7 by Akers, Sellers, & Jennings)

Due on March 15 (Tuesday) 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.

Week	Date	Topics, Readings, Assignments, Deadlines
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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

Week	Date	Topics, Readings, Assignments, Deadlines
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(a) After reading the above article, briefly define several important concepts included in the

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>ask why.” <i>Newsweek</i>, June 13. Retrieved from http://www.fisheaters.com/forums/index.php?topic=482521.0</p> <p>Questions B: (about 1 page)</p> <p>After reading the above article, answer the following questions.</p> <p>(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?</p> <p>-----</p> <p>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</p> <p>Questions C: (about 1 page)</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>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>Questions D: (about 1 to 2 pages)</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)?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
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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