

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas](#)

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- Krueger-Henney, P. (2013). Co-researching school spaces of dispossession: A story of survival. *Association of Mexican-American Educators (AMAE) Special Theme Issue*, 7(3), 42-53.
- Li, C., Holt, T.J., Bossler, A.M and May, D.C. (2016). Examining the mediating effects of social learning on the low self-control-cyberbullying relationship in a youth sample. *Deviant Behavior*, 37(2), 126-138.
- Lin, W., Dembo, R., Sellers, C.S., Cochran, J. and Mieczkowski, T. (2014). Strain, negative emotions, and juvenile delinquency: The United States versus Taiwan. *International Journal of Offender Therapy and Comparative Criminology*, 58(4), 412-434.
- Marsh, L.T.S. (2018). School-imposed labeling and the school-to-prison pipeline. *Boyhood Studies*, 11(2), 131-148.
- Miller, L. (2014). Juvenile crime and juvenile justice: Patterns, models, and implications for clinical and legal practice. *Aggression and Violent Behavior*, 19, 122-137.
- Mohammad, T. and Nooraini, I. (2021). Routine activity theory and juvenile delinquency: The roles of peers and family monitoring among Malaysian adolescents. *Children and Youth Services Review*, 121, 1-9.
- Pantoja, A. (2013). Reframing the school-to-prison pipeline: The experience of Latina youth and families. *Association of Mexican-American Educators (AMAE) Special Theme Issue*, 7(3), 17-3.
- Pechorro, P., Goncalves, R.A., Maroco, J., Nunes, C. and Jesus, S.N. (2014). Age of crime onset and psychopathis traits in female juvenile delinquents. *International Journal of Offender Therapy and Comparative Criminology*, 58(9), 1101-1119.
- Peltonen, K., Ellonen, N., Pitkanen, J., Aaltonen, M. and Martikainen, P. (2020). Trauma and violent offending among adolescents: a birth cohort study. *Journal of Epidemiology and Community Health*, 74, 845-850.
- Roche, A.M., Bywood, P., Pidd, K., Freeman, T. and Steenson, T. (2009). Drug testing in Australian schools: Policy implications and considerations of punitive, deterrence and/or prevention measures. *International Journal of Drug Policy*, 20, 521-528.
- Shadmanfaat, S., Howell, C.J., Muniz, C.N., Cochran, J.K., Kabiri, S and Fontaine, E.M. (2020). Cyberbullying perpetration: An empirical test of social learning theory in Iran. *Deviant Behavior*, 41(3), 278-293.

Vaske, J., Boisvert, D. and Wright, J.P. (2012). Genetic and environmental contributions to the relationship between violent victimization and criminal behavior. *Journal of Interpersonal Violence*, 27(16), 3212-3235.

Zhang, H., Zhao, J.S., Ren, L. & Zhao, R. (2017). Subculture, gang involvement, and delinquency: A study of incarcerated youth in China. *Justice Quarterly*, 34(6), 952-977.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All assignments become available on Monday at 12:00am PST and are due by Sunday at 11:59pm PST of their respective week (see course schedule below); *please note discussion board original posts are due Wednesday at 11:59pm and other assignments may have other due dates*. Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, your original posts, and to my follow-up question (if applicable) with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, outside readings, and other course-related experiences.

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.

Introduction through Google Slides

This assignment is meant for the class and the instructor, to get acquainted with you. We will all collaborate on one Google Slides Presentation to introduce ourselves and get to know one another. Further directions will be posted to Canvas. This assignment will be due before the end of the first week of class (see Course Schedule).

Discussion Boards

Discussion boards simulate classroom discussion, which is a main focus of a graduate level course. You are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students.

Discussion boards will be heavily graded on your use of TJETQq0.0000091CW* nBT/F4 12 Tf1 0 0 1 448.68 675.7 Tm

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. Discussion Board original responses should be approximately one to two single-spaced page(s) (in Word or Word equivalent using Times New Roman 12-point font) and follow APA guidelines both in-text and in references at the end of the post. Responses to others should be equivalent to 1-1½ single-spaced page(s). Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe you've learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

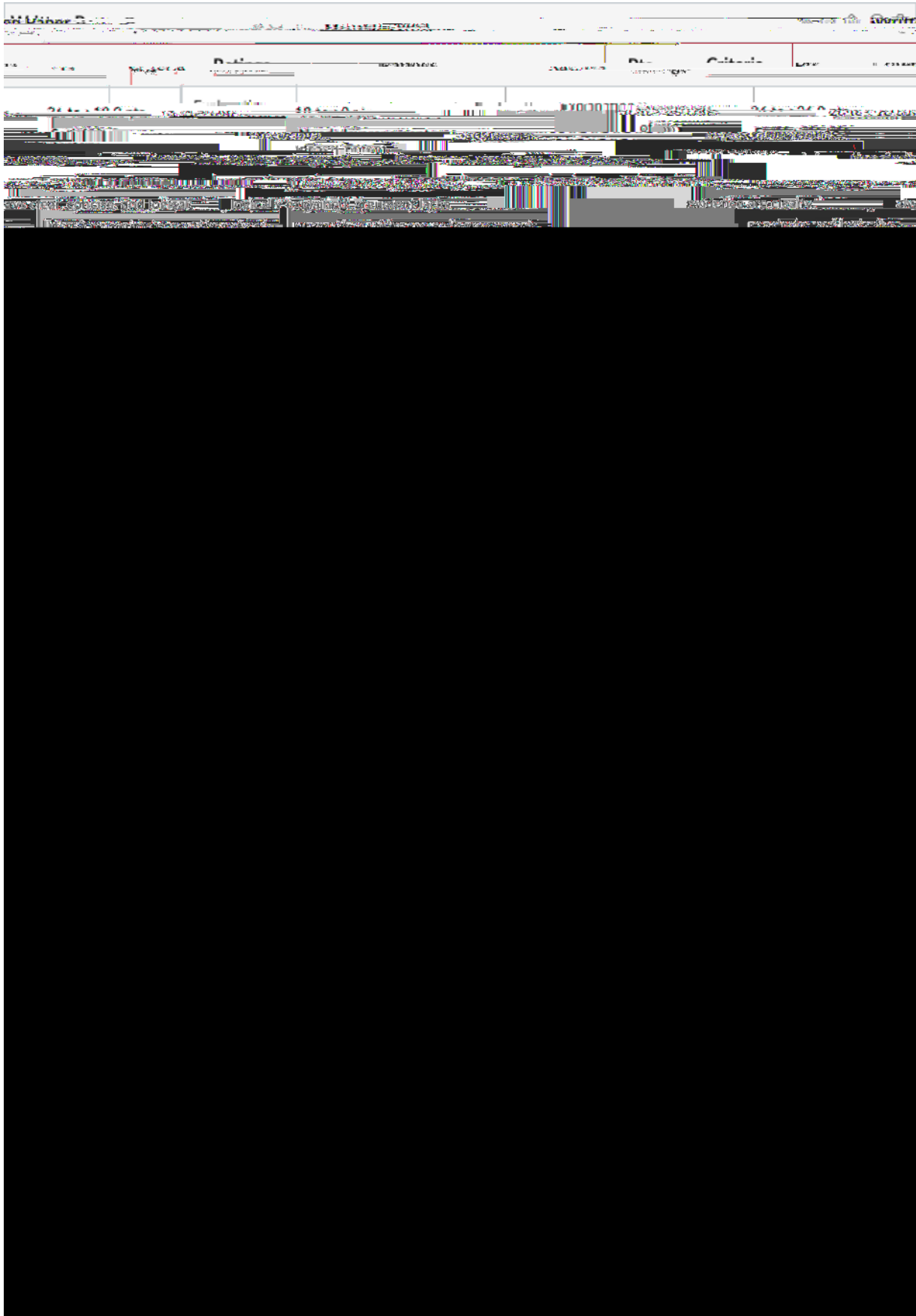
Reading 'y' cv'j g'etlo kpcnllwuleg'u{ ugo 'ku'c'ör t qeguü'ö'qt'pgkj gtAF ghgpf "{ qwt'cpuy gt'wukpi 'y j cv'j{ qw'j cxg" f gekukpu'cpf "cevkpu'd{ 'cp'kpukwkqp. "qihgpf gt. 'xlewo . 'qt' uqekgv' 'y cv'kphwpeg' 'y g'qihgpf gt'ö' b' qxement into, through, or out of the lwuleg'u{ ugo ö' r 07-0Hki wtg'3-1 depicts the criminal justice process very well. The criminal justice process begins when police make cp'cttgü'Vj g'etlo kpcn'ö cngu' 'y gk' 'y c{ 'y tqwi j 'y g'r qrleg"ör t qeguü.ö'f gvgto k'kpi "ceeusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also f guetkdu'c'uko kct' r t qeguü'qh' 'y g'etlo kpcnllwuleg'u{ ugo 0J g'ucvgu. "öVj g'uwur gev'ku'cr r tgj gpf gf "d{ 'y g'r qrleg. 'r tqugewgf . acquitted or convicted, and sentenced by the courts, and tgo qxgf . 'r w'pkuj gf . 'cpf lqt' tgj cdkkcvgf "d{ "eqttgevkpcn'ci gpeküö" 'Nqwj cp. "3; 96. 'r 0 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies witj k' 'y g'r t qeguü'ctg' 'y qtnkpi "qy ctf "c'eqo o qp' i qcn'ö'Cu'c' r t qeguü. 'y g'lwuleg'u{ ugo 'ecppqv'tgf weg" etlo g'd{ "kugth'pqt'ecp'cp{ "qh' 'y g'eqo r qpgpv'r ctw'ch'qt'f "q'dg' k'pugpukkg' 'y g'pggf u'cpf 'r tqdrgo u'qh' 'y g'qvj gt' r ctwö' "Rgak, 2016, r 09-0Kf qpö'dgn'gxg"

Grading for Written Assignments

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was moderately thoughtful in completing it, but could h



Percentages are obtained by dividing the total points you earn by the total points possible in the course.

A plus = 98 to 100%	A = 93 to 97.9%	A minus = 90 to 92.9%
B plus = 88 to 89.9%	B = 83 to 87.9%	B minus = 80 to 82.9%
C plus = 78 to 79.9%	C = 73 to 77.9%	C minus = 70 to 72.9%
D plus = 68 to 69.9%	D = 63 to 67.9%	D minus = 60 to 62.9%
F = 0-59.9%		

“Classroom” Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of

2	1/30 ó 2/5	The Nature of Juvenile Delinquency	<p>Read Jacoby et al.:</p> <ul style="list-style-type: none"> o Ch. 37: Unraveling juvenile delinquency o Ch. 7: Delinquency in a birth cohort o Ch. 10: Characterizing criminal careers o Ch. 12: Adolescent-limited and life-course-persistent antisocial behavior o Optional: <ul style="list-style-type: none"> Ch. 14: Seductions of crime <p>Articles Posted to Canvas:</p> <ul style="list-style-type: none"> o Artello et al. (2015) o Assink et al. (2015) o Bobbio et al. (2020) o Miller (2014) <p>Discussion Board #1</p>
3	2/6 ó 2/12	Classical Approaches --- Drugs	<p>Read Jacoby et al.:</p> <ul style="list-style-type: none"> o Ch. 18: The normal and the pathological o Ch. 16: An introduction to the principles of morals and legislation o Ch. 48: Of crimes and punishments o Ch. 8: Social change and crime: A routine activity approach o Optional: <ul style="list-style-type: none"> Ch. 25: Crime and human nature <p>Articles Posted to Canvas:</p> <ul style="list-style-type: none"> o Bratt (2008) o Kotlaja and Carson (2019) o Mohammad and Nooraini (2021) o Roche et al. (2009) <p>Discussion Board #2</p>

4 2/13 ó 2/19

Biological and Feminist

School to Prison
Pipeline

- Ch. 41: The dramatization of evil
- Ch. 19: Class conflict and law
- Ch. 20: Class, state, and crime
- Optional:
 - Ch. 54: The law of vagrancy
 - Ch. 63: Extent of unrecorded juvenile delinquency

Articles Posted to Canvas:

- Fasching-Varner et al. (2014)
- Krueger-Henney (2013)