

San José State University
Department of Justice Studies
JS153-01, Crime and Justice Across the Life Course, Spring 2020

Course and Contact Information

Instructor:	Greg Woods, J.D.
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Office Hours:	Wednesdays, 1:30 - 4:30 PM, and by appointment.
Class Days/Time:	Mondays & Wednesdays 4:30 PM - 5:45 PM
Classroom:	Central Classroom Building 101

Justice Studies Department 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.

Course Description

Crime and Justice Across the Life Course explores how crime and justice are experienced by individuals over time. The nature and extent of offending and victimization at various ages across the life course is examined. A critical consideration of the criminal career paradigm is also provided. Pre/corequisites: Any 100W. Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements. 3 Units.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- 1. Demonstrate an understanding of how crime and justice are experienced differentially at various points across the life course.*
- 2. Demonstrate an empirical understanding of the nature and extent of offending and experiences of victimization over time.*
- 3. Critically evaluate the policy implications that transpire from observing crime across the life course and be able to articulate how this approach might differ from existing policies.*
- 4. Produce detailed, scholarly, and objective assignments that demonstrate their ability to conduct independent research and justify their perspective.*

Required Textbook

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. (2019). *Understanding Violence and Victimization* (7th edition). Pearson ISBN 978-0-13-486825-7

Students may purchase texts in the bookstore and online.

Library Liaison

Nyle Monday, Nyle.Monday@sjsu.edu, (408) 808-2041
<http://libguides.sjsu.edu/justicestudies>

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 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.

Weekly Assignments

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)

Group Project

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 and present in class during the semester as reflected below. Each group is required to participate during in-class exercises and make one presentation to the class once per semester. (CLO 1, 2, 3 & 4)

Final Paper

Final Papers will require students to conduct independent research to craft a thesis paper, to be assigned and explained extensively in class and will be due during the last scheduled class session of the semester as reflected below. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3 & 4)

Final Examination

Students will complete a cumulative final examination using key terms and concepts from readings and class discussion consisting of short answer and essay based questions. (CLO 1, 2 & 3)

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.

Participation

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)

Grading Policy

Final grades will be evaluated as follows:

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

Grading Scale

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 59 and below.

Please Note: Extra credit will not be awarded, late assignments will not be accepted, and no assignment may be submitted via email.

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. **Students are encouraged to review their progress in person no later than Week Eight (Wednesday, March 18th) and periodically throughout the semester** during office hours, and by appointment.

Classroom Protocol

Attendance/Punctuality

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/Missed Quizzes

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

Cell Phones/Texting

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.

University Policies

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/>

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27 & 29	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; Read Chapters 1 & 2: Biosocial Bases of Antisocial Behavior & Prenatal and Perinatal Predictors of Antisocial Behavior (Criminological Theory: A Life-Course Approach, pgs 3-40); Review Glossary (pgs 18 & 40); In-class exercise.
2	February 3 & 5	Aggression: Prenatal & Childhood; Pathways in the Life Course to Crime; Deviance, Rational Choice, Biological Determinism & Socioeconomic factors of criminal behavior through the life course; Influences of Violence; Difficulties and/or dangers associated with studying criminals in the field; Motivations for offender willingness to discuss past criminal activity; Read Chapters 3 & 4: Prenatal Insults and the Development of Persistent Criminal Behavior & Prenatal and Developmental Neurobiology (Criminological Theory: A Life-Course Approach, pgs 45-69); Review Glossary (pgs 55 & 69) & Read Chapter 1: Measuring and Understanding Violence (Understanding Violence, pgs 1-15); Review Key Terms and Concepts (p 16); Prepare, Submit and be ready to discuss Weekly Assignment #1: Discussion Questions and Learning Activities 1, 2, 3, 4 & 7 (p 16).
3	February 10 & 12	Assign Final Paper (DUE NO LATER THAN 5/11); Prenatal & Parental influences continued; Born Addicted to Narcotics & Fetal Alcohol Spectrum Disorders; Culture & Impact of Victimization; Active & Passive Victim Precipitation; Policy implications; Read Chapters 5 & 6: Intergenerational Transmission of Antisocial Behavior & Impact of Biosocial Criminology on Public Policy (Criminological Theory: A Life-Course Approach, pgs 73-96); Review Glossary (pgs 80 & 96) & Chapter 2: Victimization Theory (Understanding Violence, pgs 19-34); Review Key Terms and Concepts (p 34); Prepare and be ready to discuss Weekly Assignment: Discussion Questions and Learning Activities 1, 3, 6, 8 & 10 (p 34); In-class exercise.

Week	Date	Topics, Readings, Assignments, Deadlines
4	February 17 & 19	Assign Group Project (DUE 4/27 - 5/6); Infant & Gender influences; Attachment; Techniques of Neutralization; Policy implications; Read Chapters 7, 8 & 9: Heritability of Common Risk and Protective Factors & Race, Ethnicity, Juvenile Offending (Criminological Theory: A Life-Course Approach, pgs 99-145); Review Glossary (pgs 112, 129 & 145); Prepare, Submit and be ready to discuss Weekly Assignment #2: A) How does gender, race and/or ethnicity influence criminal behavior? (+Week 3 #'s).
5	February 24 & 26	Biosocial Perspective; Juvenile Delinquency, Abuse & Bullying; Domestic Violence; Cycles of Violence; Stalking; Policy implications; Read Chapters 10 & 11: Media Violence & Substance Use Careers (Criminological Theory: A Life-Course Approach, pgs 149-174); Review Glossary (pgs 163-164 & 174) & Read Chapter 3: Victims of Familiar Violence (Understanding Violence, pgs 38-69); Review Key Terms and Concepts (p 69); Prepare and be ready to discuss Weekly Assignment: Discussion Questions and Learning Activities 4, 5, 8, 10 & 11 (p 70); In-class exercise.
6	March 2 & 4	Raised the Violent Way: Upbringing & Lifestyle; Using Violence to Gain Respect; Manufactured Serendipity; Policy implications; Justifications & Excuses for Violence; Bias & Hate-Motivated Crimes; Read Chapters 12 & 13: Developmental Trajectories & Partial Test of Social Structure Social Learning (Criminological Theory: A Life-Course Approach, pgs 175-199); Review Glossary (pgs 185 & 199) & Chapter 4: Nonfamilial Violence and Victimization (Understanding Violence, pgs 74-94); Review Key Terms and Concepts (p 94); Prepare, Submit and be ready to discuss Weekly Assignment #3: Discussion Questions and Learning Activities 1, 2, 4, 10 & 13 (pgs 94-95) (+Week 5's).
7	March 9 & 11	<i>Adolescent Influences; First Time Offenders & Diversion Programs; Policy implications; Workplace Violence & Occupational Crime;</i> Read Chapters 14 & 15: Timing is Everything (Gangs) & Gangs and Antisocial Behavior (Criminological Theory: A Life-Course Approach, pgs 201-226); Review Glossary (pgs 211 & 226) & Chapter 5: Workplace Violence and Harassment (Understanding Violence, pgs 98-122); Review Key Terms and Concepts (p 122); Prepare and be ready to discuss Weekly Assignment: Discussion Questions and Learning Activities 2, 4, 10, 11 & 12 (p 122).
8	March 16 & 18	School Violence; Gang Socialization, Self, Identity & Crime; Family & Community Policy implications; Read Chapters 16 & 17: Developmental Criminology & Self-Control (Criminological Theory: A Life-Course Approach, pgs 233-257); Review Glossary (pgs 246 & 257-258) & Chapter 6: School Violence and Victimization (Understanding Violence, pgs 125-140); Review Key Terms and Concepts (p 140); Prepare, Submit and be ready to discuss Weekly Assignment #4: Discussion Questions and Learning Activities 1, 2, 4, 5 & 8 (p 140) (+Week 7 #'s).

Week	Date	Topics, Readings, Assignments, Deadlines
9	March 23 & 25	Emerging Adulthood influences; Psychopathy & Antisocial Disorder; Juveniles Tried As Adults In Criminal Courts; Policy implications; In-class exercise; Read Chapters 18 & 19: Serial Crime & Symbolic Interactionism (Criminological Theory: A Life-Course Approach, pgs 261-283); Review Glossary (pgs 268 & 283) & Chapter 6: School Violence and Victimization (Understanding Violence, pgs 125-140); Review Key Terms and Concepts (p 140); Prepare and be ready to discuss Weekly Assignment: Discussion Questions and Learning Activities 1, 2, 4, 5 & 8 (p 140).
10	March 30- April 3	SPRING RECESS. NO CLASSES IN SESSION!
11	April 6 & 8	Adulthood influences; Rationality, Interacting Co-offenders & Pseudo-Families; Identity shifts & Oscillations in and out of Criminality; Policy Implications; Read Chapter 20: “Good Lives” Approach (Criminological Theory: A Life-Course Approach, pgs 285-295); Review Glossary (pg 295) & Chapter 8: Human Trafficking and Victimization (Understanding Violence, pgs 160-172); Review Key Terms and Concepts (p 173); Prepare, Submit and be ready to discuss Weekly Assignment #5: Discussion Questions and Learning Activities 1, 3, 5, 6 & 8 (p 173) (+Week 9 #'s).
12	April 13 & 15	Persistent Offending; Violence, Addiction & Aging Out; Policy Implications; Read Chapter 21: Never-Desisters: Persistent Offenders (Criminological Theory: A Life-Course Approach, pgs 297-308); Review Glossary (pg 308); Prepare and be ready to discuss Weekly Assignment: A) <i>Do drugs cause criminal behavior, or are drugs and crime related in some manner?</i> & B) <i>Are drug-addicted offenders skilled, rational criminals or opportunists?</i>
13	April 20 & 22	Desistance from Crime; Impact of Wrongful Convictions & Tough on Crime Legislation; The Innocence Project; Policy Implications; Read Chapter 7: Criminal Justice and Injustice (Understanding Violence, pgs 143-157); Review Key Terms and Concepts (p 157); Prepare, Submit and be ready to discuss Weekly Assignment #6: Discussion Questions and Learning Activities 1, 5, 6,10 & 11 (pgs 157-158) (+Week 12 #'s).
14	April 27 & 29	Begin Group Presentations; Elder Influences, Aging & Changes in the Criminal Calculus; Diminished Returns: Physical & Financial Abuses; Policy Implications; Read Section 22: Evolutionary Psychological Perspectives (Criminological Theory: A Life-Course Approach, pgs 311-316); Review Glossary (pg 316); Prepare and be ready to discuss Weekly Assignment: A) <i>How do expectations of the potential outcome of criminal behavior change as offenders age?</i> & B) <i>What factors typically precede the decision to stop deviant behavior?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
15	May 4 & 6	Group Presentations; Cognitive Transformation and Desistance from Crime; Restorative Models of Justice; Policy Implications; Read Chapter 9: Responding to Criminal Victimization (Understanding Violence, pgs 175-206); Review Key Terms and Concepts (p 206); Prepare, Submit and be ready to discuss Weekly Assignment #7: Discussion Questions and Learning Activities 4, 7, 9, 10 & 12 (p 206) (+Week 14 #s).
16	May 11	Conclude Group Presentations; Final Papers Due & Review for Final Examination; Final Thoughts.
Final Exam	Tuesday, May 19	Central Classroom Building 101 2:45 PM - 5:00 PM