

SPRING 2000
AJ 216
Wed 5:30-8:15 pm

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AJ216

Advanced Seminar in Justice.

Course Description:

Identification, analysis and discussion of selected contemporary issues and problems in the justice system.

Pre-Requisites:

Required for Masters program, Plan B. Classified graduate standing, and 21 units in residency or consent of instructor.

Course Objectives:

This seminar is designed to be an opportunity for masters candidates during their final year to undertake a comprehensive review of seminal and current theory, research and practice in all three principal areas of administration of justice - police, courts and corrections. Students may include special issues (like domestic violence, juvenile justice, organized crime, white collar crime etc.) within each of these major areas of administration of justice if they wish. The purpose is to help advanced students to develop, accumulate and integrate knowledge in each of these domains together with the capacity to critically analyze what constitutes advancing knowledge in the field.

Required Texts:

- C.W. Eskridge (Ed.) (1999) *Criminal justice: Concepts and Issues: An Anthology*. L.A., CA: Roxbury Publishing.
- L.K. Gaines & G.W. Cordner (Eds.) (1999). *Policing perspectives: An anthology*. L.A., CA: Roxbury Publishing.
- G.L. Mays & P.R. Gregware (Eds.) (1995). *Courts and justice: A reader*. Prospect Heights, Illin.: Waveland Press.
- J.W. Marquart & J.R. Sorensen (Eds.) (1997) *Correctional contexts: Contemporary and classical readings*. L.A., CA: Roxbury Publishing.

Course Requirements and Grading:

Students are required to read all the required course material and be prepared to take turns in providing written and verbal summaries of the articles for their classmates, and to assist the instructor in leading the seminar discussions on the reading topics each week.

The course is divided into three sections, five weeks each. Three papers are required for this course, one at the end of each section: on **policing** (due Mar 4th.); on **courts** (due April 14th.); on **corrections** (due May 19th). Each paper should be approximately 8 pages, double-spaced, 12-point type, and written in APA style. In addition, a one-page summary together with the bibliography must be distributed to the class. Each paper will be worth 25% of the grade. Class participation is worth 25% of each grade. This includes quality of written summaries of articles for classmates, verbal participation in discussions, and class presentations of papers.

The questions guiding each paper will be developed jointly by the instructor and students during the first two weeks of the seminar on the topic under consideration,. During the next three weeks, before the due date for each paper, students are expected to undertake library research and generate a minimum of 3 additional recent, directly relevant articles on the topic (within the past five years). These recent articles can be theoretical, practice-oriented, or research studies and must be directly related to the questions under consideration. Each of the three papers must show the capacity to undertake a literature review for the purpose of critical analysis of the questions under consideration, using both classical and contemporary

readings. (Copies of the recent articles obtained from library research must be attached as an appendix to each paper.)

Teaching Philosophy:

This class is a graduate seminar where the students and instructor share the responsibility for the success of the learning experience. The expectation is that each student has the ability to initiate a literature search and write a review of historical and relevant recent material. Any student who has any concern about the content, format and quality of this undertaking is invited to submit a draft one week prior to the date the paper is due and the instructor will be pleased to comment.

Although it would seem there is a large amount of reading, almost all of the required material should be reviews of what has been learned in previous classes. Furthermore, the class operates as a study group as a whole, sharing article summaries and other resources. However, students must hand in **original** papers for this class. Copies of papers completed in previous classes, or papers largely adapted from previous classes, will not be accepted.

CLASS SCHEDULE AND ASSIGNED READINGS:

January 26 Introduction, overview and seminar organization.

Section 1. Policing:

February 2 Functions of police, history, strategies and programs.
(Gaines & Cordner, 1999: Chpts. 1,2,5,7,8,9,10,11,12)

February 9 Different kinds of police work
(Gaines & Cordner, 1999: Chpts. 15,16,17,18,19,20;
Eskridge, 1999: Chpts 11,12)

February 16 Ethics and deviance, administration and management.
(Gaines & Cordner, 1999: Chpts. 21,22,23,24,25,26,28)

February 23 Contemporary issues

- (Gaines & Cordner, 1999: Chpts 29,30,31,32;
Eskridge, 1999: Chpts 9,10,14).
- March 1 Take home exam: Student presentations of first paper.

Section 2. Courts:

- March 8 Overview and decision-making processes
(Mays & Gregware, 1995: Chpts. 1,2,5;
Eskridge, 1999: Chpts 16,17,20)
- March 15 Juries and the judiciary
(Mays & Gregware, 1995: Chpts. 7,8,9,11,12;
Eskridge, 1999: Chpt 19)
- March 22 Politics in the decision-making process
(Mays & Gregware, 1995: Chpts. 15,16,17,18,19,20)
- April 5 Program implementation & reform
(Mays & Gregware, 1995: Chpts. 22,25,26,28,29;
Eskridge, 1999: Chpt 15)
- April 12 Take home exam: Student presentations on second paper.

Section 3. Corrections:

- April 19 Overview of history & development of prisons
(Marquart & Sorensen, 1997: Chpts 3,4,6 & 7)
- April 26 Living & working in prison & the community
(Marquart & Sorensen, 1997: Chpts 9,14,15;
Eskridge, 1999: Chpts 21,22,23,24,25,26)
- May 3 Inmates rights, institutional programming
(Marquart & Sorensen, 1997: Chpts 20,22,23,25,26,27)
- May 10 Community corrections and the future.
(Marquart & Sorensen, 1997: Chpts 30,31,32,34,35,41
Eskridge, 1999: Chpt 38)
- May 17 Take home exam: Student presentations of third paper.