

**San José State University**  
**Department of Justice Studies**  
**JS 10, Introduction to Justice Studies, Sec 02, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Judith Randle
<b>Office Location:</b>	MH 508
<b>Telephone:</b>	(408) 924-2940
<b>Email:</b>	judith.randle@sjsu.edu
<b>Office Hours:</b>	W 9:00-10:00am or by appointment
<b>Class Days/Time:</b>	MW 10:30 – 11:45am
<b>Classroom:</b>	MH 520

**Course CANVAS Page**

Many of the course materials can be found on the Canvas learning management system course website. You are responsible for checking daily with the messaging system through MySJSU to learn of any updates.

**Course Description**

Introduction to Justice Studies examines the historical and philosophical development of the justice system; description, analysis and evaluation of criminal justice agencies, and explores the relationship between theory and practice in the United States.

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

**Course Learning Outcomes (CLO)**

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

CLO 1: Provide an introduction of the characteristics, structure, and processes of justice system operations in the United States.

CLO 2: Explain criminology, criminal law, criminal statistics, and constitutional criminal procedure as it relates to practices within the justice system.

CLO 3: Describe and discuss the purpose, functions, critical issues, and societal interactions of the three major components of the justice system, which includes the police, courts, and corrections.

## Required Materials

### Textbooks

Peak & Everett (2016). *Introduction to Criminal Justice (2<sup>nd</sup> Ed)*. Sage Press. ISBN: 9781506305929.

\*Available at the campus bookstore and online. You must purchase the 2<sup>nd</sup> edition of this book.

Sykes, G. (2007). *The Society of Captives: A Study of a Maximum Security Prison*. Perseus Press. ISBN: 9780691130644.

\*Available at the campus bookstore and online. You may purchase any edition of this book.

Walker, Spohn, & DeLone (2011). *The Color of Justice: Race, Crime and Ethnicity in America. (5<sup>th</sup> Ed)*. Cengage Learning Press. ISBN: 9781111346928.

\*Available at the campus bookstore and online. You may purchase either the 4<sup>th</sup> or the 5<sup>th</sup> edition of this book.

### Other Readings

Journal articles, news articles and book excerpts are listed on the **Course Schedule** below and posted on CANVAS website under Files → Readings.

One of five books to complete the Review Essay. These books are *not* available in the campus bookstore and I have *not* placed them on reserve at the library. You are responsible for selecting and securing a copy of one of the books below.

Leo, R. (2009). *Police Interrogation and American Justice*. Harvard University Press. ISBN 9780674035317

Vidmar, N. & Hans, V. (2007). *American Juries: The Verdict*. Prometheus Books. ISBN: 9781591025887

Conover, T. (2000). *Newjack: Guarding Sing-Sing*. Vintage. ISBN: 978-0375726620

Reamer, F. (2016). *On the Parole Board: Reflections on Crime, Punishment, Redemption, and Justice*. Columbia University Press. ISBN: 978-0231177337

Benafordo, A. (2016). *Unfair: The New Science of Criminal Injustice*. Broadway Books. ISBN: 978-0770437787

### Web-Based Videos

“SAGE Videos” are accessed at Sage’s companion website for the Peak & Everett text at <http://edge.sagepub.com/peak2e>. You must have a computer with appropriate software to support video playback, which is available for free on the Internet.

### Campus Resources

#### CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

### **Library Liaison**

Silke Higgins, [408-808-2118](tel:408-808-2118), [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

## **Department's 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 Requirements and Assignments**

Your grade is derived from work in seven (7) categories.

*In-Class Assignments (6)* -- Assignments are designed to help enhance your learning of a topic by doing one or more of the following: reviewing key information, learning new details about a topic, practicing the application of a rule, and making connections among concepts and readings. They include activities such as listing facts or concepts and completing charts and tables. In-class assignments are distributed and completed during lecture on the dates shown on the Course Schedule below. Each In-Class Assignment is worth 10 points. If you do not attend lecture on the date shown, you cannot receive points for the in-class assignment. Two extra credit assignments offer you the opportunity to make up any lost points in the course. (CLOs 1, 2, 3)

*On-call Q&A (2)* – On two dates in the semester you will be called upon in class to answer questions about the material covered that day. You will be given themes, terms or questions in advance to help prepare you for questions that you may be asked. Your on-call dates have been assigned in advance. Please contact the professor ASAP if you know in advance that you cannot attend lecture that day. Each On-call Q&A day is worth 10 points. If you do not attend lecture on the date shown, you cannot receive points for the Q&A. Two extra credit assignments offer you the opportunity to make up any lost points in the course. (CLOs 1, 2, 3)

*Homework (7)* -- Homework assignments are similar to in-class assignments but are completed at home. Hard copies are due in class on the dates shown. Electronic copies must be uploaded to CANVAS by 11:59pm. Each Homework is worth 10 points.

*Sykes Journal* – Students answer questions assigned to each chapter of *the Society of Captives*. These questions are designed to help better understand the content of the book. Part 1 is worth 30 points. Part 2 is worth 25 points. (CLOs 1, 2, 3)

*Quizzes (3)* -- Quizzes are designed to test your comprehension of a topic and typically consist of a mix of short answer (less than one paragraph), multiple choice, true/false, and fill-in-the-blank questions. There are three quizzes, at the end of Units 1, 2 and 3. Quiz content generally covers that Unit only, but questions may draw on concepts and themes that persist throughout the course. Each Quiz is worth 50 points. (CLOs 1, 2, 3)

*Review Essay (Draft, Final)* -- Each student selects one (1) book from the list of five above to write a review essay approximately seven (7) pages long. Each review essay explores a subtopic that is related to but not covered by the assigned course materials. You become mini-expert in the subtopic and your writing of the essay helps you to review and expand on the course content. Please refer to the Review Essay Guidelines for more details. (CLOs 1, 2, 3)

### **Grading Information**

In-class assignments (6)	60
On-call Q&A (2)	20
Homework (7)	70
Sykes Journal	55
Quizzes (3)	150
Review Essay - Draft	10
Review Essay - Final	60
Final Exam	75
<b>Total Points</b>	<b>500</b>

### **Grading Scale (Points)**

A+: (495 – 500)	B+: (435 – 449)	C+: (385 – 399)	D+: (335 – 349)	F : ( $\leq$ 299)
A: (470 – 494)	B : (420 – 434)	C : (370 – 384)	D : (320 – 334)	
A- : (450 – 469)	B- : (400 – 419)	C- : (350 – 369)	D- : (300 – 319)	

*Extra Credit:* At least two extra credit assignments will be offered during the semester, shown below. Please check your email and Announcements for additional extra credit opportunities.

*Late assignments and make-up exams:* Course requirements must be completed on their scheduled dates. Please contact me if you experience an emergency and need an extension. Please also contact me ASAP if you have known obligation that may interfere with your ability to meet one or more due dates.

### **Classroom Protocol**

*Attendance* -- Just as I am expected to attend every lecture, so are you. If you are late, enter quietly in the back of the classroom.

*Materials* -- Bring to class the material that was assigned for that day. Also bring a pencil or pen and a notebook or laptop with which to take notes.

*Laptops* -- Laptops are permitted for taking notes and accessing assigned electronic materials. Refrain from using your laptop for other purposes.

*Cell phones* -- Cell phones must be in silent mode and not accessed during the lecture period.

*Communication outside of class* -- Check your university email account at least once daily for messages related to the course. I encourage regular communication with me over email and in office hours to clarify and enrich your understanding of the course material. To ensure confidentiality, use your university account to send and receive emails regarding this course.

*Honesty* -- I allow “open-note, open-book” quizzes to encourage answers that are deep and rich with content. During a quiz, you may only consult the official course materials and your personal notes and coursework. You may consult others while completing In-Class Assignments and Homework, but you may not distribute your written work nor use the written work of others. The minimum penalty for violating this policy is a zero (0) on the assigned work.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **JS 10 / Introduction to Justice Studies, Sec 02 / Spring 2017 Course Schedule**

*Read these Notes before reviewing the Course Schedule on the following pages.*

\*You are expected to have read/watched the materials assigned by the time you come to lecture. For the best understanding of the materials, I encourage you to read the PE text first, any CANVAS readings second, and the SAGE videos last. Please also see my notations below for any other recommended order of reading/viewing the materials.

\*\*The schedule is subject to change with fair notice by the Announcements section on the website and emails to your @sjsu.edu account.

### Book abbreviations:

**PE:** Peak & Everett, Introduction to Criminal Justice (2<sup>nd</sup> Ed)

**WSD:** Walker, Spohn & DeLone, The Color of Justice

**Sykes:** Sykes, The Society of Captives

### Material Locations:

- CANVAS Readings are located on the course homepage as well as the left tab Files → Readings
- Links to CANVAS Videos are located on the course homepage
- “SAGE Videos” are accessed at Sage’s companion website for the Peak & Everett text at <http://edge.sagepub.com/peak2e>.
- Homework assignments are located on the course homepage as well as the left tab Assignments
- In-class assignments are distributed in class.

## UNIT 1: FOUNDATIONS OF CRIMINAL LAW

1	(Date)	<b><u>Welcome! What is the Criminal Justice System?</u></b> PE: Ch.1, Ch 2 beginning to p. 29 CANVAS Readings: <ul style="list-style-type: none"> <li>• “Syllabus” (Randle)</li> <li>• “Review Essay Guidelines” (Randle)</li> </ul>
	Jan 30	
	Feb 1	<b><u>Why have a Criminal Justice System?</u></b> CANVAS Readings: <ul style="list-style-type: none"> <li>• “Fatal Distraction” (Weingarten)</li> <li>• “The Shape and Nature of the Law” (Friedman)</li> <li>• “The Law of God and Man” (Friedman)</li> </ul>
2	Feb 6	<b><u>What is “Crime”?</u></b> PE: pp. 30 – 39 CANVAS Readings: <ul style="list-style-type: none"> <li>• “Introduction” (Friedman)</li> <li>• “A Crime by Any Other Name” (Reiman)</li> </ul> <b>*In-class assignment 1</b>
	Feb 8	<b><u>Elements of a Crime in our CJS</u></b> CANVAS Readings: <ul style="list-style-type: none"> <li>• “California Penal Code URL” (State of CA)</li> <li>• “Elements of a Crime / Handout A” (Randle)</li> <li>• “Actus reus and Mens rea / Handout B” (Randle)</li> <li>• “Proximity / Handout C” (Randle)</li> </ul> <b>*Homework 1</b> <b>*In-class assignment 2</b>
3	Feb 13	<b><u>Affirmative Defenses: Justifications</u></b> PE: Ch. 2 pp. 39-end CANVAS Readings: <ul style="list-style-type: none"> <li>• “Model Penal Code: Necessity” (Dubber)</li> </ul> SAGE videos: <ul style="list-style-type: none"> <li>• “Stand your ground law” (2 mins)</li> </ul>
	Feb 15	<b><u>Affirmative Defenses: Excuses</u></b> PE: Ch. 2 pp. 39-end CANVAS Readings: <ul style="list-style-type: none"> <li>• “Model Penal Code: Excuses” (Dubber)</li> <li>• “Model Penal Code: Duress” (Dubber)</li> </ul> SAGE videos: <ul style="list-style-type: none"> <li>• “SOTSV: Intoxication and Crime” (4 mins)</li> </ul>
4	Feb 23	<b>*In-class assignment 3</b> <b>*Quiz 1</b>

## UNIT 2: LAW ENFORCEMENT

5	Feb 27	<b><u>Origins and Organization of Law Enforcement</u></b> PE: Chs. 5 & 6
---	--------	---

		<p>CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “What is the Impact of Mandatory Arrest Laws on Intimate Partner Violence?” (UK Center Research on Violence Against Women)</li> </ul> <p>SAGE Videos:</p> <ul style="list-style-type: none"> <li>• “A history of policing in America” (11 mins)</li> <li>• “Police Functions and Duties” (3 mins)</li> </ul> <p><i>Guest Speaker: Tim Jackson, SJPD</i> *Homework 2</p>
5	Mar 1	<p><b>4<sup>th</sup> Am Limits on Searches and Seizures</b> PE: Ch. 8 beginning through p. 204; p. 420 (Amendment IV) CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “Obtaining a Warrant / Handout D” (Randle)</li> <li>• “The Scope of Permissible Searches with Warrants / Handout E” (Randle)</li> </ul> <p>SAGE Videos:</p> <ul style="list-style-type: none"> <li>• “4<sup>th</sup> Amendment” (3 mins)</li> <li>• “SOTSV: Can the Police Search Your Cell Phone?” (4 mins)”</li> <li>• “AV: Stop and Frisk” (3 mins)</li> <li>• “SOTSV: Can police officers search your entire apartment?” (5 mins)</li> </ul>
6	Mar 6	<p><b>5<sup>th</sup> and 6<sup>th</sup> Am Limits on Police Interrogations</b> PE: Ch. 8 p. 204 – end; p. 392 (“Right to the Miranda Warning”); p. 420 (Amendment V &amp; VI) *Homework 3</p>
6	Mar 8	<p><b>5<sup>th</sup> and 6<sup>th</sup> Am Limits on Police Interrogations (Cont’d)</b> CANVAS Video: “The Interrogation” Parts 1-6 (Dateline) *Homework 4</p>
7	Mar 13	<p><b>Race and Use of Force</b> PE: Ch. 7 beginning through p. 175 WSD Ch. 4 CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “The Culture of the Police” (Skolnick &amp; Fyfe)</li> <li>• “<i>Bostick</i> / Handout F” (Randle)</li> <li>• “Police Culture and Use of Force / Handout G” (Randle)</li> <li>• “Aversive Racism / Handout H” (Randle)</li> </ul> <p>SAGE Videos:</p> <ul style="list-style-type: none"> <li>• “Police force” (4 mins)</li> </ul>
7	Mar 15	*Quiz 2
<b>UNIT 3: CRIMINAL COURTS</b>		
	Mar 20	<p><b>Court Organization</b> PE: Ch. 9 beginning through p. 228 CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “<i>Herrera v. Collins</i>”</li> <li>• “Issues of Fact versus Law / Handout I” (Randle)</li> <li>• “Appellate Processes / Handout J” (Randle)</li> </ul> <p>*In-class assignment 4</p>

8	Mar 22	<p><b>Court Processes</b>  PE: Ch 9. Pp. 228 – end; Ch. 10; p. 420 (Amendment V)  WSD Ch. 5, p. 207 – end  CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “How Courts Work” (ABA)</li> </ul>
<b>Week 9: Spring Break</b>		
10	Apr 3	<p><b>Jury Trials</b>  PE: pp 420 – 421(Amendments VI &amp; XIV Sec. 1)  SAGE Videos:</p> <ul style="list-style-type: none"> <li>• “Right to a Speedy Trial” (5 mins)</li> </ul> <p>*Extra Credit #1</p>
10	Apr 5	<p><b>Jury Trials (Cont’d)</b>  WSD: Ch. 6  CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “Death Penalty Support / Handout K”</li> </ul> <p>*Homework 5 (Apr 7)</p>
11	Apr 10	<p><b>The Right to an Attorney</b>  WSD Chapter 5, beginning through p. 207  CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “Counsel for the Poor” Secs I and II only (Bright)</li> </ul> <p>SAGE Videos:</p> <ul style="list-style-type: none"> <li>• “Clearance Earl Gideon” (23 mins) **located in PE Chapter 8**</li> </ul> <p>**Self-Study Day – NO LECTURE**</p>
11	Apr 12	*Quiz 3
<b>UNIT 4: PUNISHMENT</b>		
12	Apr 17	<p><b>Contemporary Penal Options</b>  PE: Ch. 11  CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “The body of the condemned” (Foucault)</li> <li>• “Punishment and sensibilities” (Garland, pp 141-152)</li> <li>• “Understanding the Leniency Revolution / Handout L” (Randle)</li> </ul>
12	Apr 19	<p><b>Victim Involvement</b>  CANVAS Reading:</p> <ul style="list-style-type: none"> <li>• <i>Booth v. Maryland</i></li> <li>• <i>Payne v. Tennessee</i></li> </ul> <p>SAGE Video: “Victim impact statements” (3 mins)</p> <p>*Review essay - Draft  *In-class assignment 5</p>
13	Apr 24	<p><b>Prison Structures</b>  PE: Ch. 12  WSD Chs. 7, 9  SAGE videos:</p> <ul style="list-style-type: none"> <li>• “Jail versus prison” (1 min)</li> </ul>
13	Apr 26	<p><b>Social Dynamics within Prisons</b>  PE: Ch. 13  Sykes: Introduction – Ch. 3</p>

		*Sykes Journal Part 1 *In-class assignment 6
14	May 1	<b><u>Social Dynamics within Prisons (Cont'd)</u></b> Sykes: Chs. 4 – 6 <i>Guest Speaker: Kyle Ward, Correctional Officer</i> *Sykes Journal Part 2
14	May 3	<b><u>Prison Controversies</u></b> SAGE Video: “Solitary Nation” (54 mins) *Homework 6
15	May 8	<b><u>Pre-and Post-Incarceration</u></b> PE: Ch. 14 CANVAS Readings: <ul style="list-style-type: none"> <li>• “The challenges of prisoner reentry: Facts and figures” (The Urban Institute)</li> <li>• “New law puts most of S.F. off-limits to sex parolees” (Matier &amp; Ross)</li> <li>• “Jessica’s Law sex offender buffer zone struck down” (Egelko)</li> </ul> SAGE Videos: <ul style="list-style-type: none"> <li>• “SOTSV: Parole versus probation” (3 mins) **located in PE Ch 11**</li> <li>• “Community corrections” (2 mins)</li> <li>• “Probation officers” (10 mins)</li> <li>• “System failure in Jaycee Dugard case” (6 mins)</li> </ul> *Extra Credit #2: Santa Cruz County Jail Tour (May 7)
<b>UNIT 5: JUVENILE JUSTICE</b>		
15	May 10	<b><u>Juvenile Justice: Structures and Procedures</u></b> PE Ch. 15 WSD CH. 10 SAGE Videos: <ul style="list-style-type: none"> <li>• “Juvenile status offenses” (6 mins)</li> <li>• “SOTSV: Questioning a juvenile” (5 mins)</li> </ul> *Homework 7 (May 12)
16	May 15	<b><u>Juvenile Justice: Punishment</u></b> SAGE Videos <ul style="list-style-type: none"> <li>• “SOTSV: Juvenile offenders and the death penalty” (5 mins)</li> </ul>
<b>FINAL EXAM</b>	<b>May 19</b>	<b>Final Exam 9:45 - 12</b> *Review Essay - Final