

**San José State University**  
**CASA/Justice Studies**  
**JS 189- Senior Seminar, 04, Spring, 2017**

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| <b>Instructor:</b>      | Sheree Martinek  |
| <b>Office Location:</b> | MacQuarrie Hall 508  |
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| <b>Email:</b>           | Sheree.Martinek@sjsu.edu   |
| <b>Office Hours:</b>    | Online Monday-Friday and Wednesdays 4:00pm to 5:15pm                     |
| <b>Class Days/Time:</b> | Wednesdays 5:30pm-8:15pm/ MacQuarrie Hall 235                            |
| <b>Prerequisites:</b>   | Senior standing in final semester; JS 100W & JS 114 with a 'C' or better |

## **Course Description**

Almost everyone has an opinion concerning crime and the questions we seek to answer: what is the problem, what are the causes, how can it be reduced, and what degree does criminal justice decision-making reflect inequalities? However, when concerning policy, these varying opinions make it difficult to build consensus about the steps that should be implemented. Much of the difficulty, which evolves from such conflict, reflects the varying values and beliefs each of us possess. As a result, the policy cycle is continuous and, hence, ever changing.

This capstone course will provide an opportunity for critical analysis of specific justice topics. Students will be expected to synthesize material from previous courses and apply it to a social justice issue, demonstrating significant mastery of justice concepts, theory and research. This class is designed to familiarize the student with different ideologies and the various crime control programs/policies designed under their influence.

Readings, discussions, and assignments will emphasize honing skills in critical thinking and analysis, research, writing, and verbal communication. Students will assess, evaluate, and critique the findings of prior empirical research and make recommendations for improvement in light of criminological theories, social phenomena, and proper analytic approaches. In addition, this course provides criminal justice students the opportunity to look back on their education and undergraduate experiences and to look forward to their professional goals and future careers. While you all have taken certain required courses, you bring a diversity of learning experiences from your coursework in criminal justice, as well as from classes taken outside of the department.

Although it is my hope that this class is a fascinating pinnacle of your academic studies thus far, the skills you will practice in this course will be unbelievably useful to you beyond your college years, regardless of your plans! I anticipate that this will be a challenging, yet stimulating and enjoyable course, in which you will personally gain more when you put more effort into it.

## **Justice Studies 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 Goals and Student Learning Objectives**

Upon successful completion of this course students will:

SLO1: Demonstrate their ability to complete a formal research paper that (a) synthesizes relevant scholarly sources; (b) reflects professional formatting and writing standards (APA format); (c) addresses relevant policy needs (such as necessary reforms) to solving tangible social problems; (d) somehow contributes to our collective understanding of concepts and approaches to justice, however defined (social justice, criminal justice, community justice, and so forth).

SLO2: Demonstrate their ability to present scholarly work to an audience of their peers.

SLO3: Demonstrate a working understanding of evidence-based approaches to social problems and public policy. As a culminating skill set in our program, students should demonstrate their ability to apply social scientific (and otherwise rational) forms of reasoning, argumentation, research, and support in forming any particular worldview or position in the pursuit of justice and addressing social problems in our communities/societies.

SLO 4: Demonstrate their ability to undertake a critical analysis of contemporary problems relevant to justice studies.

SLO 5: Demonstrate their ability to read, write, and contribute to discussion at a skilled and capable level that appropriately reflects the cumulating experience of their justice studies major.

## **Required Texts/Readings**

### **Textbook**

Welsh & Harris (2016) *Criminal Justice Policy and Planning*, 5th Edition  
Mears & Cochran (2015) *Prisoner Reentry in the Era of Mass Incarceration*

### **Other Readings**

Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

## **Canvas and Technology Requirements**

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf)). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

In order to receive a grade for this course, *all* course requirements must be met and *every* assignment must be completed. Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. All written assignments will be submitted to Turnitin.com to generate a Similarity Report. **Students found to be guilty of plagiarism will receive an F for that assignment** and may be referred to the University's Honor Council. Plagiarism includes, but is not limited to misquoting (such as omitting page numbers or quotation marks) and handing in work that is not your own and that is not correctly cited.

### Reflections Papers (25% of final grade) (SLO 4, 5)

Each student will submit 4 reading reflections and 1 film reflection. Each reading reflection should be at least one page (typed, single spaced). These assignments are not meant to be summaries of the readings; rather they are designed to get you to reflect on what you have read. You will identify 1-2 points you found important, interesting, and/or controversial from each reading and explain why you selected each point. Also, list 2 questions the readings raised for you that may be discussed in class. Students will also complete 1 film reflection (~3 pages) analyzing a documentary using key concepts covered in the course. You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense) on all reflections. I will not accept any late Reflection Papers.

### Class Participation (15% of final grade) /Weekly Presentation (15% of final grade) (SLO 2, 3 & 5)

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Attendance per se, however, is not considered to be participation, and cannot factor into one's grade. Participation includes but is not limited to the following: in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities including in-class assignments, pop-quizzes, impromptu debates, peer reviews and presentation evaluations. There will be two scheduled, but unannounced, quizzes. Quizzes may be given either in class or online and will consist of multiple choice, true/false and/or short answer questions. Make-ups will not be given for quizzes.

**Current Events:** As part of class participation, each student will be required to present a “Current Event.” Current events can include a response to local or national news items, summary and response to a documentary, movie, music video etc. you watched, overview of a website or organization you’ve come across that relates back to the course.... When presenting, create 1 ppt slide with the title of the news item and internet link. You should describe/ summarize the issue, explain why/how it caught your interest and how it links back to the course. The purpose of this mini presentation is to get you comfortable speaking in front of the class and to create ongoing active and critical discussions about current events relevant to the issues that we are covering over the course of this semester. On each assigned week, 2 students will present.

**Weekly Presentation:** All students will offer *in-class presentations* (groups of 4) on the readings assigned for each class. Each presentation should consist of:

- 1) *Summary* of the reading’s content;
- 2) *Analysis/critique* of its relevance to contemporary social issues;
- 3) *A minimum of three discussion questions* about the chapter’s content, to be discussed in class.

*The detailed calendar of chapter presentations will be circulated during the first week of class. PLEASE NOTE: make-up presentations will not be allowed.*

### **Policy Paper (35% of final grade) (SLO 1, 3, &5)**

Students are required to write a 12-14 page policy paper. Details for this assignment will be provided on the first day of class.

This assignment observes that writing is a process. Thus, it will be achieved in several parts:

- Week 4: List of top 3 choices for the topic of your paper due
- Week 7: Draft of Sections 1 & 2 due
- Week 10: Draft of Sections 3 & 4 due
- Week 14: Completed rough draft submitted for peer review
- Week 16: Final Draft Due

### **Final Paper Presentations (10% of final grade) (SLO 2-5)**

Week 12-15: Students are required to give a formal presentation of their policy paper. The presentation should take about 20 minutes. Students will also be required to provide an outline of their presentation and reference page to the instructor on the day of the presentation. Presentations will be prepared using PowerPoint and evaluated by the class.

*I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.*

This course will be using the +/- system on final grades based on the following percentages:

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| A  | 94-100 | B- | 80-83 | D+ | 67-73 |
| A- | 90-93  | C+ | 77-79 | D  | 64-66 |
| B+ | 87-89  | C  | 74-76 | D- | 60-63 |
| B  | 84-86  | C- | 70-73 | F  | 0-59  |

## **University Policies**

### **Academic integrity**

Students should know the University's Student Conduct Code, available at [http://www.sjsu.edu/studentconduct/docs/Student\\_Conduct\\_Code.pdf](http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development, found at <http://www.sjsu.edu/studentconduct>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor>.

## **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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910).

Website: <http://www.sjsu.edu/casa/ssc/>.

## JS 189, Senior Seminar, Spring 2017

*The below schedule and readings are subject to change.*

| Week | Date     | READINGS AND ASSIGNMENTS   |
|------|----------|--|
| 1    | Wed 2/1  | <b>Introduction &amp; Course Overview</b>  |
| 2    | Wed 2/8  | <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• W &amp; H - Intro &amp; Ch. 1 <i>Analyzing the Problem</i></li> <li>• M &amp; C - Ch. 1 &amp; 2 <i>Historical Trends in Corrections &amp; Reentry Policy</i></li> </ul> <p><b><u>Presentations:</u></b><br/>           Weekly: _____<br/>           CE: _____</p> <p><b><u>Assignments:</u></b><br/>           Reading Reflection #1</p>   |
| 3    | Wed 2/15 | <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• W &amp; H - Ch. 2-3 <i>Setting Goals, Designing the Program/Policy</i></li> <li>• M &amp; C - Ch. 3-4 <i>Causes of Reentry, Profile of Inmate Population</i></li> </ul> <p><b><u>Presentations:</u></b><br/>           Weekly: _____<br/>           CE: _____</p> <p><b><u>Assignments:</u></b><br/>           Reading Reflection #2</p>   |
| 4    | Wed 2/22 | <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• M &amp; C- Ch. 5 <i>The Prison Experience</i></li> <li>• Canvas: Richmond, K. M. (2014). Why work while incarcerated? Inmate perceptions on prison industries employment. <i>Journal of Offender Rehabilitation</i>, 53(4), 231-252.</li> <li>• Canvas: Duwe, G., &amp; Johnson, B. R. (2016). The effects of prison visits from community volunteers on offender recidivism. <i>Prison Journal</i>, 96(2), 279-303.</li> </ul> <p><b><u>Presentations:</u></b><br/>           Weekly: _____<br/>           CE: _____</p> <p><b><u>Assignments:</u></b><br/>           List of top 3 choices for the topic of your paper due</p> |

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|---|----------|---|
| 5 | Wed 3/1  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• W &amp; H- Ch. 4 &amp; 5 <i>Action Planning and Implementation</i></li> <li>• Canvas: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1681530/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1681530/</a></li> </ul> <p><b>Presentations:</b><br/><i>Beyond the Books</i></p> <p><b>Assignments:</b><br/>Reading Reflection #3</p>   |
| 6 | Wed 3/8  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• M &amp; C- Ch. 6 &amp; 8 <i>Reentry Experience and Challenges</i></li> <li>• Canvas: Garland, B., Wodahl, E., &amp; Saxon, C. (2017). What influences public support of transitional housing facilities for offenders during reentry? <i>Criminal Justice Policy Review</i>, 28(1), 18-40.</li> </ul> <p><b>Presentations:</b><br/>Weekly: _____<br/>CE: _____</p> <p><b>Assignments:</b><br/>Film Reflection #1</p> |
| 7 | Wed 3/15 | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• M &amp; C - Ch. 7</li> <li>• Canvas: TBD</li> </ul> <p><b>Presentations:</b><br/>Weekly: _____<br/>CE: _____</p> <p><b>Assignments:</b><br/>Draft of Sections 1 &amp; 2 due</p>  |
| 8 | Wed 3/22 | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• W &amp; H- Ch. 6 <i>Evaluating Outcomes</i></li> <li>• M &amp; C- Ch. 9 &amp; 10 <i>What Works</i></li> <li>• Canvas: MacKenzie, D. L. (2000). Evidence-based corrections: Identifying what works. <i>Crime &amp; Delinquency</i>, 46(4), 457-471.</li> </ul> <p><b>Presentations:</b><br/>Guest Speaker<br/>CE: _____</p> <p><b>Assignments:</b><br/>Reading Reflection #4</p>                                      |
| 9 | Wed 3/29 | <p><b>Spring Break</b></p>  |

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| 10 | Wed 4/5  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• W &amp; H – Ch. 7</li> <li>• Canvas: Mears, D. P., Cochran, J. C., Bales, W. D., &amp; Bhati, A. S. (2016). Recidivism and time served in prison. <i>Journal of Criminal Law &amp; Criminology</i>, 106(1), 83-124.</li> <li>• Canvas:</li> </ul> <p><b>Presentations:</b><br/>Weekly: _____<br/>CE: _____</p> <p><b>Assignments:</b><br/>Draft of Sections 3 &amp; 4 due</p>   |
| 11 | Wed 4/12 | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Canvas: Akpan, J., &amp; Notar, C. E. (2012). How to write a professional knockout resume to differentiate yourself. <i>College Student Journal</i>, 46(4), 880-891.</li> <li>• Canvas: Bushnell, E. J. (2012). Looking forward: New challenges and opportunities. <i>New Directions for Student Services</i>, 2012(138), 91-103.</li> </ul> <p><b>Presentations:</b><br/>Guest Speaker- <i>Resume workshop</i><br/>CE: _____</p> <p><b>Assignments:</b><br/>Copy of resume</p> |
| 12 | Wed 4/19 | <p><b>Policy Paper Presentations:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>CE: _____</p>   |
| 13 | Wed 4/26 | <p><b>Policy Paper Presentations:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>CE: _____</p> <p><b>Assignments:</b><br/>Completed rough draft submitted for peer review</p>  |

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| 14 | Wed 5/3  | <b><i>Policy Paper Presentations:</i></b><br><hr/> <hr/> <hr/> <hr/> <hr/>                                  |
| 15 | Wed 5/10 | <b><i>Policy Paper Presentations:</i></b><br><hr/> <hr/> <hr/> <hr/> <hr/><br><b><i>Final Paper due</i></b> |
| 16 |          |   |