

SPRING 2001
AJ 216
Mon 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, policy and practice in all three principal areas of the administration of justice - police, courts and corrections. Substantive areas of justice like domestic violence, juvenile justice, organized and white-collar crime etc. are incorporated within each of these major areas of administration of justice as relevant. The purpose is to help advanced graduate students to develop, accumulate and integrate knowledge in each of these domains together with the capacity to critically analyze classical and contemporary public policy issues. This is regarded as the capstone course for the master's degree, similar to comprehensive examinations required in many graduate programs.

Required Texts:

- Cole, G.F., & Gertz, M.G. (1998). *The criminal justice system: Politics and Policies*. 7th Edition. Belmont, CA.: West/Wadsworth Pub. [C&G]
- Eskridge, C.W. (Ed.) (1999). *Criminal justice: Concepts and Issues: An Anthology*. L.A., CA: Roxbury Publishing. [E]
- Hancock, B.W., & Sharp, P.M. (2000). *Public policy, crime and criminal justice*. 2nd. Edition. Upper Saddle River, NJ.: Prentice Hall. [H&S]

Recommended Texts:

- Gaines, L.K., & Cordner, G.W. (Eds.) (1999). *Policing perspectives: An anthology*. L.A., CA: Roxbury Publishing.
- Mays, G.L., & Gregware, P.R. (Eds.) (2000). *Courts and justice: A reader*. 2nd. Edition. Prospect Heights, Illin.: Waveland Press.
- Marquart, J.W., & Sorensen, J.R. (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.

Three take-home exams/papers are required for this course, one at the end of the sections on **policing**, on **courts**, and on **corrections**. Each paper should be approximately 8 pages, double-spaced, 12-point type, and written strictly 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, policy, 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 29 Introduction, overview and seminar organization.

Public Policy & Justice:

February 5 C&G 1,2; H&S 1,3,4, 5,8; E 2.

February 12 C&G 3,4; H&S 6,7; E 4,5,6,7

Policing:

February 19 C&G 5,6,7,8; H&S 10,11,12; E 8

February 26 C&G 9; H&S 13; E 9,10,11,13,14

March 5 Take home exam due: Student presentations of first paper.

Juvenile Justice:

March 12 H&S 21,22,23,24; E 29,30,31,32,33,34

Prosecution & Courts

March 19 C&G 10,11,12,13,14,15; H&S 14; E 16,17

April 2 C&G 17,18,19,20,21; E 15,18,19,20

April 9 Library research for second paper

April 16 Take home exam due: Student presentations of second paper.

Correctional Policies:

April 23 C&G 22,23,24,25,26; E 25,26

April 30 H&S 17,18,19; E 21,22,23,24

May 3 C&G 27; H&S 20,25,26,27, 28; E 27,28

Future Policy Directions:

May 14 C&G 28; H&S 29; E 35,36,37,38,39

May 21 Take home exam due: Student presentations of third paper.