

SPRING 2002  
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. 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 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., & Bungler, A. (2002). *The criminal justice system: Politics and policies*. 8<sup>th</sup> Edition. Belmont, CA.: Wadsworth.

[C&G&B]

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*. 2<sup>nd</sup>. 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*. 2<sup>nd</sup>. 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 oral 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. (See Scoring Rubric attached for academic standards).

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 28 Introduction, overview and seminar organization.

#### **Public Policy & Justice:**

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

February 11 C,G&B 4,5,6; H&S 6,7; E 4,5,6,7

#### **Policing:**

February 18 C,G&B 7,8,9,10; H&S 10,11,12; E 8

February 25 C,G&B 11; H&S 13; E 9,10,11,13,14

March 4 Take home exam due: Student presentations of first paper.

**Juvenile Justice:**

March 11 H&S 21,22,23,24; E 29,30,31,32,33,34

**Prosecution & Courts**

March 18 C,G&B 12,13,14,15, 16; H&S 14; E 16,17

April 1 C,G&B 17,18,19,20; E 15,18,19,20

April 8 Library research for second paper

April 15 Take home exam due: Student presentations of second paper.

**Correctional Policies:**

April 22 C,G&B 21,22,23,24,25; E 25,26

April 29 H&S 17,18,19; E 21,22,23,24

May 6 C,G&B 27; H&S 20,25,26,27, 28; E 27,28

**Future Policy Directions:**

May 13 C,G&B 26,27,28; H&S 29; E 35,36,37,38,39

May 20 Take home exam due: Student presentations of third paper.

## **AJ216. Instructions for Comprehensive Papers/Exams**

Three written papers are required for this course, one at the end of each section: on **policing**; on **courts**; and on **corrections**.

Each paper should be approximately 8 pages, double-spaced, 12-point type, and written in APA style. Copies of the recent articles used as sources must be attached as an appendix to each paper. In addition, a one-page summary together with the bibliography must be distributed to the class.

A different topic must be chosen by each student that does not replicate prior work completed, nor replicate current topics of others in the class. All papers need to be delimited and clearly focussed on a particular issue or question.

### **Five Different Kind of Literature Reviews are Suggested:**

#### **1. A Review of Empirical Findings on a Topic:**

The goal is to review what is empirically known about the definitions, incidence, prevalence and correlates of a particular phenomenon. (For example, police use of force).

Begin with a brief non-technical introduction to the problem and argue why it is important to study. Usually, the social policy implications of the findings are most important. Survey the literature and select:

- Prior review articles and any recent articles the past five years
- Summarize the author's subjects, method and findings for each study
- Evaluate and critique: the methodology and limitations/weakness of findings.
- Make an attempt to conclude what are the general overall or repeated findings, contradictory or ambiguous findings, gaps in knowledge.
- Revise and propose what set of factors contribute to the problem
- End with a research question or agenda that could guide the next piece of research on this subject.

#### **2. Historical Development of a Criminal Justice Program.**

- The goal is to trace the historical development of a procedure/program from its first inception (e.g. use of electronic surveillance). Consider the

socio-political, economic, technological pre-requisites that spurred its development and similar factors that retarded its growth. Document the program's or policy's

- historical origins and development,
- proliferation into new domains,
- discuss any modifications in its deployment,
- summarize its present status.
- Summarize its strengths and weakness or limitations.
- Conclude by proposing program changes, evaluation research agendas, and predicting its future.

### **3. Critical Evaluation of a Theory/Philosophical position embedded in a Specific Policy/Program/Approach to Crime Control.**

The goal is to take a well-known or popular belief or theory about crime/criminals/effectiveness of an intervention strategy, and subject it to critical scrutiny - logically and empirically. (For example, the topic may be mandatory arrest/no-drop policies decrease domestic violence; three strikes laws have increased lethality in arrests. Specialized units in apprehension/prosecution are more efficient; the war on drugs has failed.)

The best kind of data to bring to bear on this topic would be a piece of research that tests the hypothesis directly. This kind of data is often not available. Instead, you may need to rely upon logical argument, and secondary tangential data.

First, explicate the logical argument or theory. What is the mechanism that is being implied? Are there more than one mechanisms? What are the scope conditions for this theoretical argument? What are the conditions under which it is not likely to be valid? What are the alternative outcomes likely, and under what conditions do they occur? All of this involves logical arguments. However, you need to draw upon the empirical research to support your claims and argument at each point.

As a result of this analytical process, usually you can conclude with a more complex, conditional theoretical argument about the phenomenon. Discuss implications for change in programs and policies that rely upon this philosophical position or theory. Suggest research that could evaluate your more complex ideas.

#### **4. Proposing Solutions to an Unsolved Problem.**

Consider a contemporary unresolved problem in the criminal justice system. e.g. overcrowding in prisons; recruitment of women to high status administrative/managerial positions; violent crimes committed by children, racial disparities in the justice system.

- define the problem
- document the extent of the problem using the literature.
- review alternative approaches/theories of what causes or maintains problem, and
- argue their strengths and weakness (using prior studies or bodies of research)
- conclude on the best approach or theory about what can control or ameliorate the problem
- suggest political, economic, practical impediments to institution of proposed solution.

#### **5. Evaluate Contemporary Public Policy towards Crime/Crime Control.**

Choose a specific kind of crime or crime policy (e.g. drug policy, three-strikes laws, determinate sentencing) and discuss its

- historical, social and political origins
- evolution, development, and change in focal concerns
- who are its proponents/advocates and who are its critics
- any empirical analysis of its effectiveness
- economic costs or cost-benefit analysis
- alternative viable policies
- summary and conclusion

### SCORING RUBRIC FOR AJ216

<b>Level of Achievement</b>	<b>General Presentation</b>	<b>Reasoning Argumentation</b>	<b>Synthesis of Ideas</b>
<b>Excellent</b> (9-10 pts)	Provides clear & thorough intro & background	demonstrates accurate, complete understanding of the issues	presents a perspective that synthesizes main ideas of several readings
	Addresses the issues/questions	Uses several arguments & backs with examples; data support conclusion	creates informative way to view several ideas from readings to give meaning to readings as a whole rather than if main ideas were presented individually
	Uses acceptable writing style & grammar	Presents ideas in logical order	
	Uses APA editorial style		
<b>Good Quality</b> (7-8 pts)	Combination of above traits but less consistency (1-2 errors)	Uses only one argument & example that supports conclusion	Presents only very general synthesizing perspective of ideas
	Same as above but less thorough, still accurate	Accurate but less detailed/in-depth understanding of issues	At least two readings are presented but demonstrate similar rather than different views OR not clearly related to each other under umbrella of the synthesizing idea
	1-2 errors in APA style		
<b>Needs Improvement</b> (5-6 pts)	Does not address issue/question explicitly but does so tangentially	Demonstrates minimal understanding of issues (1 or 2 errors)	Main idea of one reading presented as dominant perspective
	States a somewhat relevant argument	Presents some arguments in logical order	Paper reads more like a summary of the readings rather than a synthesis of ideas
	Problems with APA, style & grammar (3 or more errors)	small subset of ideas support argument	No alternative views

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<b>Inadequate</b> (3-4 pts)	Does not address question/issues	Fails to demonstrate understanding of issues/questions, inaccurate	No clear or main idea to the paper
	States no relevant arguments	Not clearly or logically organized	Readings may be discussed, but main idea is not related to any other ideas
	Inadequate style & grammar	Does not provide evidence to support assertions/arguments	
	Little evidence of APA editorial style		

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### Directions for using Scoring Rubric

*Three take-home exams* are required for this course, one on each of the three main fields of justice: *policing, courts and 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 bibliography must be distributed to the class during a 10-15 minute oral presentation of the main thesis of each paper. Each paper will be rated according to the three dimensions outlined in the scoring rubric above: *general presentation, reasoning- argumentation, and synthesis of ideas*. Each dimension will carry equal weight. Each paper is worth 25% of the grade and oral participation in class is worth 25% of the grade. Final grades will be assigned according to the following scales:

A+ = 95+, A = 90+, A- = 85+, B+ = 80+, B = 75+, B- = 70+, C+ = 65+, C = 60, C- = 55+, D+ = 50+, D = 45+, D- = 40+, F = <40.