

SPRING 2003
AJ 216
Mon 5:30-8:15 pm
MH526

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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.

SCORING RUBRIC FOR AJ216

Level of Achievement	General Presentation	Reasoning Argumentation	Synthesis of Ideas
Excellent (9-10 pts)	<p>Provides clear & thorough intro, rationale, purpose & background. Addresses the issues/questions</p> <p>Uses acceptable writing style & grammar</p> <p>Uses APA editorial style</p>	<p>Demonstrates accurate, complete understanding of the issues</p> <p>Uses several arguments; examples, data & references support claims</p> <p>Presents ideas in logical order; draws valid conclusions</p>	<p>Presents a perspective that synthesizes main ideas of several readings</p> <p>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</p>
Good Quality (7-8 pts)	<p>Combination of above traits but less consistency (1-2 errors)</p> <p>Same as above but less thorough, still accurate</p> <p>1-2 errors in APA style</p>	<p>Accurate but less detailed/in-depth understanding of issues</p> <p>Uses only one argument, OR insufficient data/ references to back claims.</p> <p>Generally logical/ conclusions loose</p>	<p>Presents only very general synthesizing perspective of ideas</p> <p>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</p>
Needs Improvement (5-6 pts)	<p>Does not address issue/question explicitly but does so tangentially; Unclear purpose; States a somewhat relevant argument</p> <p>Problems with, style & grammar</p> <p>3 + APA errors</p>	<p>Demonstrates minimal understanding of issues, Lacks data/ references to support claims</p> <p>Presents some arguments in logical order</p> <p>Small subset of ideas support argument</p>	<p>Main idea of one reading presented as dominant perspective</p> <p>Paper reads more like a summary of the readings rather than a synthesis of ideas</p> <p>No alternative views</p>

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

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