Administration of Justice 216 **Spring Semester 2004**

Advanced Seminar in Justice
Course Syllabus

Professor: Ann Lucas, J.D., Ph.D.
MacQuarrie Hall 513
Office: (408) 924-2914
Dept. Fax: (408) 924-2953
E-mail: alucas@casa.sjsu.edu

Office Hours: Monday, Wednesday 9:45-10:30 am
Monday 2:00-5:30 pm
Or by appointment

Class Meeting Times: Mondays, 5:30 - 8:15 PM
MacQuarrie Hall 526

AJ Department Website: www.sjsu.edu/depts/casa/aj

Course Description: Identification, analysis and discussion of selected contemporary issues and problems in the justice system. 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, and the like, are incorporated within each of these major areas of administration of justice as relevant.

Pre-Requisites: Required for Masters program. Classified graduate standing, and 21 units in residency or consent of instructor.

Course Objectives: The purpose of this course is to help advanced graduate students develop, accumulate and integrate knowledge in each of the three primary domains of the justice system, 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: Be sure to get the **current edition** of each book. These texts have been updated since the last time the course was taught.

1. Cole, G. F., Gertz, M. G., & Bunger, A. (Eds.). (2004). *The criminal justice system: Politics and policies* (9th Ed.). Belmont, CA: Wadsworth. ["**CGB**"]

2. Eskridge, C. W. (Ed.). (2004). *Criminal justice: Concepts and issues: An anthology* (4th Ed.). Los Angeles: Roxbury. ["**E**"]

3. Hancock, B. W., & Sharp, P. M. (Eds.). (2004). *Public policy, crime and criminal justice* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall. ["**HS**"]

Recommended Texts:

Latessa, E. J., Holsinger, A., Sorensen, J. R., & Marquart, J. W. (Eds.). (2001). *Correctional contexts: Contemporary and classical readings* (2nd Ed.). Los Angeles: Roxbury.

Stolzenberg, L., & D'Alessio, S. J. (Eds.). (2001). *Criminal courts for the 21st century* (2nd Ed). Upper Saddle River, NJ: Prentice Hall.

Thurman, Q. C., & Zhao, J. (Eds.). (2003). *Contemporary policing: Controversies, challenges, and solutions: An anthology*. Los Angeles: Roxbury.

Course Requirements and Grading:

Students are required to read all assigned course material and be prepared to take turns in providing 1-2 page written summaries (about 5 total) for their classmates, and to provide oral critiques (about 5 total) of other students' summaries of the assigned readings articles. In this respect, they assist the instructor in leading the seminar discussions on the reading topics each week. This class participation is worth 25% of the grade. Participation grades include quality of written summaries of articles for classmates, verbal participation in discussions and quality of oral critiques, and class presentations of papers.

Three papers are required for this course, one at the end of each section; i.e., one each on **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 the bibliography must be distributed to the class. Each paper will be worth 25% of the grade. (Paper guidelines and a Scoring Rubric for academic standards will be distributed in class.)

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 will undertake library research and generate a minimum of 3 additional recent (within the past five years), directly relevant articles on the topic. 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.)

Please note: this 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 relevant historical and recent material. Any student who has a 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:

Week 1: February 2. Introduction, overview and seminar organization; article signups.

Public Policy & Justice:

Week 2: February 9. CGB 1, 3, 4; HS 1-3, 9; E 1, 2
Week 3: February 16. CGB 2; HS 4-6, 8; E 4-7

Policing:

Week 4: February 23. CGB 5, 6, 8; E 8, 12-14
Week 5: March 1. CGB 7; HS 10-12; E 9-11
Week 6: March 8. **Paper 1 due**: Student presentations of first paper.

Juvenile Justice:

Week 7: March 15. HS 19-21; E 29-34

Prosecution & Courts:

Week 8: March 22. CGB 10-13; HS 13; E 18-21

[March 29: Spring Break]

Week 9: April 5. CGB 14-16; HS 14, 15; E 15-17
Week 10: April 12. **Paper 2 due**: Student presentations of second paper.

Correctional Policies:

Week 11: April 19. CGB 17-22; HS 16; E 23-24
Week 12: April 26. CGB 23-24; HS 17, 18; E 22, 25-28

Future Policy Directions:

Week 13: May 3. CGB 25-27; HS 7, 22, 23; E 3, 35
Week 14: May 10. CGB 28; HS 24-26; E 36-38
Week 15: May 17. **Paper 3 due**: Student presentations of third paper.

AJ 216, Spring Semester 2004 **Dr. Lucas**

Instructions for Comprehensive Papers

Three written papers are required for this course, one at the end of each section. That is, you will be writing one paper each on **policing, courts,** and **corrections**.

Each paper should be approximately 8 pages, double-spaced, in 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 focused on a particular issue or question.

Five Different Kinds 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 (e.g., 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 do the following:

- Select prior review articles and any recent articles (from 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
- Review 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, and technological prerequisites that spurred its development and similar factors that retarded its growth. In regard to the program or policy:

- Discuss its historical origins and development
- Explain its proliferation into new domains
- Discuss modifications in its deployment (if any)

- $ Summarize its present status
- $ Evaluate its strengths and weakness or limitations
- $ Conclude by proposing program changes, evaluation research agendas, and predicting its future

3. Critical Evaluation of a Theory or Philosophical Position Embedded in a Specific Policy, Program, or 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? Is there more than one mechanism? 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 argument. 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, and then do the following:

- $ Define the problem
- $ Document the extent of the problem using the literature
- $ Review alternative approaches/theories of what causes or maintains problem
- $ Argue the alternatives' 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
- Its evolution, development, and change in focal concerns
- Who its proponents/advocates and who its critics are
- Any empirical analysis of its effectiveness
- Its economic costs or cost-benefit analysis
- Alternative viable policies

SCORING RUBRIC FOR AJ216

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

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

Directions for using Scoring Rubric

Three papers 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, in 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/take-home exam 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.

Oral participation in class is worth 25% of the grade. For participation, each written review of an article that is orally presented is worth 2.5, each commentary on an article is worth 1.5, and voluntary participation in class =.5 each week (excluding the class sessions on which papers are presented).

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%.