

SPRING 2005
JS 216
Mon 5:30-8:15 pm

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Office Hours: Mon/Wed
8:30-10:30am & 3-5pm
(except for committee meetings)
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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 four principal areas of justice study - police, courts, corrections, and juvenile justice. Substantive areas of justice like domestic violence, terrorism, white-collar crime, racial disparity, role of the media 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. (2004). *The criminal justice system: Politics and policies*. 9th Edition. Belmont, CA.: Wadsworth.
[C,G&B]

Eskridge, C.W. (Ed.) (2004). *Criminal justice: Concepts and Issues: An Anthology*. Fourth Edition. Los Angeles, CA: Roxbury Publishing.[E]

Muraskin, R., & Roberts, A.R. (2005). *Visions for change: Crime and justice in the twenty-first century*. Fourth Edition. New Jersey, Pearson, Prentice Hall. [M&R]

Recommended Texts:

Thurman, (2004). *Contemporary Policing* 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.

Latessa, E.J., Holsinger, A., Marquart, J.W., & Sorensen, J.R. (Eds.) 2nd Edition, (2001). *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 1-2 page written summaries (about 5 total) for their classmates; and 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. Class participation is worth 25% of the grade. This includes quality of written summaries of articles for classmates, verbal participation in discussions, and class presentations of papers.

Three take-home exams/papers are required for this course, each topic is to be selected from three of the four areas - policing, courts, corrections, and juvenile justice. 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. (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 3-5 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. Each of the three papers should show the capacity to undertake a literature review for the purpose of critical analysis and synthesis of the issues 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. All papers will be checked for plagiarism and any violator will receive a failed grade for the course.

CLASS SCHEDULE AND ASSIGNED READINGS:

January 31 Introduction, overview and seminar organization.

Policing:

February 7

C,G&B5 (discretion); C,G&B6 (broken windows);
E8 (crackdowns); E9, E10, M&R17 (community policing);
E11 (problem solving).

February 14

C,G&B9 (use of force); E12, M&R19 (corruption);
M&R 20 (management); C,G&B8, M&R15 (domestic violence);
E14 (transnational crime).

Prosecution & Courts:

February 21

E15 (origins); C,G&B10 (deciding to prosecute);
C,G&B11,12 (plea bargaining); C,G&B13 (defense);
C,G&B15 (process is punishment); C,G&B16 (myth).

February 28

E16 (drug court); E17 (victim-offender mediation);
E19 (pretrial publicity); E20 (Voir Dire);
E21 (victim cooperation); E27, M&R21 (death penalty).

March 7 Take home exam due: Student presentations of first take home exam paper.

Juvenile Justice:

March 14

E29 (serious offenders); E31 (boot camps); E32 (parents);
E33 (sentencing); E34 (female offenders);
M&R3, E30 (gangs).

March 21 NO CLASS

Corrections:

April 4

C,G&B17 (intermediate sanctions);
C,G&B19, 20 (prison life); C,G&B22 (reform);
G,G&B23 (reentry); M&R24 (HIV);
M&R25 (extended sentences).

April 11

E22(probation); E24 (prison programs); E26 (probation);
E28 (treatment); C,G&B18, 24 (race disproportion);
M&R26 (private prisons).

April 18

Second take-home exam due: Student presentations of second exam paper.

Politics & the Media:

April 25

E3 (guns); M&R6 (drugs); C,G&B3, M&R5 (media);
E6, E38 (wrongful convictions); CG&B25 (three-strikes).

Contemporary Issues

May 2

M&R27, 28, 29, 30 (technology);
M&R31,32,33,34 (gender & diversity)

May 9

M&R10,11,12,13,14 (terrorism); M&R23 (Patriot Act)

May16

Third take-home exam due: Student presentations of third exam paper.

AJ216. Instructions for Comprehensive Papers/Exams

Three written papers are required for this course, one each on three of four areas – **policing, courts, corrections and juvenile justice.**

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 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. State clearly the purpose/thesis of your paper early in the paper and how you intend to accomplish your purpose or prove your thesis.

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 sampling, methodology and limitations/weakness of the studies research design and how it affects the findings.
- make an attempt to conclude what are the general overall or repeated findings, contradictory or ambiguous findings, and 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). State clearly the purpose/thesis of your paper early in the paper and how you intend to accomplish your purpose or prove your thesis.

- 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, and any 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.) State clearly the purpose/thesis of your paper early in the paper and how you intend to accomplish your purpose or prove your thesis.

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

First, explicate the logical argument or theory. What is the mechanism that is being implied? Are 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 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, you can usually 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. Be sure to state clearly the purpose/thesis of your paper early in the paper and how you intend to accomplish your purpose or prove your thesis. Proceed as follows:

- 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 as to the best approach or theory about what can control or ameliorate the problem
- suggest political, economic, practical impediments to institution of the 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). State clearly the purpose/thesis of your paper early in the paper and how you intend to accomplish your purpose or prove your thesis. 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

Level of Achievement	General Presentation	Reasoning Argumentation	Synthesis of Ideas
Excellent (9-10 pts)	<p>Provides clear & thorough intro, rationale, purpose & background.</p> <p>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 to 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>Mostly clear intro, rationale, purpose, background etc. (1-2 errors)</p> <p>Writing/grammar 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/synthesizing 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;</p> <p>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,</p> <p>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>
Inadequate	Does not address	Fails to demonstrate	No clear or main idea

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

Three take-home exams are required for this course as described above. 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/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%.