

SPRING 2006
JS 216
Mon 5:30-8:15 pm

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(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.

Learning Outcomes:

1. To undertake critical review of current and seminal theory, research, policy and practice in three of four principal areas of justice study – police, courts, corrections, and juvenile justice.
2. To provide oral and written presentations of each review in a manner that
 - a. gives a clear introduction, rationale and purpose, addressing the issues/questions,
 - b. uses an acceptable writing/speaking style and
 - c. uses APA editorial style.

3. To demonstrate reasoning and argumentation in each review that indicates
 - a. an accurate and complete understanding of the issues,
 - b. use of examples, data and references to support knowledge claims, and
 - c. logical presentation of ideas, drawing valid conclusions
4. To synthesize different perspectives and data in a way that
 - a. integrates the main ideas and research findings from multiple sources
 - b. Creates an informative way of viewing the subject as a whole from a balanced, scholarly perspective

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*. 4th Edition. Los Angeles, CA: Roxbury Publishing.[E]

Muraskin, R., & Roberts, A.R. (2005). *Visions for change: Crime and justice in the twenty-first century*. 4th Edition. New Jersey, Pearson, Prentice Hall. [M&R]

Hancock, B.W. & Sharp, P.M. (2004). *Public policy, crime and criminal justice*. 3rd Edition. New Jersey, Prentice Hall. [H&S]

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 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.

ALL PAPERS MUST BE SUBMITTED ELECTRONICALLY BY EMAIL OR DISK TO THE INSTRUCTOR. NO HARD COPIES ARE NEEDED.

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. RE-WRITES OF PAPERS FOR A HIGHER GRADE WILL NOT BE PERMITTED AFTER THE DUE DATE.

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.

Academic Integrity Statement:

“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

In accordance with University policy this course strives to uphold academic honesty. Page 40 of the University catalogue clearly details University policies regarding cheating and plagiarism. Cheating includes copying, submitting work previously graded in another course or submitting work simultaneously in two courses (unless otherwise approved), altering or interfering with grades, and use of surrogates for examinations. Plagiarism involves “representing the work of another as one’s own without appropriate credit.” (S98-1, p2). If a student is suspected of academic dishonesty, the student will be instructed to meet for a mandatory conference with the instructor. Further academic and administrative sanctions will be considered based on the infraction. Academic honesty is taken very seriously and any violations of university policy will not be tolerated.

Americans with Disabilities Act

Campus Policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during my office hours. Presidential Directive 97-03 requires students with disabilities register with DRC to establish a record of their disability.”

CLASS SCHEDULE AND ASSIGNED READINGS:

January 30 Introduction, overview and seminar organization. Assignment of readings.

Policing:

February 6

C,G&B5 (discretion); C,G&B6 (broken windows);
E8 (crackdowns); E9, M&R17 (community policing);
H&S11 & 12 (problem solving).

February 13

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 20

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 27

H&S13 (Priority Prosecution); E16 (drug court);
E17 (victim-offender mediation);
E19 (pretrial publicity); E20 (Voir Dire);
E21 (victim cooperation); CG&B25 (three-strikes).

- March 6 First paper due: Student presentations of first take home paper.

Juvenile Justice:

March 13

M&R2 (strategies); E29, H&S19 (serious offenders); E31 (boot camps); E32 (parents); H&S20 & 21

March 20

E33 (sentencing); E34 (female offenders); H&S24; M&R3, E30 (gangs). H&S5 (violence); M&R21 (death penalty).

Corrections:

April 3

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 10

E22(probation); E24 (prison programs); E26 (probation);
E28 (treatment); C,G&B18, 24, H&S6 (race disproportion);

April 17

Second paper due: Student presentations of second paper.

Politics & the Media:

April 24

E3 (guns); M&R6 (drugs); C,G&B3, M&R5 (media);
E6, E38 (wrongful convictions); E27 (death penalty).

Contemporary Issues

May 1

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

May 8

M&R10,11,12,13,14 (terrorism); M&R23 (Patriot Act)
H&S25 (preventive policy)

May15

Third paper due: Student presentations of third paper.

AJ216. Instructions for Papers (or Comprehensive 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. Final papers must be submitted to the instructor in hard copy with all previous drafts if you want to have it re-graded. *All papers must be submitted electronically by email or data disk.* In addition, a one-page summary together with the bibliography must be distributed to the class (in hard copy).

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) A grade	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 to support claims. Presents ideas in logical order; draws valid conclusions.	Presents a perspective that synthesizes main ideas of several readings. Creates an informative way to view several ideas/ several readings than if main ideas were presented individually. Provides a balanced, scholarly analysis.
Good Quality (7-8 pts) B grade	Mostly clear intro, rationale, purpose, background & focus on issues/questions. 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. Several readings are presented but demonstrate similar rather than different views <u>or</u> not clearly related to each other under umbrella of synthesizing idea.
Needs Improvement (5-6 pts) C grade	Unclear purpose; States a somewhat relevant argument. Does not address Issue/question explicitly but does so tangentially. Problems with, style & grammar. 3 + APA errors.	Demonstrates minimal understanding of issues, Lacks data/references to support claims. Some arguments in logical order; only small subset of ideas in support of vague conclusion.	Main idea of one reading presented as dominant perspective. Paper reads more like a summary of the readings rather than a synthesis of ideas; <i>or</i> no alternative views; advocacy rather than scholarly stance.

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

Directions for using Scoring Rubric

Three papers (comprehensive exams) are required for this course, one on each of three of the four main fields of justice: *policing, court, 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 bibliography must be distributed to the class during a 10-15 minute oral presentation of the main thesis of each paper. Each paper (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%.