

Justice Studies Department
San Jose State University
Fall 2007
Class hours W 1730-2015
Room: MH 520

Instructor: Dr. Steven Lee
Office Hrs: MW 1445-1645
Set appointment via email
to avoid waiting in line
email: Steven.Lee@sjsu.edu

JS 159 – Senior Seminar: Study in Contemporary Justice Issues¹

Seminar Description

Identification, discussion and analysis of selected problems in justice studies. A major term paper, presentation on a selected topic and participation on written as well as in-class assignments and activities are required.

The seminar will be divided into three parts:

- Part I. The instructor and students will lead discussions and debates on published literature and research and original research in progress (on the application of forensic DNA to specific research problems) to demonstrate the ways in which scholars identify, evaluate, analyze, review, utilize and where applicable, respond to primary and secondary sources. To facilitate seminar participants' evaluation of sources, the first part of the class includes literature reviews, in-class writing assignments, and continuous discussions and debate.
- Part II. Participants will attend an individual meeting with the instructor to discuss their proposed research topics. Seminar members will also critically evaluate each other's paper proposals.
- Part III. Seminar participants will present their papers and propose ways in which their research can help inform, shape, and/or change current policy on the topic that they have researched.

²**Prerequisite:** Senior standing, JS 105 and JS 100W or instructor consent. Note- JS 105 is waived as a prerequisite for forensic science majors. The following is a guideline for registration priority. A current copy of transcripts, current enrollment, filled out and signed major form will be required. Additional criteria may also apply.

Registration in ranked priority for:

- 1) Fall '07 Graduating JS Seniors meeting all the prerequisite requirements and Fall '07 graduating forensic science seniors meeting the 100W prerequisite requirements,
- 2) Spring '08 Graduating Seniors meeting all the pre requisite requirements and spring '08 graduating forensic science seniors meeting the 100W prerequisite.
- 3) Fall '07 graduating seniors meeting requirements through a combination of prerequisites and/or co-requisites of JS 100 W and JS 105 for JS majors or co requisite of 100W for Fall '07 graduating forensic science majors. **Students meeting this set of criteria are also required to submit a writing sample.**

¹ Sections of this syllabus have been incorporated from previous SJSU Syllabi from the following professors: Dr. Patrick Timmons, Dr. Roy Roberg, Dr. Ann Lucas and Dr. Jan Johnston with their permission. Lee sincerely appreciates their permission and assistance in developing this course syllabus.

² Graduating seniors must already have a signed major form and graduation application on file. Proof of senior status and graduating status will be required (transcripts and copies of major form/graduation forms that are signed and dated).

Learning Outcomes:

1. To undertake a critical analysis of a contemporary problem in the criminal justice system and to propose policies and practices that could be implemented to help solve the problem.
2. To provide oral and written presentations of the contemporary problem and its proposed solution in a manner that gives a clear introduction, rationale and purpose, addressing the issues/questions, uses an acceptable writing/speaking style and uses APA editorial style.
3. To demonstrate reasoning and argumentation that indicates an accurate and complete understanding of the issues, use of examples, data and references to support knowledge claims, and logical presentation of ideas, drawing valid conclusions.

Preferred Method of Communication

I prefer that you communicate with me by e-mail: steven.lee@sjsu.edu

Textbook and Journal articles

Lazer, David. (2004). *DNA and the criminal justice system The technology of justice* Cambridge, Massachusetts, USA., Massachusetts Institute of Technology Press, ISBN 0-262-62186-X (paperback). Access free on line with subscription to [dnapolicy.net](http://www.dnapolicy.net).

http://www.dnapolicy.net/modules.php?name=Depository&d_op=viewdownload&cid=120&cat_list_idx=2&min=10&orderby=dateD&show=10

This on line textbook: DNA and the Criminal Justice System are the proceedings from a Harvard-based project to create a forum for the exchange of views and information among those interested in this area of DNA fingerprinting. This project goals were to explore more fully the various positions on new and controversial issues surrounding DNA profiling and to educate policymakers so that they better understand privacy and civil liberty issues involved in the application of DNA technology to the criminal justice system. To these ends, a series of small workshops involving ethicists, lawyers, political and social scientists, forensic experts, defense lawyers and prosecutors, and representatives of prisoners and parolees, including members of the major ethnic groups represented in forensic DNA banks, were held to examine the issues. Discussions were grounded on data in national and international statutes, regulations and laboratory procedures, collected for this project.

In addition to selected chapters from this text, other books, journal articles, reviews, news and magazine articles and other web based information resources will also be used.

Course Requirements

1. **Research paper:** prepare a literature review/policy analysis paper of an approved justice-related topic;
2. **Presentation:** a formal class presentation of the policy paper, including topic outline and reference page.
3. **Participation:** come to class prepared to discuss and critique assigned readings; participate in all in-class and out-of-class assignments.

Course Grading

Research Paper=	30%
Presentation =	20%
Written assignments = Discussion Questions and Critical Issues =	20%
Participation=	30%

Note: A grade of C- must be earned to fulfill this course requirement. (see p.10)

Course requirements and Grading:

Participation- 30%

A significant portion of the course grade is based on class participation, therefore, it is essential that students keep up with the reading, complete all assignments and are active class participants. Readings will include journal articles, chapters from the required textbook, on-line resources and publications and materials, original publications and proposals by the instructor.

Each week, **one to two students selected randomly (depending on class size) will be responsible for leading the discussion** of that week's reading or topic. Every week you will be graded on your participation. 5 points will be awarded to students who participate fully each week including leading the discussion if it is your week, being on time, providing several comments and questions during the seminar and on occasion, bringing to light additional information and references relevant to the topic. "Moderate" participation (a few comments or questions made, or students who participate considerably, but arrive more than 15 minutes late or leave more than 15 minutes early) will be awarded 3-4 points. Minimal participation will be awarded 1-2 points. Students who are completely silent or are absent will receive no participation points. These will be tabulated and averaged for your final participation grade. **Note that, it is also important that you be able to discuss chapter and reading contents beyond what you have written in the TCIs and DQs (see next section).**

Written Assignments= 20%

Submission of Three Discussion Questions (DQs) and Three Critical Issues (TCIs) = 20%

You are responsible for keeping up with the assigned reading and being prepared to discuss them in class. Before class, **everyone is required to submit a set of three discussion questions (DQs)** based on that week's readings. In addition, you will be **required to identify and summarize a minimum of three critical issues (TCIs)** from each of the week's readings. Summaries of 1 paragraph per TCI (3 paragraphs total) will be required as typed, double spaced, 12-point font documents. Each TCI written assignment should be accompanied by a reference list. The reference list must be in APA format (see handout on APA citation format). The DQs and TCIs **must be emailed by 3:00 PM on the day before class (every Tuesday when assigned)**. Email to steven.lee@sjsu.edu, or drop off in MH 521. You must also bring hard copies of your DQs and TCIs to the class. Submission of all of the DQs and summaries of TCIs = 20% of your total grade. **Late submissions will not be accepted.**

Research Paper (30%): A single final paper for this course is required and is worth 30% of your grade. Each paper should be approximately 15 pages of text (no more than 20), typed and double-spaced, in 12-point font and black ink, with standard 1-inch margins and references in APA style. . Students must hand in original papers for this class. Copies of papers completed in previous classes, or papers largely adapted from previous classes, are unacceptable and, if submitted, will be considered a violation of academic integrity. This will result in severe consequences that may include failing the paper, failing the course and expulsion from SJSU.

The questions guiding your paper will be developed jointly by the instructor and students during the first three weeks of the seminar on the topics under consideration. Each student must select a different topic. In the remaining weeks before the paper is due, students will meet to discuss their proposed paper topic. The students will also undertake library research and generate a **minimum of 10 recent citations (with at least 5 of these citations from within the past five**

years: 2002-2007), directly relevant, scholarly articles on the topic and will include no less than at least 5 peer-reviewed journal articles. These recent articles must be directly related to the questions under consideration. The paper must show the capacity to undertake a literature review for the purpose of critical analysis of the questions. **Copies of the recent articles obtained from library research must be attached as an appendix to each paper.**

Note on paper formats and grading: page numbering begins on the first page of text (your cover page, if you use one, is not page 1, and your bibliography does not count as a page of text). Papers which are too short or too long, including papers using 1.5 or triple spacing instead of double spacing, will be penalized. Attached to this syllabus is the evaluation and scoring rubric I will use to grade your papers. Note- This scoring rubric is from Dr. Ann Lucas' JS 205 syllabus

Presentations (20%): You will give a 20-30 minute presentation to the class on your topic, and distribute a one-page outline with a summary to the rest of the class and the instructor. Your written summary should be in narrative form, and may be single-spaced if you choose. Use 10-point font or larger for your summaries, and be sure to include your name and topic. In addition, one week before, you must submit a reference by email to Lee for the entire class on your topic.

The length of your presentations will depend on the number of students enrolled in the class, but plan at least 30 minutes and allow time for questions. Please practice your presentations: you need to cover your main points clearly and concisely, and you will be cut off if you talk for too long. Thus, to get a good grade for your presentation, you can't "wing it". You may simply do an oral presentation, or you may bring in overheads or Power Point displays. Students will be expected to provide oral critiques of the summary and presentations.

Calendar of Class Meeting, Assignments and Activities

<i>Meeting</i>	<i>Activity</i>
<u>August 29</u>	<u>Requirements for JS 159</u> <ul style="list-style-type: none">• Introductions: Ice breaker• Overview of seminar:<ul style="list-style-type: none">○ Prerequisites for class;○ Participation requirements;○ Research paper and presentation <p>Break (students to print / download transcripts for proof of senior status)</p> <p>Evaluation of students meeting prerequisites- subsequent distribution of add codes to those meeting requirements</p> <ul style="list-style-type: none">• Team Formation - Collect phone numbers and e-mails.• Lee web site review. http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=547 <p>Required Readings :</p> <ul style="list-style-type: none">• Cho, M and P. Sankar. 2004. Forensic genetics and ethical, legal and social implications beyond the clinic. Nature Genetics Supplement.36(11):S8-S12.

- **Lazar, D. 2004.** DNA and the criminal justice system. Chapter 7: Genetic Privacy- George Annas.

(DQs and TCIs Due Date- Tues Sept 4- 3:00pm by email)

Sept 05 Introduction continued- course requirements

- Collect assignments
 - Hand in hard copies of DQs and TCIs.
- Student led discussion on Cho and Sankar
- Student led discussion on Annas

Break

- Review of course requirements
 - Focus on paper requirements and literature search
- Library research (on line and in person) of a specific topic

Required reading:

- **Shriver, M, T. Frudakis, and B. Budowle. 2005.** Getting the science and the ethics right in forensic genetics. Nature Genetics 37(5) 449-450.

(DQs and TCIs Due Date- Tues Sept 10th - 3:00pm by email)

Sept 12 Creating a Working Bibliography for Research- Primary sources

- Collect assignments
 - Hand in hard copies of DQs and TCIs.
- Student led discussion on Shriver et al. 2005.

Break

- **Bibliographies**
 - Professor – Demonstration of compilation of Primary and Secondary Sources – Publication on Y chromosome research.
 - Library and Web based citations
 - In Class - Students Compile Working Bibliography of Secondary and Primary Sources Using a Scholarly Article. Journals and sources to be utilized on line or available in class.

Research Topic Q & A

Required reading:

- **Lazar, D. 2004.** DNA and the criminal justice system. Chapter 12 DNA Databases for Law Enforcement: The Coverage Question and the Case for a Population-Wide Database. D.H. Kaye & Michael E. Smith

(DQs and TCIs Due Date- Tues Sept 18th- 3:00pm by email)

Assignment- Selection of tentative research topic, Proposal of a research question and 2 scholarly citations on the topic. One article must be photocopied from a scholarly journal. The other article must be from an online scholarly journal available through a reputable database such as CJAabstracts, Pubmed, Science Direct, JSTOR, Project Muse, or other similar origin.
DUE 19 Sept.

Sept 19 Primary Sources continued

- Collect assignments
 - Hand in hard copies of DQs and TCIs.
 - Student led discussion on Kaye and Smith 2004.

Break

- **Primary Sources:**
 - **Review of source credibility**
 - **Journals- peer reviewed vs non peer reviewed**
 - *Criteria for review of research/ proposals (see handouts)*
 - **Creating Political and Social Context**
 - News Reports- Statistical Data & its Limits
 - The influence of elections, politics, national and international current events- “Innocence Poster Child”
 - Example- SF Chronicle report on Previsor
 - Assignment: In-Class Responses to Previsor article. Understanding of technology, applications and limitations
 - **Creating Legal, Policing and Forensic Context and Opinion-**
 - Legal Records: State, National, International Courts
 - *Examples- database laws – see citations*
 - US Opinion: Newspaper Editorials, the Blogosphere, You Tube examples

Due: Statement of Research Topic, Research Question, Title and Two Copies of 2 Scholarly Articles on this Subject.

Assignment: Students to prepare a 5-minute introduction to their research paper topic. Introduction to include the following elements:

- Title of your research topic and question
- Brief Background of the Problem including a brief summary of previous publications
- Importance of the topic
- Citations (2 scholarly articles)
- Prepare the introduction on powerpoint slides with the following slides included

- Title with your name, date and course information
- Outline (What you will tell them in bulleted format)
- Background slide
- Importance
- Citations

Sept 26 Research paper Introductions

Descriptions: Each student will briefly (5 minutes) describe her/his paper topic and title.

Determine Individual meeting times

Paper Review Sign-up

Assignment: In-Class Responses/ evaluation of presentations

Oct 03 Video: Innocence Project: Burden of Innocence

Questions will be provided as a written take-home assignment

Oct 10 Individual Topic Meetings (6 meetings per session approx 20-25 minutes each – All meetings to be held in Lee’s Office- MH 521)

Requirements for meeting: Title, 3 paragraph introduction and background and two empirical references.

(Note: There will be no meeting if the requirements are not met).

Oct 17 Individual Topic Meetings

Oct 24 Individual Topic Meetings

Oct 31 Individual Topic Meetings

Nov 7 Paper Presentations Begin (approx 6 presentations per session)

Outline & Reference page distributed

Nov 14 Paper Presentations Continue

Outline & Reference page distributed

Nov 21 No Class- Thanksgiving Holiday

Nov 28 Paper Presentations Continue

Outline & Reference page distributed

Dec 5th Paper Presentations Continue

Outline & Reference page distributed

Final Papers Due

University Policies

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. **It is the student's responsibility to make sure classes are dropped.**

You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: http://sa.sjsu.edu/student_conduct

Academic Integrity

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity.

Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/students/academic_integrity.html.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

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 office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

Student Rights and Responsibilities

“The classroom is the essential part of any university. Both freedom to teach and freedom to learn should flourish in the classroom. The professor has the right and responsibility to control the classroom; however, as this control is exercised, the rights of students as set forth in this document should not be denied.

- A. Students have the right to consistent and judicious evaluation by the instructor.
- B. Students are free to take reasoned exception to the data or views offered in courses of study. They may be required to know the material set forth by the instructor, but they are free to reserve personal judgment as to the truth or falsity of what is presented.
- C. Students have the right to have faculty meet their classes at the scheduled times and make presentations appropriate to the course. When circumstances require cancellation of a class, the instructor shall make an effort to notify students.
- D. While faculty and administrators have primary responsibility in curricular matters, students shall have opportunity for participation in revising and improving the curriculum by serving on operational curriculum committees.
- E. Students are responsible for meeting standards of academic performance established for each course. Performance in the course shall be the sole criterion by which students are measured and the professor shall take no action to penalize students because of their opinions or because of their conduct outside the classroom in matters unrelated to the class. Students have the right to a course grade which is a just measurement of performance in the course.
- F. Information about a student's performance, views, beliefs, and political association which professors acquire in the course of their work as instructors, advisers, and counselors is considered confidential.
- G. Students enrolled in a class may be denied admission to the classroom or may be expelled for the remainder of a class period only for considerations relevant to the educational purposes of the class. A faculty member may recommend to the Dean of Student Services that a student be permanently withdrawn from a course if after suitable warning a student's disruptive actions are determined to be in violation of the University policy on "Student Discipline Relating to Conduct on State University Campuses".
- H. Students have the right to have instructional faculty schedule a reasonable number of office hours for student conferences.”

The full statement on Student Rights and Responsibilities may be found at:

<http://www2.sjsu.edu/senate/s90-5.htm>

Grading Scale for All Assignments

By letter. Percentage amounts.

A+ 97 – 100

A 94 - 96

A- 90 - 93

Excellent, demonstrates original thought, superior command of written and classroom material, clarity and erudition in a structured presentation in all forms of work..

B+ 87 – 89

B 84-86

B- 80-83

Above average, some originality of thought, solid command of written and classroom materials, developed structure in all pieces of work.

C+ 77 – 79

C 74- 76

C- 70 - 73

Below average, little or no originality of thought, faltering command of written and classroom materials, awkward structure in some pieces of work.

D+ 67 – 69

D 64 – 66

D- 60 - 63

Well below average. No creative response. Cursory attention to detail. No appreciation for scholarship.

F 59 or below

Does not meet minimum expectations for this course.

Late Work

No work will be accepted after the due date. Please adhere to all stipulated due dates which have been established in order to facilitate grading. If you are in any doubt about due dates and times please check with the instructor.