

SPRING 2008
JS 216
Mon 5:30-8:15 pm

Dr. Jan Johnston
Office: MacQuarrie Hall Rm 512
Office Phone: 408 924-2942
Email: johnston@email.sjsu.edu
Office Hours: Mon 2-5:30pm.
Other times by appointment

JS 216

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 provide an opportunity for masters candidates during their final year to undertake a comprehensive review of seminal and current theory, research, policy and practice in justice studies. 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 culminating experience for the master's degree, similar to comprehensive examinations required in many graduate programs.

Learning Outcomes: Students will :

1. Review substantive areas of justice like policing, courts, corrections, juvenile justice, domestic violence, terrorism, white-collar crime, racial disparities and human rights , demonstrating core competencies in
 - a. research methodology,
 - b. theory development, application and evaluation,
 - c. comparative/historical analysis.
2. 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. 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. 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]

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 4 total) for their classmates; and oral critiques (about 4 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 to demonstrate one of the core competencies in research methodology, theory development and application, and

historical/comparative analysis. (See attached blueprints for writing these papers). 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 decade). 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.

Late submissions: In accord with departmental policy, homework assignments and final research papers (including drafts of papers) submitted after the due date will be considered for full credit only in extreme cases and only where appropriate documentation is provided. The instructor has the discretion to deduct ½ grade for each day late OR refuse to accept the late assignment altogether.

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 Statement

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 Student Conduct & Ethical Development 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/student_conduct

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit: <http://tutorials.sjlibrary.org/plagiarism/index.htm>

American 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 students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

CLASS SCHEDULE AND ASSIGNED READINGS:

January 28 Introduction, overview and seminar organization. Assignment of readings.

Policing:

February 4

C,G&B5 (discretion); C,G&B6 (broken windows); C,G&B9 (use of force); E8 (crackdowns); E9, M&R17 (community policing);

February 11

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

Prosecution & Courts:

February 18

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 25

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

March 3 First paper due: Student presentations of first take home paper.

Juvenile Justice:

March 10

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

March 17 M&R2(strategies);E33 (sentencing); E34 (female offenders);
M&R3, E30 (gangs); M&R21 (death penalty).

Corrections:

March 31

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 7

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

April 14 Second paper due: Student presentations of second paper.

Politics & the Media:

April 21

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

Contemporary Issues

April 28

M&R27, 28, 29, 30 (technology);
M&R32,34 (gender & diversity);

May 5

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

May12

Third paper due: Student presentations of third paper.

Participation Requirements

Students will take turns signing up as one of the following: Reviewer, Commentator, or Researcher for each of the above papers. The Reviewer prepares a written summary of the paper (1-2 pages) and distributes copies to their classmates. The Commentator prepares an oral critique of the paper. Researcher #1 searches the literature and prepares a brief summary (1/2-1 page) of a related paper and Researcher #2 prepares oral comments on a related paper.

Reviews and Research #1 report) are each worth 2.5 participation points). Commentaries and Research #2 oral reports are each worth 1 participation point). Significant contributions to class discussion are worth 1 point per class. Non-attendance and passive attendance score no points.

AJ216. Instructions for Papers (or Comprehensive Exams)

Three written papers are required for this course, each one focused on demonstrating a different core competency in a substantive area of justice, specifically

- a) a paper on research methodology,
- b) a paper on theory development, application and evaluation,
- c) a paper on comparative/historical analysis.

Each paper should be approximately 8 pages, double-spaced, 12-point type, and written in APA style: http://www.sjlibrary.org/services/literacy/info_com/citing. *All papers must be submitted to the instructor 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 and demonstrate a specific competency.

The following are some blueprints for different kinds of papers within each of the three core competencies. (Other models will be developed and provided during the course).

A. PAPERS ON RESEARCH METHODOLOGY

1. A Review of Empirical Findings on a Justice Problem:

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 decade
- 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. A Review of Empirical Findings on Evaluation Studies of a Program or Policy:

The goal is to review the findings of studies that have evaluated programs and policies intended to solve a particular problem (e.g. three strikes laws, mandatory minimums, boot camps; batterers' treatment programs).

Begin with a brief non-technical introduction to the program or policy and state what problems it was meant to solve. State clearly the goals of the program or policy and also the thesis of your paper as to how successful this policy or program has been in meeting its goals.

Survey the literature and

- select prior review articles and any recent evaluation studies (during the past decade)
- 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 aspects of the program or policy are effective and what are ineffective
- end with a suggestion as to how the program or policy could be modified to better meet its goals.

B. PAPERS ON THEORY DEVELOPMENT & ITS APPLICATION

1. 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 the death penalty is the ultimate deterrence of violent crime, victim-offender mediation restores victims, offenders and communities; broken windows theory; 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.) Identify the theoretical paradigm and any specific theory that has motivated this belief. 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.

2. Applying Theory to Propose New 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.

C. PAPERS ON COMPARATIVE/HISTORICAL ANALYSIS

1. 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; development of victim's rights laws;). 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 historical, 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.

2. 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 JS216

Level of Achievement	General Presentation	Reasoning Argumentation of Ideas	Synthesis
Excellent (9-10 pts) A grade	Provides clear & thorough intro, purpose clear & background; addresses issues. Uses acceptable writing style & grammar Uses APA style	Demonstrates accurate, complete understanding of issues Uses several arguments, examples, data, & references to support claims Presents ideas in logical order; draws valid conclusions	Presents perspective synthesizing main ideas of several readings; creates informative view of several ideas/readings than if main ideas were presented individually. Presents a balanced, scholarly analysis
Good Quality (7-8 pts) B grade	Mostly clear intro, rationale, purpose, background & focus on issues. 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 Readings presented demonstrate similar views or advocacy stance; ideas not clearly related under umbrella of synthesizing idea
Needs Improvement (5-6 pts) C grade	Unclear purpose; states a somewhat relevant argument. Does not address issues explicitly but does so tangentially. Problems with style & grammar 3+ APA errors	Demonstrates minimal, superficial understanding of issues Lacks data/references to support claims. Some arguments in logical order; only small subset of ideas in support of vague conclusions	Main idea of one reading presented as dominant perspective Paper reads like summary of readings rather than synthesis of ideas; or no alternative views, advocacy rather than scholarly stance lacking critical scrutiny.
Inadequate (3-4 pts) D or F grade	No clear purpose; does not address issues; states few relevant arguments. Inadequate style & grammar. Little/no evidence of APA style	Fails to demonstrate understanding of issues; inaccurate. Does not provide evidence to support assertions. Not clearly or logically organized, Irrelevant conclusions arguments	No clear or main idea to the paper. Readings may be discussed but main idea is not related to other ideas

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 the paper presented in class. 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.

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%.**