

San José State University Justice Studies Department

JS216 Advanced Seminar in Justice; Sect 01, Spring 2010

Instructor:	Dr. Jan Johnston
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Office Hours:	Wed 3-5pm. Other times by appointment
Class Days/Time:	Wed 5:30-8:15pm
Classroom:	MacQuarrie Hall Rm 510
Prerequisites:	Required for Masters program. Classified graduate standing, and 21 units in residency or consent of instructor

Course Description

Identification, analysis and discussion of selected contemporary issues and problems in the justice system

Course Goals and Student Learning 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.

Course Content Learning Outcomes

Upon successful completion of the course, students will:

1. review and critique 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 and/or 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/Readings

Textbooks

Cole, G.F., Gertz, M.G., & Bungler, A. (Eds.) (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. (2009). *Visions for change: Crime and justice in the twenty-first century*. 5th Edition. New Jersey, Pearson, Prentice Hall. **[M&R]**

Other Readings

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.

Classroom Protocol

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 after the due date will not be permitted.*

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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Students are responsible for co-leading the seminar discussions on the reading topics each week together with the instructor. Students are required to read all the required course material, provide 1-2 page written summaries of about five articles for their classmates; and make about five oral commentaries of other students' summaries of the assigned articles. Students who are absent on the day of their oral presentations should arrange for a substitute presenter. Written reports and commentaries without the oral presentation are worth only half the points.

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. One of these papers will be presented orally in class in addition to submission to the instructor. (See attached blueprints for writing these papers). Each paper will be worth 25% of the grade. (See attached Evaluation of Papers and Scoring Rubric for academic standards). Class participation is worth 25% of the grade. This includes quality of presentation of summaries of articles, oral participation in discussions, and class presentations of papers.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

JS216: Advanced Seminar in Justice, Spring 2010 Course Schedule

The schedule below is subject to change with fair notice given by email and in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	Introduction: Overview and seminar organization. Assignment of readings. Example review & commentary C,G&B6 (broken windows)
2	2/3	Policing: C,G&B5 (discretion); E8 (crackdowns); C,G&B9 (use of force); E12 or M&R20 (corruption); E9 or M&R18 (community policing)
3	2/10	Prosecution & Courts: C,G&B11 & 12 (plea bargaining); C,G&B13 (defense); C,G&B15 (process is punishment); C,G&B16 (myth)
4	2/17	E19 (pretrial publicity); E20 (Voir Dire); E16 (drug court); E17 (victim-offender mediation); CG&B25 (three-strikes)
5	2/24	Corrections: E22(probation); E24 (prison programs); E26 (probation); M&R16 (extended sentences); M&R26 or E28 (treatment)
6	3/3	C,G&B18, 24 (race disproportion); C,G&B22 (reform); G,G&B23, M&R27 or 28 (reentry).
7	3/10	<i>First Exam paper due: Student presentations of first take home Paper</i>
8	3/17	Juvenile Justice: M&R10 (strategies); E33 (sentencing); E29 (serious offenders); E31 (boot camps); E32 (parents); M&R11 (waivers)
9	3/24	E34 (female offenders); M&R5 or 6; E30 (gangs); E3 (guns); M&R8 (drugs)
10	3/31	SPRING BREAK – NO CLASS.
11	4/7	Politics & the Media: C,G&B3, M&R 13 (media); E6, E38

Week	Date	Topics, Readings, Assignments, Deadlines
		(wrongful convictions); M&R22 (death penalty.)
12	4/14	<i>Second exam paper due: Student presentations of second Paper</i>
13	4/21	Contemporary Issues: M&R2 or 3 (technology); E14, M&R15 (transnational crime & globalization); M&R34,36 (gender & diversity);
14	4/28	M&R31, 32,(terrorism); M&R21 (Bill of Rights); M&R12, 37 (victims)
15	5/5	Catch-up class
16	5/12	<i>Third Exam paper due: Student presentations of third Paper</i>
Final Exam	5/19	Make-up exam (optional)

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 strictly 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, for those papers presented in class a one-page summary together with the bibliography must be distributed to the class.

The questions guiding each paper will be developed jointly by the instructor and students who 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.

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 that shed light on the problem
- develop one or more knowledge claims or empirical generalization based upon the research (to be stated as a thesis in your purpose statement)

- briefly describe and summarize the authors' subjects, sample, 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.
- Synthesize the findings and conclude what are the general overall or repeated findings, contradictory or ambiguous findings, and gaps in knowledge
- End with a research question or agenda that could guide the next piece of research on this subject based upon the above.

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 better evaluated with improved research designs.

B. PAPERS ON COMPARATIVE OR 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) that addresses a crime or justice problem. Discuss its:

- historical, social , economic and political origins or determinants
- evolution, development, and change in focal concerns with explanation as to:
 - why the changes occurred when they did and
 - who were its proponents/advocates and who were its critics overtime
- any empirical analysis of its effectiveness and economic costs or cost-benefit analysis
- predict the future of this social policy
- alternative viable policies that emerge from your analysis
- summary and conclusion.

Note: Read broadly the literature on the subject and select articles that together suggest a common theme or thesis about the policy. Be sure to develop a purpose statement to provide focus to the paper e.g. state this theme or thesis clearly and early in the paper and describe how you intend to accomplish your purpose or prove your thesis.

C. PAPERS ON THEORY DEVELOPMENT & ITS APPLICATION

1. Critical Evaluation of a Theory embedded in a Specific Policy/Program/Approach to Crime Control.

The goal is to take a well-known or popular belief or theory about a policy or program (e.g. the nature of crime/criminals and/or 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; attending to disorder and decay in neighborhoods will decrease major crimes; 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.) Remember to state clearly the purpose/thesis of your paper early in the paper and briefly outline how you intend to accomplish your purpose or prove your thesis.

Identify the philosophical approach or paradigm that undergirds the policy/program. Summarize the specific theory or theories that have motivated this belief (including theoretical propositions,

definitions and scope conditions). Consider whether the policy or program is a good fit for the theory and vice versa.

The best kind of data to bring to bear on this topic would be a piece of research that directly tests the hypothesis (common belief or thesis). These kinds 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.

Your task was to undertake a critical review of the literature on a justice issue (using current and seminal theory, research, social policy and practice) that provides one of the following:

- A. an empirical review of the literature on a justice issue _____
- B. a theoretical explication, critique and reformulation _____
- C. a historical or comparative analysis _____

THE PAPER SHOULD BE ORIGINAL (i.e. pass the plagiarism test). Your score showed the following degree of similarity with other sources:

Acceptable scores (<20%) Marginal scores (21-30) Unacceptable scores (>30%)

THE PAPER SHOULD:

- 1. provides a clear introduction, rationale and purpose & address the issues/questions directly**
 - a. Give a meaningful title to your paper
 - b. Rationale as to why this is an important topic is lacking
 - c. Purpose statement & overview of paper is incomplete or missing
 - d. Vague focus, it is unclear what direction you are heading,

- 2. uses an acceptable writing style**
 - a. Problems with grammar, punctuation, English expression, wordage
 - b. Paragraph construction is a problem (e.g. needs more or fewer paragraph breaks)
 - c. Paper needs to be written in an objective, scholarly academic style (e.g. limit personal references; avoid a journalistic style.)

- 3. uses APA editorial style.**
 - a. Cites in text are not APA style¹
 - b. Reference list at end of paper is incomplete, missing or not in APA style
 - c. Cites in text do not appear in reference list or vice versa.

- 4. gives an accurate and complete understanding of the issues**
 - a. Tends to be too general, vague or vacuous, lacks depth & specificity
 - b. Uses or relies upon non-peer-reviewed sources
 - c. Tends to advocate for a particular point of view rather than provide a balanced look at all sides of the issue

¹ **Correcting common errors in citing sources:**

- Do not use article names or agency names to cite sources. Rather, use the last names only of the authors of the paper and year of publication (e.g. Smith, 2004). Only use agency names when no authors are listed.
- When citing three or more authors the first time, use all last names and date of publication (Smith Brown & Green, 2001) and in subsequent cites in the text use et.al. (e.g. Smith, et al. (2001).
- Keep secondary cites at a minimum and when they are used, cite as follows: (Anderson as cited in Walker 2006).
- All direct quotes need to be documented by citing the source and page number.

5. provides examples and data, cites sources & references to support knowledge claims

- a. Insufficient evidence of research in general
- b. Knowledge claims need to be documented with more specific data, cites, quotes
- c. Reports of prior research studies are inadequate (briefly describe purpose of study, sample, method of gathering data before reporting findings).
- d. Too much technical detail in reporting methodology/results of research
- e. Over reliance upon unusual or specific examples to support knowledge claims
- f. Excessive &/or non-relevant critique of prior research
- g. Lacks critical scrutiny & awareness of limitations of research

6. presents ideas logically, drawing valid conclusions

- a. Gaps in logical reasoning
- b. Lacks transition statement between different ideas, or cited/quoted material
- c. Sentences or statement(s) do not make sense as written
- d. Paper is not well organized, chaotic
- e. Paper is somewhat repetitious
- f. Lacks summary and conclusions
- g. Conclusions tend to be too vague, too general

1. Synthesizes different perspectives and data

- a. Problems in integrating the main ideas and research findings from multiple sources
- b. Paper reads like a summary of the readings rather than a synthesis of ideas
- c. Presents only a very general synthesizing perspective

8. Provides a balanced scholarly analysis

- a. Tends to advocate for a particular point of view rather than provide an objective look at all sides of the issue
- b. Tends to review what is known rather than advance the field through
 - new critical insights,
 - integration of different ideas/ application of ideas to new domains
 - suggest directions for new research or policy
 - other

Directions for using Scoring Rubric (see below).

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%.

SCORING RUBRIC FOR JS216

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