

**San José State University
Justice Studies
JS 159, Senior Seminar, Section, Spring, 2012**

Instructor:	Mark Correia, Ph.D.
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Office Hours:	T: 11-12; R: 11-12
Class Days/Time:	T/R: 1:30-2:45
Classroom:	Boccardo Business Center 225
Prerequisites:	100w and JS 105; Graduating Senior
JS Competency Area:	Area D “Analytical Research & Communication”

Faculty Web Page and MYSJSU Messaging

Students will be required to access [Desire2Learn](#) for this course. If you do not currently have a Desire2Learn account or need some help, please go to [eCampus](#) and follow the instructions to create an account. The course will appear on your Desire2Learn homepage. The contents and schedule of this course are subject to change—any changes will be posted on Desire2Learn.

Course Description

Identification, discussion and analysis of selected problems in justice studies. A major term paper on a selected topic is required.

Almost everyone has an opinion concerning crime and the questions we seek to answer: what is the problem, what are the causes, what should be done to reduce or even eliminate crime? When concerning policy, however, these varying opinions make it difficult to build consensus about the steps that should be implemented. Much of the difficulty, which evolves from such conflict, reflects the varying values and beliefs each of us possess. As a result, the policy cycle is continuous and, hence, ever changing. This course is designed to familiarize the student with different ideologies and the various crime control programs designed under their influence.

Further, the class will explore the empirical results and consequences of many contemporary crime control proposals. In the end, the student should develop a greater understanding of the larger social ramifications of criminal justice issues, as well as develop a more comprehensive and informed perspective.

Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Degree.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

LO1: Demonstrate their ability to complete a formal research paper that (a) synthesizes relevant scholarly sources; (b) reflects professional formatting and writing standards (APA format); (c) addresses relevant policy needs (such as necessary reforms) to solving tangible social problems; (d) somehow contributes to our collective understanding of concepts and approaches to "justice", however defined (social justice, criminal justice, community justice, and so forth).

LO2: Demonstrate their ability to present scholarly work to an audience of their peers.

LO3: Demonstrate a working understanding of "evidence-based" approaches to social problems and public policy. As a culminating skill set in our program, students should demonstrate their ability to apply social scientific (and otherwise rational) forms of reasoning, argumentation, research, and support in forming any particular worldview or position in the pursuit of "justice" and addressing social problems in our communities/societies.

LO4: Demonstrate their ability to undertake a critical analysis of contemporary problems relevant to justice studies.

LO5: Students should read, write, and contribute to discussion at a skilled and capable level that appropriately reflects the cumulating experience of their justice studies major.

Required Texts/Readings

Textbooks

Beckett, K. and S. Herbert (2009). *Banished: The New Social Control in Urban America*. New York, NY: Oxford University Press. ISBN 0195395174

Clear, Todd (2009). *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. New York, NY: Oxford University Press, USA. ISBN 0195382701.

Currie, Elliott (1998). *Crime and Punishment in America*. New York, NY: Henry Holt and Company. ISBN: 0805060162

Mauer, M. and M. Cheney-Lin (2003). *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York, NY: The New Press. ISBN: 1565848489

Pratt, Travis (2008). *Addicted to Incarceration: Correction Policy and the Politics of Misinformation in the United States*. CA: Sage Publications, Inc. ISBN: 0761928324

Reiman, J. and P. Leighton (2009). *The Rich get Richer and the Poor Get Prison*. Needham Heights, MA: Allyn and Bacon. 9th Edition. ISBN: 020568842X

Other Readings

Several readings are located on Desire2Learn.

Publication Manual of the American Psychological Association (2009). 6th Edition. (Or any other manual on APA writing style). These are available in the reference section of the bookstore or can be found [online](http://www.apastyle.org) at www.apastyle.org.

Classroom Protocol

Electronic Devices: Please turn off all cell phones, pages, PDA's or any other electronic device that "makes noise". While I commend those of you who have mastered text messaging, the use of these devices during class is disruptive and will not be tolerated. If I see you text messaging, I will ask you to leave the room. The use of computers in the classroom will not be allowed.

Classroom Etiquette: Class motto: "Treat others as you think they would like to be treated". Yes, this is a spin on the ever popular, but not so empathetic phrase. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Further, please be respectful of others and show them common courtesy. I firmly believe that the learning process is enriched by discussion, but damaged by arguments. Respect and professionalism are the guiding principles of this class. Tardiness will not be tolerated, if you are late, do not disturb class—wait until break to enter the classroom.

Written Work: I understand that many of our students have busy life's, filled with work and family obligations. I understand that "school work" is difficult to fit in to an already full schedule. With this said, I expect that one's education is their number one priority and I do expect quality work from everyone. Write every paper as though it is your best paper ever and be proud of your paper and work that you complete for this course.

As a side note: I am well aware of the websites that offer papers to students and have software that allows me to compare papers I receive to the thousands of databases of papers that exist. Trust me, it is not worth your effort, chances are, I will find out. All papers that are turned in to this class will be submitted to turnitin.com. Please see the course website for additional information.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on dropping a course can be found on the [Registrar's website](http://www.sjsu.edu/registrar/forms/) <http://www.sjsu.edu/registrar/forms/>. Information on Late Drops can be found here <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Lectures: Since this is a capstone course, lectures will be interactive; that is, students will be required to participate throughout the course. The lectures will be based on the material listed by the corresponding date. Students are expected to actively participate in leading class discussion.

Participation: While attendance is not required (you can't participate if you are not here), it is assumed that students are prepared and willing to answer course-related questions when called upon and, when appropriate, to take part in class discussions. You will be required to discuss and critique the assigned readings and to prepare a *Most Important Topics (MIT)* list of 3 topics per class section.

Obviously, in order to participate, students must be in attendance, however, merely attending does not constitute participation and is not factored into the grade. Actual discussion showing one's knowledge of the subject matter and/or asking probing, intelligent questions is considered participation (note: this means students should have read the material prior to each class meeting).

This part of the participation requirement requires students to identify three *MITs* that can be discussed in class—these are topics that you believe to be particularly insightful and important. For each *MIT*, each student will need to both describe the topic and explain why the topic was chosen. In terms of description, a minimum of one paragraph that utilizes key words and phrases that help to identify the topic. As for explanation, defend why the topic was chosen. The purpose of the *MITs* is to assist in participating in class discussion. I will randomly collect the *MITs* in class—hence, attendance is required to turn them in. *MITs* for each reading will be on separate pages and points will be based on the number of insightful comments for each topic.

In addition, attendance at the Ann Lucas Lecture Series is required; that is, students must attend at least one of the scheduled lectures—of course, attendance at more than one is strongly encouraged. Participation will be measured through the use of social media by the student to discuss the lecture. Examples include writing a blog entry about the lecture and/or tweeting during the lecture – yes, using Twitter! Additional Information will be distributed.

Blogging: The influence and importance of social media should not be underestimated and when used correctly, provides an avenue to distribute information and engage in discussions beyond the classroom. Toward this end, each student will be required to provide at least one blog entry to the [Justice Studies Blog](#). Yes, this is a “live” blog, open to everyone. In addition, students are required to respond to blog postings as well. Additional information will be distributed.

Book Review: Each student will be required to complete and submit a book review by April 3rd. The book review will be a critical assessment of the book and must not exceed 5 pages, must be double-spaced, 12-point Times New Roman Font and be completed in APA style. Deviations from these requirements are not suggested and will result in a failing grade. Please choose from one of the following:

Beckett, K. (1997). *Making Crime Pay: Law and Order in Contemporary Politics*. New York, NY: Oxford University Press.

Crawford, M. (2009). *Shop Class As Soulcraft*. New York, NY: Penguin Books.

Foer, F. (2010). *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York, NY: Harper Perennial.

Garland, D. (2001). *The Culture of Control: Crime and Social Order in Contemporary Society*. Chicago, IL: University of Chicago Press.

Garland, D. (2010). *Peculiar Institution: America’s Death Penalty in an Age of Abolition*. Cambridge, MA: Harvard University Press.

Pollan, M. (2008). *A Place of My Own: The Architecture of Daydreams*. New York, NY: Penguin Books.

Tonry, M. (2011). *Punishing Race: A Continuing American Dilemma*. New York, NY: Oxford University Press.

Unnever, J. and S. Gabbidon (2011). *A Theory of African American Offending: Race, Racism, and Crime*. New York, NY: Routledge.

Zimring, F. (2012). *The City That Became Safe: New York’s Lessons for Urban Crime and its Control*. New York, NY: Oxford University Press.

Policy Paper: Each student will be required to prepare a policy paper social and/or criminal (which must be approved by the professor). This paper will review the empirical literature on the topic, and will formulate new or improved policies based on the empirical evidence. The goal of the paper is to establish relationships between and among important variables and to policy implications based on these relationships. This paper must be an original paper written specifically for this course and the topic must be approved by the professor. Paper topics are due on February 21st. The paper should not exceed 15 pages, must be double-spaced, 12-point Times New Roman Font and should be completed in APA style. Deviations from these requirements are not suggested and will result in a failing grade.

Presentation: A formal presentation (8-10 minutes) of the policy paper will occur on the dates outlined in the syllabus. The purpose of the presentation is to describe the research reviewed with respect to methodology, findings, limitations and policy implications. The presentation may include the use of note cards, charts and graphs. It is strongly suggested that the presentation is not read to the class, this will result in a failing grade. It is also required to distribute a brief outline (1-2 pages) and a reference page to the class prior to the presentation. Each student should be prepared to answer questions regarding your paper after the presentation.

Email: I will accept assignments via email according to the following protocol. **Deviations from this protocol will not be accepted and your email will be bounced back to you:**

1. **Subject Line:** This line will contain the student's name, course and the assignment number. For example, Mark Correia, JS 159, Policy Paper.
2. **Format:** All papers sent electronically **must be saved in .doc or .rtf**. I will not accept papers saved in .wps, .wpd or pasted into an email.
3. **Email Address:** mark.correia@sjsu.edu.
4. **Confirmation:** I will send out a confirmation receipt for those emails with assignments that I have received within 48hrs. If you do not receive a confirmation, your assignment was not received.
5. **Responsibility:** It is the student's responsibility to make sure that the assignment is properly attached to the email. If the assignment is not attached and received by the due date, the assignment will be considered late.

Grades: Course grades are based on the criteria listed below. Failure to complete any of the criteria may result in an "F" for the course. Please note that a grade of C- must be earned to fulfill this course requirement.

Policy Paper	30%
Paper Presentation	10%
Blog	10%
Book Review	10%
Participation	20%
MITs	20%

+/- Grading: This course will be using the +/- system on final grades based on the following percentages:

95-100:	A	70-73:	C-
90-94:	A-	67-69:	D+
87-89:	B+	64-66:	D
84-86:	B	60-63:	D-
80-83:	B-	0-60:	F
77-79:	C+		
74-76:	C		

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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

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/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>.

JS 159 / Senior Seminar, Spring, 2012 Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1.26	Course Overview; Discussion on Criminal Justice Policy in the United States. No Reading Assignments.
2	1.31 2.2	Goals of CJ and Crime Policy: Readings on D2L Assessing the Status of CJ Policy: Clear, 1, 2; Currie, 1
3	2.7 2.9	Misinformation on Crime, Punishment and Policy: Pratt, 3-5; Currie, 1 Misinformation on Crime, Punishment and Policy: Mauer/Chesney-Lind, 4-6; Currie, 2
4	2.14 2.16	Lock-em Up or Give them a Hug: Conservative Theory & Liberal Theory Library Day
5	2.21 2.23	Reiman, Intro, 1, 2 Reiman, 3, 4, Appendix I
6	2.28 3.1	Consequences of our Decisions: Mauer/ Chesney-Lind, 1-3 Consequences of our Decisions: Mauer/ Chesney-Lind, 7-9
7	3.6 3.8	Consequences of our Decisions: Clear, 3, 4, 5 Consequences of our Decisions: Clear, 6, 7
8	3.13 3.15	ACJS Conference: No Class – Library Day ACJS Conference: No Class – Library Day
9	3.20 3.22	Consequences of our Decisions: Mauer/ Chesney-Lind, 10-11 Consequences of our Decisions: Mauer/ Chesney-Lind, 12-16; Pratt, 6
10	3.27 3.29	Spring Break: No Class Spring Break: No Class
11	4.3 4.6	Overview of Consequences: Pulling it all Together Beckett, Introduction, 1, 2
12	4.10 4.12	Banishment, the Current Policy Trend: Beckett, 2,3 Banishment, the Current Policy Trend: Beckett 4, 5
13	4.17 4.19	Recommendations: Currie 3,4; Pratt, 7; Clear, 8. Recommendations: Currie 5, conclusion; Pratt, 7; Beckett, 6
14	4.24 4.26	Reiman, Conclusion
15	5.1 and 5.3	Presentations
16	5.8 and 5.10	Presentations
Final Exam	5.15	Final Paper Due