

**San José State University
CASA/Justice Studies**

JS189, Senior Seminar: Contemporary Problems, 04, Fall, 2013

Instructor:	Dr. Veronica Herrera
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Office Hours:	Tuesday 10:30-12:30pm and by appointment
Class Days/Time/Location:	Tuesdays 6:00-8:45pm / Clark Hall 238
Prerequisites:	Completion of 100W, JS144 or JS117 with grade C or better and senior standing

Course Description

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? However, when concerning policy, 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 class is designed to familiarize the student with different ideologies and the various crime control programs designed under their influence. This semester, this class will focus on relevant US policies relating to children and youth as case studies. This class will explore the empirical results of many contemporary juvenile behavior/crime control proposals. In so doing, the class will seek to answer three questions: what determines the juvenile crime control policies we pursue, are they effective, and how persuasive are the arguments people make about what should be done about juvenile crime? In the end, the student should develop a greater understanding of the larger social ramifications of juvenile/criminal justice issues, as well as develop a more comprehensive and informed perspective.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to

more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime

Course Goals and Student Learning Objectives

The course objective is to develop or enhance critical thinking skills about the student's social location vis-à-vis the class material on social inequality within a process of critical self-reflection. The student will demonstrate these skills through identification, discussion and analysis of selected problems in justice studies. A major term paper on a selected topic is required.

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

SLO1: Demonstrate their ability to undertake a critical analysis of contemporary problems relevant to justice studies.

SLO2: 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.

SLO3: 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).

SLO4: Demonstrate their ability to present scholarly work to an audience of their peers.

SLO5: 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

Welsh & Harris (2008) Criminal Justice Policy and Planning 3rd Edition (ISBN 10:1-59345-508-9)

Scott & Steinberg (2008) Rethinking Juvenile Justice (ISBN 978-0-674-05746-3)

Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

Canvas

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

Library Liaison

Below is the link to the Justice Studies library resource web page web page:

<http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Mr. Nyle Monday is the SJSU Justice Studies Subject Specialist Librarian. He is more than happy to answer questions and meet with students one on one. He can be reached by email at Nyle.Monday@sjsu.edu and by phone at (408) 808-2041.

Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to within 24-48 hours. **Please contact me via Canvas email.** Please note: all communication regarding assignment and grades must be conducted in person and *not* via email.

Classroom Protocol

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed).

Electronic Devices: If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Reduce your temptation by turning off your phone. Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. It may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting. Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful. Lastly, the use of ear buds to listen to music or checking/using your cell phones during exams is also prohibited. These behaviors may be misinterpreted as cheating.

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://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <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

In order to receive a grade for this course, *all* course requirements must be met and *every* assignment must be completed. Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. Students found to be guilty of plagiarism will receive an F for that assignment and may be referred to the University's Honor Council. Plagiarism includes, but is not limited to misquoting (such as omitting page numbers or quotation marks) and handing in work that is not your own and that is not correctly cited.

Reading Reflections (20% of final grade) (SLO#1)

Each student will submit 6 reading reflections. A reading reflection is a one page document that contains three (3) most important points (written in your own words) that you have learned from the reading assignment for that week and two (2) questions that you have generated from the reading. You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.) Feel free to write in first person (e.g. "I think...") when appropriate. I will not accept any late Reflection papers.

Quizzes (10% of final grade) (SLO#1)

Quizzes will be given online and will consist of multiple choice, true/false and/or short answer questions. You will have between 20 to 30 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz. Each quiz will be available from Wed 12:00pm to Saturday 11:59pm of the week they are assigned. Failure to take a quiz during the availability period will result in a score of "0" for that quiz. Make-ups will not be given for quizzes. Quizzes are open note, open book. Please complete the quiz on your own and do not collaborate with other students.

Film Reflections (15% of final grade) (SLO #1, #2)

Students will be responding to three (3) films over the course of the semester. After each film, students will complete a writing assignment that ties back to the film as well as key concepts relating to course materials covered up to that point. I will not accept any late Reflection papers.

Policy Paper (30% of final grade) (SLO #1, #2, #3)

Students are required to write an 8-10 page paper that reviews a social or criminal justice related policy that pertains to children, youth, or families. Students may select any relevant US or international public policy that interests them. The paper will review recent (in the last decade) empirical research to outline the history and development of the policy and discuss its effects, implications, and unintended consequences. Recommendations for the future will also be required. The paper should adhere to strict APA style (including in-text citations and reference list, punctuation, grammar, writing style) and include at least five (5) empirical, peer reviewed sources (beyond those readings that are required for the class).

This assignment observes that writing is a process. Thus, it will be achieved in three parts. (1) An outline of your paper, along with a reference list of at least three empirical, peer reviewed journal articles that you intend to use in your paper, will be submitted Sept 24th. (2) An in-class peer review will be conducted on a rough draft of your paper on Oct 22th. (3) The final paper will be due Sunday November 24th.

Presentation (20% of final grade) (SLO #4 & #5)

Students are required to give a formal class presentation of their policy paper. The presentation should take about 12-15 minutes. Students will also be required to provide an outline of their presentation and reference page to the instructor on the day of the presentation. Presentations will be prepared using PowerPoint **and must be emailed to the instructor no later than noon of the day of the in-class presentation.** Presentations will be evaluated by the class, therefore attendance is mandatory. I will take into consideration the class comments when assigning final grades. Missing the presentations without a valid excuse will result in a point penalty from your final grade.

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

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

PLEASE NOTE: Justice Studies Students have only two opportunities to pass JS 132 with a C or better. Any student with a final grade that is C- or lower on the first attempt will be placed on administrative probation with a registration hold. Any repeating student with a final grade that is C- or lower will be disqualified from the Justice Studies degree program.

University Policies

Academic integrity

Students should know the University's Student Conduct Code, available at http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.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, found at <http://www.sjsu.edu/studentconduct>.

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.

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>.

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>.

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. The Peer Mentor Center website is located at <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/>.

Course Schedule

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Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional. All readings are posted in Canvas under the Module Tab 'Weekly Readings'. It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed.

Week	Date	Topics, Readings, Assignments, Deadlines
1		Fall semester starts Wed Aug 21st
2	Aug 27	<p>Course Introduction / The Study of Public Policy & The Process of Policy Formation</p> <p><i>Readings:</i> Welsh & Harris: Ch 1 Canvas: Williams & Ahmad (2011) Ch 17. Public Policy. In <u>Critical Issues in Crime and Justice. Thought, Policy, and Practice</u>. Scott & Steinberg: Ch 1</p> <p><i>Assignments:</i> Reading Reflection #1</p>
3	Sept 3	<p>Regulating and Protecting Children and Youth: Analyzing the Problem</p> <p><i>Readings:</i> Scott & Steinberg: Ch 2 & 3 Welsh & Harris: Ch 2 (stop at page 71)</p> <p><i>Assignments:</i> Reading Reflection #2, Quiz #1 Generate a list of 3-4 policies or legislation directly or indirectly affecting children or youth to discuss in class.</p>
4	Sept 10	<p>The Development of Youth Crime Policy</p> <p><i>Readings:</i> Scott & Steinberg: Ch 4 Web: http://primary2000.sos.ca.gov/VoterGuide/pdf/21.pdf Canvas: Burfeind & Bartusch (2011) Ch 2. Juvenile delinquency as a legal concept. In <u>Juvenile Delinquency: An Integrated Approach</u>. Welsh & Harris: Ch 3</p> <p><i>Assignments:</i> Reading Reflection #3</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Sept 17	<p>“Get Tough” Responses to Juvenile Crime / Documentary Juvies</p> <p><i>Readings:</i> Scott & Steinberg: Ch 5 Welsh & Harris: Ch 4 Canvas: Youth Justice Coalition (2012) Tracked and Trapped Canvas: Humans Rights Watch (2008). The Rest of Their Lives: Life without Parole for Youth Offenders in the United States in 2008.</p> <p><i>Assignments:</i> Reading Reflection #4, Quiz #2</p>
6	Sept 24	<p>Rethinking Juvenile Justice Policy and Reform</p> <p><i>Readings:</i> Scott & Steinberg: Ch 6, 7 & 8 Welsh & Harris: Ch 5</p> <p><i>Assignments:</i> Reading Reflection #5 A 1 page outline and reference list of a minimum of 3 empirical articles will be due.</p>
7	Oct 1	<p>Policy Analysis and Program Evaluation – How do we know if it’s working?</p> <p><i>Readings:</i> Scott & Steinberg: Ch 9 Welsh & Harris: Ch 7-8 Canvas: Spence & Jones Walker (2004). Interventions and services offered to former juvenile offenders reentering their communities: An analysis of program effectiveness. <i>Youth Violence and Juvenile Justice</i>, 2, 88-97. Canvas: Schembri (2006) Scared straight programs and detention tours. Lessons gained from research. Florida Dept of Juvenile Justice.</p> <p><i>Assignments:</i> Reading Reflection #6, Quiz #3</p>
8	Oct 18	<p>Policies & Practices: Anti-Bullying Legislation - Documentary “Bully”</p> <p><i>Readings:</i> Canvas: US Dept of Education (2011) Analysis of state bullying laws and policies. <i>Additional readings to be added</i></p> <p><i>Assignments:</i> Film Reflection #1 due Monday 8pm</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	Oct 15	<p>Policies & Practices: Teen Prostitution & the Commercial Sexual Exploitation of Children (CSEC)– Documentary “Very Young Girls”</p> <p><i>Readings:</i> Canvas: Albanese (2007). <u>Commercial sexual exploitation of children: What do we know and what do we do about it?</u> Washington, DC: National Institute of Justice Canvas: Williams (2009). Pathways into and out of commercial sexual victimization of children: Recommendations and implications for policy and practice Canvas: Williams (2009). Providing justice for prostituted teens: Stop arresting and prosecuting girls. <u>Contemporary Issues in Juvenile Justice. Policy proposals from the American Society of Criminology.</u></p> <p><i>Assignments:</i> Film Reflection #2 due Monday 8pm</p>
10	Oct 22	In class peer review of policy paper rough drafts / Discussion of peer reviews; paper requirements and APA style review / Presentation ‘how to’
11	Oct 29	<p>Policies & Practices: Children of Parents in Prison / Documentary TBA</p> <p><i>Readings:</i> Canvas: Parke & Clarke-Stewart (2003). Ch 6. The effects of parental incarceration on children. Perspectives, promises, and policies. In <u>Prisoners Once Removed.</u> Canvas: (2003). Braman & Wood (2003). From one generation to the next. How criminal sanctions are reshaping family life in urban America. In <u>Prisoners Once Removed.</u> <i>Additional readings to be added.</i></p> <p><i>Assignments:</i> Film Reflection # 3 due Monday 8pm</p>
12	Nov 5	Presentations (x6)
13	Nov 12	Presentations (x6)
14	Nov 19	<p>No formal class meeting this week - American Society of Criminology Conference</p> <p><i>Assignment:</i> Submit final draft of policy paper by Sunday 8pm.</p>
15	Nov 26	Presentations (x6)
16	Dec 3	Presentations (x6)
17	Dec 17	Scheduled Final Time: To be announced