

San José State University
Department of Justice Studies
JS 101-01 Critical Issues & Ideas in Justice, Fall 2015

Course and Contact Information

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| Instructor: | Dina M. Kameda, M.S., M.A. |
| Office Location: | MacQuarrie Hall 508 |
| Telephone: | (408) 832-9939 (cell phone – emergency only) |
| Email: | dina.kameda@sjsu.edu (preferred/best method of contact) |
| Office Hours: | Tuesdays 8:30 AM - 11:30 AM, or by appointment |
| Class Days/Time: | Mondays and Wednesdays, 12:00 PM - 1:15 PM |
| Classroom: | MacQuarrie Hall 520 |
| Prerequisites: | Upper division standing; Completion of JS 10, 11, 12, or 25 |
| Co-requisite: | JS100W |

Course Format

The mode of instruction for this course is in person with online supplements. Reliable access to a computer and the internet will be required. All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx) or Rich Text Format (*.rtf). For students with Macs, if you do not have access to Microsoft Word, it is suggested that you download OpenOffice (<https://www.openoffice.org/>), which will allow you to create and save word processing documents in Microsoft Word format without any issues.

Canvas Course Page and E-mail

Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and any additional course materials. The majority of course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).

E-mail Policy

Feel free to e-mail the instructor at any time (I check several times per day); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS101-01, Your Name, subject). The instructor **will not** respond to “**no subject**” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.

2. E-mailed inquiries should be relatively short in nature. Students should make an appointment to meet with me to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

Department of 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 (i.e., reading and writing) 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 Description and Overview

This course will cover an interdisciplinary, historical and comparative examination of justice concepts and controversies, including the state's role in promoting justice and perpetuating injustice; legitimate versus illegitimate violence; human rights, stateless persons, and the international community; the relationship between social justice and criminal justice.

Course Learning Outcomes

- CLO1** Critically examine social justice issues and develop a broader understanding of social justice and the relationship between social justice and social policy.
- CLO2** Reflect upon the relationship between race, class, gender, nationality and social justice.
- CLO3** Write reports, assignments, and papers with professional and academic aptitude demonstrating a familiarity of class materials.
- CLO4** Read academic materials with proficiency.
- CLO5** Contribute to class discussion in thoughtful, critical, and collaborative ways.
- CLO6** Students should read, write, and contribute to discussion at a skilled and capable level.

Required Readings

All readings will be posted on Canvas as a PDFs, or will be available via the internet.

Library Liaison

Silke.Higgins@sjsu.edu

(408) 808-2118

<http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty- five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1" margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Out-of-class written assignments must be submitted to Canvas unless otherwise noted by the instructor. Written assignments uploaded to Canvas must be in one of the following word processing file formats: Microsoft Word (*.doc or *.docx) or Rich Text Format (*.rtf).

Canvas Discussions

Students will be required to post original comments and replies to other students' comments in response to topics posted by the instructor in the *Discussions* component of Canvas. Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least (2) substantive posts, one original post and one reply to another student's post. See course schedule for topic posting dates, and check canvas. [CLO 2 and 5]

Quizzes on Canvas

Students should complete the readings prior to the date by which they appear on the syllabus. Quizzes will be completed online via Canvas, and will be available for specific windows of time. Once a student begins a quiz, a limited amount of time will be given to complete it. See the course agenda for more information. [CLO 4]

In-class Group Discussion/Presentation

Students will participate in one small group discussion (topic TBA). Time will be allotted for group discussion, and presentation preparation. Each group will give a 15 minutes presentation, see course schedule.

Final Exam

Students will be required to complete one in-class, cumulative essay exam covering assigned course readings and class discussions; paper will be provided. [CLO 1]

Policy Essays

Each student will write a total of (3) policy essays examining specific topic areas relevant to the course. Students will be allowed to choose from a predetermined list of acceptable general topics, and will then choose a more specific aspect of each general topic upon which to focus. Students may also propose a topic, but it must be cleared by the instructor. The purpose of the essays is not just to specifically test knowledge, but to also force critical thinking about an aspect of a chosen topic. Each essay will be three pages in length, and total approximately 750-800 words (not including the cover page or references). A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. [CLO 3]

Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late assignment submissions will not be accepted without a documented, verifiable, and valid reason. Assistance with APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>

| Assignment/Exam | Exam/Due Date | Weight |
|-------------------------------|----------------------------|--------|
| Participation | All term | 5% |
| Canvas Discussions | See schedule | 10% |
| Quizzes on Canvas | See schedule | 10% |
| Policy Essay 1 | September 23 rd | 15% |
| Policy Essay 2 | October 21 st | 15% |
| Policy Essay 3 | November 23 rd | 15% |
| Group Discussion/Presentation | See schedule | 10% |
| Final Exam (in-class) | December 10 th | 20% |
| | | 100% |

A grade of “C” (i.e., at least 73%) is required to pass this course

Department of Justice Studies Course Grade Determination

| Total Points | Grade | Total Points | Grade | Total Points | Grade |
|---------------|---------|----------------|---------|---------------|-------|
| 98.0 to 100 | A plus | 80.0 to 82.99 | B minus | 63 to 67.99 | D |
| 93.0 to 97.99 | A | 78 to 79.99 | C plus | 00.0 to 62.99 | F |
| 90.0 to 92.99 | A minus | 73.0 to 77.99 | C | | |
| 88.0 to 89.99 | B plus | 70 .0 to 72.99 | C minus | | |
| 83 to 87.99 | B | 68.00 to 69.99 | D plus | | |

Overview of Participation – What constitutes participation?

In order to participate, one must be in attendance. Attendance per se; however, is not considered to be participation, and cannot be factored into the course grade. In-class comments based on the identification of discussion topics, presentations which exemplify knowledge of the subject matter, and the asking of probing questions are considered to be participation. Beyond the completion of assigned readings, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in class discussions, and to complete assignments and quizzes in a timely manner.

Classroom Protocol

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule.
2. Students are responsible for all missed notes, materials and announcements due to absence. You are encouraged to exchange contact information with someone in class just in case.
3. As neither a laptop nor tablet is required in class for the course, use of them is strictly limited to note taking or accommodation purposes. Students caught using such items for other non-class purposes will be prohibited from bringing them back to class, will be dismissed from class, and allowed to return the next class meeting. Students will also be dismissed from class for cell phone use of any kind during class time, unless expressly permitted by the instructor.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See

University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS101-01 / Critical Issues & Ideas in Justice, Fall 2015 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via Canvas and/or in-class as early as possible.

Table 1 Course Schedule

| Week | Date | Agenda/Topics, Readings/Homework, Exams and Deadlines |
|-------------|-------------------|--|
| 1 | Monday 8/24 | <p>Agenda/Topics: Course introduction/review of syllabus; discussion about expectations; Academic Integrity Policy and Student Conduct contract</p> <p>Reading for today: Syllabus; Academic Integrity and Student Conduct policies</p> |
| | Wednesday 8/26 | <p>Agenda/Topics: Sex trafficking and other sex-related offenses discussion</p> <p>Reading for today: Country-Roswurm and Bolin (2014); Barnard (2014) pp. 1463-1473 (top of page)</p> |
| 2 | Monday 8/31 | <p>Agenda/Topics: Sex trafficking and other sex-related offenses discussion</p> <p>Reading for today: Barnard (2014) pp. 1473 (<i>New York's Innovative Solution</i>) - 1501</p> <p>Canvas Discussion #1: Open from 9/1 (12:01 AM) through 9/1 (11:59 PM).</p> <p>Canvas Quiz #1: Open from 9/1 (12:01 AM) though 9/1 (11:59 PM)</p> <p>Due today: Signed Academic Integrity and Student Conduct Contract</p> |
| | Wednesday 9/2 | <p>Agenda/Topics: Sex trafficking and other sex-related offenses discussion (Videos + discussion)</p> |
| 3 | Monday 9/7 | Labor Day - No Class |
| | Wednesday 9/9 | <p>Agenda/Topics: School violence, and the school-to-prison pipeline</p> <p>Reading for today: Cowan and Rossen (2014); and Thompson (2014)</p> |
| 4 | Monday 9/14 | <p>Agenda/Topics: School violence (Video Pt. 1)</p> |
| | Wednesday 9/16 | <p>Agenda/Topics: School violence (Video Pt. 2 + discussion)</p> |
| 5 | Monday 9/21 | <p>Agenda/Topics: School violence, and the school-to-prison pipeline</p> <p>Reading for today: Fowler (2011); Mongan and Walker (2012)</p> <p>Canvas Discussion #2: Open from 9/22 (12:01 AM) through 9/22 (11:59 PM).</p> <p>Canvas Quiz #2: Open from 9/22 (12:01 AM) through 9/22 (11:59 PM).</p> |

| Week | Date | Agenda/Topics, Readings/Homework, Exams and Deadlines |
|-------------|--------------------|---|
| 5 | Wednesday 9/23 | Agenda/Topics: School violence, and the school-to-prison pipeline Reading for today: Mongan and Walker (2012) Due today: Policy Essay 1 (Upload to Canvas) |
| 6 | Monday 9/28 | Agenda/Topics: Class, poverty, homelessness, and mental illness Reading for today: Finish Mongan and Walker (if needed); Dwyer, Bowpitt, Sundin, and Weinstein (2014) |
| | Wednesday 9/30 | Agenda/Topics: Class, poverty, homelessness, and mental illness Reading for today: Finish Dwyer et al. (if needed); Online readings and videos (TBA) |
| 7 | Monday 10/5 | Agenda/Topics: Gender roles, gender identity, and sexual orientation discrimination Reading for today: Snapp, Hoenig, Fields, and Russell (2015) |
| | Wednesday 10/7 | Agenda/Topics: Gender roles, gender identity, and sexual orientation discrimination Reading for today: Online readings Canvas Discussion #3: Open from 10/8 (12:01 AM) through 10/8 (11:59 PM) . Canvas Quiz #3: Open from 10/8 (12:01 AM) through 10/8 (11:59 PM) . |
| 8 | Monday 10/12 | Agenda/Topics: Gender roles, gender identity, and sexual orientation discrimination (videos + discussion) |
| | Wednesday 10/14 | Agenda/Topics: Mass incarceration, solitary confinement, and Super Max Reading for today: Tonry (2014) |
| 9 | Monday 10/19 | Agenda/Topics: Mass incarceration, solitary confinement, and Super Max Reading for today: (Finish Tonry if needed); Start Mears (2013) |
| | Wednesday 10/21 | Agenda/Topics: Mass incarceration, solitary confinement, and Super Max Reading for today: Mears (2013) Due today: Policy Essay 2 (Upload to Canvas) |
| 10 | Monday 10/26 | Agenda/Topics: Video Pt. 1 |
| | Wednesday 10/28 | Agenda/Topics: Video Pt. 2 + discussion |

| Week | Date | Agenda/Topics, Readings/Homework, Exams and Deadlines |
|---|--------------------|--|
| 11 | Monday 11/2 | Agenda/Topics: Racism, police use of force, and police brutality + videos Reading for today: Lanahan (2014); and Von Drehle and Altman (2014) Canvas Quiz #4: Open from 11/3 (12:01 AM) through 11/3 (11:59 PM) . |
| | Wednesday 11/4 | Agenda/Topics: Racism police use of force, and police brutality Reading for today: Chaney and Robertson (2013) |
| 12 | Monday 11/9 | Agenda/Topics: Small group discussion/presentation preparation (topic TBA) |
| | Wednesday 11/11 | Veteran's Day - No Class |
| 13 | Monday 11/16 | Agenda/Topics: Small group discussion/presentation preparation (continued) |
| | Wednesday 11/18 | Agenda/Topics: Small group discussion/presentation preparation (continued) |
| 14 | Monday 11/23 | Agenda/Topics: Small group discussion/presentation preparation (continued) Due today: Policy Essay 3 (Upload to Canvas) |
| | Wednesday 11/25 | No Class |
| 15 | Monday 11/30 | Agenda/Topics: Group presentations (4) |
| | Wednesday 12/2 | Agenda/Topics: Group presentations (4) |
| 16 | Monday 12/7 | Agenda/Topics: Group presentations (3) |
| Final Exam: Thursday, December 10th 9:45 AM - 12:00 PM (Note different time!) | | |