

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

**Course and Contact Information**

<b>Instructor:</b>	Dina M. Kameda, M.S., M.A.
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<b>Office Hours:</b>	Tuesdays 10:30 AM - 11:30 AM, Wednesdays 9:00 AM - 11:00 AM, or by appointment
<b>Class Days/Time:</b>	Tuesdays and Thursdays, 7:30 AM - 8:45 AM
<b>Classroom:</b>	MacQuarrie Hall 520
<b>Prerequisites:</b>	Upper division standing; Completion of JS 10, 11, 12, or 25
<b>Co-requisite:</b>	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, 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.

## 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 Goals and Student Learning Objectives

**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](mailto: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). Late submissions will not be allowed.

## 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.

### **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.

### **Exams**

Students will be required to complete two in-class essay exams covering assigned course readings and class discussions; paper will be provided.

### **Research Paper**

Each student will write a research paper examining a specific topic area 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 upon which to focus. Students may also propose a topic, but it must be cleared by the instructor.

The purpose of this paper is not just to specifically test knowledge, but to also force critical thinking about an aspect of the chosen topic. This paper should be no more than about 1,800 words (not including the cover page or references). No late papers will be accepted. A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner.

### **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 present their responses, see course schedule.

### **Grading Policy**

<b>Assignment/Exam</b>	<b>Exam/Due Date</b>	<b>Weight</b>
Participation	All term	5%
Canvas Discussions	See schedule	10%
Quizzes on Canvas	See schedule	10%
Exam 1	March 19 <sup>th</sup>	30%
Group Presentations	See schedule	5%
Research Paper	April 28 <sup>th</sup>	20%
Exam 2	May 19 <sup>th</sup>	20%
		<hr/>
		100%

### **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. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

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.

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

### **Department of Justice Studies Course Grade Determination**

<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>
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		

### **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.

#### **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 in-class assignments and quizzes.

#### **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 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**

##### **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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](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](http://www.sjsu.edu/advising/) 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), <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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 10<sup>th</sup> 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 7<sup>th</sup> 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, Spring 2015 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via an announcement on Canvas as early as possible.

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Readings/Homework, Exams and Deadlines</b>
1	Tuesday 1/22	<b>Agenda/Topics:</b> Course introduction/review of syllabus; discussion about expectations; Academic Integrity Policy and Student Conduct contract <b>Reading for today:</b> Syllabus; Academic Integrity and Student Conduct policies
2	Tuesday 1/27	<b>Agenda/Topics:</b> Sex trafficking and other sex-related offenses discussion <b>Reading for today:</b> Country-Roswurm and Bolin (2014); Barnard (2014) pp. 1463-1473 (top of page) <b>Due today:</b> Signed Academic Integrity and Student Conduct Contract
	Thursday 1/29	<b>Agenda/Topics:</b> Sex trafficking and other sex-related offenses discussion <b>Reading for today:</b> Barnard (2014) pp. 1473 ( <i>New York's Innovative Solution</i> ) - 1501 <b>Canvas Discussion #1:</b> Open from 1/29 (9:00 AM) through 1/30 (9:00 PM). <b>Canvas Quiz #1:</b> Open from 1/29 (9:00 AM) though 1/30 (9:00 PM)
3	Tuesday 2/3	<b>Agenda/Topics:</b> Videos + discussion
	Thursday 2/5	<b>Agenda/Topics:</b> School violence, and the school-to-prison pipeline <b>Reading for today:</b> Cowan and Rossen (2014); Gay (2014); Riordan (2014); and Thompson (2014)
4	Tuesday 2/10	<b>Agenda/Topics:</b> Video Pt. 1
	Thursday 2/12	<b>Agenda/Topics:</b> Video Pt. 2 + discussion
5	Tuesday 2/17	<b>Agenda/Topics:</b> School violence, and the school-to-prison pipeline <b>Reading for today:</b> Fowler (2011); Mongan and Walker (2012) <b>Canvas Discussion #2:</b> Open from 2/17 (9:00 AM) through 2/24 (9:00 PM). <b>Canvas Quiz #2:</b> Open from 2/17 (9:00 AM) though 2/24 (9:00 PM)
	Thursday 2/19	<b>Agenda/Topics:</b> School violence, and the school-to-prison pipeline <b>Reading for today:</b> Mongan and Walker (2012)

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Readings/Homework, Exams and Deadlines</b>
6	Tuesday 2/24	<b>Agenda/Topics:</b> Class, poverty, homelessness, and mental illness <b>Reading for today:</b> (Finish Mongan and Walker); Dwyer, Bowpitt, Sundin, and Weinstein (2014)
	Thursday 2/26	<b>Agenda/Topics:</b> Class, poverty, homelessness, and mental illness <b>Reading for today:</b> (Finish Dwyer et al.); Online readings and videos (TBA)
7	Tuesday 3/3	<b>Agenda/Topics:</b> Gender roles, gender identity, and sexual orientation discrimination <b>Reading for today:</b> Snapp, Hoenig, Fields, and Russell (2015)
	Thursday 3/5	<b>Agenda/Topics:</b> Gender roles, gender identity, and sexual orientation discrimination <b>Reading for today:</b> Online readings and videos (TBA) <b>Canvas Discussion #3:</b> Open from 3/5 (9:00 AM) through 3/6 (9:00 PM). <b>Canvas Quiz #3:</b> Open from 3/5 (9:00 AM) though 3/6 (9:00 PM)
8	Tuesday 3/10	<b>Agenda/Topics:</b> Mass incarceration, solitary confinement, and Super Max <b>Reading for today:</b> Tonry (2014)
	Thursday 3/12	<b>Agenda/Topics:</b> Mass incarceration, solitary confinement, and Super Max <b>Reading for today:</b> (Finish Tonry if needed); Start Mears (2013)
9	Tuesday 3/17	<b>Agenda/Topics:</b> Mass incarceration, solitary confinement, and Super Max <b>Reading for today:</b> Mears (2013)
	Thursday 3/19	<b>Exam 1</b>
10	Tuesday 3/24	<b>SPRING BREAK - NO CLASS</b>
	Thursday 3/26	
11	Tuesday 3/31	<b>CESAR CHAVEZ DAY - NO CLASS</b>
	Thursday 4/2	<b>Agenda/Topics:</b> Influence of the media discussion + videos <b>Canvas Quiz #4:</b> Open from 4/2 (9:00 AM) though 4/3 (9:00 PM)
12	Tuesday 4/7	<b>Agenda/Topics:</b> Ferguson, racism, police use of force, and police brutality + videos <b>Reading for today:</b> Lanahan (2014); and Von Drehle and Altman (2014)
	Thursday 4/9	<b>Agenda/Topics:</b> Ferguson, racism police use of force, and police brutality <b>Reading for today:</b> Chaney and Robertson (2013)

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Readings/Homework, Exams and Deadlines</b>
13	Tuesday 4/14	<b>Agenda/Topics:</b> Ferguson, racism, police use of force, and police brutality <b>Reading for today:</b> Klahm, IV and Liederbach (2014) <b>Canvas Quiz #5:</b> Open from <b>4/14 (9:00 AM)</b> though <b>4/15 (9:00 PM)</b>
	Thursday 4/16	<b>Agenda/Topics:</b> Small group discussion/presentation preparation (topic TBA)
14	Tuesday 4/21	<b>Agenda/Topics:</b> Small group discussion/presentation preparation (continued)
	Thursday 4/23	<b>Agenda/Topics:</b> Small group discussion/presentation preparation (continued)
15	Tuesday 4/28	<b>Agenda/Topics:</b> Small group discussion/presentation preparation (continued) <b>Due today:</b> Research Paper (upload to Canvas)
	Thursday 4/30	<b>Agenda/Topics:</b> Group presentations (3)
16	Tuesday 5/5	<b>Agenda/Topics:</b> Group presentations (3)
	Thursday 5/7	<b>Agenda/Topics:</b> Group presentations (3)
17	Tuesday 5/12	<b>Agenda/Topics:</b> Group presentations (4)
<b>Exam 2: Tuesday, May 19<sup>th</sup> 7:15 AM - 9:30 AM (Note different time!)</b>		