

San José State University, Spring 2015
Department of Justice Studies
JS189 Senior Policy Seminar in Justice Studies

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Office Hours: Monday/Wednesday 2pm – 4pm
Class Days/Time: Wednesday 4:30pm – 7:15pm
Classroom: MH 523

Instructor's Course Description

The Justice Studies Department's Senior Seminar represents the culminating educational experience of the degree in Justice Studies at San Jose State University. The seminar's purpose is to create knowledge from research which can be applied to society through changes to policymaking. The seminar's chief objective is to reinforce the importance of any university's foundational purpose - that is, the student becomes an agent of change in contemporary society, crafting a strategy of action informed by thorough, scholarly research.

The primary purpose of the class is to identify, discuss and analyze selected problems in the criminal justice system period. **This semester, the class will focus on relevant Criminal Justice and social public policies in the US using sex offender public policy as a case study.** Although this topic will be used as an example, your policy papers may be about any relevant social or criminal justice policy you choose.

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 Prerequisites

Upper division standing is required. Students must provide printed copies of their academic transcripts on the first day of class to prove that they have passed research methods (JS 105/JS114) and the writing workshop (JS100W) (or its equivalent) with a grade of C or better. Students who do not meet these requirements will be dropped by the instructor after the first class meeting.

Student Learning Objectives

Upon successful completion of this course students will:

1. 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).
2. Demonstrate their ability to present scholarly work to an audience of their peers.
3. 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.
4. Demonstrate their ability to undertake a critical analysis of contemporary problems relevant to justice studies.
5. Demonstrate their ability to read, write, and contribute to discussion at a skilled and capable level that appropriately reflects the cumulating experience of their justice studies major.

Required Reading

Welsh, W. & Harris, P. (2008). *Criminal Justice Policy & Planning*, 3rd edition, Newark: LexisNexis.

Waller, I. (2008). *Less Law More Order: The truth about reducing crime*, Ontario: Manor House Publishing.

APA (2009) *Publication manual of the American Psychological Association*. 6th edition.

All other readings are available in PDF and will be distributed via email.

Class Protocol

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.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to during business hours (Monday through Friday only). **When you send me an email please put “JS189” and your full name in the subject line. I will not respond to emails where the student is not identified in both the subject line and the body of the email.** Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

Classroom Etiquette

Tardiness will not be tolerated. I understand that many of you work, but I also understand that you have enrolled in school aware of the demands of that commitment. Please arrange with your employer/child care/other to arrive in time for class to begin promptly at 4:30pm on Wednesday evenings. Please turn off all cell phones or any other electronic device during class: the best way to learn is to be present and engage in the class, mindfully. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. If you use a telephone (even silently, e.g. texting), you will be asked to leave the classroom. 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). Please exchange contact information with two other people in the class so that you can keep up with missed work. *JS189 is a seminar that emphasizes discussion and requires active participation, thus the use of computers during class is not permitted.*

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. Assignments must be submitted in person, at the beginning of class. Papers **cannot** be submitted by email without prior approval. Failure to complete any one assignment may result in a failing grade for the course.

Deadlines are firm. Late papers will not be accepted for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, appropriate third party documentation must be presented). Late papers will lose 5% for every calendar day that they are late.

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.

Discussion Skeletons/Participation/Preparatory Reading/Homework (20%): Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Attendance per se, however, is not considered to be participation, and cannot factor into one's grade. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities including impromptu debates and presentations of reading material. This means that assigned readings must be read and "digested" prior to each class meeting. SLO5.

Students will be required to bring a discussion skeleton to each class to aid their participation. These will be submitted for credit. A discussion skeleton is a one page document that contains three (3) most important points (written in your own words, and cited in APA style) that you have learned from the reading assignment for that week and two (2) questions that you have generated from the reading.

Article Critiques (20%): Students will be required to critique two (2) empirical studies as reported in various journal articles. This will allow the student to demonstrate their grasp of research conducted in justice related fields. The articles will be pre-selected by the instructor. The critique will be written in "question and answer" format, according to a prescribed list of questions provided by the instructor during the first class. Students will be graded on their ability to critically analyze the article, but most importantly, on their ability to write well. Everyone is encouraged to visit the Writing Center early on during the semester for any necessary assistance. SLO3, SLO4.

Policy Paper (30%): Students are required to write a paper (6-8 pages in length) that reviews a social or criminal justice related policy. 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 multiple parts. (1) An overview of your paper (including your topic, rationale, and research question) will be turned in during Week 3. (2) An annotated reference list of at least five empirical, peer reviewed journal articles that you intend to use in your paper, will be submitted in week 5. Each annotation should provide a brief description of the article and how it will be useful for your paper. (3) An in-class peer review will be conducted on a rough draft of your paper. (5) You will work in small groups to review your peer's comments and discuss relevant changes. (6) You will meet with the instructor individually to discuss your draft and the feedback from the peer review. You may also use this visit to work on your presentation. (7) The final paper will be due at the end of the semester. SLO1.

Presentation (20%): Students are required to give a formal class presentation of their policy paper. The presentation should take between 10 and 15 minutes. Students are required to provide a printout to the instructor of the presentation slides and reference page on the day of the presentation. Presentations must be prepared using PowerPoint **and must be emailed to the instructor 24 hours prior to the in-class presentation.** Students are required to dress professionally for their presentation. **SLO2.**

THERE IS NO EXTRA CREDIT IN THIS COURSE
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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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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](http://www.sjsu.edu/larc/) 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

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](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

Grading Scale

97-100%	A+	77-79	C+		
94-96	A	74-76	C		
90-93	A-	70-73	C-		
87-89	B+	67-69	D+		
84-86	B	64-66	D		
80-83	B-	60-63	D-	0-59	F

NB: as a JS major, you must receive a C or better in this class. If you receive a C- or lower, you will need to retake this class in order to graduate.

JS189 Spring 2015 Course Schedule

The Class Schedule below is tentative. The dynamics and abilities of the individual class often dictate the amount of time spent on classroom discussions and so on. This usually means that it is necessary to adjust some activities or materials as the semester progresses. This makes it particularly important to come to class on time (to receive those announcements) and to check in with the instructor after any absences.

Table 1 Course Schedule

W	Date	Topic	Due	Reading
2	01/28	Introductions; student contract; syllabus and assessment review; check class prerequisites; assign AC1; discuss paper due date; semester theme?		<i>Waller (ch 1)</i> A. Study of public policy B. CJ through looking glass <i>SJSU plagiarism policy</i>
3	02/04	What is public policy? The study of public policy; discuss AC1 (brief peer review); plagiarism pledge; skeleton 1 discussion; brainstorm paper topics	AC1 Skeleton 1	<i>Welsh (ch 1-2)</i> C. Politics/policy dichotomy D. public policy process
4	02/11	AC1 feedback and discussion; assign AC2; The process of policy formation; relevance of public policy, and your career; review research methods; finalize paper topics	Paper overview Skeleton 2	<i>Welsh (ch 3-4)</i> E. Pub policy & criminology F. Policy relevance
5	02/18	AC2 discussion; skeleton 3 discussion; The foundation of crime control in the US; review due process model; Public policy and criminology; assumptions of behavior	AC2 Skeleton 3 Annotated reference list	<i>Waller (ch 5)</i> G. Crime control/due process H. Crime control in US J. To the vanquished
6	02/25	From where does policy come? Crime myths, the culture of fear and moral panic; " <i>Bowling for Columbine</i> "; skeleton 4 discussion; paper topic troubleshooting	Skeleton 4	<i>Waller (ch 2)</i> <i>Welsh (ch 5-6)</i> K. Media moral panics L. Social construction M. Smack is back N. Missing children
7	03/04	Assign AC3; moral panic and the media (cont'd); Impact of media and government, effects of policy on CJS; Skeleton 5 discussion	Skeleton 5	O. In support of prisons P. Abolishing prisons Q. What are the alternatives
8	03/11	Ann Lucas Lecture in lieu of class	AC3 Skeleton 6	" <i>Cheap on Crime</i> "
9	03/18	Sex offender literature; review of rape myths, nature and extent of sexual abuse; sex offender dangerousness, assumptions of behavior; Skeleton 6 discussion Sex offender theories; risk assessment; assign AC4 (on your own article); Theories of punishment; theories of treatment; revisit assumptions of behavior – what should we do?	Skeleton 7	<i>Waller (ch 3, 4, 6)</i> R. sex offender dangerous S. sex crimes introduction T. myths and facts Reading: SO1; SO2; SO3; SO4; SO5; SO6; SO7; SO8
10		SPRING BREAK		
11	04/01	Memorial Legislation; Louis Theroux's "a place for pedophiles"; class debate on SO legislation; make appointment for individual meeting with instructor	Paper draft	Reading: SO1; SO2; SO3; SO4; SO5; SO6; SO7; SO8
12	04/08	Policy analysis – is it working? And how do we know? Research methods re: policy analysis and program evaluation	Skeleton 8	<i>Waller (ch 8-9)</i> <i>Welsh (ch7-8)</i> U. Public Policy
13	04/15	Peer review of paper draft; discussion; troubleshooting; writing center appointments; meetings with instructor in lieu	Skeleton 9 Peer review	APA Manual

		of class	Individual mtg	
14	04/22	Putting everything together/policy analysis; evaluation; Paper requirements; APA review; presentation tips	Skeleton 10	
15	04/29	Presentations		final paper due
16	05/06	Presentations		
17	05/13	Presentations		
	TBA	Final meeting in lieu of exam (remaining presentations)		