

San José State University
CASA/Justice Studies

JS189, Senior Seminar: Contemporary Problems, 04, Spring, 2016

Instructor:	Dr. Veronica Herrera
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Office Hours:	Wed 2-4pm
Class Days/Time/Location:	Tues 4:30-7:15pm / Hugh Gillis Hall 217
Prerequisites:	Senior class 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, W. & Harris, P. (2013) Criminal Justice Policy and Planning 4th Ed (ISBN 10: 1437735002)

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

Hubner, J. (2008) Last Chance in Texas. The Redemption of Criminal Youth (ISBN-10: 0375759980)

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. Silke Higgins is the SJSU Justice Studies Subject Specialist Librarian. She is more than happy to answer questions and meet with students one on one. She can be reached by email at silke.higgins@sjsu.edu.

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 the Canvas e-mail link and address all correspondence to Dr. Herrera.** 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/>. 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. All written assignments will be submitted to Turnitin to generate a Similarity Report. **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, #5)

Each student will submit 6 reading reflections. Each reading reflection should be at least one page (typed, single spaced). These assignments are not meant to be summaries of the readings; rather they are designed to get you to reflect on what you have read. Each week identify 1-2 points you found important, interesting, and/or controversial from each assigned reading for the week and explain why you selected each point. Also list 2 questions the readings as a whole raised for you. I will not accept any late Reflection Papers.

Quizzes & Film Reflection (25% of final grade) (SLO#1)

There will be two scheduled quizzes. Quizzes may be given either in class or online and will consist of multiple choice, true/false and/or short answer questions. Make-ups will not be given for quizzes. Students will also complete one film reflection (3-5 pages) analyzing the documentary *The Central Park 5* using key concepts covered in the course. 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) on all reflections.

Policy Paper (25% of final grade) (SLO #2 & #3)

Students are required to write a 10-15 page paper that reviews 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 a minimum of 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 several parts:

- Week 4: List of top 3 choices for the topic of your paper due
- Week 7: Draft of Sections 1, 2 & 3 due
- Week 12: Draft of Sections 4, 5 & 6 due
- Week 14: Completed rough draft submitted for peer review
- Week 17: Final Draft Due

Presentation (15% of final grade) (SLO #1 & #4)

Students are required to give a formal class presentation of their policy paper. The presentation should take about 10-12 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 the day the presentation is scheduled. Points will be deducted for late submissions.** Presentations will be evaluated by the class, therefore attendance is mandatory. Missing the presentations without a valid excuse will result in a point penalty from your final participation grade.

Class Participation (15% of final grade) (SLO #1 & #5)

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 in-class assignments, pop-quizzes, impromptu debates, peer reviews and presentation evaluations.

As part of class participation, each student will be required to present a 5 minute "Current Event" at least once by Week 13. Current events can include a response to local or national news items, summary and response to a documentary, movie, music video etc. you watched, overview of a website or organization you've come across that relates back to the course.... When presenting, create 1 ppt slide with the title of the news item and internet link. You should describe/ summarize the issue, explain why/how it caught your interest and how it links back to the course. The purpose of this mini presentation is to get you comfortable speaking in front of the class and to create ongoing active and critical discussions about current events relevant to the issues that we are covering over the course of this semester.

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

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
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 that the University's Code of Student Conduct which can be found at <http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.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.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.

Peer Connections

The Peer Connections is located in Room 600 in the Student Services Center and Clark Hall, first floor, Academic Success 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. Website: <http://peerconnections.sjsu.edu/>

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 pla-ce 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/>.

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		First day of instruction Thurs 1/28
2	Tues 2/2	<p>The Study of Public Policy & The Process of Policy Formation</p> <p><i>Readings:</i> Canvas: Williams & Ahmad (2011) Ch 17. Public Policy. In <u>Critical Issues in Crime and Justice. Thought, Policy, and Practice.</u> Welsh & Harris: Introduction</p>
3	Tues 2/9	<p>Development of Youth Crime Policy</p> <p><i>Readings:</i> Scott & Steinberg: Ch 1 Canvas: Burfeind & Bartusch (2011) Ch 2. Juvenile delinquency as a legal concept. In <u>Juvenile Delinquency: An Integrated Approach.</u> Welsh & Harris: Ch 1. Analyzing the Problem (stop at page 57)</p> <p><i>Assignments:</i> Reading Reflection 1</p>
4	Tues 2/16	<p>Adolescent Development and Delinquent Behavior</p> <p><i>Readings:</i> Scott & Steinberg: Ch 2 & 3 Welsh & Harris: Ch 2. Setting Goals and Objectives</p> <p><i>Assignments:</i> Reading Reflection 2 Submit top 3 choices for policy paper topic</p>
5	Tues 2/23	Quiz 1 & Researching Your Policy Paper Topic

Week	Date	Topics, Readings, Assignments, Deadlines
6	Tues 3/1	<p>“Get Tough” Responses to Juvenile Crime: Prop 21</p> <p><i>Readings:</i> Scott & Steinberg: Ch 4 Web: http://primary2000.sos.ca.gov/VoterGuide/pdf/21.pdf Welsh & Harris: Ch 3. Designing the Program or Policy Canvas: Youth Justice Coalition (2012) Tracked and Trapped</p> <p><i>Assignments:</i> Reading Reflection 3</p>
7	Tues 3/8	<p><u>Central Park 5</u> documentary</p> <p><i>Readings:</i> Canvas: Scott-Hayward, C. (2006) Explaining juvenile false confessions: Adolescent development and police interrogation. <u>Law and Psychology Review</u>, 53.</p> <p><i>Assignments:</i> Policy Paper Draft - Section 1, 2, & 3</p>
8	Tues 3/15	<p>Death Penalty & Life Without Parole</p> <p><i>Readings:</i> Canvas: Humans Rights Watch (2008). The Rest of Their Lives: Life without Parole for Youth Offenders in the United States in 2008. Canvas: Washington Post (2010) http://www.washingtonpost.com/wp-dyn/content/article/2010/05/17/AR2010051701355.html?sid=ST2010051704182 Canvas: Mallett (2013). Juvenile life without the possibility of parole: Constitutional but complicated. <u>Child & Youth Services</u>, 35, 743-752.</p> <p><i>Assignments:</i> Central Park 5 Film reflection</p>
9	Tues 3/22	<p>Adolescents in Court</p> <p><i>Readings:</i> Scott & Steinberg: Ch 5 & 6 Welsh & Harris: Ch 4. Action Planning</p> <p><i>Assignments:</i> Reading Reflection 4</p>
10	Tues 3/29	Spring Break

Week	Date	Topics, Readings, Assignments, Deadlines
11	Tues 4/5	<p>Rethinking Juvenile Justice Policy and Reform</p> <p><i>Readings:</i> Scott & Steinberg: Ch 7 & 8 Welsh & Harris: Ch 5. Program/Policy Implementation and Monitoring Hubner: Introduction & Ch 1</p> <p><i>Assignments:</i> Reading Reflection 5</p>
12	Tues 4/12	<p>Documentary – Valentine Road</p> <p><i>Readings:</i> Canvas: Krisberg Ch 8. What works in juvenile justice? Canvas: Welsh et al (2012) Ch. 9. Promoting change and changing lives. Effective prevention and intervention to reduce serious offending. Hubner: Ch 2-4</p> <p><i>Assignments:</i> Policy Paper Draft – Sections 4, 5 & 6</p>
13	Tues 4/19	<p>Quiz 2 / Policy Analysis and Program Evaluation</p> <p><i>Readings:</i> Scott & Steinberg: Ch 9 Welsh & Harris: Ch 6. Evaluating Outcomes Hubner: Ch 5-7</p> <p><i>Assignments:</i> Reading Reflection 6</p>
14	Tues 4/26	<p>Presentation ‘how to’ tips/ In Class Peer Review</p> <p><i>Readings:</i> Welsh & Harris: Ch 7. Reassessment and Review Hubner: Part 2 The Girls, & Epilogue</p> <p><i>Assignments:</i> Completed rough draft of policy paper submitted for peer review</p>
15	Tues 5/3	<p>Presentation x 9</p>
16	Tues 5/10	<p>Presentation x 9</p>
17	Tues 5/17	<p>Presentations x 9</p> <p>Policy Paper Due</p>