

**San José State University**  
**Justice Studies 204**  
**Justice Organizations, Ethics, & Change**

**Spring 2016**

<b>Instructor:</b>	Dr. Sara M. Benson
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<b>Office Hours:</b>	Monday/Wednesday 2:45 –3:45
<b>Class Days/Time:</b>	Friday 12:00 - 2:45
<b>Classroom:</b>	MH 520

**Course Description**

An examination of the theory and practice of organizational behavior as applied to justice system agencies. Primary emphasis will be on analysis of the behavior of people in justice organizations and on organizational responses, including: organizational theory, motivation, leadership, group influences and informal organization, organization and job design, and, especially change and innovation.

**Course Goals and Learning Objectives**

*As a graduate seminar, the primary learning objective is to prepare M.A. students for doctoral training and policy work. In this interactive course, students will be responsible for several presentations on the course readings, written response papers, and a final project and paper. Student success in the course is dependent on an active and critical engagement with the material.*

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

CLO1: identify, describe, analyze, and critique major organizational and behavioral theories as they apply to the policies and practices of justice agencies (measured by weekly presentations, responses, and a final paper).

CLO2: read scholarly critique as a conversation and narrate that conversation through the literature in oral and written work (measured by in-class participation and the use of correction citational practice).

CLO3: write and present an original policy-oriented research paper on an approved organization behavioral topic relating to justice agencies.

## **Classroom Protocol**

Students should attend all class meetings. Students should be respectful of their colleagues in class discussions and during presentations. Cell phones and other disruptive devices should be turned off.

## **Required Texts/Readings**

### Books:

*The Ferguson Report* (The New Press 2015)

Naomi Murakawa, *The First Civil Right* (Oxford 2014)

Stuart Hall, *Policing the Crisis* (Palgrave 2013 or 1978)

Radley Balko, *Rise of the Warrior Cop* (PublicAffairs/Perseus 2013)

Darius Rejali, *Torture and Democracy* (Princeton 2009)

Lisa Guenther, *Solitary Confinement* (Minnesota 2013)

Angela Y. Davis, *Freedom is a Constant Struggle* (Haymarket, February 2016)

## **Assignments**

### Assignment 1: Course Presentation 20% of grade

Students will present a synthesis of the readings for approximately 20 minutes at the beginning of each class meeting. Each presentation should work collectively to refer the audience back to the previous week's readings, introduce new key themes and concepts, synthesize and offer a comparative reading of the primary arguments, and offer some points of discussion. Students should not feel limited by these guidelines, but they are the basic essentials of an excellent grade. Students will select their presentation topics during the first class meeting. Depending on enrollment, these may be group presentations. It is required that you write out your portion of the presentation. *It should feel to the audience like a book review rather than a summary of something everyone has read.*

### Assignment 2: Book Review 20% of grade

This assignment requires that students craft a book review of publishable quality. Students should adhere to a length requirement based on the guidelines of major journals in the student's field of study. The review may focus on a book from the course, or from a student's independent research for the class project on policing.

### Assignment 3: Policing Project Presentation 20% of grade

During weeks 11-13, students will each present on a different metropolitan location and its policing practices in relation to organizational structure, ethics, and change. Each presentation should last 15-20 minutes and draw from primary and secondary sources, including books and articles from inside and outside of the course, as well as images of particular police departments in popular culture (film, television, social media, etc.). Students should incorporate those source materials into the presentation.

#### Assignment 4: Final Paper

20% of grade

In the final paper, students may choose to submit a written version of their course project on policing, or to select one or two major themes from the headings on the syllabus and craft a research paper of 15-20 pages. Depending on where students are in the M.S. Program, it is entirely appropriate to use this assignment to continue work on the thesis paper, provided that course readings are cited and given serious consideration as part of the project.

#### Assignment 5: Course Participation

20% of grade

A routine and critical engagement with the course readings is essential for success in this course. Students will be evaluated on the quality (rather than frequency) of their contributions to class discussions.

### **Grading Policy**

No late papers will be accepted.

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
63-69	D
60-62	D-
<60	F

### **University Policies**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

University policy F69-24 states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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](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](http://www.sjsu.edu/aars/policies/latedrops/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.

## **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.

## **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>.

## **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University, which 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.

## Justice Studies 204, Spring 2016

*Subject to change with fair notice*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Friday, Feb 5	<u>Course Introductions</u>
2	Friday, Feb 12	<u>Justice and the Ethics of Law</u> Reading: <i>The Ferguson Report</i> Documentary: <i>Ferguson: A Report from Occupied Territory</i> (available at <a href="https://www.youtube.com/watch?v=gq9pHONmaLc">https://www.youtube.com/watch?v=gq9pHONmaLc</a> )
3	Friday, Feb 19	<u>Competing Understandings of Community Policing</u> <i>Law Enforcement and Administration of Justice Reports</i> (1964) (PDF) James Baldwin, "Fifth Avenue, Uptown: A Letter from Harlem" (1960) (PDF) Greene, "Community Policing in America" (PDF) Skogan, "Why Reforms Fail" (PDF) Discussion of Class Project on Policing
4	Friday, Feb 26	<u>Law, Policy, and Change</u> Naomi Murakawa, <i>The First Civil Right</i>
5	Friday, March 4	<u>Punishment, Culture, Crisis</u> Stuart Hall, <i>Policing the Crisis</i>
6	Friday, March 11	No Class. Instructor at Conference. <b>Book Reviews Due (please submit via email by 5pm)</b>
7	Friday, March 18	<u>Democracy and Punishment</u> Darius Rejali, <i>Torture and Democracy</i>
8	Friday, March 25	<u>Democracy and Punishment</u> Darius Rejali, <i>Torture and Democracy</i>
9	Friday, April 1	No Class. Spring Break.
10	Friday, April 8	<u>Policing and Change</u> Radley Balko, <i>Rise of the Warrior Cop</i>
11	Friday, April 15	Presentations
12	Friday, April 22	Presentations
13	Friday, April 29	Presentations
14	Friday, May 6	<u>Personhood and Deprivation</u> Lisa Guenther, <i>Solitary Confinement</i>
15	Friday, May 13	<u>Course Closing &amp; Reporter Presentations</u> Angela Y. Davis, <i>Freedom is a Constant Struggle</i>

*Final Papers Due Friday, May 20 at 5 pm*