

San José State University
Department of Justice Studies
JS189-02, Senior Seminar: Contemporary Problems, Fall 2017

Course and Contact Information

Instructor:	Greg Woods, J.D.
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Office Hours:	Tuesdays & Thursdays, 10:00 AM - 12:00 PM, and by appointment.
Class Days/Time:	Mondays/Wednesdays 12:00 PM - 1:15 PM
Classroom:	Clark Building 218

Justice Studies Department 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

Identification, discussion and analysis of selected problems in justice studies. A major term paper on a selected topic is required. Prerequisite: Senior standing in final semester; Justice Studies or Forensic Science major; JS 100W and JS 114 with a "C or better"; Department Consent Note: A grade of "C" or better is required for Justice Studies majors. 3 Units.

Course Learning Outcomes (CLO)

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

- CLO 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).

- CLO 2: Demonstrate their ability to present scholarly work to an audience of their peers.
- CLO 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.
- CLO 4: Demonstrate their ability to undertake a critical analysis of a contemporary problem relevant to justice studies.
- CLO 5: 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 Text

Bohm, Robert M. and Walker, Jeffery T. (2013). *Demystifying Crime & Criminal Justice* (2nd Edition). OXFORD ISBN: 978-0-19-984383-1

Students may purchase text in the bookstore and online.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118
<http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

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. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Weekly Assignments

Students will be assigned weekly reading and writing assignments in class and as reflected below. Weekly Assignments are due during Wednesday class sessions, or as instructed, and will consist of a two-to-three paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4 & 5)

Group Project

Students will be assigned to work in groups and are expected to participate in a professional and respectful manner. Each group will be tasked with a project, to be assigned and explained extensively in class, to develop and present in class during the semester as reflected below. Each group is required to participate during in-class exercises and make one presentation to the class once per semester. (CLO 1, 2, 3, 4 & 5)

Final Paper

Final Papers will require students to conduct independent research to craft a thesis paper, to be assigned and explained extensively in class and will be due during the last scheduled class session of the semester as reflected below. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3, 4 & 5)

Final Examination

Students will complete a cumulative final examination using key terms and concepts from readings and class discussion consisting of short answer and essay based questions. (CLO 1, 2, 3, 4 & 5)

Participation

Students are expected to be punctual and prepared to participate during in-class activities in an informed, professional and respectful manner. Participation credit will be rewarded in response to student preparedness and politeness in class. (CLO 2, 3, 4 & 5)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states “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.”

Grading Policy

Final grades will be evaluated as follows:

Weekly Assignments	20%
Group Project	20%
Final Paper	25%
Final Examination	25%
Participation	10%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

Please Note: Extra credit will not be awarded, late assignments will not be accepted, and no assignment may be submitted via email.

Note “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, discourteous or who choose not to contribute to in-class discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

Late Assignments

Late assignments will not be accepted and no assignment may be submitted via email.

Cell Phones/Texting

All cell phones and other electronic devices should be turned off and put away during class sessions. Routine phone calls, texting or other online activity during class is discouraged, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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/. 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.

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 and the following items to be included in the syllabus:

- “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/>.

Never present another’s argument as your own. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. Detection of plagiarism will result with NO CREDIT earned for the assignment.

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 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 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. (Note: You need to have a QR Reader to scan this



code.)

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>.

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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

JS189-02/Senior Seminar: Contemporary Problems, Fall 2017

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 23	Introductions/Course overview; Syllabus, Class, Group Project, Assignment & Exam formats; The Social Construction of Crime: Conflict & Consensus; Immanuel Kant (1724 - 1804) & The Enlightenment Outlook; Natural Law & Limits of the Criminal Law; In a Time Before Cops; Felonies & Misdemeanors; Criminalizing Thought; Department of Justice Federal Bureau of Investigation Uniform Crime Reporting (UCR) Program; Profile: Cesare Beccaria (1738-1794) ; In-class exercise: <i>In what ways will a commitment to education increase the access to justice?</i>
2	August 28 & 30	Policy & Control: Bloody Codes & Traditional Notions of Liberty; Laws as Legislative Solutions to Society's Problems resulting in Criminalized, Restricted Behavior for all; We the People & the Cross-examination of Evidence; Act & Intent; Malice, Capital Offenses & Limitations on Criminal Liability; Criminalizing Expression, Hate Speech & Obscenity; Read Chapters 1, 2 & 3: The Myths of Accurate Crime Measurement, The Myth That "Criminals" Are Fundamentally Different from "Non-criminals" & Rational Choice as an Explanation for Criminal Behavior; Prepare, Submit and be ready to discuss Review Questions #2 (p 12), #1 (p 23), #2 (p 35) & Profile: John Locke (1632-1704) ; In-class exercise: <i>In what way is the Uniform Crime Report related to the dark figure of crime? How is our crime rate calculated? Is this calculation flawed in any way? How might such data impact gun sales in the United States?</i>
3	September 6 (No Class Monday, September 4, Labor Day Holiday!)	Assign Final Paper (DUE NO LATER THAN 12/11) ; Sovereignty: Constitutions, Statutes & Case Law; Jurisdictional Structures; Sources of Authority; Oscar Grant and the Duty to Protect and Serve; Criminalizing Behavior; Read Chapters 6 & 7: The Myths That Mental Illness Causes Crime & Drug Decriminalization; Prepare, Submit and be ready to discuss Review Questions #3 (p 66), #2 (p 79) & Profile: Jeremy Bentham (1748-1832) ; In-class exercise: <i>In what ways is mental illness linked to the United States justice system?</i>
4	September 11 & 13	Assign Group Project (DUE 12/4 & 12/6) ; Retribution: Discretionary Application; The Death Penalty, Due Process, Tookie Williams & The Mercy Seat; Justification & Excuse; The Civic Duty to Respond to Crime; The Absence of Crime is the Greatest Indicator; Read Chapters 24 & 25: The Myths of Closure and Capital Punishment & Prisons as Country Clubs; Prepare, submit and be ready to discuss Review Questions #1 (p 263), #2 (p 277) & Profile: Sir Robert Peel (1788-1850) ; In-class exercise: <i>Is Buck v. Bell, 274 U.S. 200 (1927), relevant in regard to current policy specific to criminalization of the chronically homeless, mentally ill or immigrant communities?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
5	September 18 & 20	Criminal Profiling: Stop & Frisk; Reasonable Suspicion & Probable Cause; Pretexting & Metadata collection analysis; Read Chapters 28 & 29: The Myths That Correctional Rehabilitation Does Not Work & That Rehabilitation Is the Focus of Community Corrections; Prepare, submit and be ready to discuss Review Questions #3 (p 309), #3 (p 319) & Profile: John Augustus (1785-1859); In-class exercise: <i>What challenges are inherent to the bail system in the United States? What solutions do you propose to improve the bail system?</i>
6	September 25 & 27	Recidivism: Restoration & Crisis Intervention Training; Read Chapters 26 & 27: The Myths Prisons Can be Self-Supporting, Correctional Privatization & Inherent Efficiency; Prepare, submit and be ready to discuss Review Questions #1 (p 284), #1 (p 295) Profile: Dorothea Lynde Dix (1802-1887); In-class exercise: <i>What is the worse problem, recidivism or the lack of rehabilitation? Why? What are the primary differences between Retributive and Restorative models of justice?</i>
7	October 2 & 4	Legislative Intent: Mandatory Minimum Sentencing & the “Three Strikes” sentence enhancement law of California; Proposition 47 and California’s Realignment Policy; Read Chapters 8 & 9: The Myths about Drug Use and Violent Offending & That White-Collar Crime Is Only about Financial Loss; Prepare, submit and be ready to discuss Review Questions #3 (p 92), #1 (p 101) & Profile: Elizabeth Cady Stanton (1815-1902); In-class exercise: <i>Is gender inequality still a problem in the latter half of the second decade of the twenty-first century? If so, in what three ways should this problem be solved?</i>
8	October 9 & 11	Security: Surveillance, Pit Bulls & Crime Prevention Through Environmental Design; Broken-Windows and Labeling Theories; Read Chapters 4 & 5: The Myths That Violent Juveniles Will Become Adult Criminals & That of Black Crime; Prepare, submit and be ready to discuss Review Questions #2 (p 46), #2 (p 56) & Profile: Cesare Lombroso (1835-1909); In-class exercise: <i>In what ways are homelessness and poverty linked to the United States justice system? How do you propose these two particular problems be solved?</i>
9	October 16 & 18	Fear: Budget Priorities & the Fear-Victimization Paradox; Sanctuary Policy Jurisdictions & Scapegoating the Undocumented; Pelican Bay & Solitary Confinement; Read Chapters 22 & 23: The Myths That Imprisonment Is the Most Severe Form of Punishment & The Death Penalty Is Administered Fairly; Prepare, submit and be ready to discuss Review Questions #3 (p 241), #2 (p 253) & Profile: Emile Durkheim (1858-1917); In-class exercise: <i>Does social media perpetuate or prevent criminal behavior? How might Emile Durkheim explain the phenomenon of contemporary social media in the United States?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
10	October 23 & 25	Compulsory Registration: Public Disclosure & California Penal Code Section 290; <i>Read Chapters 10 & 11: The Myths that Gun Control Policies Reduce Crime & Sex Offenders are Beyond Redemption; Prepare, submit and be ready to discuss Review Questions #1 (p 113), #1 (p 125) & Profile: Bass Reeves (1838-1910);</i> In-class exercise: <i>Is capital punishment a sustainable solution? Why?</i>
11	October 30 & November 1	Engagement: Amber Alerts, Neighborhood Watch, Flash Mobs, Social Media & Foot Patrol; Community Policing & Cultivating Credibility; <i>Read Chapters 14 & 15: The Myths The Role of Police Is to Fight Crime & That Science Solves Crimes; Prepare, submit and be ready to discuss Review Questions #1 (p 156), #2 (p 164) & Profile: Chief August Vollmer (1876-1955);</i> In-class exercise: <i>Do you believe raising education standards could be the key to better policing? If so, should law enforcement agencies only hire police officers who have earned college degrees?</i>
12	November 6 & 8	Expungement: Incarceration rates, Recidivism, Release & Community Integration; Confidential Informants, Witness Intimidation & Snitches Get Stitches; Exceptions to Warrants; <i>Read Chapters 20 & 21: The Myths That the Exclusionary Rule Allows Many Criminals to Escape Justice & That Punishment Reduces Crime; Prepare, submit and be ready to discuss Review Questions #3 (p 176), #2 (p 183) & Profile: Dollree Mapp (1924-2014);</i> In-class exercise: <i>What is the exclusionary rule? How does the exclusionary rule address the problem of Fourth Amendment violations by law enforcement? Does the exclusionary rule allow criminals to escape justice?</i>
13	November 13 & 15	Self-Incrimination: Confessions, Miranda & Contemporary Custodial Interrogation; Good Cops, Bad Cops & The Thin Blue Line; <i>Read Chapters 16 & 17: The Myths Surrounding Policewomen on Patrol & That Police Use of Force Is Widespread; Prepare, submit and be ready to discuss Review Questions #3 (p 176), #2 (p 183) & Profile: Chief Penny E. Harrington (1943 -);</i> In-class exercise: <i>What does “exonerated” mean? Why did 2015 “set a record” in regard to exonerations?</i>
14	November 20 & 22 (November 23 & 24 Happy Thanksgiving!)	Terror: Law Enforcement & the USA PATRIOT Act of 2001; National Security, Public Safety and Personal Liberty Contradicted by the Necessities of the State; Burning Beds & Battered-Woman Syndrome; <i>Read Chapters 12 & 13: The Myth Stalking Is Not a Serious Crime & Demystifying Terrorism; Prepare, submit and be ready to discuss Review Questions #3 (p 135), #3 (p 143) & Profile: Malala Yousafzai (1997 -);</i> In-class exercise: <i>Is the Freedom of Speech under attack on college campuses in the United States? Should the rise of political extremism be the reason to regulate time, place and manner of political speech in the United States?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
15	November 27 & 29	Fair Trial: Right to Counsel, Peers as Jurors & Impartial Judges; Richmond, CA: Homicide Rates, Officer Involved Shootings & Black Lives Matter; Mens Rea, Expert Witnesses, Diminished Capacity & The Twinkie Defense; <i>Read Chapters 18 & 19: The Myths of Racial Profiling & The Best Police Response to Domestic Violence Is to Arrest the Offender; Prepare, submit and be ready to discuss Review Questions #2 (p 192), #1 (p 201) & Profile: Chief Chris Magnus (1961 -);</i> In-class exercise: <i>What specific problems could be eliminated through community policing?</i>
16	December 4, 6 & 11	No Justice, No Peace; It's just us: Laws as Expressions of Community Demand; Challenging Presumptions, Critical Analysis & Meritorious Debate; A Game That Moves As You Play, A Work Forever in Progress; <i>Read Chapters 10 & 11: The Myths That Current Gun Control Policies Reduce Crime & That Sex Offenders Are Beyond Redemption; Prepare, submit and be ready to discuss Review Questions #1 (p 113), #3 (p 125) & Profile: U. S. Attorney General Loretta E. Lynch (1959 -);</i> <i>Group Presentations (12/4 & 12/6); Final Papers Due & Review for Final Examination (12/11);</i> Final Thoughts.
Final Exam	Tuesday, December 19	Clark Building 218 9:45 AM - 12:00 PM