

San José State University
Department of Justice Studies
JS 265-03, Comparative Criminal Justice Systems,
August 23 to October 13

Instructor: Dr. Adams
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Office Hours: By appointment through email. Email me with your phone number and the nature of your question/concern. We will then set a time to meet.

MYSJSU Messaging

This is an online class. Course materials such as syllabus, handouts, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Canvas will be used to facilitate this class including discussion boards and submitting assignments. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and Canvas to learn of any updates.

Course Description

Theory-based comparative analysis of US criminal justice system with criminal justice systems around the world. Course focuses on legal traditions, policing, courts and corrections, with emphasis on the role of geographical, historical and cultural traditions in shaping criminal justice.

Course Learning Outcomes (CLO)

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

- CLO 1. Differentiate the four legal traditions used among various nations
- CLO 2. Critique the management practices of the policing, court, and correctional systems implemented in various nations
- CLO 3. Articulate scholarly-grounded perspectives on best practices through an analysis of comparative criminal justice systems
- CLO 4. Analyze the social, political, and legal issues affecting victims of crimes and people processed through criminal justice systems around the world
- CLO 5. Critically evaluate current qualitative and quantitative research on an aspect of the criminal justice system in multiple nations
- CLO 6. Develop research-informed solutions to crimes occurring in select countries around the world
- CLO 7. Evaluate the role of different international organizations in setting criminal justice policy around the world.

Required Texts/Readings

Textbook

Batstone, D. (2010). *Not for sale: The return of the global slave trade—and how we can fight it* (Rev. Ed.). New York: Harper One.

Natarajan, M. (Ed.). (2011). *International crime and justice*. New York, Cambridge University Press.

Reichel, P. L., (2018). *Comparative criminal justice systems: A topical approach* (7 ed.). New York: Pearson.*

*Purchasing this text new can be very costly. Alternate methods to obtain the text include (1) obtaining a digital copy from the publisher: <http://www.mypersonstore.com/bookstore/comparative-criminal-justice-systems-a-topical-approach-9780134558981?xid=PSED>, (2) renting the text from www.amazon.com or www.chegg.com or (3) renting the book (or obtaining a digital copy) from the bookstore at SJSU: <http://sjsu.bncollege.com/webapp/wcs/stores/servlet/BNCBTBListView>

Recommended

Publication Manual of the American Psychological Association.

Other Readings

Articles may be posted on Canvas.

Library Liaison

Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Note: Please note that a core competency of this course is **critical thinking**. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- Critical thinkers are fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)—in other words, gather information from credible sources and evaluate these sources in the context of what you have been asked to discuss/evaluate.

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through the task.

- Determine the problem/issue you are trying to address or solve. Make sure you remain open-minded and

objective and be aware of your own biases on the subject and put them aside;

- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue. Gather information on the problem/issue that may support or contradict your position;
- Analyze your facts. Don't assume anything. Evaluate the facts objectively;
- Determine a reasonable conclusion based on all of the facts; and
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.

Introductory Post

In order to better create/build an online community, the introductory post requires each student to introduce themselves and provide the following information: (1) name, (2) future career objectives, and (3) three interesting things about yourself.

Critical Response to the Reading (discussion board)

Four critical responses to the readings will be completed during the session (7 points each). Once you have read the assigned reading for the critical response to the reading, think about the information presented and topics that sparked your interest. **You must demonstrate a thorough understanding of the material.** It is abundantly clear when a student has not adequately read and studied the material. Next, obtain and read peer-reviewed journal articles from the **SJSU library (<http://library.sjsu.edu>) or Google Scholar but NOT any online sources like Wikipedia** pertaining to an area of the readings that sparked your interest.

The critical response to the reading/initial post must include all of the following components to receive credit:

1. Statement outlining the thesis/ main point of the reading.
2. A well-developed and solid argument. Arguments can be in support of, challenging, questioning, or raising new dimensions of the reading.
3. Empirical support. **All arguments must be based on empirical support.** Present details about the information included in the journal articles. Clearly show how the information from the journal articles challenges/supports/adds new dimensions to the reading. **ONLY peer-reviewed journal articles can be used for this assignment.**
4. Be at least one page in length, single-spaced, Times New Roman, 12 point font, with one inch margins.
5. Full APA citation for the peer-reviewed journal articles within text and in a references section at the end of the assignment. After your critical response to the reading is completed, you should cite the sources in APA format as is done below:

Adams, E., Chen, E. Y., & Chapman, R. (2017). Erasing the Mark of a Criminal Past: Ex-Offenders' Expectations and Experiences with Record Clearance. *Punishment & Society*, 19(1): 23-52.

****Each student must respond to at least two of their classmates' posts in order to receive credit for the critical response to the reading/discussion board. ****

Note: None of the critical response to the reading/initial posts should be based on personal opinion. Since it is difficult to verify and evaluate the accuracy of personal opinion, only those arguments that possess the five components above will receive course credit. Responses to classmates' critical responses to the readings could be based on opinion and do not need to, but may contain, empirical support.

Discussion boards close at 11:59 pm on the date listed on the syllabus. **After the discussion board closes, no additional posts will be accepted.**

Short Essay

Students will complete a 5—6 page essay on the importance and limitations of comparing the US criminal justice systems with those in other countries. Additional details pertaining to this assignment are outlined in the document entitled “Short Essay.”

Book Critique

Students will be required to complete a 6—8 page review of “*Not for sale: The return of the global slave trade—and how we can fight it.*” Additional details pertaining to this assignment are outlined in the document entitled “Book Critique.”

Detailed Outline of Research Paper

Students are required to submit a 1—2 page detailed outline of their research paper. Additional details pertaining to this assignment are outlined in the document entitled “Detailed Outline of Research Paper.”

Research Paper

An original research paper analyzing a topic related to comparative criminal justice is required for this course. Students should choose their topic based on their research interests. Papers are required to incorporate a minimum of **30 scholarly sources** and be 18 to 22 pages in length (excluding references), typed, double-spaced, in 12-point Times New Roman font, and should be completed in APA format. Please note: no paper will be accepted without the submission of an online on the date specified on the syllabus **and** an individual meeting with Dr. Adams. Additional details pertaining to this assignment are outlined in the document entitled “Research Paper.”

Final Presentation

A formal presentation of your research paper will occur during the final week of the class. The purpose of the presentation is to describe the research each student conducted with respect to purpose, findings, and policy implications. Students’ presentations may include the use of photographs, charts, and graphs. Students should create a PowerPoint Presentation to be shared with the class via zoom’s share screen option. Students should be prepared to answer questions regarding their research after the presentation. Additional details pertaining to this assignment are outlined in the document entitled “Final Presentation.”

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.”

Grading Information

The grading scale implemented for this class is as follows:

98.0 – 100%	= A+	78.0 – 79.9%	= C+
93.0 – 97.9%	= A	73.0 – 77.9%	= C
90.0 – 92.9%	= A-	70.0 – 72.9%	= C-
88.0 – 89.9%	= B+	68.0 – 69.9%	= D+
83.0 – 87.9%	= B	63.0 – 67.9%	= D
80.0 – 82.9%	= B-	00.0 – 62.9%	= F

Determination of Grades

Your grade is composed of:

4 Empirical Arguments	28 points
Short Essay	12 points
Book Critique	15 points
Research Paper	35 points
Final Presentation	10 points

Total	100 points
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Classroom Protocol

All written assignments must be submitted by the due date to the respective dropbox on Canvas. If you are unable to complete course requirements because of extenuating circumstances, please email Dr. Adams before the due date for the assignment. Late assignments are not accepted.

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.

University Policies

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/. 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. If student requests and receives instructor's permission to record the course, the recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Requests to record the course should be made in writing via email and student should specify if they are requesting permission for the entire semester or class-by-class. As class participation of students and guests may be on the recording, permission of those students or guests should also be obtained.

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 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 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 at <http://www.sjsu.edu/counseling>.

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Introductions, Syllabus and Assignments Distributed
	8/25	Introductory Post Due by 11:59 pm on Canvas
2	8/28	<u>Reading Due (Critical Response to the Reading 1 Based on these Readings):</u> Reichel, Chapters 1, 2, 3 and 4 Natarajan, Chapters 2 and 9
	8/31	Critical Response to the Reading 1 Due by 11:59 pm on Canvas
3	9/03	2 Responses to Critical Response to the Reading 1 Due by 11:59 pm on Canvas
	9/04	<u>Reading Due:</u> Reichel, Chapter 5 and 6 Natarajan, Chapters 7, 8, 54, 55, 56 and 58
4	9/10	Short Essay Due by 11:59 pm on Canvas
	9/11	<u>Reading Due:</u> Batstone, Entire Book
5	9/17	Book Critique Due by 11:59 pm on Canvas
	9/18	<u>Reading Due (Critical Response to the Reading 2 Based on these Readings):</u> Reichel, Chapter 7 Natarajan, Chapters 39, 40, 41, 42, 44, 45, 47, and 49
	9/21	Critical Response to the Reading 2 Due by 11:59 pm on Canvas
6	9/24	2 Responses to Critical Response to the Reading 2 Due 11:59 pm on Canvas
	9/25	<u>Reading Due (Critical Response to the Reading 3 Based on these Readings):</u> Reichel, Chapters 8 and 9 Natarajan, Chapters 10, 11, 12 and 13
	9/26	Detailed Outline of Research Paper Due 11:59 pm on Canvas
	9/28	Critical Response to the Reading 3 Due 11:59 pm on Canvas
7	10/1	2 Responses to Critical Response to the Reading 3 Due 11:59 pm on Canvas
	10/2	<u>Reading Due (Critical Response to the Reading t 4 Based on these Readings):</u> Natarajan, Chapters 14, 17, 22, 30, 32, 35, 36, 51, and 52
	10/5	Critical Response to the Reading 4 Due 11:59 pm on Canvas
8	10/8	2 Responses Critical Response to the Reading 4 Due 11:59 pm on Canvas
	10/10 to 10/12	Final Presentations —Presentations will be conducted via zoom and scheduled with students' schedules in mind.
	10/13	Research Paper Due 11:59 pm on Canvas