

**San José State University  
College of Health and Human Sciences  
Department of Justice Studies  
JS185-01, Special Topics  
Fall 2018**

<b>Instructors:</b>	Elizabeth Tejada, JD
<b>Class Days/Time:</b>	Tuesday/Thursday 3:00-4:15 pm
<b>Classroom:</b>	MacQuarrie Hall 523
<b>Office Location:</b> <i>Elizabeth Tejada</i>	Health Building 125 Tues. 10:15 – 10:45am and Tues. 2:30 – 3:00pm, and by appointment. <a href="mailto:elizabeth.pacheco@sjsu.edu">elizabeth.pacheco@sjsu.edu</a>
<b>Justice Studies Category:</b>	Areas: A, B, C, D  Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.
<b>Catalog Description:</b>	May be repeated for credit when content changes for a maximum of 9 units. Prerequisites: Upper division standing.

**Course Description**

Range of law and justice issues and topics may be addressed. Content varies by semester. Topics may include international law and globalization, the struggle for justice, human rights, law, inequality and injustice, and others.

**Course Goals**

A symbiotic relationship exists between law and culture.

The law can influence, if not dictate, how the world and others are to be interacted with. In this course, students will critically explore how the law is shaped by political, economic, and social climates. Students also will examine how the law, in turn, can create culture by forming the minds, practices, and social relations it governs.

We will explore culture and the law by focusing in: (1) juvenile child welfare and (2) indigenous rights over Indian children. These areas also offer students the unique opportunity to explore concepts of cultural competence, bias, and trauma informed practice.

In both areas, the court's process and law was specially designed to address the unique situation of the people it serves. The Rules and practices that most are familiar with are altered: the court process; roles and ethics of participants; rules of evidence and burden of proof; and the recourse for court error. The "best interest" of the child is the force driving the change.

Hardly an objective standard, as in other areas of the justice system, this phrase is firmly rooted in social, economic, and cultural influences. This course critically examines the child welfare (juvenile dependency) system to explore how law creates human experience as much as human experience shapes the legal system. We achieve this by considering:

- The origins and consequences of federal and state child protection and child welfare laws and policies
- The impact of culture and implicit bias on how law is created and implemented
- The disproportionate impact the system has in the lives of poor minority and immigrant children and their families
- Whether the system actually protects—or harms—vulnerable children that are neglected or abused
- The injustices that can underlie policies to stifle progress
- And the successes of those that persevere to achieve human rights and justice

### **Learning Outcomes:**

*From this course:*

You will demonstrate critical thinking skills in problem solving the issues that arise in the juvenile child welfare system by:

1. Analyzing the characteristics, structure, and processes of the juvenile child welfare system under federal and state law. *Achieved through the course materials, class discussions, and papers.*
2. Explaining and applying substantive and procedural law that govern juvenile child welfare. *Achieved through the course materials, class discussions, papers, and exams.*
3. Applying legal and policy discourse to analyze key aspects of the legal system that guide child welfare practice, and in particular ethnically/racially diverse, disenfranchised, oppressed and marginalized children and families. *Achieved through the course materials, class discussions, and papers.*
4. Evaluating the unique role of each participant in the child welfare system (e.g., law enforcement, social service agencies, probation department, service providers and experts, attorneys, and the court) in the court setting and how to be effective in that setting. *Achieved through the course materials, class discussions, and papers.*
5. Analyzing the implications of legal constructs in social, cultural, and familial settings by evaluating the historical development, present status, and suggested reforms of the child welfare system. *Achieved through the course materials, class discussions, and papers.*
6. Developing policies to help solve some of the problems and inequities caused by the system. *Achieved through the course materials, class discussions, and papers.*
7. Demonstrating the knowledge of child welfare process by effectively reading, writing, and contributing to discussion at a skilled and capable level based on information and terminology used by practitioners in the child welfare system. *Achieved through class discussions, papers, and exams.*

## Course Format

There is no assigned textbook to purchase. This course, instead, is facilitated through in-person interactive exercises and discussion and through materials in Canvas.

Prior to each session, you will review the corresponding Module that includes: federal and state cases and statutes, supplemented by selected scholarly articles, government reports, and other source materials. The materials will include legal, scholarly, and media accounts of contemporary family phenomena based on sociological, psychological, and historical perspectives on children's rights and the family.

The module will list the reading that corresponds to the next class lesson. The course builds on itself. So you will have completed the reading and reviewed the supplemental material posted on Canvas before meeting in-person. The class session will not include a detailed review of the reading or assignments. To the extent they are covered in class, they are mentioned for discussion, clarification, and class analysis. So you can meaningfully benefit from the class exercises, **have all the reading and assignments completed before class.**

## 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 a specific course, semester, or academic program but also over a lifetime.

## Credit Hour Requirement

SJSU classes are designed so to succeed students must spend **at least forty-five hours for each unit of credit**. Learning in this course is accomplished primarily through (1) class exercises and discussion, (2) reading textbook, (3) reviewing supplemental videos and materials *posted on Canvas*, and (4) assignments, quizzes and exams. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Course Requirements and Assignments

### Grading Information

- **Final Grade**

The final course grade is based on the final weighted score	Category Total
<b>Reflections and Assignments</b>	15%
<b>Recitations</b> (Reading/Analysis)	20%
<b>Lesson Quizzes</b> (take home)	25%
<b>Final Project</b>	
<b>Analysis Paper</b> (take home)	20%
<b>Presentation</b>	10%

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Total

100 %

More details can be found from [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

- **Grading Scale**

The grading scale is based on **these percentages**:

	A 100 – 92%	A- 91– 89%
B+ 88– 86%	B 85– 82 %	B- 81– 79%
C+ 78– 76%	C 75– 72%	C- 71– 69%
D+ 68– 66%	D 65– 62%	D- 61– 59%
F 58% or below		

“This course must be passed with a C or better as a CSU graduation requirement.”

- **Late Assignment**

Since the course is cumulative, late submissions strictly follow this policy. Varying reasons come up for students (work, family, illness, etc.), so I will not decide “worthy” vs. “unworthy” causes. For your privacy, I need not know the reason it is late. Maintain your privacy and **do not email me medical or doctor’s notes**.

No requests for an extension should be made. Instead, **late submissions are treated the same regardless of reason**. “Late submission” means the due date and time that applies to you; this means it is respectful of any applicable AEC approved accommodations. Late-submissions, regardless of reason, are subject to a grade reduction from what could have been earned.

**For Reflection Papers:**

All submissions must be made, even if it is late. Failure to do so can result in an “Incomplete” course grade. Any submission more than 24 hours late, will at most receive a “meets expectations.”

**For the Final Paper:**

1– 60 minutes: points equal to 10% reduction (e.g., illustration: A to A- )

61 – 120 minutes: points equal to 20% reduction (e.g., illustration: A to B-)

121 – 720 minutes: points equal to 30% reduction (e.g., illustration: A to C-)

721 minutes – 24 hours : points equal to 40% reduction (e.g., illustration: A to D-)

over 24 hours (even by a minute) – are not accepted for points; submission will receive “0” points

- **Grading Criteria:** The goals and objectives vary depending on the module topics corresponding articles. Each has its own grading criteria that is provided in the instructions. The recitations and

Final Paper topics range in difficulty level. So consider your options carefully. You must contact me immediately with questions or if you would like to discuss.

General questions or clarifications must be posted on the course Question & Answer discussion board on Canvas. (note- the board is not confidential, so do not post any discussion specific to your submission, grade, etc.)

All grades are final; no re-grading will occur. The above Late Policy applies to all deadlines that occur before I receive notification from AEC about accommodations. So if you have a disability that might require accommodations, speak to the AEC immediately to arrange.

- **Ethical Conduct –**

Faculty members must report infractions to the office of Student Conduct and Ethical Development. Academic misconduct could cause failure for an assignment or course, and even in expulsion from the university.

Academic misconduct occurs according to University policy. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Violations can be unintentional or inadvertent.

So ask if you are in doubt. Plagiarism includes but is not limited to:

- presentation of another's words or ideas as one's own without attributing the proper source
- copying material from books and journals
- taking material from the internet
- privately purchasing or obtaining papers from others, which one then presents as one's own
- Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited.

Even those ideas and information from other authors that are not a direct quote must be acknowledged with a citation. All citations be contained within the text (immediately following the sentence it belongs to); a "work cited" list at the end of the paper does not suffice.

Submissions are processed through Turnitin. This course requires: any information in your paper from a source that is not you must have a corresponding citation. I require no specific citing style (APA, MLA, etc.). **But I do require that all citations be contained within the text (immediately following the sentence it belongs to); a "work cited" list at the end of the paper does not suffice.**

For more information see, the University Academic Integrity Policy S07-2 (at <http://www.sjsu.edu/senate/docs/S07-2.pdf>)

## **Course Expectations**

### **Reading**

You are expected to complete the reading before we meet. Everyone must complete all required reading. You either are assigned to recite the reading in class or write a reflection on the material and class discussion.

This course covers complex legal issues that may be unfamiliar to most students. It challenges you to think critically about the issues; thus, it is heavily-based on reading and analysis. You are presented with varying views and theories on the topic. You are not expected to memorize or retain the reading in detail. The reading, instead, gives the history and theories you use to support your analyses in the reflections, recitation, and exams.

To help budget your time, the schedule lists a page count for each session. The reading schedule accounts for the complexity of the corresponding reading and subject. Not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed as designated by [S]. Also notice that some reading is labeled as “optional.”

Students know their study needs. But suggested approaches are provided and discussed in Canvas. You also will find links to student supports and resources.

### **Participation**

Classes involve discussion, group workshop, and exercises. So you must do more than be physically present; you must contribute to a collaborative learning environment. You already must understand the material and be up-to-date on your reading.

- You must
  - show you are engaged and actively contributing to the class discourse that day.
  - voluntarily participate; I otherwise will volunteer you. Each class is subject to random cold calling. This means, you can by chance be called on repeatedly.
  - maintain professionalism and respect to the University, the instruction, and your fellow students.
  - Arrive on time and stay for the duration.
  - Refrain from cell phone use entirely (calls, texts, emails). Phones and ear buds must remain out of sight (not on the desk).
  - ***Never record or take pictures without express instructor approval for that occurrence.***
  - Never share or distribute any instructor/class material to persons outside of this class.
  
- Special Note re Laptop Use:

**Laptops can be used only during times I designate and for class purposes (notetaking and approved class exercises). It must be put away during class discussions and exercises.**

### **Presentation/Recitations**

**20%**

After each session, several students are assigned to prepare a recitation of the reading for the next session. Based on the schedule, you can volunteer for specific articles or we will assign you.

The entire class must read the material and be prepared to discuss it. When assigned a recitation, you are responsible for summarize the facts, identify the pertinent questions or issues and discuss (with fellow students and the instructor) the analysis or reasoning of the assigned articles.

The recitation is graded as: “below expectations” (0 points); “meets expectations” (1 point); or excellent” (3 points). Recitations are based on our determination that your discussion reflects an understanding of the article/journal; can identify and meaningfully discuss the pertinent issues raised in it; and can tie it to the course topics.

If I determine you are absent, unprepared, or otherwise refuse to present on the day you are assigned, you will be assigned an additional recitation which will at most receive a “meets expectations.”

### **Reflections and Assignments**

**15%**

If you are not assigned to recite during that day, you must prepare a brief reflection paper. The reflection paper is tied to the reading and class discussion for that session. Your reflection is based on our determination that your discussion reflects an understanding of the discussion and class material; can identify and meaningfully discuss the pertinent issues raised in it; and can tie it to the course topics. The reflections allow you to assess honestly whether you understood the lesson material and to identify questions you have.

You are graded as: “below expectations” (0 points); “meets expectations” (1 point); or excellent” (3 points). You must submit the reflection even it is late. Failure to do so can result in an “incomplete” grade. Any submission more than 24 hours late, will at most receive a “meets expectations.”

All writing assignments must adhere to the 10 Rules of Formal Writing located on the Canvas. Written Assignments not conforming to these rules will receive a significant reduction in grade.

### **Lesson Quizzes**

**25%**

This critical analysis course requires you to discuss the material in an elevated manner. Since this course is cumulative, you must have a foundational understanding of the material before you can meaningfully apply and discuss it.

So, you will have a series of short quizzes on the preceding module topics. It tests your understanding of the fundamental ideas, key terms, basic historical events, and important concepts. It can be short answer, multiple choice, true/false, matching, and/or fill in the blank. The quizzes are administered in Canvas.

They are take-home, and you can use your course materials and notes. Expect the exam to cover all significant class readings and activities. So take careful notes on the course materials and class lessons

But the quizzes are timed and the Canvas restrictions may be set (e.g., the lockdown function). No collaboration or reference to sources outside the assigned course material is allowed. You also are prohibited from discussing the quiz with anyone, and doing so could cause disciplinary action for you and the other student.

### **Final Project**

This will serve as your final project for this course. You will choose your topic of interest to you. You will develop it in consultation with me. It will center on a special populations in the child welfare system including, but not limited to:

- Children Exposed to Domestic Violence
- Substance Abuse and Neglect
- Children of Incarcerated Parents

- Mental Illness
- Military families
- Minor parents

There are two parts to this final project:

- (1) **Analysis Paper** **20%**  
**By Monday 12/17 at 3:00PM**, you will submit in Canvas an analysis paper that serves as each:

**(a) Case/legal Analysis:** you will research and present the legal, political, and social framework for this issue

**(b) Analysis Essay:** you will identify challenges faced by the special population and the factors that perpetuate it and prevent its resolution

**(c) Advocate’s Argument:** you will identify the involved institutions and explain the considerations for developing a solution to address the injustices

**The late policy and grade reduction applies.**

- (2) **Analysis Presentation** **10%**

Prior to submitting the Paper, you will present your research and findings in a class presentation. You will be assigned a presentation date/time based. Since the presentation date likely corresponds to others with a similar topic, you can collaborate with classmates to co-present your topic.

The group can decide how to split the work preparing for and presenting the topic. This means you can divide the presentation work so those that prefer not to do public speaking can work more on developing the presentation. Still, it is option, not a requirement, that you present as a group. Those that choose to present as a group are responsible for managing it. Ultimately all group members will receive the same grade, except for a group member absent for the presentation.

They both test your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts learned throughout this course. It measures you completed the course materials, thought critically about the concepts, and can apply it the other course topics. You must explain key course concepts using relevant supporting examples from your course materials and class discussions. So you must develop and organize your course notes from the beginning and throughout the course.

### **Course Policies**

#### **Add and Drop:**

Students must add or drop the class by the University deadline. Check the university calendar for the last day to drop the class without a “W” grade. Students must know of the deadlines and penalties for dropping classes.

More information can be found at: Refer to the current semester's Catalog Policies 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 at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **All Communications, Assignments/Quizzes, and Exams Through Canvas**

This course is facilitated through in-person sessions and through Canvas. All handouts, supplemental materials, and communications must be made in Canvas.

#### *Programs*

You need a computer and reliable internet connectivity to run Canvas and its programs. Assignments, quizzes, and/or exams require that the submission be in word-processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs.

You must also have the related software and hardware requirements to access and download readings from the SJSU, library, and related websites, including but not limited to Adobe Acrobat Reader or equivalent.

Course lessons and videos require that you have access to mp4 and mediaplayer, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

#### *Course Materials-*

Updates and supplementary course materials - such as syllabus, handouts, notes, assignment instructions, readings, etc. – will frequently be posted for the course. It will be posted on either: (a) posted on Canvas and/or (b) a hyperlink link will be given on Canvas to where it can be accessed.

Canvas website is <http://sjsu.instructure.com>. You must regularly check Canvas and the email address associated with your MySJSU account at <http://my.sjsu.edu> to learn of any updates. Any difficulty accessing the materials must be reported to me before the deadline.

#### *Course Communication –*

All communication with me must be sent through Canvas. My announcements will be sent to you in Canvas. Make sure Canvas has your current contact information and that you set Canvas to send you immediate notifications of updates.

If you have general questions regarding the course, policies, and schedule, post it on the course's Q&A Discussion board.

#### *Course Assignment, Quiz, and Exam Submissions*

Class assignments, quizzes, and exams are submitted in Canvas; no email submissions accepted. Submissions must be completely uploaded to Canvas by the due date and time; “late” submissions (meaning one minute or more) are subject to the “Late Policy” reduction below.

**Technical difficulties are your responsibility** (e.g. personal computer glitches, poor internet connection, software compatibility, etc.). So you must have a computer and reliable internet connectivity to run Canvas and its programs.

If a Canvas outage occurs, students must do each of: 1) take a screen shot to document the difficulty 2) submit a request to Canvas for help (keep written request of the request), and 3) immediately send us an email of the issue. I must receive notice of the Canvas outage before the due date and time. This course’s Canvas page has information and links to Canvas guides and tutorials.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

## **Student Resources**

### **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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. For more information on student resources see the course’s module on Canvas has links and information to assist you with this.

### **Tutoring at the Writing Center**

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. The Writing Center now has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126. We conduct our regularly scheduled tutoring sessions on the second floor in the MLK Library. For more information, see <http://www.sjsu.edu/writingcenter/>.

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### **Academic Liaison Librarian**

Higgins, Silke: [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu); (408) 808-2118; <http://libguides.sjsu.edu/justicestudies>

## **Disabilities**

The winter session is on an accelerated schedule. So any student who has needs academic accommodations for a disability must contact without delay the Accessible Education Center (AEC) (at <http://www.sjsu.edu/aec>) to register and get assistance. Telephone: 408-924-6000; email: [aec-info@sjsu.edu](mailto:aec-info@sjsu.edu). See Presidential Directive 97-03 (at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf))

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is 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/>”

## **CASA Student Success Center**

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5<sup>th</sup> floor of MacQuarrie Hall, provides advising for undergraduate students majoring in or wanting to major in programs offered in CASA. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education (GE) 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 (MH) 5331. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. **The CASA Student Success Center also provides study space and laptops for checkout.**