

San José State University
Department of Justice Studies
JS 189, Section 04, Senior Seminar: Contemporary Problems,
Fall 2018

Instructor:	Dr. Claudio Vera Sanchez
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Office Hours:	All day, every day, I am your humble servant. No seriously, my office hours are on Tuesday and Thursday (1:00PM-2:30PM), Wednesday (1pm-3pm) , or by appointment.
Class Days/Time:	Tuesday, Thursday, 3PM-4:15PM
Classroom:	Clark Building 310
Prerequisites:	JS100W, JS114, Senior Standing

* The best method to contact me is via email.

** JS 189 should appear in the subject line of all email correspondence to me and your full name. I will not respond to emails without this subject.

Course Description

Identification, discussion, and analysis of selected problems in justice studies. Substantive topics covered will likely include: the war on drugs, the war on crime, death penalty, mass-incarceration, surveillance, zero-tolerance policing, and racism/capitalism/patriarchy and criminal/social justice.

Course Goals and Student Learning Outcomes

Although the books in this course are a relatively standard review of scholarship in “criminal justice,” students will be required to conduct research outside of the central texts to supplement and critique dominant scholarship and practice.

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

1. Critically examine and reflect upon contemporary criminal justice policies and practices, and the definition and struggle for social justice more broadly.
2. Draft policy recommendations for a group that has power to make decisions (e.g., a cabinet, council, committee, or other body).

3. Conduct research outside of the central texts to supplement and critique dominant scholarship and practice.

Required Texts/Readings

Alexander, M. (2012). *The New Jim Crow: Mass incarceration in the age of colorblindness*. The New Press: New York. ISBN-13: 978-1595586438

D'Souza, D. (2017). *The big lie: Exposing the Nazi roots of the American left*. Regnery Publishing. Washington: DC. ISBN-13: 978-1621573487

Macias-Rojas, P. (2016). *From deportation to prison: The politics of immigration enforcement in post-civil rights America*. New York University Press: New York. ISBN-13: 978-1479831180

Goffman, A. (2014). *On the run: Fugitive life in an American city*. ISBN-13: 978-0226136714

Other Required Readings

Research articles will be posted on Canvas, sent via email, or both.

Classroom Organization and Protocol

Classroom Structure

This senior seminar is designed with the structure, rigor, and spirit of a graduate level course. In a seminar, students meet regularly to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The professor will *not* lecture or carry the conversation. Instead, the role of a seminar is to make students expert in an area of study. As a scholar, you should approach this course with the mentality that the group has the burden of educating itself. Since participation is a key element in this class, I would advise not taking this course if you anticipate missing class.

Students will be assigned to lead the discussion for the day (i.e., Discussion Leaders). These students are to conduct additional research on any topic related to the theme/thesis/argument of the work assigned on that day and present their findings to the class for 10-15 minutes each. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the readings for the day. In addition, students are expected to generate a set of discussion questions that underscore critical themes or issues associated with the assigned readings (5 questions will suffice) and are intended to facilitate the discussion for the day.

Students assigned the readings for the day must discuss with the class: (1) the thesis of the assigned reading, (2) additional/outside research directly related to the thesis/main argument/theme of the assigned reading, (3) two policy recommendations, and (4) five discussion questions. The additional research that you present to the class must be

directly related to the thesis or main argument or theme of the book. It is not enough to read about youth and policing, and present an article about youth and policing. You must discover the main argument/thesis/theme of the assigned reading and make a strong connection to what you will be presenting in class.

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 during business hours (Monday through Friday only). **When you send me an email please put "JS 189" and your full name in the subject line. I will not respond to emails where the student is not identified both in the subject line and the body of the email.** Please note: all communication regarding grades must be conducted in person and *not* via email.

Classroom Etiquette

Tardiness will not be tolerated. I understand that many of you work, but I also understand that you have enrolled at the University aware of the demands of that commitment. Please arrange with your employer/child care/other to arrive in time for class to begin promptly. Please turn off all cell phones, pagers, PDA's or any other electronic device. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. If you use a telephone (even silently, e.g. texting), you will be asked to leave the classroom and/or receive a grade deduction. 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). You are encouraged to exchange contact information with someone in class just in case. *The use of computers during class is not permitted.*

Assignments and Grading Policy

The course requirements consist of being discussion leaders, weekly critiques, a research paper, two extended book critiques, and a final presentation. The grades will be calculated as follows:

My grading scale is:

98 – 100 A+	91 – 97 A	90 A-
88 – 89 B+	81 – 87 B	80 B-
78 – 79 C+	71 – 77 C	70 C-
68 – 69 D+	61 – 67 D	60 D-
59 and below F		

Your grade is composed of:

Discussion Leaders	15 points
Weekly Critiques	40 points
Research Paper	20 points
Extended Critiques (7.5 each)	15 points
Final Presentation	10 points

Total Points	100
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Extended Book Critiques

The extended book critiques should be 3 to 4 pages, double-spaced, 12-point Times New Roman font. You may not exceed the page limit. You may **not** incorporate quotations,

under any circumstance, anywhere in the book critiques. These book critiques are not intended to summarize the books, but instead should offer your interpretation, insight, and critical perspective. **The extended book critiques are due on the designated days and will not be accepted by email or late. Their grade will be zero.** You will submit the following two extended book critiques during the semester:

Alexander, M. (2012). *The New Jim Crow: Mass incarceration in the age of colorblindness*. The New Press: New York. ISBN-13: 978-1595586438

Extended Book critique 1 (Chapter 1-3)

Extended Book critique 2 (Chapter 4-6)

Weekly Critiques: 1 page, single-spaced, 12-point Times New Roman font. You may **not** exceed the page limit. You may **not** incorporate quotations, under any circumstance, anywhere in the weekly critiques. These weekly critiques should not summarize the books or articles, but instead reflect critical responses/critiques of the readings. The following provides a structure that should be followed where applicable: (1) the thesis/main argument of the assigned reading, (2) at least two sources of evidence that support the thesis/main argument, (3) a strong/thoughtful critique against the thesis and supporting evidence, and (4) two policy implications. **The weekly critiques are due every Thursday and will not be accepted by email or late. Their grade will be zero.**

The research paper will offer the opportunity to explore any area in justice studies of interest to you. The research paper length requirement is 10-12 pages, double spaced, 12-point Times New Roman font. You must cite at least 18 peer-reviewed articles. **The paper is due at the beginning of class by the due date and will not be accepted by email or late. Its grade will be zero.**

All research papers, weekly critiques, and extended book critiques must be submitted by the due date in-class AND to turnitin.com.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED IN THIS CLASS.

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/>

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors

are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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.)



JS 189, Senior Seminar, Spring 2018, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/21 08/23	Policing and State Violence Introductions, Syllabus, and Assignments Armaline, Vera Sanchez, and Correia (2014). Weekly Critique Due
2	08/28 08/30	History and Punishment Garland (2005) Wacquant (2001). Weekly Critique Due
3	09/04 09/06	Contemporary Criminal Justice System Alexander (2012). Chapter 1-3 Extended Book Critique 1 Due (The New Jim Crow) Chp. 1-3

4	09/11 09/13	Contemporary Criminal Justice System Alexander (2012). Chapter 4-6 Extended Book Critique 2 Due (The New Jim Crow) Chp. 4-6
5	09/18 09/20	American Government, Culture, and Pathology (Conservative Perspective) Wax and Alexander (2017). Paying the price for breakdown of the country's bourgeois culture. http://www.philly.com/philly/opinion/commentary/paying-the-price-for-breakdown-of-the-countrys-bourgeois-culture-20170809.html Ds'Souza and Edley (1996). Weekly Critique Due
6	09/25 09/27	American Government, Culture, and Pathology (Conservative Perspective) DSouza (2017) The Big Lie Book (Chapters 1-2) D'Souza (2017) The Big Lie Book (Chapters 3-4). Weekly Critique Due
7	10/02 10/04	American Government, Culture, and Pathology (Conservative Perspective) D'Souza (2017) The Big Lie Book (Chapters 5-6) (Conservative Perspective) D'Souza (2017) The Big Lie Book (Chapters 7-9). Weekly Critique Due
8	10/09 10/11	Race Studies Bertrand and Mullainathan (2004) Perez (2017). Weekly Critique Due
9	10/16 10/18	Girls, Women, & Crime Campbell (1987) Campbell (2008). Weekly Critique Due
10	10/23 10/25	Immigration Issues Macias-Rojas Book (Chapters 1-3) Macias-Rojas Book (Chapters 4-6). Weekly Critique Due
11	10/30 11/01	Crime and the Wealthy Chambliss (1973) Mohammed and Fritsvold (2006). Weekly Critique Due

12	11/06 11/08	Crime Decline Theories Levitt (2004) Donohue and Levitt (2001). Weekly Critique AND Research Paper Due
13	11/13 11/15	Dinesh D'Souza (2003). 10 GREAT THINGS: WHAT TO LOVE ABOUT THE UNITED STATES http://www.dineshdsouza.com/archives/articles/10_great_things_usa/ Dinesh D'Souza (2005). LINCOLN: TYRANT, HYPOCRITE OR CONSUMMATE STATESMAN? http://www.dineshdsouza.com/archives/articles/lincoln-tyrant-hypocrite-or-consummate-statesman/ .
14	11/20 11/22	Weekly Critique Due (from week 13) Thanksgiving (No Class)
15	11/27 11/29	Goffman Book (2002) On the Run. Chapter 1-3 (and Appendix A) Goffman Book (2002) On the Run. Chapter 4-7. Weekly Critique Due
16	12/04 12/06	Final Presentations Final Presentations
Final Exam	To be announced	Final Presentations