

**San José State University**  
**Department of Justice Studies**  
**JS 10, Introduction to Justice Studies, Sec 80 [Online], Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Judith Randle
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<b>Office Hours:</b>	W 11:30am-1pm or by appointment.
<b>Class Days/Time:</b>	None scheduled
<b>Classroom:</b>	<a href="https://sjsu.instructure.com/courses/1254402">https://sjsu.instructure.com/courses/1254402</a>

**Course Format**

**Course Description**

Introduction to Justice Studies examines the historical and philosophical development of the justice system; description, analysis and evaluation of criminal justice agencies, and explores the relationship between theory and practice in the United States.

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

**Course Learning Outcomes (CLO)**

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

CLO 1: Provide an introduction of the characteristics, structure, and processes of justice system operations in the United States.

CLO 2: Explain criminology, criminal law, criminal statistics, and constitutional criminal procedure as it relates to practices within the justice system.

CLO 3: Describe and discuss the purpose, functions, critical issues, and societal interactions of the three major components of the justice system, which includes the police, courts, and corrections.

## Required Materials

### Textbooks

Rennison & Dodge (2018). Introduction to Criminal Justice: Systems, Diversity, and Change (2<sup>nd</sup> Ed). Sage Press. ISBN: 9781506347721.

\*Available at the campus bookstore and online. You must purchase the 2<sup>nd</sup> edition of this book.

\*\* Referred to on the Course Schedule as “Textbook”

### Other Readings

Journal articles, news articles and book excerpts are listed on the **Course Schedule** below and posted on the CANVAS website.

### Websites, Web-Based Videos, and Web-Based Audio Files

Required website material, web-based videos, and web-based audio files are listed on the **Course Schedule** below. Links are posted on the CANVAS website. You must have a computer with appropriate software to support video and audio playback, which is available for free on the Internet.

### Campus Resources

#### 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.

#### Library Liaison

Silke Higgins, [408-808-2118](tel:408-808-2118), [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

### Department’s 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 Requirements and Assignments

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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Your grade is derived from work in four (4) categories:

*Homework Assignments (25)* -- Homework assignments are designed to review and enhance your learning of the week's topic by: reviewing key information, learning new details about a topic, practicing the application of a rule, and/or making connections among concepts and readings. They include activities such as answering short essay questions, listing facts or concepts, and completing charts and tables. Homework assignments are completed at home. You must upload an electronic copy to CANVAS before midnight on the assigned date. Each homework is worth approximately 17 points. (CLOs 1, 2, 3)

*Quizzes (3)* -- Quizzes are designed to test your comprehension of a topic. Quizzes 1 and 3 are written (online) examinations of the material in units 1 and 3, respectively. They consist of a mix of short answer (less than one paragraph), multiple choice, true/false, and fill-in-the-blank questions. Quiz 2 is an oral examination of the material in unit 2. You will receive the questions in advance of Quiz 2. You must sign up for one of the 40-minute time slots available during the Quiz week. Each quiz is worth approximately 50 points. (CLOs 1, 2, 3)

*Sign up for Quiz 2* – You must sign up for a 40-minute time slot for Quiz 2; details to follow. You will receive 5 points for signing up. If you are unsure of your availability, or if you are unable to attend any of the available slots, please contact me ASAP.

*Final Exam* -- The final exam is a written examination of Units 4 and 5. The final exam will consist of a mix of short answer (less than one paragraph), multiple choice, true/false, and fill-in-the-blank questions. The final exam is worth approximately 75 points. (CLOs 1, 2, 3)

### Grading Information: Point and Percentage Values (Approximate and Subject to Minor Changes)

Homework	425 (35%)
Sign up for Quiz 2	5
Quizzes	150 (21%)
Final Exam	75 (10%)
<b>Total</b>	<b>655 (100%)</b>

### Grading Scale (.5 – .9 rounded up so that 89.5 = A-)

A+: (98 – 100)	B+: (88 – 89)	C+: (78 – 79)	D+: (68 – 69)	F : ( $\leq$ 59)
A : (93 – 97)	B : (83 – 87)	C : (73 – 77)	D : (63 – 67)	
A- : (90 – 92)	B- : (80 – 82)	C- : (72 – 70)	D- : (60 – 62)	

*Extra Credit:* Extra credit assignments may be offered during the semester. I will take into consideration students' proposals for extra credit assignments. Please check your email and Announcements for extra credit opportunities.

*Make-up for quizzes/final exam:* Please contact me ASAP if you have school, work, or other obligations, or experience an emergency, that interfere with the exam dates. Proof of interference will be required, and you may take an alternative version of the exam. Tardiness or unavailability during your scheduled time slot for Quiz 2 will be treated as if you were tardy or absent during an in-class examination; tardiness will result in less time to complete the quiz, and unavailability will result in a 0 on the quiz, unless you have a documented emergency.

### **Classroom Protocol**

*Communication outside of class* -- Check your university email account at least once daily for messages related to the course. I encourage regular communication with me over email and in office hours to clarify and enrich your understanding of the course material. **To ensure confidentiality, I am required to communicate with you using only your university account.**

### **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' website.

## JS 10 / Introduction to Justice Studies, Sec 80 [Online] / Spring 2018 Course Schedule

\* The schedule is subject to change with fair notice by the Announcements section on the website and emails to your University account.

(Week)		<b>BEGIN UNIT 1: FOUNDATIONS OF CRIMINAL LAW</b>
1	Jan 23	<p style="text-align: center;"><b><u>Introduction to the Course</u></b></p> <p>CANVAS Reading:</p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <p>Lecture Video:</p> <ul style="list-style-type: none"> <li>• “Welcome to Justice Studies 10”</li> </ul>
2	Jan 29	<p style="text-align: center;"><b><u>Why Criminal Justice?</u></b></p> <p>CANVAS Reading:</p> <ul style="list-style-type: none"> <li>• “Fatal Distraction” (Weingarten)</li> </ul> <p>Due: HW1</p>
2	Feb 1	<p style="text-align: center;"><b><u>What is the Criminal Justice System?</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 1 @ beginning – p. 12</li> <li>• Ch. 1 @ pp. 21 – end</li> <li>• Ch. 3 @ beginning – p. 85</li> </ul> <p>Lecture Videos:</p> <ul style="list-style-type: none"> <li>• “What is the Criminal Justice System?”</li> <li>• “Pain and the Distinction between Criminal and Civil Law”</li> <li>• “Consensus Theory”</li> <li>• “Conflict Theory”</li> <li>• “Final Thoughts on Consensus and Conflict Theories”</li> <li>• “Due Process v Crime Control”</li> </ul> <p>Due: HW2</p>
3	Feb 5	<p style="text-align: center;"><b><u>The Nature and Extent of Crime in the US</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 1 @ pp. 13 – 20</li> <li>• Ch. 2</li> </ul> <p>CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “What Explains US Mass Shootings? (Fisher &amp; Keller)</li> <li>• “Gun Control After Las Vegas” (Henninger)</li> </ul> <p>Due: HW3</p>
3	Feb 8	<p style="text-align: center;"><b><u>Elements of a Crime</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 3 @ pp. 85-86</li> </ul> <p>CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “A Passenger was Killed by a Falling Rock” (Siegel)</li> <li>• “Death at a Penn State Fraternity” (Flanagan)</li> </ul> <p>Lecture Videos:</p> <ul style="list-style-type: none"> <li>• “Overview (Elements of a Crime)”</li> <li>• “Actus reus (Guilty Act)”</li> </ul>

		<ul style="list-style-type: none"> <li>• “Mens rea: Part 1”</li> <li>• “Mens rea: Part 2”</li> <li>• “Mens rea: Part 3”</li> <li>• “Mens rea: Part 4”</li> <li>• “The Felony Murder Rule”</li> </ul> <p>Due: HW4</p>
4	Feb 12	<p><b><u>Criminal Defenses</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 3 @ pp. 87 – 91</li> </ul> <p>CANVAS Reading:</p> <ul style="list-style-type: none"> <li>• “Self Defense Rights Collide, Fatally” (Harrison &amp; Lowery)</li> </ul> <p>CANVAS Video:</p> <ul style="list-style-type: none"> <li>• “3 ½ Minutes, 10 Bullets” (98 mins)</li> </ul> <p>Due: HW5</p>
4	Feb 15	<p><b><u>Criminal Defenses Cont’d</u></b></p> <p>Lecture Videos:</p> <ul style="list-style-type: none"> <li>• “Introduction to Affirmative Defenses”</li> <li>• “Self Defense”</li> <li>• “Necessity”</li> <li>• “Age and Intoxication”</li> <li>• “Insanity Defense”</li> <li>• “Duress”</li> </ul> <p>Due: HW6</p>
5	Feb 19	<b>*Quiz 1</b>
5	Feb 22	<p style="text-align: center;">BEGIN UNIT 2: LAW ENFORCEMENT</p> <p><b><u>Police Tasks</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 5</li> </ul> <p>Due: HW7</p>
6	Feb 26	<p><b><u>4<sup>th</sup> Am Limits on Searches, Seizures, and Arrests</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 6 @ beginning through p. 168</li> </ul> <p>CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “Pulled Over in a Rental Car, with Heroin in the Trunk” (Liptak)</li> <li>• “The Disproportionate Risks of Driving While Black” (LaFraniere)</li> <li>• “On Stop-and Frisk, We Can’t Celebrate Just Yet” (Goff)</li> </ul> <p>Due: HW8</p>
6	Mar 1	<p><b><u>4<sup>th</sup> Am Limits on Searches and Seizures Cont’d</u></b></p> <p>Lecture Videos:</p> <ul style="list-style-type: none"> <li>• “Introduction to the 4<sup>th</sup> Amendment”</li> <li>• “Arrests and Searches with Warrants”</li> <li>• “Searches and Seizures of Property with Warrants”</li> <li>• “Warrantless Arrests and Searches Attendant to an Arrest”</li> <li>• “Warrantless Searches and Seizures Part 1”</li> <li>• “Warrantless Searches and Seizures Part 2”</li> <li>• “The Scope of Permissible Searches”</li> </ul>

		<ul style="list-style-type: none"> <li>• “Stop and Frisk”</li> </ul> Homework 9
7	Mar 5	<b><u>5<sup>th</sup> and 6<sup>th</sup> Am Limits on Police Interrogations</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 6 @ p. 169 – end</li> </ul> CANVAS Video: <ul style="list-style-type: none"> <li>• “The Interrogation” (65 mins)</li> </ul> Due: HW10
7	Mar 8	<b><u>Interrogations Cont’d</u></b> Lecture Videos: <ul style="list-style-type: none"> <li>• “The 5<sup>th</sup> and 6<sup>th</sup> Amendments: Introduction”</li> <li>• “Who is Entitled to a Miranda Warning? Part 1”</li> <li>• “Who is Entitled to a Miranda Warning? Part 2”</li> <li>• “Allowable Miranda Warnings”</li> <li>• “How do Suspects Waive or Invoke their Rights?”</li> <li>• “The Fruits Doctrine”</li> <li>• “Allowable Interrogation Tactics”</li> </ul> HW11
8	Mar 12	<b><u>Use of Force</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 5 @ p. 141 – 144 (end at “Private Policing”)</li> </ul> CANVAS Reading: <ul style="list-style-type: none"> <li>• “The Culture of the Police” (Skolnick &amp; Fyfe)</li> </ul> CANVAS Video: <ul style="list-style-type: none"> <li>• Eric Garner (3 mins)</li> </ul> Due: HW12
8	Mar 15	<b>Review for Quiz 2 (no new material)</b>
8/9	<b>Quiz 2 (Oral Exam) Mar 12 – Mar 22</b>	
9	Mar 19	<p style="text-align: center;">BEGIN UNIT 3: CRIMINAL COURTS</p> <b><u>Pretrial Activities; Prosecutors</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch 8 @ beginning – p. 216 (stop at “Jury Selection”)</li> </ul> CANVAS Video: <ul style="list-style-type: none"> <li>• “A Prosecutor’s Vision for a Better Justice System” (16 mins)</li> </ul> CANVAS Audio: <ul style="list-style-type: none"> <li>• “California Lawmakers Push For Reforms to Bail System” (53 mins)</li> </ul> Lecture Video: <ul style="list-style-type: none"> <li>• “Pretrial Processes”</li> </ul> Due: HW13
9	Mar 22	<b><u>Criminal Trials</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 9 @ beginning – p. 236 (stop at “Sentencing”)</li> </ul> Lecture Videos: <ul style="list-style-type: none"> <li>• “Adversarial Adjudication Part 1: Basic Structure”</li> <li>• “Adversarial Adjudication Part 2: American Details”</li> <li>• “Federalism and Incorporation”</li> </ul>

		<ul style="list-style-type: none"> <li>• “Constitutional Rights”</li> </ul> Due: HW14
<b>WEEK 10: SPRING BREAK</b> <b>No Readings, Assignments, or Lectures</b>		
11	Apr 2	<b><u>Defense Attorneys</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 9 @ beginning – p. 236 (end at “Sentencing”)</li> </ul> CANVAS Reading: <ul style="list-style-type: none"> <li>• “Counsel for the Poor” @ Sections I &amp; II (Bright)</li> </ul> CANVAS Video: <ul style="list-style-type: none"> <li>• “Clarence Earl Gideon: Constitutional Hero” (23 mins)</li> </ul> Due: HW15
11	Apr 5	<b><u>Juries</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 8 @ p. 216 – end</li> <li>• Ch. 9 @ pp. 233 – 235</li> <li>• Ch. 9 @ pp. 242 (begin at “A Special Trial”) – 244</li> </ul> CANVAS Reading: <ul style="list-style-type: none"> <li>• “Judging the Jury (Chs. 4 &amp; 5)” (Hans &amp; Vidmar)</li> </ul> CANVAS Audio: <ul style="list-style-type: none"> <li>• “Study: Blacks Routinely Excluded from Juries”</li> </ul> Due: HW16
12	Apr 9	<b><u>Judges, Courts, and Appellate Processes</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 7</li> </ul> Lecture Videos: <ul style="list-style-type: none"> <li>• “Jurisdiction”</li> <li>• “Issues of Fact versus Issues of Law”</li> </ul> Due: HW17
12	Apr 12	<b><u>Judges, Courts, and Appellate Processes Cont’d</u></b> CANVAS Readings: <ul style="list-style-type: none"> <li>• “What am I? A Potted Plant?” (Posner)</li> </ul> Due: HW18
13	Apr 16	<b>*Quiz 3</b>
13	Apr 19	BEGIN UNIT 4: PUNISHMENT <b><u>Contemporary Penal Options; Community Corrections</u></b> Textbook: <ul style="list-style-type: none"> <li>• Ch. 10</li> <li>• Ch. 11 @ beginning – 291</li> </ul> Lecture Videos: <ul style="list-style-type: none"> <li>• “The Leniency Revolution”</li> <li>• “Ideological Underpinnings of Contemporary Punishments”</li> <li>• “Deterrence”</li> <li>• “Incapacitation, Rehabilitation, and Restitution”</li> </ul> Due: HW19
14	Apr 23	<b><u>Sentencing: Incarceration</u></b>

		<p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 9 @ pp. 236 (begin at “Sentencing”) – 242</li> <li>• Ch. 11 @ pp. 291 – end</li> <li>• Figure 12.2 @ p. 316</li> </ul> <p>CANVAS Audio:</p> <ul style="list-style-type: none"> <li>• “Brock Turner’s Sentencing Revives Mandatory Minimum Debate” (6 mins)</li> </ul> <p>Due: HW20</p>
14	Apr 26	<p><b><u>Sentencing: Victim Impact Statements</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 9 @ pp. 245 – end</li> </ul> <p>CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• <i>Booth v. Maryland</i></li> <li>• <i>Payne v. Tennessee</i></li> </ul> <p>Due: HW21</p>
15	Apr 30	<p><b><u>Prison Life</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 12 @ beginning – p. 330 (stop at “Life After Prison”)</li> </ul> <p>CANVAS Reading:</p> <ul style="list-style-type: none"> <li>• <i>Madrid v. Gomez</i></li> </ul> <p>CANVAS Videos:</p> <ul style="list-style-type: none"> <li>• “The Stanford Prison Experiment” (35 mins)</li> <li>• “Solitary Nation” (54 mins)</li> <li>• “The Torment of Solitary Confinement” (6 mins)</li> </ul> <p>CANVAS Audio:</p> <ul style="list-style-type: none"> <li>• “To Reform Prison System, Corrections Officer Put Himself in Solitary Confinement” (6 mins)</li> </ul> <p>Due: HW22</p>
15	May 3	<p><b><u>Post-Incarceration</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 12 @ p. 330 – end</li> </ul> <p>CANVAS Readings:</p> <ul style="list-style-type: none"> <li>• “<i>In re Lawrence</i>” (Hipolito)</li> <li>• “New law puts most of S.F. off-limits to sex parolees” (Matier &amp; Ross)</li> <li>• “Jessica’s Law sex offender buffer zone struck down” (Egelko)</li> <li>• “The challenges of prisoner reentry: Facts and figures” (The Urban Institute)</li> </ul> <p>CANVAS Audio:</p> <ul style="list-style-type: none"> <li>• “The Challenges of Prisoner Reentry” (21 mins)</li> </ul> <p>CANVAS Websites:</p> <ul style="list-style-type: none"> <li>• “Questions Regarding Sentencing, Incarceration, and Parole of Offenders” (read entire webpage)</li> <li>• “Lifer Parole Process” (read entire webpage)</li> </ul> <p>Due: HW23</p>
16	May 7	<p style="text-align: center;">UNIT 5: COMPARING ADULT AND JUVENILE JUSTICE</p> <p><b><u>Juvenile Justice: Court Procedures</u></b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Ch. 13</li> </ul> <p>Due: HW24</p>

16	May 10	<b><u>Juvenile Justice: Punishment</u></b> Due: HW25
17	May 14	<b><u>Review for Final Exam (no new material)</u></b>
END	May 18	<b>Final Exam Due by 10pm</b>