



**SAN JOSÉ STATE
UNIVERSITY**

**The Prison Community, JS 158
Spring 2018: Online**

Instructor: Megan Schlegel, PhD
Email: megan.schlegel@sjsu.edu
Office Hours: Online via Google Hangouts (done through your SJSU email account); Monday 1-2pm or by appointment

Prerequisite: Any JS 100W with a grade of "C" or better;
Note: A grade of "C" or better is required for Justice Studies majors.

Catalog Description: Analysis of formal and informal systems of organization and interaction among inmates and staff. Effects of the social structure and external system on the organization of the prison community. =

Course Learning Objectives:

CLO 1: Demonstrate substantive knowledge about the measurement of crime and discuss the advantages and disadvantages of major sources of crime data (including official statistics, victim surveys, and self report surveys).

CLO 2: Identify various penal systems throughout the United States.

CLO 3: Identify and write about the interactions of the correctional system with the larger criminal justice system.

CLO 4: Identify and write about the critical issues facing the American correctional system

CLO 5: Students should read, write, and contribute to discussion at a skilled and capable level.

Faculty Web Page and MYSJSU Messaging:

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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.

Library Liaison for Justice Studies:

Silke Higgins Silke.Higgins@sjsu.edu (408) 808-2118.

COURSE REQUIREMENTS AND GRADES

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Learning in this online section of JS 158 is accomplished primarily through reading assigned material and PowerPoint presentations, and through course assignments. Everything except the textbook is acquired and/or turned in via the course website on Canvas.

Required Texts/Readings/Computer Software/Website:

- *J. Pollock (2013). Prisons and Prison Life (2nd Edition). OXFORD ISBN-13: 978-0-19-97832-50*
- Online readings from the course website
- Course website is accessed via Canvas

Canvas Website: This course is located on Canvas—enrolled students automatically have access through their SJSUOne account. All course material except the book will be acquired and/or turned in via that website. Class participation (Discussion Boards, exams, and all work and feedback on the projects and course papers will be located on that medium.

Online Discussions: Another way to get information, insight, and feedback in this course is by participating in discussions in the course website's Discussions section. On the website, students are encouraged to post in the preset appropriate topic area for each question or comment that they have. If an appropriate topic is not available, they are encouraged to create a new one.

In addition, students are encouraged to answer other students' questions, or to add to the questions in previous students' posts. The instructor monitors the Discussions section and provides guidance over the course of the semester. Discussions sometimes prompt the creation of new documents that better explain course material to students.

Posting to the discussion board should be the first step taken by students when they have questions about course matters. This will be the most effective way for students to get answers about the course as the instructor will monitor the discussions and provide guidance over the course of the semester.

The instructor also has virtual office hours, but students should first attempt to get answers via discussion. **The value of the discussion platform is so immense that students will be graded on their participation, respect and coherency of arguments for 10% of your final grade.**

Final Projects:

Students may work in groups of three to five people on the project. Group members are required to send a pledge of equitable contribution, and consent to take the assigned grade. **Substantiated complaints against a group member for violating the pledge will result in a grade reduction for the violator.** Each group

member will receive a grade based on each product turned in. That grade is final, except for those deemed violators; their grade will be reduced.

Exams: There will be two exams. **Each will contribute 30% of the final grade.** These will be completed online. *The second exam may not be taken early for any reason.*

Final Grade: The final course grade will be based on weighted contributions for each section of grades: Projects, Online discussions, and Exams. The final scale adds to 100 points. **There will be NO other opportunities for extra credit, per Departmental policy.** The course grade is not curved, so it is theoretically possible for everyone to earn an A.

The instructor will not assign ‘I’ grades except in the most extreme emergencies or grave unforeseen circumstances, and 75% of the graded material must have been turned in. Missing a quiz deadline results in a grade of zero regardless of the reason. Exams and papers may only be turned in late when there is a documented University or medical excuse. Otherwise, missing deadlines is severely penalized. If students encounter a technological problem while submitting papers or taking quizzes or exams, they should contact the instructor immediately via email or some other channel of communication. While he cannot fix technical issues (contact Academic Technology), he can make adjustments to work around them.

The grading scale is:

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	
Not acceptable in JS:	C- 72 - 70	
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 and below		

Grades are based on:

Online discussion	10 points
Final Project	30 points
Midterm Exam	30 points
Final Exam	30 points
TOTAL	100 points

CONDUCT

Students are expected to behave in accordance with the highest standards of academic honesty. The university’s Academic Integrity Policy requires students to be honest in all academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. A few students get into trouble because they are unaware of what constitutes academic misconduct. Academic misconduct includes cheating, fabrication, plagiarism, interference (e.g., stealing another student’s work), violating course rules, and facilitating academic dishonesty. Academic misconduct could result in failure for an assignment (typically a grade of zero) or for the course or even in expulsion from the university. The academic integrity policy can be found at: <http://www.sjsu.edu/studentconduct>. My punishments will be in accordance with university policies—I will not tolerate academic misconduct.

Students are also expected to respect the right of their fellow students to learn. In all course activities, students must maintain a respectful demeanor toward fellow students regardless of personal assessments of them. *Failure to act according to the standards set forth here will have consequences. For example, students may be dismissed from the course, and a complaint made to the Office of Student Conduct and Ethical Development.*

DISABILITIES

I believe strongly in the right of everyone to have equal access to learning. If you have a specific disability that may be addressed with academic accommodations, please notify me as soon as possible. I will work with you to

ensure that you have a positive learning experience. You should inform me of necessary course adaptations or accommodations because of a disability. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. This office is located in Administration Building, Room 110. I am inclined, however, to address other needs that may not be verifiable disabilities. Therefore, if you are not registered with AEC, you should still discuss your issues to see if I may help. Many disabilities require extended time for exams; my policy is to *always allow extended time for all students on all exams—this is why exams have ample time.*

NOTES FROM THE UNIVERSITY

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

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. Computers are also available for checkout in the CASA Student Success Center and in the Martin Luther King, Jr. Library. It is my understanding that all of the computers listed above have SPSS installed on them. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, monitors, and AV adapters for Mac computers.

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. Looking for academic advice or maybe just some tips about how to navigate around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and students can check out laptops.

Location: MacQuarrie Hall (MH) 533 – top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910).
Website: <http://www.sjsu.edu/casa/ssc/>.

SJSU Writing Center: The SJSU Writing Center is available to help students improve their writing. It is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the 7 SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>.

Peer Connections: The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, campus resource referrals, and to speak with a peer who has been trained to assist other students going through the college experience.

Services: In addition to offering appointments for small group and individual tutoring (same day appointments are often available) 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 college success related topics. A computer lab is also available for student use in Room 600 of the Student Services Center (SSC).

Locations: They are located in SSC 600 (the 10th Street Garage on the corner of 10th and San Fernando St.), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. The peer connections website is located at <http://peerconnections.sjsu.edu>.

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.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, and so forth. Students should also be aware of the current deadlines and penalties for adding and dropping classes. Policies for adding classes are available at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1800.html>. Policies for dropping classes are found at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1809.html>, and information about late drops is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Finally, deadlines for adding and dropping classes are listed on the registration calendar available at <http://www.sjsu.edu/registrar/calendar/>.

JS 158, The Prison Community, Spring 2018

Week	Dates	Topics, Readings, Assignments, Deadlines (PPT Lectures Online; Textbook/Readings; Assignments; Exams)
1	1/24-1/26	Introductions; Syllabus
2	1/29-2/2	Introduction to Research and Ethics Text: Chapter 1; PPT: #1 Online responses for discussion board
3	2/5-2/9	Text: Chapter 2; PPT: #2 Online responses for discussion board
4	2/12-2/16	Text: Chapter 3; PPT: #3 Online responses for discussion board
5	2/19-2/23	Text: Chapter 4; PPT: #4 Online responses for discussion board
6	2/26-3/2	Text: Chapter 5; PPT: #5 Online responses for discussion board
7	3/5-3/9	Text: Chapter 6; PPT: #6 Online responses for discussion board
8	3/12-3/16	No assignments – Please use this time to meet with your groups for the Final Project Meetings with Professor for Final Projects (to be scheduled by students if needed)
9	3/19-3/23	Midterm Exam***

Week	Dates	Topics, Readings, Assignments, Deadlines (PPT Lectures Online; Textbook/Readings; Assignments; Exams)
10	3/26-3/30	SPRING BREAK – No Classes – Enjoy a well deserved break!!!
12	4/2-4/6	Text: Chapter 7; PPT: #7 Online responses for discussion board
13	4/9-4/13	Text: Chapter 8; PPT: #8 Online responses for discussion board
14	4/16-4/20	Text: Chapter 9; PPT: #9 Online responses for discussion board
15	4/23-4/27	Text: Chapter 10; PPT: #10 Online responses for discussion board
16	4/30-5/4	Meetings with Professor for Final Projects (to be scheduled by students if needed); please use this week to finalize your projects with your peers
17	5/7-5/11	Final Exam Prep Final Project Due
18	5/16-5/22	Final Exam (Exact dates to be released once the University schedule is out)

*Notes about the course schedule: I reserve the right to change the due dates listed above, but only in a manner that benefits students (e.g., due dates can only be pushed back, never moved forward). This is because I want to make sure everyone is understanding the material and is able to move forward with the class.

***Notes about exams – The exams in this course are cumulative, meaning all of the material learned prior to the midterm is fair game for the exam. All material learned throughout the semester is fair game for the final. You will have 4 full days to complete an exam (the first exam will open on a Monday at 8am and close on Thursday at 11:59pm; the final exam will open on a Wednesday at 8am and close on Saturday at 11:59pm). If you need any accommodations, please speak to me ASAP.