

**San José State University**  
**Department of Justice Studies**  
**JS 189-02, Senior Seminar: Contemporary Problems, Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	John Halushka, Ph.D.
<b>Office Location:</b>	MacQuarrie Hall 513
<b>Telephone:</b>	(408) 924-1836 ext. 1311
<b>Email:</b>	<a href="mailto:john.halushka@sjsu.edu">john.halushka@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday and Thursday 1:30pm-2:30pm and by appointment
<b>Class Days/Time:</b>	Tuesday and Thursday 9:00am-10:15am
<b>Classroom:</b>	Dwight Bentel Hall 225

**Catalogue Course Description**

Identification, discussion and analysis of selected problems in justice studies. A major term paper on a selected topic is required. Prerequisite: Senior standing in final semester; Justice Studies or Forensic Science major; JS 100W and JS 114 with a "C or better"; Department Consent Note: A grade of "C" or better is required for Justice Studies majors. 3 Units.

**Course Goals**

The main objective of this course is to teach students how to think and write critically about crime and criminal justice policy in the U.S. The course explores the relationship between crime, punishment, and various dimensions of inequality in American society, including race, class and gender inequalities. The goal is to cultivate students' skills as independent thinkers, researchers, and writers who will use these skills to actively contribute to their communities and professions.

**Justice Studies Department 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 Learning Outcomes (CLO)**

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

CLO 1: Demonstrate their ability to complete a formal research paper that (a) synthesizes relevant scholarly sources; (b) reflects professional formatting and writing standards (APA format); (c) addresses relevant policy needs (such as necessary reforms) to solving tangible social problems; (d) somehow contributes to our

collective understanding of concepts and approaches to "justice," however defined (social justice, criminal justice, community justice, and so forth).

CLO 2: Demonstrate their ability to present scholarly work to an audience of their peers.

CLO 3: Demonstrate a working understanding of "evidence-based" approaches to social problems and public policy. As a culminating skill set in our program, students should demonstrate their ability to apply social scientific (and otherwise rational) forms of reasoning, argumentation, research, and support in forming any particular worldview or position in the pursuit of "justice" and addressing social problems in our communities/societies.

CLO 4: Demonstrate their ability to undertake a critical analysis of a contemporary problems relevant to justice studies.

CLO 5: Students should read, write, and contribute to discussion at a skilled and capable level that appropriately reflects the cumulating experience of their justice studies major.

## **Required Texts**

### **Textbooks**

Bohm, Robert M. and Walker, Jeffery T. (2013). *Demystifying Crime & Criminal Justice* (2nd Edition). OXFORD ISBN: 978-0-19-984383-1

Wester, Bruce (2006) *Punishment and Inequality in America*. RUSSELL SAGE FOUNDATION ISBN: 978-0871548955

Students may purchase text in the bookstore and online.

### **Other Readings**

Additional readings will be posted to the Canvas website.

### **Other Useful Resources**

Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs/>

National Criminal Justice Reference Service: <http://www.ncjrs.gov/index.html>

The Sentencing Project: <http://www.sentencingproject.org>

MLK Library Database: <http://www.sjlibrary.org/research/databases/index.htm>

MLK Library Journal Index: <http://www.sjlibrary.org/research/ejournals/index.htm>

Criminal Justice Abstracts: HV60001.C67 (online: <http://mill1.sjlibrary.org/search~S1> ) Justice Studies

APA guidelines: <http://slisweb.sjsu.edu/resources/apa/APAREShome.html>

SJSU Writing Center: (408-924-2308): [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)

### **Library Liaison**

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

<http://libguides.sjsu.edu/justicestudies>

## **Course Requirements and Assignments**

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

- **2 Reading Reflection Papers – 20% (10% each, Due 2/15 and 3/22)**

During the first half of the semester, students will write two essays reflecting on course readings and lectures. Students will be graded on their ability to synthesize course materials and provide a critical analysis of course content. Each essay should be a maximum of 750 words. Additional instructions will be provided later in the semester. (CLOs 1, 2, 3, 4, and 5)

- **5 Writing Workshop Assignments – 25% (5% each)**

- **Topic Memo (Due 2/22)**
- **Annotated Bibliography (Due 3/8)**
- **Introduction Rough Draft (Due 4/5)**
- **Literature Review Rough Draft (Due 4/12)**
- **Manuscript Rough Draft (Due 4/19)**

The second half of the semester will consist of a writing workshop where students will work on their final papers. Students will split up into groups based on their paper topics and will present rough drafts of their writing to the group for feedback. In order for students to fully participate, they must complete all research and writing assignments *before* class. Further instructions will be given throughout the semester. (CLOs 1, 2, 3, 4, and 5)

- **Final Paper – 25% (Due 4/24)**

Students will complete a 3000-3500 words research paper analyzing a justice-related topic. Students can choose their topic based on their own research interests, but the topic must be approved by the instructor during Week 4 when the Topic Memo is due. Students will be given time to work on drafts of the paper during the second half of the semester. Further instructions will be given throughout the semester. (CLOs 1, 2, 3, 4, and 5)

In their paper, students should include the following:

- 1) Introduction describing the paper's topic and its relevance
- 2) Review of the relevant literature on the issue (minimum of five scholarly sources)
- 3) Critique of current policies from the point of view of their effectiveness and social justice/injustice
- 4) Summary of findings and suggestions for alternative policies

- **Final Paper Presentation – 20% (4/26-5/10)**

During the final weeks of class, students will offer in-class presentations about their research papers lasting approximately 15 minutes. Further instructions will be given throughout the semester. (CLOs 1, 2, 3, 4, and 5)

## **Grading Information**

+/- Grading: This course will be using the +/- system on final grades based on the following percentages:

- A (100-93)
- A- (92-90)
- B+ (89-87)
- B (86-83)
- B- (82-80)
- C+ (79-77)

C (76-73)  
C-(72-70)  
D+ (69-67)  
D (66-63)  
D- (62-60)  
F (59 and below)

PLEASE NOTE: Extra credit opportunities might be available throughout the semester upon the exclusive discretion of the instructor.

### **Classroom Protocol**

This is a seminar based on the student's active involvement and participation. Each topic will be analyzed, presented, and thoroughly discussed in class during each meeting. Students are expected to come to class having done the assigned readings for each session. PLEASE NOTE: active participation to in-class discussion is crucial for the successful completion of JS 189.

### **Academic Integrity**

Students should know that the University's Academic Integrity Policy is available at <http://libguides.sjsu.edu/c.php?g=299327&p=2475645>. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the Americans with 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **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. 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 and monitors.

### **SJSU Writing Center**

The SJSU Writing Center 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 seven SJSU colleges. Our 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 Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. Website of Peer Mentor Center is located at <http://peerconnections.sjsu.edu/>.

### **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/>”

## **JS 189 / Senior Seminar: Contemporary Problems, Spring 2018**

### **Course Schedule**

#### **Introduction**

#### Week 1

Thursday, January 25 – Introduction and Course Overview

#### **Crime and Inequality in America**

#### Week 2

Tuesday, January 30 – The Extent of Crime in America

- Clayton Mosher – “The Myth of Accurate Crime Measurement”
  - *Demystifying Crime and Criminal Justice*, Chapter 1
- Carl Bialik – “Scare Headlines Exaggerated the U.S. Crime Wave”
  - CANVAS

Thursday, February 1 – The Residential Inequality and Crime

- Katheryn Russell-Brown – “The Myth of Black Crime”
  - *Demystifying Crime and Criminal Justice*, Chapter 5
- Jeffrey D. Morenoff, Robert J. Sampson, and Stephen W. Raudenbush - “Neighborhood Inequality, Collective Efficacy, and the Spatial Dynamics of Urban Violence”
  - CANVAS
- William Julius Wilson and Robert Sampson - “Toward a Theory of Race, Crime, and Urban Inequality”
  - CANVAS

#### Week 3

Tuesday, February 6 – Urban Poverty and the War on Drugs

- Barbara Sims and Michael Kenney – “Myths About Drug Legalization and Decriminalization”
  - *Demystifying Crime and Criminal Justice*, Chapter 7
- Henry R. Brownstein – “The Myth About Drug Use and Violent Offending”
  - *Demystifying Crime and Criminal Justice*, Chapter 8
- Marc Mauer - “The War on Drugs and the African American Community”
  - CANVAS

#### Thursday, February 8 – Urban Poverty and Violent Crime

- Stacy C. Moak – “The Myth That Violent Juvenile Offenders Will Become Adult Criminals”
  - *Demystifying Crime and Criminal Justice*, Chapter 4
- James Forman, Jr. – “Locking Up Our Own”
  - CANVAS
- James Forman, Jr. – “Black Lives Matter: Gun Control, 1975”
  - CANVAS

#### Week 4

#### Tuesday, February 13 – Gender Inequality and Sexual Violence

- “The Sexual Violence Continuum”
  - CANVAS
- Elizabeth A. Armstrong, Laura Hamilton, and Brian Sweeney - “Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape”
  - CANVAS
- Jill S. Levenson – “The Myth That Sex Offenders Are Beyond Redemption”
  - *Demystifying Crime and Criminal Justice*, Chapter 11

#### Thursday, February 15 – Gender Inequality and Domestic Violence

- Stacy L. Mallicoat and Amy I. Cass – “The Myth That Stalking Is Not a Serious Crime”
  - *Demystifying Crime and Criminal Justice*, Chapter 12
- Martin D. Schwartz – “The Myth That the Best Police Response to Domestic Violence is to Arrest the Offender”
  - *Demystifying Crime and Criminal Justice*, Chapter 19

### **TOPIC MEMO DUE**

#### Week 5

#### Tuesday, February 20 – Corporate, Political, and Governmental Crime

- David O. Friedrichs – “The Myth That White-Collar Crime Is Only About Financial Loss”
  - *Demystifying Crime and Criminal Justice*, Chapter 9
- Paul Leighton – “Demystifying Terrorism: ‘Crazy Islamic Terrorists Who Hate Us Because We’re Free?’”
  - *Demystifying Crime and Criminal Justice*, Chapter 13

#### Thursday, February 22 – Library Research Seminar

- Silke Higgins, Justice Studies Library Liaison

- MLK Library Room 219

## REFLECTION PAPER #1 DUE

### Punishment and Inequality in America

#### Week 6

Tuesday, February 27 – Police and Communities of Color

- James Q. Wilson and George L. Kelling - “Broken Windows: The Police and Neighborhood Safety”
  - CANVAS
- Center for Constitutional Rights – “Stop-Question-Frisk Analyses”
  - CANVAS
- James Forman, Jr – “The Worst Thing to Hit Us Since Slavery: Crack and the Advent of Warrior Policing, 1988-1992”
  - CANVAS
- Michael Buerger – “The Myth of Racial Profiling”
  - *Demystifying Crime and Criminal Justice*, Chapter 18

Thursday, March 1 – Police Use of Force

- John Sullivan, Zane Anthony, Julie Tate, and Jennifer Jenkins – “Nationwide, Police Shot and Killed Nearly 1,000 People in 2017”
  - CANVAS
- Martin Kaste – “A War on Cops? The Power of Perception vs. What the Numbers Say”
  - CANVAS
- Michael Sierra-Arévalo – “Why don’t cops wear seatbelts?”
  - CANVAS
- William R. Kind and Matthew C. Matusiak – “The Myth That Police Use of Force Is Widespread”
  - *Demystifying Crime and Criminal Justice*, Chapter 17

#### Week 7

Tuesday, March 6 – Mass Imprisonment

- Bruce Western – “Introduction”
  - *Punishment and Inequality* – Introduction
- Bruce Western – “Mass Imprisonment”
  - *Punishment and Inequality* – Chapter 1
- Beth Pelz, Marilyn McShane, and Frank P. Williams III – “The Myth of Prisons as Country Clubs”
  - *Demystifying Crime and Criminal Justice*, Chapter 25

Thursday, March 8 – Crime, Politics, and Mass Imprisonment

- Bruce Western – “Inequality, Crime, and the Prison Boom”
  - *Punishment and Inequality* – Chapter 2
- Bruce Western – “The Politics and Economics of Punitive Criminal Justice”
  - *Punishment and Inequality* – Chapter 3
- James Forman, Jr. – “Racial Critiques of Mass Incarceration: Beyond the New Jim Crow”
  - CANVAS

## **ANNOTATED BIBLIOGRAPHY DUE**

### Week 8

Tuesday, March 13 – Collateral Consequences of Mass Imprisonment

- Bruce Western – “The Labor Market After Prison”
  - *Punishment and Inequality* – Chapter 5
- Devah Pager – “The Mark of a Criminal Record”
  - CANVAS

Thursday, March 15 – Prisoner Reentry and Mass Probation

- Bruce Western et al. – “Stress and Hardship After Prison”
  - CANVAS
- Michelle Phelps – “Mass Probation”
  - CANVAS
- Mark Jones – “The Myth That Rehabilitation Is the Focus of Community Corrections”
  - *Demystifying Crime and Criminal Justice*, Chapter 29

### Week 9

Tuesday, March 20 – Criminal Justice Reform in the Era of Mass Imprisonment

- Bruce Western – “Conclusion”
  - *Punishment and Inequality* - Conclusion
- German Lopez – “Why You Can’t Blame Mass Incarceration on the War on Drugs”
  - CANVAS
- James Forman, Jr. – “The Reach of Our Mercy, 2014-2016”
  - CANVAS

Thursday, March 22 – Film: *The 13th*

## **REFLECTION PAPER #2 DUE**

### Week 10

## **SPRING RECESS – NO CLASS**

### **Writing Workshop**

### Week 11

Tuesday, April 3 – Writing an Introduction and Thesis Statement

Thursday, April 5 – Peer Workshop: Introduction Rough Draft

## **INTRODUCTION ROUGH DRAFT DUE**

### Week 12

Tuesday, April 10 – Writing a Literature Review

Thursday, April 12 – Peer Workshop: Literature Review

**LITERATURE REVIEW ROUGH DRAFT DUE**

Week 13

Tuesday, April 17 – Writing a Policy Critique

Thursday, April 19 – Peer Workshop: Policy Critique and Manuscript Rough Draft

**MANUSCRIPT ROUGH DRAFT DUE**

Week 14

Tuesday, April 24 – **FINAL PAPER DUE**

**Final Paper Presentations**

Thursday, April 26 – FINAL PAPER PRESENTATIONS

Week 15

Tuesday, May 1 – FINAL PAPER PRESENTATIONS

Thursday, May 3 – FINAL PAPER PRESENTATIONS

Week 16

Tuesday, May 8 – FINAL PAPER PRESENTATIONS

Thursday, May 10 – FINAL PAPER PRESENTATIONS