

San José State University
Social Sciences/Justice Studies
JS 189 Senior Seminar, Section 80 Fall 2021

Course and Contact Information

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| Instructor: | Allison Martin, Ph.D. |
| Location: | Oceanside, CA |
| Email: | allison.martin@sjsu.edu |
| Office Hours: | Tuesday 9am-10am through Zoom https://sjsu.zoom.us/j/415779048 |
| Class Days/Time: | Asynchronous online |
| Prerequisites: | Senior standing in final semester; Justice Studies or Forensic Science major; JS 100W and JS 114 with a "C or better"; Department Consent |

Course Description

Identification, discussion and analysis of selected problems in justice studies. A major term paper on a selected topic is required.

Note: A grade of "C" or better is required for Justice Studies majors.

Course Format

This is a fully online course with no scheduled meeting pattern. As a seminar course, it is designed to emphasize critical thinking discussions with your classmates and the instructor. The course will use Canvas Learning Management System; the use of the internet and Microsoft Office products is a requirement for this course.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page, visit http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Program Information

Since 1930, the Department of Justice Studies has developed, promoted and fostered social justice and empowered communities. In an ever-changing social, political and economic environment, we remain committed to academic excellence, social activism and policy relevant research. We offer BS and MS degrees in justice studies, a BS in forensic science and minors in justice studies, forensic studies, an MS in Criminology, legal studies and human rights. Among other topics, our widely regarded faculty conduct research in the areas of human rights, immigration, violence against women, sex offender behavior, family violence, and DNA profiling. Student groups and clubs include Alpha Phi Sigma, Chi Pi Sigma and the Forensic Science Club. Our

graduates work in a multitude of settings including probation, parole, corrections, law enforcement, crime labs, and nonprofit agencies, or they continue their education in law school or other graduate programs.

This degree program is housed in the Department of Justice Studies. More information is available at www.sjsu.edu/justicestudies/

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/Readings

There is no required textbook for this course. Instead, you will be assigned weekly readings by the instructor and by your fellow students.

Recommended Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association, 7th edition*. Washington, DC: American Psychological Association.

Bernhardt, S. A., & Sommers, N. (2019). *A Guide to Writing in Criminal Justice and Criminology*. Macmillan Higher Education.

Galvan & Galvan (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences, 7th edition*. Routledge Publishing.

Mallicoat, S. L., & Gardiner, C. L. (Eds.). (2018). *Criminal Justice Policy*. SAGE Publications, Inc.

Other technology requirements / equipment / material

Internet connection and Microsoft Office access is required for this course, specifically Word and PowerPoint. The university provides these programs free of charge. They will also provide computer rentals, if needed.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

ACCESS Success Center

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) provides General Education advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). ACCESS Academic Advisors are committed to helping you develop a clear path to graduation and supporting your academic success.

Fall 2020 Office Hours: Monday-Thursday 8:00 AM - 5:00 PM and Friday 9:00 AM-4:00 PM. You can schedule an appointment and find more information at sjsu.edu/access.

Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All assignments become available on Monday at 12:00am PST and are due by Sunday at 11:59pm PST of their respective week (see course schedule below); *please note discussion board original posts are due Wednesday at 11:59pm and other assignments may have other due dates.* Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

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 three hours per unit per week) for instruction, 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.

Introduction through Google Slides

This assignment is meant for the class and the instructor, to get acquainted with you. We will all collaborate on one Google Slides Presentation to introduce ourselves and get to know one another. Further directions will be posted to Canvas. This assignment will be due before the end of the first week of class (see Course Schedule).

Discussion Boards and Class Participation

Throughout this course there will be discussion boards or other weekly required class participation activities, such as collaboration on media platforms. Class participation is required in discussions and activities. For discussion boards, you are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students. Discussion boards will be heavily graded on your use of reading material and the conversations you have with other students. Each week, you must incorporate the assigned material; in other words, make reference to the readings and resources where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic **by Wednesday at 11:59pm**. Original posts (responses to the question posed) should be approximately 1 page in length, in a Word document equivalent. Students will then respond to *two* other student's original posts, as well as any questions I may ask regarding their post **by Sunday at 11:59pm**, when the weekly topic will close. These posts should be approximately ½ page. Be sure to use references to reading material in all the posts you can, especially when agreeing with or refuting points made by the author. Responses consisting of a lack of thought as in "I agree" or "great thought" will not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an "A+") will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an "A+" is defined as "exceptional quality work." Logging into Canvas later in the day on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance.

Weekly Discussion Board Schedule

Classes with Dr. Martin

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--|---|---|-----------------------------|---|---|
| Quick review of material from last week | Continue reading this week's material | Finish up with material for the week (readings, lectures and links) | Respond to TWO students – their original post | Take a break...it's Friday! | Respond to those who commented on your post | Respond to those who commented on your post |
| Begin reading this week's material | Listen and/or view the lecture | Respond to weekly DB DUE TONIGHT | | | Respond to my follow-up question (sent through email or on your post), if there is one. | DB TOPIC CLOSES TONIGHT |
| | Watch/explore links or websites posted to Canvas | | | | | Relax... the week is done! |

Tips:

- Take notes while you read so you can do well on any exams or other assignments
- Always include references to reading material to support your arguments
- Check the APA quick guide to make sure you have your bases covered
- Ensure you are responding to two other students' original posts, not just what they write on your post
- If you work ahead, then you don't have to do work in this class every day. But, be sure to login on the weekend to see if anyone has commented on your post, so you can respond!

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe the criminal justice system is a “system” a “process,” or neither? Defend your answer using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

I believe that the criminal justice system is a “process.” According to Peak (2016), the criminal justice process is “the decisions and actions by an institution, offender, victim, or society that influence the offender’s movement into, through, or out of the justice system” (p. 5). Figure 1-1 depicts the criminal justice process very well. The criminal justice process begins when police make an arrest. The criminal makes their way through the police “process,” determining accusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process of the criminal justice system. He states, “The suspect is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed, punished, and/or rehabilitated by correctional agencies” (Louthan, 1974, p. 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies within the process are working toward a common goal. “As a process, the justice system cannot reduce crime by itself nor can any of the component parts afford to be insensitive to the needs and problems of the other parts” (Peak, 2016, p. 7). I don't believe that fragmentation among the criminal justice system is caused because the criminal justice system is a non-system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

Because I believe that the criminal justice system is a “process,” I think that police, courts, and correctional agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as “entities of two or more people who cooperate to achieve an objective” (p. 22). Each component within the criminal justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities.

The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own set agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete the next set of objectives of the next organization, until all organization's objectives are met. Once all the objectives are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. What Louthan doesn't describe clearly in his description is the concept of filtering. Some criminals won't advance to the next step in the criminal process because they are filtered, or screened out (Appalachian State University, 2016). Peak's (2016) Figure 1.1, shows the different ways that criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). The criminal justice process. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). Relationships among police, court, and correctional agencies. (30-37).

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Response to another student's post:

I too thought that the criminal justice system acts like a process. Like how you framed the criminal justice system as a "process within a system." The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Please see the sample rubric below for participation scoring:

Discussion Board Participation

Excellent (3 points)

- Understands significant ideas
- Reading material in APA format
- Responds to two other students' posts with literature
- Answers follow-up question and comments from others
- meets all required deadlines.

Good (2 points)

- Most vocabulary and concepts are used correctly
- Reading material has some APA errors
- Responds to two other students' posts, but may be missing literature
- may or may not answer follow-up question and comments from others
- meets all required deadlines.

Acceptable (1 point)

- Some guesses as to what the student meant need to be made
- Support with reading material is lacking and has many APA errors
- Contributes little new knowledge or ideas on other students' posts. Or, responds to only one other student
- Follow-up question and comments from others may not be answered
- May or may not meet all required deadlines.

Needs Improvement (0 points)

- Foundational knowledge or terminology used incorrectly
- No citations to reading material
- Responses to others lack thoughtfulness (e.g., "I agree").
- Follow-up question and comments from others are not answered
- Post is incomplete or past due date.

Assignments with Peer-Reviews

Throughout the duration of the semester, you will be required to complete three separate Assignments that are designed to prepare you for your final Policy Paper submission. Each Assignment will have accompanying peer-reviews; you will take the opportunity to review others' work and have your work reviewed, in order to improve your final Policy Paper. Assignment details will be posted to Canvas and due dates can be found in the Course Schedule below.

Policy Paper

For this culminating project, a substantial paper with a review of a justice-related issue and recommendations/implications for policy is required. You will expand on the knowledge you obtained in the Justice Studies program to develop your Policy Paper. Your paper will include a review of scholarly literature, analyze and critique existing policies, and also propose new or amended policies, based on the evidence gathered on your topic. The topic of the Policy Paper will be determined by the student, in consultation with the instructor; students may choose their topic based on their research interests.

Papers should be 18-20 pages in length (with an additional cover page and reference page), typed, double-spaced, paginated, in Times New Roman 12-point font, and have one-inch margins. You must include a **minimum of 15** scholarly sources, which should be obtained from the library or library website, or from official reports found online. The research reviewed must come from high quality justice-related journals, which establish and examine relationships between and among variables, concepts, theories, and policies. Based on the evidence reviewed, policy implications will be drawn. Direct quotations (citing the author's direct words) should be limited to one per page. Students should focus on paraphrasing authors' main ideas; when this is done, remember to cite your sources.

APA format is required for the entire paper. Visit [Owl Purdue APA](#) for assistance on APA formatting. First-person (I, me, in my opinion, etc.) is not an acceptable writing style for research papers. The use of .com websites is highly discouraged and will only be allowed with prior permission by the instructor. This is a formal

research paper and will be graded based on the quality of your arguments, as well as the incorporation of academic research.

Grading Information

This class uses weighted grades. Your grade in the class will be based on the following:

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| Discussion Boards/Class Participation | 30% of overall grade |
| Assignments with Peer Reviews 1. Relevant Literature 2. Policy Recommendations 3. Policy Paper Presentation | 50% of overall grade |
| Policy Paper | 20% of overall grade |
| Total | 100% |

Your overall grade is based on the Total percentage earned in the course.

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| A plus = 98 to 100% | A = 93 to 97.9% | A minus = 90 to 92.9% |
| B plus = 88 to 89.9% | B = 83 to 87.9% | B minus = 80 to 82.9% |
| C plus = 78 to 79.9% | C = 73 to 77.9% | C minus = 70 to 72.9% |
| D plus = 68 to 69.9% | D = 63 to 67.9% | D minus = 63 to 67.9% |
| F = 0-62.9% | | |

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

“Classroom” Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students’ backgrounds and personal opinions.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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.

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*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

Course Schedule

| Module | Dates | Course Assignments |
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| MODULE 1: WHAT IS JUSTICE POLICY? | | |
| 1 | Week 1: 8/19 – 8/22 | <ul style="list-style-type: none"> • Review the syllabus • Carefully read discussion board/class participation requirements • Carefully read Policy Paper prompt • Introduction through Google Slides |
| | Week 2: 8/23 – 8/29 | <ul style="list-style-type: none"> • Topics covered: <ul style="list-style-type: none"> ○ What is policy? ○ Why is policy important? ○ What makes a “good” policy paper? • Discussion Board #1 |
| | Week 3: 8/30 – 9/5 | <ul style="list-style-type: none"> • Examining Justice-Related Topics and Their Existing Policies • Discussion Board #2 |
| | Week 4: 9/6 – 9/12 | <ul style="list-style-type: none"> • Identify your chosen topic <ul style="list-style-type: none"> ○ Generate your thesis statement • Discussion Board #3 |
| MODULE 2: BACKGROUND RESEARCH | | |
| 2 | Week 5: 9/13 – 9/19 | <ul style="list-style-type: none"> • A “trip” to the library • Explore the extent of your topic/issue • Discussion Board #4 |
| | Week 6: 9/20 – 9/26 | <ul style="list-style-type: none"> • Identify your three relevant literature subsections <ul style="list-style-type: none"> ○ See Policy Paper outline on prompt • Discussion Board #5 |

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| | <p>Week 7: 9/27 – 10/3</p> | <ul style="list-style-type: none"> • Relevant Literature Assignment with Reference Page due Sunday at 11:59pm |
| | <p>Week 8: 10/4 – 10/10</p> | <ul style="list-style-type: none"> • Relevant Literature Peer-Reviews due Sunday at 11:59pm • Suggested to complete first half of Policy Paper |

MODULE 3: TOPIC'S POLICIES

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| 3 | <p>Week 9: 10/11 – 10/17</p> | <ul style="list-style-type: none"> • Gather literature on your topic's existing policies <ul style="list-style-type: none"> ○ Examples: Eger et al. (2015); Bartos and Kubrin (2018); Tonry (2017); Lageson (2018) • Gardiner (2018) Chapter 2 • Discussion Board #6 |
| | <p>Week 10: 10/18 – 10/24</p> | <ul style="list-style-type: none"> • Analysis of three existing policies • Discussion Board #7 |
| | <p>Week 11: 10/25 – 10/31</p> | <ul style="list-style-type: none"> • Synthesize and summarize issues and ideas for policy recommendations • Discussion Board #8 |
| | <p>Week 12: 11/1 – 11/7</p> | <ul style="list-style-type: none"> • Policy Recommendations Assignment due Sunday at 11:59pm |
| | <p>Week 13: 11/8 – 11/14</p> | <ul style="list-style-type: none"> • Policy Recommendations Peer-Reviews due Sunday at 11:59pm • Suggested to complete draft of Policy Paper |

MODULE 4: PAPER AND PRESENTATIONS

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| 4 | Week 14: 11/15 – 11/21 | <ul style="list-style-type: none"> • Policy Paper Presentation due Sunday at 11:59pm |
| | Week 15: 11/22 – 11/28 | Happy Thanksgiving!! |
| | Week 16: 11/29 – 12/5 | <ul style="list-style-type: none"> • Policy Paper Presentation Peer-Reviews due Sunday at 11:59pm |
| | Week 17: 12/6 – 12/10 | <ul style="list-style-type: none"> • Policy Papers due FRIDAY at 11:59pm |