# San José State UniversityCHHS/Justice StudiesJS 189- Senior Seminar, 05, Spring 2019

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| **Instructor:** | Sheree Martinek |
| **Office Location:** | Health Building, Rm 123 |
| **Telephone:** | Office: 408-924-8976 (please, do not leave voicemails) |
| **Email:** | Sheree.Martinek@sjsu.edu (preferred method of contact) |
| **Office Hours:** | Online Monday-Friday and in-person Wednesdays 1:45pm-3:45pm and 7:15pm-8:15pm |
| **Classroom** | MacQuarrie Hall 523 |
| **Class Days/Time:** | Monday/Wednesday 6:00pm-7:15pm |
| **Prerequisites:** | Senior standing in final semester; JS 100W & JS 114 with a ‘C’ or better |

## Course Description

Almost everyone has an opinion concerning crime and the questions we seek to answer: what is the problem, what are the causes, how can it be reduced, and what degree does criminal justice decision-making reflect inequalities? However, when concerning policy, these varying opinions make it difficult to build consensus about the steps that should be implemented. Much of the difficulty, which evolves from such conflict, reflects the varying values and beliefs each of us possess. As a result, the policy cycle is continuous and, hence, ever changing.

This capstone course will provide an opportunity for critical analysis of specific justice topics. Students will be expected to synthesize material from previous courses and apply it to a social justice issue, demonstrating significant mastery of justice concepts, theory and research. This class is designed to familiarize the student with different ideologies and the various crime control programs/policies designed under their influence.

Readings, discussions, and assignments will emphasize honing skills in critical thinking and analysis, research, writing, and verbal communication. Students will assess, evaluate, and critique the findings of prior empirical research and make recommendations for improvement in light of criminological theories, social phenomena, and proper analytic approaches. In addition, this course provides criminal justice students the opportunity to look back on their education and undergraduate experiences and to look forward to their professional goals and future careers. While you all have taken certain required courses, you bring a diversity of learning experiences from your coursework in criminal justice, as well as from classes taken outside of the department.

Although it is my hope that this class is a fascinating pinnacle of your academic studies thus far, the skills you will practice in this course will be unbelievably useful to you beyond your college years, regardless of your plans! I anticipate that this will be a challenging, yet stimulating and enjoyable course, in which you will personally gain more when you put more effort into it.

## 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.

## Course Goals and Student Learning Objectives

Upon successful completion of this course students will:

SLO1: 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). Relevant assignment: Final Research Paper

SLO2: Demonstrate their ability to present scholarly work to an audience of their peers. Relevant assignment: Weekly presentations

SLO3: 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. Relevant assignment: Weekly writing assignments

SLO 4: Demonstrate their ability to undertake a critical analysis of contemporary problems relevant to justice studies. Relevant assignment: Final Research Paper, Weekly writing assignments

SLO 5: Demonstrate their ability to read, write, and contribute to discussion at a skilled and capable level that appropriately reflects the cumulating experience of their justice studies major. Relevant assignment: Final Research Paper Presentation and weekly participation

## Required Texts/Readings

### Textbook

Welsh & Harris (2016) *Criminal Justice Policy and Planning*, 5th Edition

Mears & Cochran (2015) *Prisoner Reentry in the Era of Mass Incarceration*

### Other Readings

Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

**Canvas and Technology Requirements**

## Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and <http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf>). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

In order to receive a grade for this course, ***all*** course requirements must be met and ***every*** assignment must be completed. Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. All written assignments will be submitted to Turnitin.com to generate a Similarity Report. **Students found to be guilty of plagiarism will receive an F for that assignment** and may be referred to the University’s Honor Council. Plagiarism includes, but is not limited to misquoting (such as omitting page numbers or quotation marks) and handing in work that is not your own and that is not correctly cited.

**Reading Critique/Film Reflection/Case Studies (25% of final grade) (SLO 4, 5)**

Each student will submit 2 reading critiques, 2 case studies, and 1 film reflection. These assignments are not meant to be summaries of the readings; rather they are designed to get you to reflect critical responses of the readings. You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense) on all assignments.

* Reading Critiques: For your reading critiques, you will identify 1-2 points you found important and/or controversial from each reading and explain why you selected each point. This is to be typed, one page single-spaced. Also, list 2 questions the readings raised for you that may be discussed in class. You must incorporate 2 additional academic, peer-reviewed sources to support your answers.
* Film Reflection: Students will complete 1 film reflection (2 pages single spaced) analyzing a documentary using key concepts covered in the course. You will have the opportunity to pick which documentary you will like to watch based on a list provided via Canvas. You must incorporate 5 additional academic, peer-reviewed sources to support your answers.
* Case Studies: There are 2 case studies based off your text by Welsh and Harris. Each case study is to be one page single spaced. You must incorporate 3 additional academic, peer-reviewed sources to support your answers. Prompts for these case studies are located on Canvas.

**Class Participation /Weekly Presentation (30% of final grade) (SLO 2, 3 & 5)**

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Attendance per se, however, is not considered to be participation, and cannot factor into one’s grade. Participation includes but is not limited to the following: in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities including in-class assignments, pop-quizzes, impromptu debates, peer reviews and presentation evaluations. There will be two scheduled, but unannounced, quizzes. Quizzes may be given either in class or online and will consist of multiple choice, true/False and/or short answer questions. Make-ups will not be given for quizzes.

**Current Events:** As part of class participation, each student will be required to present a “Current Event.” Current events should be in response to a local or national event. You should describe/ summarize the issue, explain why/how it caught your interest, and how it relates back to the course. The purpose of this mini presentation is to get you comfortable speaking in front of the class and to create ongoing active and critical discussions about current events relevant to the issues that we are covering over the course of this semester. Each report out should only be approximately 3 minutes.

**Weekly Presentation:** All students will offer in-class presentations(groups of ~5-6) on the readings assigned for each class. These informal presentations should be approximately 15 minutes in length and incorporate discussion questions that will add an additional 10 minutes. Each presentation should consist of:

1) *Summary* of the reading’s content;

2) *Analysis/critique* of its relevance to contemporary social issues;

3) *A minimum of* *three discussion questions* about the chapter’s content, to be discussed in class.

*The detailed calendar of chapter presentations will be circulated during the first week of class*. **PLEASE NOTE**: *make-up presentations will not be allowed.*

**Policy Paper (25% of final grade) (SLO 1, 3, &5)**

Students are required to write a 12-14 pages policy paper. Additional details for this assignment will be provided on the first day of class. However, in their papers students must include: 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

This assignment observes that writing is a process. Thus, it will be achieved in several parts:

• Week 3: List of top 3 choices for the topic of your paper due

• Week 6: Draft of Sections 1 & 2 due

• Week 8: Draft of Sections 3 & 4 due

• Week 12: Completed rough draft submitted for peer review

• Week 17: Final Draft Due

**Final Paper Presentations (20% of final grade) (SLO 2-5)**

Week 12-16: Students will offer individual in-class presentations about their research paper. Each presentation should include the following: 1) Introduction describing the paper’s topic and its relevance 2) Analysis of at least five scholarly sources 3) Critique of current policies from the point of view of their effectiveness and social justice/injustice 4) Elaboration of alternative policies on the issue

*I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.*



## University Policies

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/>

**JS 189, Senior Seminar, Spring 2019**

*The below schedule and readings are subject to change.*

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| **Week** | **Date** | **READINGS AND ASSIGNMENTS** |
| 1 | Mon 01/28Wed 01/30 | **Introduction & Course Overview****Readings:*** W & H - Ch. 1 *Analyzing the Problem*
* M & C - Ch. 1 & 2 *Historical Trends in Corrections & Reentry Policy*

**Group Presentations:**See calendar |
| 2 | Mon 02/04Wed 02/06 | **Readings:*** W & H - Ch. 2-3*Setting Goals, Designing the Program/Policy*

**CE Presentations:**See calendar**Assignments:**Case Study #1 Due**Readings:*** M & C - Ch. 3-4 *Causes of Reentry, Profile of Inmate Population*

**Group Presentations:**See calendar |
| 3 | Mon 02/11Wed 02/13 | **Readings:*** M & C- Ch. 5 *The Prison Experience*
* Canvas: Richmond, K. M. (2014). Why work while incarcerated? Inmate perceptions on prison industries employment. *Journal of Offender Rehabilitation*, *53*(4), 231-252.

**CE Presentations:**See calendar**Assignments:**List of top 3 choices for the topic of your paper due**Readings:*** Canvas: Duwe, G., & Johnson, B. R. (2016). The effects of prison visits from community volunteers on offender recidivism. *Prison Journal*, *96*(2), 279-303.

**Group Presentations:**See calendar |  |
| 4 | Mon 02/18Wed 02/20 | **Readings:*** W & H- Ch. 4 & 5 *Action Planning and Implementation*
* Canvas: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1681530/>

**CE Presentations:**See calendar**Assignments:**Case Study #2**Readings:*** Canvas: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1681530/>

**Group Presentations:**Guest speaker- SJPD |
| 5 | Mon 02/25Wed 02/27 | **Readings:*** M & C- Ch. 6 & 8 *Reentry Experience and Challenges*

**CE Presentations:**See calendar**Assignments:**Film Reflection #1**Readings:*** Canvas: Garland, B., Wodahl, E., & Saxon, C. (2017). What influences public support of transitional housing facilities for offenders during reentry? *Criminal Justice Policy Review*, *28*(1), 18-40.

**Group Presentations:**See calendar  |
| 6 | Mon 03/04Wed 03/06 | **Readings:*** W & H- Ch. 6*Evaluating Outcomes*
* M & C- Ch. 9 *Reentry and Policy What Works*

**Presentations:**Guest Speaker**Assignments:**Draft of Sections 1 & 2 due**Readings:*** M & C- Ch. 10
* Canvas: MacKenzie, D. L. (2000). Evidence-based corrections: Identifying what works. *Crime & Delinquency*, *46*(4), 457-471.

**Group Presentations:**Guest speaker |
| 7 | Mon 03/11Wed 03/13 | **Readings:*** M & C - Ch. 7 *Recidivism and Risk Prediction*

**CE Presentations:**See calendar **Assignments:**Reading Critique #1***Beyond the Books***Special Assignment: Task Forces |
| 8 | Mon 03/18Wed 03/20 | **Readings:*** W & H – Ch. 7

**CE Presentations:**See calendar**Assignments:**Draft of Sections 3 & 4 due**Readings:*** Canvas: Mears, D. P., Cochran, J. C., Bales, W. D., & Bhati, A. S. (2016). Recidivism and time served in prison. *Journal of Criminal Law & Criminology*, *106*(1), 83-124.

**Group Presentations:**See calendar |
| 9 | Mon 03/25Wed 03/27 | **Readings:** * Canvas: Shen, F. (2011). How we still fail rape victims: Reflecting on responsibility and legal reform. *Columbia Journal of Gender and the Law, 22*(1), 49-80.
* Canvas: Thompson, A. (2011). From sounds bites to sound policy: Reclaiming high ground in criminal justice policy. *Fordham Urban Law Journal, 38*(3), 775-820.

**CE Presentations:**See calendar **Assignments:**Reading Critique #2**Readings:*** Canvas: Bohn, S., Freedman, M., & Owens, E. (2015). The criminal justice response to policy interventions: Evidence from immigration reform. *American Economic Review,* *105*(5), 214-219.
* Canvas: Boushey, G. (2016). Targeted for diffusion? How the use and acceptance of stereotypes shape the diffusion of criminal justice policy innovations in the American states. *The American Political Science Review*, *110*(1), 198-214.
* Canvas: Wilson, H. (2014). Criminal justice? Using a social capital theory to evaluate probation-managed drug policy. *Probation Journal,* *61*(1), 60-78.

**Group Presentations:**See calendar |
| 10 |  | Spring Break!  |
| 11 | Mon 04/08Wed 04/10 | **Readings:** * Canvas:Akpan, J., & Notar, C. E. (2012). How to write a professional knockout resume to differentiate yourself. *College Student Journal*, *46*(4), 880-891.
* Canvas: Bushnell, E. J. (2012). Looking forward: New challenges and opportunities. *New Directions for Student Services*, *2012*(138), 91-103.

**Guest Speaker:**Jan Hagemann **Assignment:**Will discuss prior to class (will be for participation in class- not graded)**Guest Speaker:**Jan Hagemann **Assignment:**Will discuss prior to class (will be for participation in class- not graded) |
| 12 | Mon 04/15Wed 04/17 | ***Policy Paper Presentations:***See calendar***Policy Paper Presentations:***See calendar**Assignments:**Completed rough draft submitted for peer review |
| 13 | Mon 4/22Wed 4/24 | ***Policy Paper Presentations:***See calendar***Policy Paper Presentations:***See calendar |
| 14 | Mon 04/29Wed 05/01 | ***Policy Paper Presentations:***See calendar***Policy Paper Presentations:***See calendar |
| 15 | Mon 05/06Wed 05/08 | ***Policy Paper Presentations:***See calendar***Policy Paper Presentations:***See calendar |
| 16 | Mon 05/13 | ***Policy Paper Presentations:***See calendar |
|  | Wed 05/15 | ***Final Paper due*** via Canvas between the hours of 1715-1930 |