

## San José State University

### College of Applied Sciences and Arts / Department of Justice Studies JS 107-01, Justice Management and Ethics, Fall 2019

#### Course and Contact Information

<b>Instructor:</b>	Natalie Birthelmer
<b>Office Location:</b>	HB 125
<b>Telephone:</b>	(408) 924-2753 x42753 – email is the best way to reach me!
<b>Email:</b>	natalie.birthelmer@sjsu.edu
<b>Office Hours:</b>	M/W 12-1:15PM – email me for an appointment please! If you wish to schedule an online office hour, please email me.
<b>Class Days/Time:</b>	M/W 3:00PM-4:15PM
<b>Classroom:</b>	Health Building (HB) 106
<b>Prerequisites:</b>	Upper Division Standing

#### 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](#) on [Spartan App Portal](#) <http://one.sjsu.edu> to learn of any updates.

#### Course Description

The theory and practice of managing justice system agencies, including organizational change and contemporary issues. In-depth examination of ethical challenges in managing justice agencies, and strategies for ensuring ethical practices.

Prerequisite: Upper division standing.

Note: A grade of "C" or better is required for graduation.

#### Course Learning Outcomes (CLO)

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

1. Confidently discuss contemporary issues and change in justice management and ethics. (CLO1)
2. Recognize ethical challenges faced by justice agencies, and discuss strategies for ensuring ethical practices. (CLO2)
3. Write papers examining ethical challenges faced by justice agencies. (CLO3)
4. Make critical assessments of and draw logical conclusions about readings on justice management and ethics. (CLO4)
5. Students should read, write, and contribute to discussion at a skilled and capable level. (CLO5)

## Required Texts

Maguire, M. & Okada, D. (2018). *Critical Issues in Crime and Justice: Thought, Policy, and Practice (3<sup>rd</sup> Ed.)*. Thousand Oaks, CA: Sage Publications, Inc. (ISBN: 9781544307992)

Stevenson, B. (2015). *Just Mercy: A Story of Justice and Redemption*. New York, NY: Penguin Random House LLC. (ISBN: 9780812984965)

## Other Readings

Additional readings will be posted on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.

Consider investing in an APA style guide, there are many different formats including a pocket size one, that are very affordable (e.g. ISBN: 9781433805608)

## Library Liaison

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

## Course Requirements and Assignments

1. Late work will not be accepted.
2. Assignment will be submitted to Canvas unless otherwise directed.
3. E-mailed assignments will not be accepted. Assignments will be submitted to Canvas unless otherwise directed. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept technical issues as an excuse for late or missing assignments.
4. Assignments must include proper APA citation. Students must reference their journal articles in APA-style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines on in-text citations and reference pages.

## Participation (CLO1, CLO5)

This class should be engaging for everyone, and therefore relies on student participation. All students will be expected to have read all assigned readings and completed any assignments before class, to be able to successfully participate in class discussions. Come to class ready to engage, debate, and discuss! Your participation grade will not be based on simply being present in the classroom but on meaningful participation.

## Reading Responses (CLO1, CLO 2, CLO4, CLO5)

Students will write weekly reading responses to the required readings. You will choose one of the discussion questions listed at the end of one of the chapters assigned for the week the assignment is due to reflect on the reading in preparation for the upcoming classes.

Reading responses are due as listed on the Course Schedule (below) at 3:00PM on Canvas. Late work will not be accepted. Reading responses should be no less than one (1) page and no more than two (2) pages long, and must be written in formal English, in Times New Roman, 12pt. font, and double-spaced.

You must cite the chapter at least one (1) time in your reading response and show that you have read and understood the material through informed discussion. All citations and references must be in APA-style formatting.

Please make sure to write the question you chose at the top of the page (this reciting of the question does not count as part of your page requirement) and do not put your name or the class information on the paper.

### ***Just Mercy Papers (CLO3)***

In conjunction with reading the book *Just Mercy*, in teams of 4, you will write 4 papers (25 points each) on assigned chapters in the book *Just Mercy*. Each team will complete a series of tasks for assigned readings, including: (1) summarizing the reading, (2) connecting reading to the textbook, (3) generating discussion questions, (4) providing real-world examples of the issues discussed in the reading. You will be assigned a number from 1 to 4 within your team that indicates which task you will be in charge of for each paper. These tasks will rotate throughout the semester. These tasks should reflect your own analysis of the reading. I am looking for a thoughtful and analytical discussion of the issues. Please cite page numbers when referring to specific material from the reading.

A handout detailing the expectations, content, formatting, and submission requirements will be provided on Canvas.

Students must reference any sources in APA-style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines.

### ***Just Mercy Project (CLO1, CLO2, CLO4, CLO5)***

In groups of up to 4, you will present a topic discussed in the book *Just Mercy* by Bryan Stevenson by completing a series of tasks, including: (1) summarizing the issues related to the topic (2) detailing cases described in *Just Mercy* that deal with the topic (3) generating discussion questions, (4) presenting ideas of policy changes to resolve the issues presented. As a group, you will create a power point to guide your presentation. Your discussion of the material should be thoughtful and analytical, and invite participation by all students. Further instructions and expectations will be discussed.

### **Final Examination or Evaluation (CLO1, CLO2, CLO4, CLO5)**

The final exam will be cumulative, open notes, and include multiple choice, short, and long answer questions. The final exam will be taken at the time of the scheduled in-class final on Canvas.

“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, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Grading Information**

Department of Justice Studies Course Grade Determination

<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>
<b>98.0 to 100</b>	<b>A plus</b>	<b>84.0 to 87.99</b>	<b>B</b>	<b>71.0 to 72.99</b>	<b>C minus</b>
<b>94.0 to 97.99</b>	<b>A</b>	<b>81.0 to 83.99</b>	<b>B minus</b>	<b>68.0 to 70.99</b>	<b>D plus</b>
<b>91.0 to 93.99</b>	<b>A minus</b>	<b>78.0 to 80.99</b>	<b>C plus</b>	<b>64.0 to 67.99</b>	<b>D</b>
<b>88.0 to 90.99</b>	<b>B plus</b>	<b>74.0 to 77.99</b>	<b>C</b>	<b>61.0 to 63.99</b>	<b>D minus</b>

### **Determination of Grades**

<i>Just Mercy</i> Presentation	100 pts / 20%
<i>Just Mercy</i> Papers	100 pts / 20%
Participation	100 pts / 20%

Reading Responses	100 pts / 20%
Final	100 pts / 20%
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Total	500 pts / 100%

## Classroom Protocol

Students are expected to:

1. Come to class prepared and participate
2. Complete all readings and assignments as scheduled on the syllabus
3. Check canvas and mysjsu regularly and be aware of any changes in the class schedule
4. Be respectful to their classmates in discussions and debates
5. Turn off their cell phones while class is in session

Late work will not be accepted. Assignments will be submitted to Canvas unless otherwise directed. E-mailed assignments will not be accepted. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept technical issues as an excuse for late or missing assignments.

General questions (format, deadlines, etc.) should be posted on the course Q&A Board on Canvas.

## 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/>.

## Campus Policy in Compliance with the American 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 inform me immediately by emailing me or by making an appointment with me as soon as possible. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Department of 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.

# JS 107-01 / Justice Management and Ethics, Fall 2019, M/W 3:00-4:15PM

The following schedule is subject to change; advance notice of any changes will be posted as early as possible on Canvas.

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W – 8/21	Introduction & Review of Syllabus
2	M – 8/26	<b>Reading Response 1 due</b> CICJ Chapter 2: The Importance of Ethics in Criminal Justice
	W – 8/28	CICJ Chapter 3: Unleashing the Power of Criminal Justice Theory
3	M – 9/2	<i>Labor Day</i>
	W – 9/4	<b>Reading Response 2 due</b> CICJ Chapter 7: Race and Crime <i>Just Mercy, Chapters 1-3 (pp. 3-66)</i>
4	M – 9/9	<b>Just Mercy Paper 1 due (chapters 1-3)</b> 13 <sup>th</sup>
	W – 9/11	13 <sup>th</sup>
5	M – 9/16	<b>Reading Response 3 due</b> CICJ Chapter 16: Contemporary Police and Society
	W – 9/18	CICJ Chapter 17: Police Organization and Administration <i>Just Mercy, Chapters 4-6 (pp. 67-126)</i>
6	M – 9/23	<b>Reading Response 4 due</b> CICJ Chapter 15: Police Theory
	W – 9/25	<i>Policing the Police (Frontline S34 E10)</i> <i>Just Mercy, Chapters 7-10 (pp. 127-202)</i>
7	M – 9/30	<b>Reading Response 5 due</b> CICJ Chapter 18: Public Policy
	W – 10/2	CICJ Chapter 19: American Courts
8	M – 10/7	<b>Reading Response 6 due</b> CICJ Chapter 21: Why Are There So Many Mentally Ill in the Criminal Justice System?
	W – 10/9	CICJ Chapter 22: Wrongful Convictions in the United States

Week	Date	Topics, Readings, Assignments, Deadlines
9	M – 10/14	<b>Just Mercy Paper 2 due (chapters 4-6)</b> <i>Just Mercy</i> Project
	W – 10/16	<i>Just Mercy</i> Project
10	M – 10/21	<b>Just Mercy Paper 3 due (chapters 7-10)</b> <i>Just Mercy</i> Project
	W – 10/23	<i>Just Mercy</i> Project
11	M – 10/28	<b>Just Mercy Paper 4 due (chapters 11-14)</b> <i>Last Days of Solitary (Frontline S33 E19)</i>
	W – 10/30	<i>Last Days of Solitary (Frontline S33 E19)</i>
12	M – 11/4	<b>Reading Response 7 due</b> CICJ Chapter 23: The Philosophical and Ideological Underpinnings of Corrections
	W – 11/6	Canvas: Prisons Do Not Reduce Recidivism: The High Cost of Ignoring Science
13	M – 11/11	<i>Veteran's Day</i>
	W – 11/13	<i>Breaking the Cycle</i>
14	M – 11/18	<b>Reading Response 8 due</b> Canvas: An Inside Job: The Role Correctional Officials Play in the Occurrence of Sexual Assault in U.S. Detention Centers
	W – 11/20	Canvas: Prison Nurseries: Experiences of Incarcerated Women During Pregnancy
15	M – 11/25	<b>Reading Response 9 due</b> CICJ Chapter 25: Restorative Justice in Theory
	W – 11/27	<i>Happy Thanksgiving</i>
16	M – 12/2	<b>Reading Response 10 due</b> CICJ Chapter 24: Community Corrections, Rehabilitation, Reintegration, and Reentry
	W – 12/4	Canvas: Economic Impediments to Women's Success on Parole: "We Need Someone on our Side" <i>Life on Parole (Frontline S35 E18)</i>
17	M – 12/9	Final Review
Final	T – Dec 17	<b>On Canvas</b>