

San José State University
Department of Justice Studies
JS 189- Senior Seminar, 02, Spring 2021

Instructor:	Sheree Martinek
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Office Hours:	Zoom: Wednesdays 1:00PM-2:45PM
Class Days/Time:	Wednesdays via Zoom-3:00pm-5:45pm
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 Learning Outcomes

Upon successful completion of this course, students will be able to [CLO1-5]:

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).
2. Demonstrate their ability to present scholarly work to an audience of their peers.
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.
4. Demonstrate their ability to undertake a critical analysis of a contemporary problems relevant to justice studies.
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

Textbook

Criminal Justice Organizations: Administration and Management , 6th Edition

Stan Stojkovic; David Kalinich; John Klofas, ISBN-10: 1-285-45901-6, ISBN-13: 978-1-285-45901-1

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

This course is delivered online through Canvas: <https://sjsu.instructure.com>. You are automatically registered with Canvas as a registered student of the course. Links for students regarding Canvas issues and questions: <http://www.sjsu.edu/at/ec/docs/CanvasStudent%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf. Success in this course requires active

participation by logging in multiple times a week for updates, announcements, to complete course assignments, take quizzes, review lectures and participate in discussions. 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 posting.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Use of Camera in Class

Students are expected to turn on their cameras during Zoom lessons. If you have special needs or requests for any individual accommodations, please address them with me.

Recording of Zoom Classes

Typically, Zoom lectures will not be recorded. Lessons in which there is a guest speaker may result in the presentation being recorded. Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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.

Discussions (25% of final grade) (CLO 4, 5)

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

I will post and moderate a number of discussion topics to which you are expected to participate actively by posting multiple high quality course-related messages. You are expected to actively participate in an intellectual, thoughtful, and respectful manner. I will provide a General Discussion topic, which you may use to start your own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Because everyone can read postings on the Forum, please do not post private information.

Class Participation (15% of final grade) /Weekly Presentations (15% of final grade) (CLO 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. When presenting, create 1 ppt slide with the title of the news item and internet link. You should describe/ summarize the issue, explain why/how it caught your interest, and how it relates back to the course/criminal justice policy. The purpose of this mini presentation is to get you comfortable *virtually* 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. On each assigned week, 2-3 students will present.

Weekly Presentation: All students will offer *virtual presentations* (groups of ~5) on the readings assigned for each class. 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 reading’s content, to be discussed in class.

PLEASE NOTE: *Make-up presentations will not be allowed.*

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

Students are required to write a 12-14 page 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 10 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 4: List of top 3 choices for the topic of your paper due
- Week 7: Draft of Sections 1 & 2 due
- Week 10: Draft of Sections 3 & 4 due
- Week 14: Completed rough draft submitted for peer review
- Week 16: Final Draft Due

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

Week 12-15: 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.

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

Department of Justice Studies Course Grade Determination

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	00.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70 .0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

University Policies

“The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses.” 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 at <http://www.sjsu.edu/gup/syllabusinfo/>” Please be sure to review these university policies and resources. These will be briefly highlighted in the first class.

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.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc>.

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. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor>.

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The below schedule and readings are subject to change.

Week	Date	READINGS AND ASSIGNMENTS
1	Wed 1/27	Introduction & Course Overview
Part I: The Nature of Criminal Justice Organizations		
2	Wed 2/3	<p><u>Readings:</u> Stojkovic, Kalinich & Klofas (2015) – Chapter 1-2</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 1 in Canvas <i>Group Presentation:</i> Group 1</p> <p><u>Assignments:</u> Discussion #1</p>
3	Wed 2/10	<p><u>Readings:</u> Stojkovic, Kalinich & Klofas (2015) – Chapter 3</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 2 in Canvas</p> <p><u>Assignments:</u> Discussion #2</p>
Part II: Individuals in Criminal Justice Organizations		
4	Wed 2/17	<p><u>Readings:</u> Stojkovic, Kalinich & Klofas (2015) – Chapter 4</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 3 in Canvas <i>Group Presentation:</i> Group 2</p> <p><u>Assignments:</u> List of top 3 choices for the topic of your paper due.</p>

5	Wed 2/24	<p>Readings: Stojkovic, Kalinich & Klofas (2015) – Chapter 5 & 6 https://nij.ojp.gov/topics/articles/evaluating-delawares-decide-your-time-protocol-drug-using-offenders-under-community Review: https://www.ncjrs.gov/pdffiles1/nij/191332.pdf</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 4 in Canvas</p> <p><i>Assignments:</i> Discussion #3</p>
6	Wed 3/3	<p>Readings: Stojkovic, Kalinich & Klofas (2015) – Chapter 7 & 8 Review: http://www.ncjrs.gov/pdffiles1/nij/179556.pdf</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 5 in Canvas <i>Group Presentation:</i> Group 3</p> <p><i>Assignments:</i> Discussion #4</p>
Part III: Group Behavior in Criminal Justice Organizations		
7	Wed 3/10	<p>Readings: Stojkovic, Kalinich & Klofas (2015) – Chapter 9 & 10 Review: https://fas.org/irp/congress/2001_hr/071801_perry.html</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 6 in Canvas</p> <p><i>Assignments:</i> Draft of Sections 1 & 2 due</p>
8	Wed 3/17	<p>Readings: Stojkovic, Kalinich & Klofas (2015) – Chapter 11</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 7 in Canvas <i>Group Presentation:</i> Group 4</p> <p><i>Assignments:</i> Discussion #5</p>

		Part IV: Processes in Criminal Justice Organizations
9	Wed 3/24	<p>Readings: Stojkovic, Kalinich & Klofas (2015) – Chapter 12 &13 Optional: https://www.rand.org/content/dam/rand/pubs/technical_reports/2009/RAND_TR730.pdf</p> <p><u>In Class:</u> <i>Current Event:</i> Individuals Located Within Group 8 in Canvas</p> <p>Assignments: None</p>
10	Wed 4/7	<p>Readings: Stojkovic, Kalinich & Klofas (2015) – Chapter 14</p> <p>Presentations: Guest Speaker- <i>Resume workshop with Jan Hagemann</i></p> <p>Assignments: Copy of resume Draft of Sections 3 & 4 due</p>
11	Wed 4/14	<p>Will be announced prior to class. Review: https://www.mindtools.com/CommSkill/EmailCommunication.htm</p>
12	Wed 4/21	<p>Policy Paper Presentations: Final Presentation Group 1 in Canvas</p>
13	Wed 4/28	<p>Policy Paper Presentations: Final Presentation Group 2 in Canvas</p>
14	Wed 5/5	<p>Policy Paper Presentations: Final Presentation Group 3 in Canvas</p> <p>Assignments: Completed rough draft submitted for peer review</p>
15	Wed 5/12	<p>Policy Paper Presentations: Final Presentation Group 4 in Canvas</p>
16	5/21 by 2:30pm	<p>Final Paper due via Canvas</p>