

**San José State University**

**CoSS/Justice Studies 101**

**Critical Issues, Spring 2020**

**Course and Contact Information**

**Instructor: Kevin Lynch**

**Office  
Location: Online**

**Telephone: (510) 798-5189**

**Email: Kevin.lynch@sjsu.edu**

**Office Hours: Tuesday-Thursday 1:30-2:30 or by  
appointment**

**Class  
Days/Time: Tuesday-Thursday 4:30-5:45**

**Classroom: Online**

**Prerequisites: 100w**

**Course Description:** This course will cover an interdisciplinary, historical and comparative examination of justice concepts and controversies, including the state's role in promoting justice and perpetuating injustice; legitimate versus illegitimate violence; human rights, stateless persons, and the international community; the relationship between social justice and criminal justice.

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

**Course Learning Outcomes (CLO)** Upon successful completion of this course, students will be able to:

1. Explore how the legacy of white supremacy and privilege informs current police and political practice particularly in terms of mass incarceration, police shootings, and police brutality.
2. Write reports, assignments, and papers with professional and academic aptitude while demonstrating knowledge of class materials and critical thinking.
3. Exhibit critical thinking skills and knowledge of material through oral presentations, and contributions to class.
4. Analyze different topics facing criminal justice including police brutality, police culture, prison reform, policing immigration, immigration policy, courts and police, white collar crime, restorative –transformational justice,
5. Investigate key court cases in criminal justice and derive creative solutions to a diversity of critical issues facing law enforcement, prison officials, lawyers, judges, policy makers and politicians.

**This course at this time:** The moment has chosen you, future law enforcement, CSI agents, FBI, lawyers, investigators, probation, correctional officers, court and juvenile justice advocates. These jobs are changing rapidly as prison reform, police and other reforms grow increasingly urgent in our current socio-political environment. This course will mainly be taught from the point of view of marginalized communities who are making a stand for dramatic change. In 10 or 20 years, criminal justice might be unrecognizable from what it is today. This course will focus on this moment of possible radical transformation in justice studies. Hopefully the class will inspire you to shape what criminal justice will look like for our future.

### **Required Texts/Readings**

Readings supplied by the instructor

### **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 Monday, MLIS, Academic Liaison Librarian 4th Floor, King Library / Email: [NyleMonday@sjsu.edu](mailto:NyleMonday@sjsu.edu)

### **E-mail Policy**

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to “**no subject**” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.

2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (\*.doc or \*.docx), Microsoft Works (\*.wps), or in rich text format

(\* .rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission.

### **Course Requirements and Assignments**

1. Group work includes discussions of readings and films, presenting assignments and debating issues.
2. Quizzes
3. Students will use critical thinking to complete written assignments on selected readings, films, lectures and guest speakers.
4. Students will be required to answer questions during class. If you are absent, no points. Questions can be about readings concepts or simply opinion.
5. The Midterm will be comprised of essay questions.
6. Students will present a creative project, poem, one-act play, power-point presentation, or musical performance as part of the final or whatever else you can think of. Presentations should be cleared with me first. A paper on the same your topic will also be due at the end of the semester.
7. Group work will consist of either leading a class on a reading, film, or guest speaker.

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Assignment Requirements**

For written assignments:

1. Use proper grammar and spelling. Make sure to edit at least once and use spell check. Obvious misspelling will result in missed points.
2. Please put answers in your own words. No cut and paste!
3. Make sure your answers come from the reading and not from google.
4. In your answers, make sure you prove to me that you have **DONE THE READING**.
5. **Make sure to send a word doc or pdf for ALL assignments. Anything else will result in no points.**

San Jose State is gaining in its reputation as an academic institution. Your graduation from this school and major continues to look more impressive on a resume. This class should add to that reputation and academic rigor. Consequently, showing up on time, completing assignments on time and stretching your mind are fundamental requirements. Your effort will not only enhance your own academic and professional journey, but your earnestness also adds to the University as a whole. **Make sure to get class notes from someone else in class if you are absent. I will NOT provide notes if you are absent.**

### **Grading Information**

A student's final grade is based on completion of group assignments and activities, in-class discussion and presentation, and online activities. Evaluation shall consist of Canvas assignments, creative project or final, class presentation, midterm exam, final exam and participation in class. Examinations consist of multiple-choice questions derived from the reading assignments, group discussions and lectures.

#### Determination of Grades

- Participation in class discussions
- Effort, insights, and command of material during written and oral exercises.
  
- Clear, concise writing with few or no grammatical or spelling errors in written assignments.
- No points will be rewarded for missed presentations or assignments without a documented reason.

<b><i>Grade</i></b>	<b><i>Points</i></b>	<b><i>Percentage</i></b>
<i>A plus</i>		<i>96 to 100%</i>
<i>A</i>		<i>93 to 95%</i>
<i>A minus</i>		<i>90 to 92%</i>
<i>B plus</i>		<i>86 to 89 %</i>
<i>B</i>		<i>83 to 85%</i>
<i>B minus</i>		<i>80 to 82%</i>
<i>C plus</i>		<i>76 to 79%</i>
<i>C</i>		<i>73 to 75%</i>
<i>C minus</i>		<i>70 to 72%</i>
<i>D plus</i>		<i>66 to 69%</i>
<i>D</i>		<i>63 to 65%</i>
<i>D minus</i>		<i>60 to 62%</i>

#### **Grading percentage:**

**Midterm 15%**

**Assignments and quizzes:  
30%**

**Group presentations: 15%**

**Participation: 10%**

**Final projects and papers  
30%**

**TOTAL: 100%**

### **Classroom Protocol**

Readings about critical issues can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, feel free to contact the professor in person or anonymously. If you or a friend is in need of emotional support, please visit SJSU's Counseling and Psychological Services (CAPS)

[www.sjsu.edu/counseling](http://www.sjsu.edu/counseling) service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. Additional confidential services include: Next Door: (408) 279-2962, [www.nextdoor.org](http://www.nextdoor.org), 234 E. Gish Road, Suite 200, San José CA 95112; YWCA Silicon Valley: 24 Hour Domestic Violence and Sexual Assault Support Hotline, (408) 2954011, [www.ywca-sv.org](http://www.ywca-sv.org), 375 S. Third Street, San José, CA 95112

*Classroom etiquette:* No electronic device use is allowed. Please take notes on paper, which has proven to increase retention of material. Use of cell phones or other devices will result in a reduction of your grade. Please tell friends and family that you will be unavailable via text or call during class time. Laptops and phones can be used during group work at specified times.

### **UNIVERSITY POLICY**

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 at <http://www.sjsu.edu/gup/syllabusinfo/>

Consent for Recording of Class and Public Sharing of Instructor Material University Policy S12-7, <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 written/emailed 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.

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’s 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.

**SJSU Writing Center:** The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Facebook.

WEEK ONE – Course Introduction, Syllabus quiz, Student essay.

Feb. 2: Introduction

Feb. 4: Groups set, Syllabus open book quiz, terms, WS history. (CLO 1)

**Assignment:** Student essays due Friday at midnight. Terms preview. (CLO 2)

WEEK TWO – WP and racial history (CLO, 1, 2,4)

Feb. 9: Terms quiz. White privilege history, and examples (articles) (CLO 1,2)

Feb. 11: WP history, racial history (CLO 1)

**Assignment:** “Indigenous People’s History” Part II. (CLO 1, 2)

WEEK THREE – Police culture history

Feb. 16: Instructor presents on “Indigenous People’s History” Social control of black and brown bodies (CLO 1, 2)

Feb. 18: Quiz, “Indigenous People’s History” Social control through slavery, Jim Crow Mass incarceration. (CLO 1, 2)

**Assignment:** *Slave Patrols*, “*Packs of Negro Dogs*” and *Policing Black Communities* Due Friday night at 11:59. (CLO 1,2)

WEEK FOUR – Police cultural and white privilege

Feb. 23: Group 1 and 2 present on *Slave Patrols*, parts I and II (CLO 1,2,3,4)

Feb. 25: Police brutality. Discretion, white doll, black doll **Big takeaways from Slave Patrols** *16 shots*, *Policing the police*.(CLO 1, 4)

**Assignment:** *16 shots* and *Policing the Police* assignments (CLO 1,2)

WEEK FIVE – Police cultural, white privilege, and brutality

March 2: Group 3 presents on *16 shots* (CLO 1,3,4)

March 4: Group 4 presents on *Policing the Police*. (CLO 1,3,4) **Big takeaways from films.**

**Assignment:** Immigration article, “Four Myths” due Friday, March 5 (CLO 2,4)

WEEK SIX - Immigration

March 9: Group 5 presents on “Four Myths” (CLO 2,3,4)

March 11: Immigration lecture, *Latinos beyond Reel* (CLO 4) **Big takeaways**

**Assignment:** *Latinos Beyond Reel* and *Stephen Miller Article*. Due Friday, March 12 (CLO 2,4)

WEEK SEVEN – Immigration and human rights

March 16: Group 7 presents *Latinos Beyond Reel* (CLO 3,4)

March 18: Group 8 presents *Stephen Miller* (CLO 3,4)

**Assignment:** *Bad Dream* article, *California History* articles. Due Friday, March 19 (CLO 2,4)

WEEK EIGHT – Policing immigration

March 22: Group 9 presents on articles (CLO 3,4) **Big Takeaways**

March 24: *Immigration Nation* (CLO 2,4)

WEEK NINE – **Spring Break**

WEEK 10 – Policing immigration

April 6 – *Immigration Nation* (CLO 2,4)

April 8 – Group 10 presents on *immigration nation* (CLO 3,4) **Big Takeaways**

**Assignment:** Study for the midterm

WEEK 11 – Courts and police

April 13: Midterm (CLO 2,4)

April 15: Sammie Byrd SFPD guest speaker

**Assignment:** *TO SERVE AND PROTECT EACH OTHER:*

*HOW POLICE-PROSECUTOR CODEPENDENCE*

*ENABLES POLICE MISCONDUCT.* Find it files. Due Friday, April 16 **Big Takeaways**

WEEK 12 – Court cases, criminal justice

April 20: Group 11 presents on Sammie Bryd *McKlesky V Kemp, Terry V Ohio, Miranda V. Arizona, Illinois V Wardlow* (CLO 3,4,5)

April 22: *Graham V. Connor, Tennessee V. Garner, Chimel V California*, (CLO 4,5)

**Assignment:** Court case assignments Due Friday, April 23. Group Partner evaluations Due Monday, April, 26. (CLO 4,5) **Big Takeaways**

WEEK 13 - Courts and Solutions

April 27 - Guest speaker Alameda defense Attorney

April 29 – Abolition (CLO 4)

**Assignment:** Defense attorney write up, courts part II Due Friday April 30 (CLO 2,4)

WEEK 14 - Prisons

May 4: Prison reform

May 6: Restorative Justice

**Assignment:** Angela Davis, *Are Prison Obsolete?* Michelle Alexander, *Violence and restorative Justice*. Due: Friday, May. 7 (CLO 2,4) **Big Takeaways**

WEEK 15 –Presentations (CLO 2,3,4)

May 11: Presentations (CLO 2,3,4)

May 13: Presentations (CLO 2,3,4) **Class Big Takeaways**

**Finals:** Papers due, presentations (CLO 1,2,3,4,5)



