

San José State University
Department of Justice Studies
CoSS
JS189, Senior Seminar, Fall 2022

Instructor(s): Kevin Lynch, MA

Office hours on zoom: Noon to 1 pm, Tuesdays and Thursdays, <https://sjsu.zoom.us/j/89526528205>

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(510) 798-5189

Classroom Location: MacQuarrie Hall 523

Class Days/Time: Mondays and Wednesdays, 10:30-11:45

Prerequisites: Senior standing in final semester; Justice Studies or Forensic Science major;
JS 100W and JS 114 with a "C or better"; Department Consent

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

Course Description

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

Course Format

In person

Course Learning Outcomes (CLO)

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 problem relevant to justice studies.

5. Students should read, write, and contribute to discussion at a skilled and capable level that appropriately reflects the culminating experience of their justice studies major.

Required Texts/Readings

Readings posted on CANVAS

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

Library Liaison

LiaisonNyle.Monday@sjsu.edu <http://libguides.sjsu.edu/justicestudies>

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.

Course Requirements and Assignments

“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.”

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

1. Presentations – 30%

Each student will be responsible for “running class” with two other students for two class periods. On the CANVAS Calendar, you must select one presentation week. Each presentation date is assigned a policy to debate. The group must inform the instructor of the planned issues discussed and resources used at least one week before the presentation date. [CLO 2-5]

2. Policy Paper – 40%

Each student will write a 10 – 12 page policy paper (not including the cover or references page) analyzing a justice-related topic as a requirement for this course. Students can choose their topic based on their own research interests, but the topic must be approved by the instructor. The purpose of the paper is not just to specifically test knowledge, but to also force critical thinking about a chosen policy.

Students may not write on a policy that has been used for a previous course, or currently being used for another course, or is the policy used for the group presentation. This paper will include a review of scholarly literature on an approved topic. Students will be required to not only analyze and critique an existing policy, but also propose new or amended policies. 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.

The paper must include the following:

1. Introduction: Description of the specific topic, importance of the topic, and thesis
2. Literature Review: Relatively concise coverage of prior research on your topic
3. Policy Critique and Implications: A critique of current policies, based upon the literature, in terms of the implications of their effectiveness/ineffectiveness, and suggestions about alternative policies. This critique should pull upon findings in the literature to support the presenter's point of view.
4. Conclusion.

A. In preparation for the policy paper, students will submit a *proposal* (2%) a revised proposal with 5 sources, and an annotated bibliography with ten sources. A handout detailing the expectations, content, formatting, and submission requirements of all policy paper assignments will be provided in a timely manner. [CLO 1, 3-5]

5. Live and Reaction Participation – 30%

You must submit a 500-word reaction to the presentation that highlights and responds to each presentation's most salient points. **Live participation** must include more than simple attendance and praise. It must include multiple independent insights, questions, or other responses that further the conversation. You will likely be called upon to orally explain or expand on your written comments.

Grading Information

- A. Scoring Systems and Values
- B. Assignment Grading
- C. Points value with weighting (%)

Presentation 0 – 100 30%

Policy Paper - Proposal 0 – 3 2%

Policy Paper - Draft 0 – 10 8%

Policy Paper - Final 0 – 100 30%

Weekly Live Participation 0 – 3 10%

Weekly Presentation Reactions (8) 0 – 10 20%

Total: 100

Letter Grades

Grade Percentage

A plus 98 to 100%

A 93 to 97%

A minus 90 to 92%

B plus 87 to 89 %

B 83 to 86%

B minus 80 to 82%

C plus 77 to 79%

C 73 to 76%

C minus 70 to 72%

D plus 67 to 69%

D 63 to 66%

D minus 60 to 62%

Grading Scale, Explained

Scale (Score Range) Performance Examples

DAILY CLASS PARTICIPATION:

0 – 3 (0)

1. Absent from class.
2. Silent in class.
3. No submission for presentation reaction.

0-1 (1)

1. Completed with minimal effort.
2. Live comments lacked insight Left class early.
3. Does not demonstrate that materials have been watched or read.

2 – 3 (2)

1. Completed with acceptable effort
2. Two insightful live comments, and presentation reaction completed with decent effort.

3-3 (3)

1. Three or more insightful live comments
2. Attended entire class period
3. Well-written presentation reaction, completed with full effort.

Classroom Protocol

Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule.

Students are responsible for all missed notes, materials and announcements due to absence. You are encouraged to exchange contact information with someone in class just in case.

As neither a laptop nor tablet is required for the course, use of them is strictly limited to note taking or accommodation purposes. Students caught using such items for other non-class purposes may be prohibited

from bringing them back to class, and will likely be dismissed from class for the day. **No cell phone use at any time during class**, unless expressly permitted by the instructor.

University Policies

University Policy S16-9 (<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>), 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.

JS 189/ Fall 2022, Course Schedule

Course Schedule

Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/22	Introduction, Syllabus overview. In class introductory assignment. Fraire, introduction.	
1	8/24	Groups. Who are we? The moral roots of liberals and conservatives - Jonathan Haidt - Bing video. Exposing Liberal Hypocrisy and Conservative Close-Mindedness Van Jones Big Think - Bing video. ASSIGNMENT: Fraire Chapter 2. Due Thursday, Aug. 25 11:59.	
2	8/29	Lecture/Discussion Fraire. Race and Crime. Deep dive. Baldwin: Black man in America / thepostarchive - YouTube	
2	8/31	Race and Crime/United States. James Baldwin: "You're the 'n-word,' baby, it isn't me." (1963) - YouTube ASSIGNMENT: What does Baldwin mean to you? Interview assignment. Presentation reaction Due: Thursday, Sept. 1	
3	9/5	LABOR DAY	
3	9/7	Race and Crime facts and figures. Lecture/discussion on theory – Essentialism/Functionalism, Social interactionism, Critical theory. ASSIGNMENT: Socratic discussion/Presentation reaction. A lying undercover agent arrested 46 people, most of them black, on drug charges - YouTube. Theory assignment: Thursday Sept. 8	
4	9/12	White collar Crime/Stock Market manipulation. ASSIGNMENT: What kind of investor are you? Open an account. Can You Afford to Retire? (full documentary) FRONTLINE - YouTube	
4	9/14	Theory.	
5	9/19	Group 1 Law/Constitution - The Constitution, the Articles, and Federalism: Crash Course US History #8 - YouTube. Constitution 101 Lecture 1 - YouTube	

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		<p>The Bill of Rights: Every Amendment, Why it's important, and How it limits the government - YouTube Supreme Revenge (full documentary) FRONTLINE - YouTube</p> <p>The Constitution Doesn't Say That! - YouTube. Settled law and Abortion decision.</p>	
5	9/21	<p>Group 1 The Supreme Court. Legal experts: Clarence Thomas' "radical" ruling forces innocent people to stay in prison (msn.com) The Supreme Court just handed down very bad news for Black voters (msn.com) The Legacy of McCleskey v. Kemp (eji.org) EXECUTION OF Warren McCLESKEY - Bing video Lesson 3 McCleskey v Kemp Interview Thread - YouTube A Rush to Execute by David Cole The New York Review of Books (1).pdf The conservative movement transforming America's courts - YouTube Bohm and Walker, Chapter 23 "The Myth of Closure and Capital Punishment.</p> <p>Ruling on Dobbs, what did it say? What did it do? Solutions of the court.</p>	
6	9/26	<p>Group 2 Police reform. Policing the Police (full documentary) FRONTLINE - Bing video Police prosecutor relationship.pdf Split-Second Decisions: How a Supreme Court Case Shaped Modern Policing - The New York Times (nytimes.com) 16 Shots (2019) Documentary - Bing video How to Actually Fix America's Police - The Atlantic Preventing Crime: What Works, What Doesn't, What's Promising (ojp.gov)</p> <p>What are the solutions presented in these articles and films?</p>	
6	9/28	<p>Group 2 Abolishing police. Is it viable? Police Abolition: What Does It Mean, How Does It Work? (insider.com) Alex Vitale: We Need To Defund the Police Now - YouTube Opinion Yes, We Mean Literally Abolish the Police - The New York Times (nytimes.com)</p>	

Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
7	10/3	Group 3 Media and crime Moral Panic What do the police actually do? USC Annenberg School for Communication and Journalism GOP Rep. Presses Merrick Garland On "Law And Order" Response To Smugglers On Southern Border - Bing video 13TH FULL FEATURE Netflix - Bing video	
7	10/5	Robinson – media distortion of crime Myth of a liberal media	
8	10- 10	Group 4 Prison reform RDAP Introduction - Prison Professors Federal RDAP program eligibility for federal prisoners (wallstreetprisonconsultants.com) The House I Live In (2012) - Bing video	
8	10- 12	<i>Are Prisons Obsolete</i> Angela Davis Chart: Then & Now Portugal's Drug Decriminalization Statista Portugal.pdf Portugal's Example: What Happened After It Decriminalized All Drugs, From Weed to Heroin (vice.com) Pointers From Portugal on Addiction and the Drug War - The New York Times (nytimes.com)	
9	10- 17	Group 5 Race and Crime Myth of Black Crime by Russell Brown Chapter 15 <i>Demystifying</i> <i>The Bell Curve</i> by Charles Murray Charles Murray on Racially Disproportionate Outcomes Culture and Causation, Ep 24 - YouTube	
9	10- 19	Group 5 Race and Crime Assumption of equality – James Baldwin Black activism and crime – Huey Newton White history of overwhelming violence (Joy DeGruy, Van Jones) Systemic racism v. cancel culture and CTR.	
10	10- 24	Group 6 Gender and Crime Hegemonic v. toxic masculinity and inclusive masculinity What Is Hegemonic Masculinity? (uow.edu.au) (professor Lynch) Contact Hypothesis Bullying and mass shooting	

Week/Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
10	10-26	Group 6 Gender and Crime <i>Compelled to Crime</i> – Race, women and crime - Jackson Katz: Violence against women -- it's a men's issue TED Talk Tony Porter: A call to men TED Talk Recovery from sexual crime	
11	10-31	Group 7, White Collar Crime, Before The Mets, Steve Cohen Was The Hedge-Fund King (full documentary) FRONTLINE - YouTube The Reagan Revolution changed America's values to 'greed is good.' How can we take them back? Opinion (msn.com)	
11	11-2	Group 7, White Collar Crime, Crony Capitalism - Sinema took Wall Street money while killing tax on investors (msn.com) Sinema's shift: 'Prada socialist' to corporate donor magnet AP News	
12	11-7	Guest speakers, Bob B. White collar crime criminal	
12	11-9	Guest speakers, Neffertitti Scott: Police reform, Should prostitution be legal? Foster Care reform.	
13	11-14	SF Sheriff presentation. Solutions – The 3 r's Reparations and Restorative and reparative justices	
13	11-16	The 3r's.	
14	11-21	Student presentations	
14	11-23	“ “	
15	11-28	“ “	
15	11-30	“ “	
16	12-5	“ “	
17	12-12	Final: “ “ 9:45 - noon Papers Due	

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