

**San José State University**  
**College of Social Sciences / Department of Justice Studies**  
**JS 204, Justice Organizations, Ethics, and Change, Section 01, Fall, 2022**

**Course and Contact Information**

Instructor(s):	Edith Kinney, J.D., Ph.D.
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Office Hours:	Tuesdays, 10:30 a.m. - 12:30 p.m. on Zoom at <a href="https://sjsu.zoom.us/j/84015798679">https://sjsu.zoom.us/j/84015798679</a> Sign up for an appointment here: <a href="https://calendar.app.google/KtYG3Fm1sHb8qvWK8">https://calendar.app.google/KtYG3Fm1sHb8qvWK8</a> Email for alternative phone or virtual appointment times.
Class Days/Time:	Tuesday, 4:30 - 7:15 p.m.
Classroom:	MQH 523
Prerequisites:	JS 201 and graduate standing

**Course Description**

An examination of significant organization and management theories, behavioral processes, and organizational change and development.

**Course Format**

Our graduate seminar will meet in person most weeks, with occasional virtual Zoom sessions to accommodate guest speakers and course activities. Students may request to attend a few class sessions on Zoom if circumstances arise and they wish to participate remotely (e.g., illness or COVID exposure, caretaking responsibilities, fires, heat waves, monkeypox...who can predict what's next these days?). Students will need to have Internet connectivity and access to a smartphone and/or a computer with a microphone. Students will need to download the online video conferencing program Zoom to their device(s), available here <https://www.sjsu.edu/ecampus/teaching-tools/zoom/>. Please review the tutorials to learn how to participate in online lectures, chats, screen sharing, and class discussions via Zoom.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our Canvas site, accessible via the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other

communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

### **Program Learning Outcomes (PLOs)**

At the end of a Master's degree program in the Department of Justice Studies, students should be able to:

1. Convey advanced concepts, theoretical perspectives, empirical findings, and historical trends within studies of criminal and social justice.
2. Design, implement, and evaluate research methods in criminal and social justice, including data collection, analysis, and interpretation.
3. Critically evaluate social and criminal justice systems across societies and social levels.
4. Apply multidisciplinary knowledge and principles of justice when formulating responses to social problems in communities and/or justice-related institutions.
5. Demonstrate knowledge and skills needed to pursue advanced professional responsibilities or other degrees in justice-related fields.

### **Course Learning Outcomes (CLO)**

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

1. **CLO 1** - Describe key features of the historical development of justice organizations including police and prisons.
2. **CLO 2** - Identify core legal and ethical concepts shaping individuals' duties and the exercise of discretion in justice systems.
3. **CLO 3** - Write and present an original policy-oriented research project assessing an organization and reform efforts.
4. **CLO 4** - Practice social science skills relevant to evaluation and assessment of justice organizations.

### **Required Texts/Readings**

Students in JS 204 will examine a variety of texts including case law, legal materials, agency and non-profit organization investigatory materials and reports, scholarly articles, and advocacy materials from campaigns addressing justice reforms.

Students are expected to subscribe to and read The Marshall Project daily email, available here:

<https://www.themarshallproject.org/newsletters?via=navright>

### **Textbooks**

Balko. (2021). *Rise of the warrior cop: the militarization of America's police forces* (Revised and updated.). PublicAffairs.

Rudes, D. (2022). *Surviving Solitary: Living and Working in Restricted Housing Units*. Redwood City: Stanford University Press. <https://doi.org/10.1515/9781503631243>

Gardiner and Mallicoat (Eds). (2013). *Criminal Justice Policy*. United States: SAGE Publications.

## Other Readings

Supplemental readings will be posted on the Canvas website. The course reading schedule is subject to change; check Canvas and your email regularly for any updates.

## 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, [nyle.monday@sjsu.edu](mailto:nyle.monday@sjsu.edu)

## Course Requirements and Assignments

A student's final grade is based on points earned for completing several assignments and activities, including demonstrating knowledge of course readings, completing written assignments, and participating in online discussions and activities. Students are encouraged to review the following policies and resources:

- [University Syllabus Policy S16-9](#)
- [University's Syllabus Information web page](#)

[University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

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

## Assignments

1. **Current Event Report and Seminar Discussion (20% of grade) (due dates vary)**
2. **Critical Documentary / Media Review (15% of grade) Due 10/15**
3. **Book Review (20% of grade) Due 11/8**
4. **Justice Organizations Reform Presentation (15% of grade) Due 12/6**
5. **Final Project (20% of grade) Due 12/3**
6. **Course Participation (10% of grade)**

### Current Event Report and Seminar Discussion

**20% of grade**

Seminar participants will write and present a current event related to course topics and help lead seminar discussion for one class meeting. Students should sign up for and read the daily *The Marshall Project* criminal justice news email throughout the semester. Explore the website here <https://www.themarshallproject.org/> to identify potential topics and recent stories of interest.

Students will sign up for different seminar dates and topics during our first weeks of class and are encouraged to consult with the professor if they have questions regarding their proposed topic. Write 1-2 page written current event report on a current event that illustrates core concepts, controversies, or issues from the assigned readings / topic for that week's seminar meeting. Your report should pose at least 2 substantive questions for online and in-class discussion (e.g., a question regarding the methods, findings, potential application or unintended consequence of the policy / issue; do not pose discussion questions about the issue that are easily discoverable through a simple internet search). Include a citation and weblink to the news article and any readings and sources cited in your analysis in APA format. Post your written current event report and discussion questions to the Canvas Current Events Discussion board by 11:59 p.m. on Sunday before the Tuesday seminar meeting when you will present.

Throughout the semester, students should read and reply / comment on each other's posts to demonstrate Course Participation in the seminar and engagement with course materials and activities (like identifying "what works" and what does not for the seminar's Justice Organizations Reform project assignment). Respond to replies, and encourage substantive discussion (not just, "I agree," but rather an explanation of your rationale for agreeing, or points where you disagree / diverge from the author / respondent).

Students should prepare to present their current event for 15 - 20 minutes at the beginning of their selected class meeting, and will be "on call" to help guide seminar discussion. Each presentation should refer the audience back to course readings, introduce and define new key themes and concepts, synthesize the primary arguments, and offer some points of discussion. Provide your own thoughts/observations/critiques regarding the current event and what should be done about the issue. Students are encouraged to submit a version of their current event report as an OpEd.

Due Dates: varies; two students will present each week depending on their selected class date / topic. Please coordinate with each other to ensure you do not present the same article.

Learning Outcomes: **CLO 1, CLO 2, and CLO 4**

### **Critical Documentary / Media Review**

**15% of grade**

Students will watch a variety of media coverage of justice organizations and documentaries throughout the semester. Select one documentary and write a 3 page critical analysis exploring the portrayal of justice organizations and key issues or reforms. Reflect on the "framing" of the documentary or program, its intended audience, and the artistic license (if any) taken to portray criminal justice issues, organizations, and/or change. How accurate or true-to-life is the portrayal of crime and criminal justice systems in the documentary or media presentation? Feel free to consult with the professor if you would like to explore a documentary or podcast outside of those assigned for class viewing. (If you have yet to listen to *Serial*, start now!).

Due Date: Post to Canvas before 4:30 on **October 18, 2022.**

Learning Outcomes: CLO 1, CLO 2, CLO 4

### **Book Review**

**20% of grade**

This assignment requires that students craft a book review of publishable quality. Students should adhere to a length requirement based on the guidelines of *Law and Society Review* or a criminology journal. The review should focus on the 2021 updated version of Balko's *Rise of the Warrior Cop*, or Rudes' *Surviving Solitary*.

Due Date: Post your book review to Canvas by 4:30 p.m. on **November 8, 2022.**

Learning Outcomes: CLO 1, CLO 2, CLO 4

### **Justice Organizations Reform Working Group Presentation**

**15% of grade**

Students will work in small groups to develop a website that summarizes and evaluates a justice reform effort. Groups of 3-4 students will each select a metropolitan area in different parts of the U.S. to conduct research on its policing or punishment practices in relation to organizational structure, ethics, and change. The goal is to identify case studies to illustrate "what works" and "what doesn't" to identify and evaluate potential programs or interventions that could be applied in reform efforts on the justice organization / institution / practice of your choice. Each presentation should last 15 minutes and draw from primary and secondary sources, including books and articles from inside and outside of the course, as well as images of particular police departments in popular culture (film, television, social media, etc.). Students should incorporate those source materials into a website or documentary form of your choosing to present the information to a lay audience of undergraduate students interested in Justice Studies. Workshops and additional guidance on identifying and researching

policing and corrections organizations and databases will be provided in class and on Canvas.

Due Date: In class presentations on **December 6, 2022.**

Learning Outcomes: CLO 2, CLO 3, CLO 4

### **Final Project**

**20% of grade**

In the final project, students may choose to submit a grant application, program evaluation, or training module related to policing, punishment, and justice organization reforms. Depending on their topics and where students are in the M.S. Program, it is entirely appropriate to use this assignment to work on the thesis project. Students should meet with the professor in office hours to discuss their final project. This assignment offers students a chance to present information in creative ways in a format of their choice (e.g., creating a short film, podcast, graphic novel, or developing infographics or a mutli-media website instead of a traditional research paper).

Due Date: Prepare 5-minute lightning presentation for the scheduled final exam period on **Thursday, December 13, 2022 from 5:15 - 7:30 p.m.** Post final project materials to Canvas by **11:59 p.m. on Thursday, December 14, 2022.**

Learning Outcomes: CLO 1, CLO 3, CLO 4

### **Course Participation**

**10% of grade**

A routine and critical engagement with the course readings is essential for success in this course. While regular attendance is expected, merely being present in the seminar room is not considered active participation. Students will be evaluated on the quality (rather than frequency) of their contributions to class and Canvas discussions and activities. Be sure to document your individual work and contributions to group projects, and create a clear division of labor / assignments for any team tasks that identify what each team member is responsible for and when it will be completed.

Learning Outcomes: CLO 1, CLO 3, CLO 4

### **Grading Information**

Course assignments and exams are weighted as described above. Descriptions of assignment requirements and rubrics are posted for each assignment on Canvas.

More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](#)
- [University Attendance and Participation Policy F15-12](#)
- [University Grading System Policy F18-5](#)

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

A plus = 100 to 97 percent

A = 96.9 to 94 percent

A minus = 93.9 to 90 percent

B plus = 89.9 to 87 percent

B = 86.9 to 84 percent

B minus = 83.9 to 80 percent  
C plus = 79.9 to 77 percent  
C = 76.9 to 74 percent  
C minus = 73.9 to 70 percent  
D plus = 66 to 69.9 percent  
D = 63 to 65.9 percent  
D minus = 60 to 62.9 percent  
F = 59.9 percent or lower

A “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

### **No Extra Credit**

No extra credit will be given; complete all assignments in a timely fashion to maximize your scores on course assignments, discussions, and activities.

### **Penalty for Late or Missed Work**

Be sure to submit assignments before the due date. Late work will not be accepted without a documented excuse, and will result in a “0” (zero) grade for the assignment. If you know you will be unable to meet a deadline, email the professor in advance of the due date to discuss potential alternatives to participate as fully as you are able.

### **Classroom Protocol**

1. Our course depends on student participation, discussion, and interaction. Please try to complete course activities far enough in advance of the deadline to ensure you can contribute substantive comments to discussion and debate.
2. All class participants are expected to foster an environment that encourages rigorous academic discussion and respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind, check and provide facts to support analysis).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.
4. Readings about human rights abuses, injustice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course materials mindfully and engage in self-care; contact the professor if you are struggling with a particular topic or reading. If you or a friend is in need of emotional or mental health 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. CAPS is offering services remotely during COVID-19.

### **University Policies**

Per [University Policy S16-9](#), 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](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

### **Academic Integrity and Plagiarism**

Students should review SJSU’s **Academic Integrity** policy:

[www.sjsu.edu/studentconduct/docs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf)

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have previously submitted for credit, or plan to submit for another class, please note that the SJSU Academic Policy F06-1 requires approval of instructors.

Reminder: Provide attribution / citations for all quotes. Do not copy or re-use the work of others. Copying other people's answers or discussion responses is plagiarism. Do not submit assignments that you are submitting for credit in other classes – this is self-plagiarism. If you have questions about correct citations or plagiarism, review the modules on the Canvas site and/or contact the professor.

### **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 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.”

### **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 a specific course, semester, or academic program but also over a lifetime.

# JS 204, Justice Organizations, Ethics, and Change, Course Schedule

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	<p><b>Introductions</b></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <li>- Watch Episode 1 of <i>We Own This City</i></li> <li>- Research Questions: What happened to Freddie Gray? How did different political offices respond - the District Attorney, Mayor's Office, the Federal Department of Justice investigation?</li> </ul>
2	8/30	<p><b>Ethical Issues in Justice Organizations</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Ethical Dilemmas in Law Enforcement (excerpts)</li> <li>- Suggested: Lepore. 2020. "The Invention of the Police," <i>The New Yorker</i>.</li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- Watch the documentary film <i>13th</i> on Netflix.</li> </ul>
3	9/6	<p><b>Justice Organizations and Change: Historical Perspectives on Policing, Punishment, and Justice</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Balko, <i>Rise of the Warrior Cop</i>. 2021. Introductions and Chapters 1 – 3</li> <li>- Suggested: Go, "The Imperial Origins of American Policing: Militarization and Imperial Feedback in the Early 20<sup>th</sup> Century"</li> </ul> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>- The Rights Revolution at the Supreme Court - <i>Mapp v. Ohio</i></li> </ul>
4	9/13	<p><b>Policing Protest in the Civil Rights, Anti-War, and Black Power Movements</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Balko, <i>Rise of the Warrior Cop</i>. 2021. Chapters 4 – 6</li> </ul> <p><u>Class Activity:</u></p> <ul style="list-style-type: none"> <li>- Police Professionalization Working Groups</li> <li>- Historical Reform Efforts: <a href="#">Colquhoun, 1800, "A Treaties on the Police of the Metropolis"</a></li> </ul>

		<p><a href="#">1931 Wickersham Commission</a>  <a href="#">1968 Kerner Commission Report</a></p> <p>Explore commission reports from different eras to assess the historical development of policing and public safety institutions. Identify efforts to modernize, organize, and create more uniform standards for police and departments.</p> <p>What other organizational forms and tactics did early police reformers like Berkeley’s August Vollmer reference to “professionalize” policing? <a href="#">How a Berkeley Police Chief Gave Rise to the Modern Force   KQED</a></p> <p>Check out some <a href="#">recorded interviews</a> with former colleagues and friends of Vollmer regarding his career as chief of police, Berkeley CA (1905-32) and as a professor of police administration.</p>
5	9/20	<p><b>Separate and Unequal: Militarization of Domestic Policing and Police Responses to Civil Rights Organizers and Community Uprisings</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Balko, <i>Rise of the Warrior Cop</i>. 2021. Chapters 7 - 8</li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">How a Standoff with the Black Panthers Fueled the Rise of SWAT   Retro Report</a></li> </ul> <p><u>Class Activity &amp; Workshop:</u></p> <ul style="list-style-type: none"> <li>- Exploring the Kerner Commission report identifying sources of discontent in urban and Black communities and experiences of discriminatory policing as factors contributing for the protests / uprisings / rebellions / riots and fires in major cities across the U.S. in the summer of 1967. What social programs and policing reforms did the Kerner Commission recommend to prevent such uprisings?</li> <li>- Justice Organizations &amp; Change Project - Form Working Groups</li> </ul> <p><u>Homework Assignment:</u></p> <ul style="list-style-type: none"> <li>- Watch <i>An American Reckoning</i>, <a href="#">FRONTLINE   American Reckoning   Season 2022   Episode 1   PBS</a> on the 1967 murder of NAACP leader in Natchez, Mississippi.</li> <li>- Then, explore the Un(re)solved Web Interactive, <a href="https://www.pbs.org/wgbh/frontline/unresolved/interactive">https://www.pbs.org/wgbh/frontline/unresolved/interactive</a> part of a program to “bring light” to the cold cases in the recent “federal effort to grapple with America’s legacy of racist killings through the Emmett Till Unsolved Civil Rights Crime Act.”</li> </ul>

		<ul style="list-style-type: none"> <li>- Reflect on the documentary and interactive website in a Canvas Discussion post providing your response and addressing the following: <ul style="list-style-type: none"> <li>- How did the legacy of law enforcement involvement in enforcing segregation and participation in racist groups like the Ku Klux Klan influence the strategies of anti-lynching and civil rights activists (legal strategies? political strategies? media and reporting strategies?)</li> <li>- What are the potential legal consequences for (now elderly) individuals who participated in civil rights-era crimes who have yet to face the justice system?</li> <li>- Have justice organizations in the areas depicted in the film reformed to keep officers accountable to the public?</li> </ul> </li> </ul>
6	9/27	<p><b>“Tough on Crime” versus Public Health: The War on Drugs and the Politics of Criminal Justice Policy Reform</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <i>Criminal Justice Policy</i>, Ch. 1, “The Politics of Crime and the Policy Making Process” and Ch. 8, “From ‘Just Say No!’ to ‘Well, Maybe’ - The War on Drugs and Sensible Alternatives”</li> <li>- Mason, <a href="#">“Jay-Z’s 99 Problems, Verse 2: A Close Reading with Fourth Amendment Guidance for Cops and Perps”</a></li> </ul> <p><u>Case Study: The Evolving Response to Addiction</u></p> <ul style="list-style-type: none"> <li>- Read and watch: <a href="#">Heroin, Survivor of War on Drugs, Returns With New Face   Retro Report</a></li> <li>- <i>Robinson v. California</i>, <a href="https://www.oyez.org/cases/1961/554">https://www.oyez.org/cases/1961/554</a></li> <li>- How can we help people suffering from drug addiction? Harm Reduction, Outpatient Treatment, and Civil Commitment <a href="#">The Jailing of Jesse Harvey - Type Investigations</a> (2022).</li> </ul> <p><u>Class Activity:</u></p> <p>“Systems Navigation” Exercise:</p> <ul style="list-style-type: none"> <li>- What happens to a person having a mental health or addiction crisis in our city? Who would you call for yourself, a loved one, or a stranger on the street in need?</li> <li>- Try to figure out what emergency mental health and addiction treatment services are available at SJSU and in your local community. What sorts of programs are offered, by what organizations, at what cost, and with what conditions?</li> </ul>

		<ul style="list-style-type: none"> <li>- If you needed to call 911 in your town for assistance with a person who is under the influence or having a mental health crisis and is a threat to themselves or others, who are the likely first responders?</li> </ul> <p><u>Applied Research:</u></p> <ul style="list-style-type: none"> <li>- Students will work in teams to develop 2 - 3 ways to assess the extent of campus awareness of recent reforms regarding a services-first approach to calls regarding people in crisis.</li> </ul> <p>How can we identify areas of need, evaluate existing programs, identify problems, and collaborate to generate new solutions?</p>
7	10/4	<p><b>Criminal Justice Politics and Policy: Surveillance, Militarization, and Crimmigration</b></p> <ul style="list-style-type: none"> <li>- <i>Criminal Justice Policy</i>, Ch. 4, “Policing High-Risk Places”</li> <li>- <i>Criminal Justice Policy</i>, Ch. 5, “Homeland Security: A New Criminal Justice Mandate” (excerpts)</li> <li>- <i>Criminal Justice Policy</i>, Ch. 6, “Immigrants and Crime” (excerpts)</li> <li>- Balko, <i>Rise of the Warrior Cop</i>. 2021. Chapters 9 -10</li> <li>- Santa Clara County Sheriff, AB 481 – Military Equipment Funding, Acquisition, and Use Policy, <a href="https://countysheriff.sccgov.org/about-us/ab-481">https://countysheriff.sccgov.org/about-us/ab-481</a></li> <li>- ACRE and Community Resource Hub, 2022, “21<sup>st</sup> Century Policing: The Rise and Reach of Surveillance Technology,” <a href="https://communityresourcehub.org/wp-content/uploads/2021/04/acre-21stcenturypolicing-r3.pdf">https://communityresourcehub.org/wp-content/uploads/2021/04/acre-21stcenturypolicing-r3.pdf</a></li> </ul> <p><u>Workshop: Data Analysis, Transparency, and Public Accountability</u></p> <ul style="list-style-type: none"> <li>- Review the <a href="#">Use of Force Study</a> on SJPD and the <a href="#">UTEP analysis of SJPD stop data</a></li> <li>- POST, <a href="#">Racial and Identity Profiling Act (RIPA)</a> - Impact on Law Enforcement Agencies</li> <li>- Examine data from the first California RIPA report here, <a href="https://oag.ca.gov/sites/all/files/agweb/pdfs/ripa/ripa-board-report-2018.pdf">https://oag.ca.gov/sites/all/files/agweb/pdfs/ripa/ripa-board-report-2018.pdf</a></li> </ul>
	10/10	Indigenous People’s Day

		<p><u>Optional Activity:</u></p> <ul style="list-style-type: none"> <li>- <i>Dawnland</i> documentary, truth and reconciliation, and restorative justice approaches to issues impacting indigenous and First Nations communities.</li> </ul>
8	10/11	<p><b>What Works? Research, Evidence-Based Practices, and the Challenges of Implementing Justice Policy Reforms</b></p> <ul style="list-style-type: none"> <li>- <i>Criminal Justice Policy</i>, Ch. 2, “The Influence of Research and Evidence-Based Practices on Criminal Justice Policy”</li> <li>- <i>Criminal Justice Policy</i>, Ch. 3, “Street-Level Bureaucracy: from Policy to Practice”</li> </ul> <p><u>Class Activity:</u></p> <ul style="list-style-type: none"> <li>- Justice Organization Reform Workshop – What Works?</li> </ul>
	10/13	<p><b>Optional Activity</b> <b>Smith-Carlos Day Legacy Event</b></p> <ul style="list-style-type: none"> <li>- Keynote by Ken Noel, the co-founder of the Olympic Project for Human Rights (OPHR) 12:00 p.m. - 1:30 at the Victory Salute statues. Read about them here: <a href="#">Victory Salute   Public Art as Resistance in San Jose</a></li> </ul>
9	10/18	<p><b>“21<sup>st</sup> Century Policing” and Calls for Justice System Reform</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- Constitutional Policing as a Cornerstone of Community policing: A Report by the Police Executive Forum, April 2015, <a href="https://cops.usdoj.gov/RIC/Publications/cops-p324-pub.pdf">https://cops.usdoj.gov/RIC/Publications/cops-p324-pub.pdf</a></li> <li>- President’s 21<sup>st</sup> Century Taskforce on Policing, <a href="https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf">https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf</a></li> <li>- Balko, <i>Rise of the Warrior Cop</i>. 2021. Chapter 11.</li> <li>- Lartey. (2022). “<a href="#">How policing has – and hasn’t – changed since George Floyd</a>,” <i>The Marshall Project</i>.</li> <li>- Barron. (2020). “Freddie Gray Five years later” <a href="https://theappeal.org/freddie-gray-five-years-later/">https://theappeal.org/freddie-gray-five-years-later/</a></li> </ul>

		<ul style="list-style-type: none"> <li>- San José Police Department, <a href="https://www.sjpd.org/about-us/organization/office-of-the-chief-of-police/21st-century-policing">https://www.sjpd.org/about-us/organization/office-of-the-chief-of-police/21st-century-policing</a></li> </ul> <p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>- Documentary Review due on Canvas by 4:30 on 10/18</li> </ul>
10	10/25	<p><b>Jails and Prison Conditions</b></p> <ul style="list-style-type: none"> <li>- Simon. 2014. <i>Mass Incarceration on Trial</i>. (excerpts)</li> <li>- Jails and ICE Detention Centers, AP News, <a href="#">ICE to stop using Alabama jail, limit use of 3 others   AP News</a> (Mar. 25, 2022).</li> <li>- Read selections from San Diego Tribune’s series, <a href="#">Dying Behind Bars</a>.</li> <li>- Prisons and Climate Change – Heat Waves in Prison, <i>Last Week Tonight</i>, Prison Heat, <a href="https://youtu.be/6fiRDJLjL94">https://youtu.be/6fiRDJLjL94</a></li> <li>- Lerman. 2017. “Officer Health and Wellness – Results from the California Correctional Officer Survey,” UC Berkeley, <a href="https://gspp.berkeley.edu/assets/uploads/research/pdf/executive_summary_08142018.pdf">https://gspp.berkeley.edu/assets/uploads/research/pdf/executive_summary_08142018.pdf</a></li> </ul> <p><u>Jail Reform and Jail Expansion in Our Town: Applied Research Exercise</u></p> <ul style="list-style-type: none"> <li>- Research the local debate and political wranglings over the proposed new \$500 million jail facility in Santa Clara County with state of the art mental health and medical treatment for disabled, aging, and infirm residents. Explore local news media coverage and publicly available information on the problems at the jail and challenges in implementing court-mandated reforms: <ul style="list-style-type: none"> <li>- There have been several deaths in our local jails – what happened? How did justice officials respond? Was any staff, administrator, or agency held accountable? If so, how?</li> <li>- What information is available about the proposed jail on county websites (and/or the website of your elected representative)? Are any Alternatives to Incarceration planned?</li> <li>- How have local community organizers (like Silicon Valley DeBug) responded to jail conditions and deaths in custody? What organizations are involved in the “Care First, Jail Last” coalition organized in opposition to the proposed jail?</li> <li>- What should be done to address the immediate needs of people incarcerated or in pretrial detention in Santa Clara County jails?</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Post your thoughts and recommended actions to the <a href="#">Jail Reform and Jail Expansion in Our Town</a> Canvas Discussion Forum by 4:29 p.m. on 10/25.</li> </ul>
11	11/1	<p><b>Supermax, Solitary Confinement and Mental Illness</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <i>Criminal Justice Policy</i>, Ch. 17, “The Supermax: Issues and Challenges”</li> <li>- Read Danielle Rudes, <i>Surviving Solitary</i>. Be prepared to discuss her project’s research methods and ethical considerations in research with and within justice organizations.</li> <li>- Read, listen and watch materials in the Solitary Confinement module on Canvas.</li> </ul>
12	11/8	<p><b>Prosecutors, Discretion, and Politics in Justice Organizations</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- The “Progressive Prosecutor” Movement and Political Backlash (Canvas Module)</li> <li>- Guest Lecture: Dr. Grace Howard <i>The Pregnancy Police</i>, Prosecutors, and the Ab/use of Discretion</li> </ul> <p><b><u>Assignment Due:</u></b></p> <ul style="list-style-type: none"> <li>- Book Review due by 4:30 p.m. on 11/8</li> </ul>
13	11/15	<p><b>The Challenge of Multidisciplinary Collaboration: Case Studies on Lessons Learned in Domestic Violence and Human Trafficking Reforms</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- <i>Criminal Justice Policy</i>, Ch. 7, “Mandatory Arrest and Intimate Partner Violence”</li> <li>- <a href="#">2008 - INCITE! Law Enforcement Violence Toolkit</a></li> <li>- Human Trafficking, Vulnerability to Exploitation, and Collaborative Justice Workshop (see Canvas)</li> </ul>

14	11/22	<p><b>Reentry and “Community Corrections”: Case Study on Sexual Offending and Desistence</b></p> <ul style="list-style-type: none"> <li>- <i>Criminal Justice Policy</i>, Ch. 9 “Controlling the Sexual Offender”</li> <li>- <i>Criminal Justice Policy</i>, Ch. 19, “Reentry and Rehabilitation: Generating Successful Outcomes During Challenging Times”</li> <li>- Yoder, 2022, “Why the U.S. Marshals Spend Millions on Sex Offense Registrant Sweeps,” <i>The Appeal</i>, available at <a href="https://theappeal.org/us-marshals-spend-millions-on-sex-offense-registrant-sweeps/">https://theappeal.org/us-marshals-spend-millions-on-sex-offense-registrant-sweeps/</a></li> <li>- Circles of Support and Accountability, <a href="https://nationalreentryresourcecenter.org/resources/circles-support-and-accountability">https://nationalreentryresourcecenter.org/resources/circles-support-and-accountability</a></li> </ul>
15	11/29	<p><b>Survivor- and Trauma-Informed Approaches and Restorative Justice Reforms</b></p> <ul style="list-style-type: none"> <li>- Cammah, “<a href="#">How Melissa Lucio Went from Abuse Survivor to Death Row</a>,” Feb. 24, 2022, <i>The Marshall Project</i></li> <li>- <i>Survivor Criminology</i> (excerpts)</li> </ul>
16	12/6	<p><b>Justice Organizations and Change Group Presentations</b></p>
Final Activity	12/13	<p><b>Seminar Conclusion and Celebration</b> Tuesday, Dec. 13, 5:15 – 7:30 p.m.</p> <ul style="list-style-type: none"> <li>- Meet to discuss seminar conclusions, discuss/display your final projects, and identify opportunities to get involved in local efforts to promote ethics and transparency in justice organizations.</li> </ul> <p><b><u>Assignment:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Final Projects Due</b> <ul style="list-style-type: none"> <li>- Prepare a 5-minute lightning presentation for the scheduled final exam period on <b>Thursday, December 13, 2022 from 5:15 - 7:30 p.m.</b></li> <li>- Post final project materials to Canvas by <b>11:59 p.m. on Thursday, December 14, 2022.</b></li> </ul> </li> </ul>