

**San José State University**  
**Department of Justice Studies**  
**JS189, Senior Seminar, Spring 2022**

**Course and Contact Information**

Instructor(s):	Judith Randle, J.D. Ph.D.
Zoom:	<a href="https://sjsu.zoom.us/j/6570524029">https://sjsu.zoom.us/j/6570524029</a>
Office Hours:	T/R 9-10am
Email:	judith.randle@sjsu.edu
Classroom Location:	Health Building 408
Class Days/Time:	T/R 1:30 – 2:45pm
Course Website:	<a href="https://sjsu.instructure.com/courses/1473509">https://sjsu.instructure.com/courses/1473509</a>
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**

The mode of instruction for this course is online-synchronous, with scheduled twice weekly meetings at the above times that you are expected to attend. All written assignments will be submitted via Canvas, and must be in Microsoft Word (\*.doc or \*.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://its.sjsu.edu/services/software/microsoft-students/index.html>. Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and any additional course materials.

**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.

### **Other technology requirements / equipment / material**

Reliable access to a computer and the internet will be required. The majority of course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).

### **Library Liaison**

[LiaisonNyle.Monday@sjsu.edu](mailto: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 practica. 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.”*

### **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. Please do so by **Feb 10**. 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]

### **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.

In preparation for the policy paper, students will submit a proposal, 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]

### **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. Per CLO 2, oral comments are preferred. However, written comments in the group chat may be acceptable forms of participation, and please be aware that you may be called upon to orally explain or expand on your written comments.

## Grading Information

### Scoring Systems and Values

Assignment	Grading Scale*	Weighted Percent**
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

\*see **Grading Scale, Explained**

\*\*after assignments are assigned points on the grading scale, their values will be weighted accordingly

### Letter Grades

Grade	Percent
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
0 – 3 (0) 0 – 10 (0) 0 – 100 (0)	None	<ul style="list-style-type: none"> <li>● Absent from class</li> <li>● Silent in class</li> <li>● No submission</li> </ul>
0 – 3 (1) 0 – 10 (1 - 6) 0 – 100 (1 - 69)	Completed with minimal effort	<ul style="list-style-type: none"> <li>● live comments lacked insight</li> <li>● left class early</li> <li>● presentation under 20 minutes</li> <li>● large chunks of missing or inappropriate content</li> <li>● does not demonstrate that materials have been watched or read</li> <li>● does not demonstrate that student paid attention to presentation</li> </ul>

		<ul style="list-style-type: none"> <li>● consistently poor organization/grammar so as to interfere with comprehension</li> <li>● instructor unable to provide useful feedback</li> </ul>
0 – 3 (2) 0 – 10 (7 - 8) 0 – 100 (70 – 89)	Completed with acceptable effort	<ul style="list-style-type: none"> <li>● two insightful live comments</li> <li>● presentation 20-30 minutes</li> <li>● covers most topics in some detail, but key content is missing or incomplete</li> <li>● some references to assigned materials with some insightful connections</li> <li>● writing is comprehensible, but contains noticeable deficit(s) in grammar/organization</li> <li>● Instructor is able to provide feedback but may need clarification</li> </ul>
0 – 3 (3) 0 – 10 (9 - 10) 0 – 100 (90 – 100)	Completed with full effort	<ul style="list-style-type: none"> <li>● three or more insightful live comments</li> <li>● attended entire class period</li> <li>● presentation over 30 minutes</li> <li>● multiple references to assigned materials with insightful connections drawn</li> <li>● covers all topics in sufficient detail; missing content is rare and/or of minor significance</li> <li>● writing is well-organized with few to no grammar errors</li> <li>● Instructor can provide detailed feedback</li> </ul>

### 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. At the instructor's discretion, students may be dismissed from class for cell phone use of any kind during class time, unless expressly permitted by the instructor.

### University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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) (<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.

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## Course Schedule

Week 1	Jan 27	<b><u>UNIT 1: AIMS AND LIMITS OF POLICY-MAKING</u></b>  <b>Welcome: Defining and Achieving “Justice”</b> Readings: <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● <a href="#">Government Contract</a></li> </ul>
2	Feb 1 & Feb 3	<b>Policy-Making Contexts</b> Readings: <ul style="list-style-type: none"> <li>● “Contextualizing the Criminal Justice Policy-Making Process” (Ismaili)</li> <li>● Slides 1-3</li> </ul>
3	Feb 8 & Feb 10	<b>The Scope of Policy-Making Authority</b> <i>The Federal Government and the individual States are granted authority to pass different kinds of laws. Within each Government, there are three branches, each with different policy-making tasks. Let’s review the <u>scope</u> of policy-making authority and the <u>rationales</u> behind this division of labor.</i> <ul style="list-style-type: none"> <li>● Slides 3-5</li> <li>● <a href="#">US Constitution</a></li> <li>● <a href="#">Police Powers (LII)</a></li> </ul>
4	Feb 15 & Feb 17	<b>Substantive Limits on Policy-Making</b> <i>Should all areas of human interaction be subject to behavioral directives? Our Constitutional Democracy says “no.” Tensions between state regulation and freedom show themselves in regular debates over morality (especially vices), medicine, family structure, consumer choices, corporations, and labor. Below are examples of evolving policies and policy debates over regulation versus freedom. Let’s debate the <u>substantive limits</u> that have been placed on governments that preserve personal and corporate autonomy. At the closing of your undergraduate studies, which tensions between regulation and freedom interest or concern you the most, and why? (They can be outside of this list.) Should some industries or injuries be immune from liability? Which policies do you think achieve a satisfying balance? Where do you hope for further evolution?</i> <ul style="list-style-type: none"> <li>● <a href="#">State Police Powers and the Constitution (Shapiro)</a></li> <li>● <a href="#">McDonald's Happy Meal in Legal Trouble</a> – 8 mins</li> <li>● <a href="#">Woman Burned by McDonald's Hot Coffee</a> – 12 mins</li> <li>● <a href="#">Would a Soda Ban Help?</a> – 3 mins</li> <li>● <a href="#">Tracing the Roots of the Anti-Mask Movement</a> – 7 mins</li> <li>● <a href="#">Same-Sex Wedding Cake</a> – 9 mins</li> <li>● <a href="#">Heart of Atlanta Motel</a> – 5 mins</li> <li>● <a href="#">Selecting Donor Sperm on Race</a></li> <li>● <a href="#">Why You Can't Sue Gun Companies!</a> – 10 mins</li> <li>● <a href="#">Efforts to Repeal the PLCAA</a> – 2 mins</li> <li>● <a href="https://www.theatlantic.com/video/index/595981/water-slide/">https://www.theatlantic.com/video/index/595981/water-slide/</a></li> </ul> <p>Judy’s Sample Presentation</p>

5	Feb 22 & Feb 24	<p style="text-align: center;"><b>UNIT 2: THE POLICY-MAKERS</b></p> <p><b>State Police Powers</b>  <i>Most law that governs daily life in our <u>representative democracy</u> comes via the <u>legislative branch</u> through our <u>elected officials</u>. Let's review and debate our selection of lawmakers and this lawmaking process: are elected officials the ideal policymakers?</i></p> <p>Videos:</p> <ul style="list-style-type: none"> <li>● <a href="#">I'm Just a Bill (Schoolhouse Rock)</a> – 3 mins</li> <li>● <a href="#">How a Bill Becomes a Law (PBS)</a> – 7 mins</li> <li>● <a href="#">Congressional Committees (PBS)</a> – 8 mins</li> <li>● <a href="#">How a Bill Really Becomes a Law - What Schoolhouse Rock Missed</a> – 2 mins</li> <li>● <a href="#">I'm Just a Bill Parody</a> – 2 mins</li> <li>● <a href="#">Stephen Talks to a Bill (Yes, the Healthcare One)</a> – 6 mins</li> <li>● <a href="#">I'm Just a Lie</a> – 3 mins</li> <li>● <a href="#">Congressional Elections</a> – 8 mins</li> </ul> <p>Paper Proposal Due 2.22  Group Presentation Policy Selection Due 2.24  Sample Presentation Summary Due 2.22  **NO Lecture on Tues 2.22**</p>
6	Mar 1 & Mar 3	<p><b>Direct Democracy</b>  <i>Citizens are key players in policy-making, but how good are they at making policy? And should some of them be banned from policymaking?</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● <a href="#">Is it Time to Reconsider California's Initiative System?</a></li> <li>● <a href="#">Felony Disenfranchisement (The Sentencing Project)</a></li> <li>● <a href="#">CA Prop 17 (Ballotpedia)</a></li> <li>● <a href="#">Voting Rights: Persons with a Criminal History</a></li> <li>● <a href="#">Voting Rights: Persons Subject to a Conservatorship</a></li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>● <a href="#">Three Strikes and You're Out</a> – 11 mins</li> <li>● <a href="#">Voting Rights for Felons on Parole in California</a> – 2 mins</li> </ul> <p>Group 1 Presentation</p>
7	Mar 8 & Mar 10	<p><b>Executive Action &amp; Other Unelected Officials</b>  <i>How much policymaking power should executives and non-elected officials have?</i></p> <p>Videos:</p> <ul style="list-style-type: none"> <li>● <a href="#">How Do Executive Orders Work?</a> – 5 mins</li> <li>● <a href="#">Why Executive Orders Can't Save the US Economy</a> – 12 mins</li> <li>● <a href="#">Trump Signs Social Media Executive Order</a> – 6 mins</li> <li>● <a href="#">How a Bill Does Not Become Law</a> – 4 mins</li> <li>● <a href="#">How Presidential Pardons Work</a> – 3 mins</li> <li>● <a href="#">Can the President Grant Preemptive Pardons to His Children?</a> – 2 mins</li> <li>● <a href="#">Governor George Ryan's Clemency Speech</a> – 3 mins</li> <li>● <a href="#">Governor Ends Death Penalty in California</a> – 3 mins</li> <li>● <a href="#">Gov Newsom Orders a Statewide Shelter-at-Home Order Amid Coronavirus Outbreak</a> – 2 mins</li> <li>● <a href="#">Battle Over Wearing Face Masks as Pandemic Rages on</a> – 3 mins</li> </ul> <p>Group 2 Presentation  Group 1 Presentation Reaction Due 3.8</p>

8	Mar 15 & Mar 17	<p><b>Courts as Policy-Makers</b>  <i>Are courts (good) policy-makers? How do they make decisions? What is the best model for selecting judges and justices?</i>  Reading: What am I, a Potted Plant? (Posner)  Videos:  <ul style="list-style-type: none"> <li>● <a href="#">The Key Moments: The Blasey-Kavanaugh Hearing</a> – 6 mins</li> <li>● <a href="#">Kavanaugh Hearing Cold Open - SNL</a> – 13 mins</li> <li>● <a href="#">Supreme Revenge: Battle for the Supreme Court</a> – 53 mins</li> <li>● <a href="#">Calif. Faces Tough Choices on Overcrowded Prisons</a> – 9 mins</li> <li>● <a href="#">How the 2000 Election Results Were Fought in the Courts</a> – 6 mins</li> </ul> Group 3 Presentation  Group 2 Presentation Reaction Due 3.15</p>
9	Mar 22 & Mar 24	<p style="text-align: center;"><b><u>UNIT 3: AVENUES TO JUSTICE</u></b></p> <p><b>Achieving Justice Through Entitlements</b>  <i>What is the government's obligation to provide basic necessities? Are entitlements, like education and healthcare, the ultimate equalizers?</i></p> <p>Videos:  <ul style="list-style-type: none"> <li>● <a href="#">Welfare and the Politics of Poverty</a> – 14 mins</li> <li>● <a href="#">Senate Remains at a Standstill Over Increased Covid Relief Checks</a> – 4 mins</li> <li>● <a href="#">Massive Unemployment Fraud Found In California's Prison System</a> – 3 mins</li> <li>● <a href="#">Why It's So Hard to Get Off Welfare</a> – 8 mins</li> <li>● <a href="#">SNAP: Can You Feed Your Family on \$7 a Day?</a> – 4 mins</li> <li>● <a href="#">Question on Social Security and Medicare at Third Presidential Debate</a> – 4 mins</li> <li>● <a href="#">Poor Kids</a> – 53 mins</li> </ul> Group 4 Presentation  Group 3 Presentation Reaction Due 3.22</p>
10	Mar 29 & Mar 31	<p style="text-align: center;"><b>**Spring Recess – NO Lecture or Assignments**</b></p>
11	Apr 5 & Apr 7	<p><b>Achieving Justice Through Adversarialism</b>  <i>Do “wins” at court translate into gains for the oppressed? How well does the Constitution promote equality?</i></p> <p>Videos:  <ul style="list-style-type: none"> <li>● <a href="#">13th</a> – 100 mins</li> <li>● <a href="#">Supreme Court Strikes Down Gay Marriage Ban</a> – 3 mins</li> <li>● <a href="#">SCOTUS Same-Sex Wedding Cake Decision</a> – 9 mins</li> </ul> Group 5 Presentation  Group 4 Presentation Reaction Due 4.5  Paper Draft Due 4.7</p>
12	Apr 12 & Apr 14	<p style="text-align: center;"><b>**NO Lecture - Individual Appointments on Paper Drafts**</b></p> <p style="text-align: center;">Group 5 Presentation Reaction Due 4.12</p>

13	Apr 19 & Apr 21	<p><b>Achieving Justice through Policing</b>  <i>How effective is law enforcement at preventing victimization? Are there alternative models to law enforcement that would better promote justice?</i></p> <p>Videos:</p> <ul style="list-style-type: none"> <li>● <a href="#">Police Tracked Down "Golden State Killer" Suspect By Matching DNA With Public Database</a> – 6 mins</li> <li>● <a href="#">The School-to-Prison Pipeline Debate</a> – 16 mins</li> <li>● <a href="#">Sandy Hook Promise School Shooting PSA</a> – 1 min</li> <li>● <a href="#">Policing the Police</a> – 54 mins</li> <li>● <a href="#">Ken Burns: The Central Park Five</a> – 119 mins</li> <li>● <a href="#">Torture and Interrogation</a> – 9 mins</li> <li>● <a href="#">Six Charged in "Birth Tourism" Scheme for American Citizenship</a> – 5 mins</li> </ul> <p>Group 6 Presentation</p>
14	Apr 26 & Apr 28	<p><b>Achieving Justice Through Punishment</b>  <i>Punishment is the state's imposition of pain in response to the commission of a crime. Is pain the proper response?</i></p> <ul style="list-style-type: none"> <li>● <a href="#">The Surprising Reason Our Correctional System Doesn't Work</a> – 15 mins</li> <li>● <a href="#">5 Incredible Prison Rehabilitation Programs</a> – 16 mins</li> <li>● <a href="#">What Can We Learn From the World's Most "Humane" Prison?</a> – 10 mins</li> </ul> <p>Group 6 Presentation Reaction Due <b>4.26</b></p> <p>Group 7 Presentation</p>
15	May 3 & May 5	<p><b>Achieving Justice Through Corporate Regulation</b>  <i>How well can corporations self-regulate? Do corporations have an obligation</i></p> <ul style="list-style-type: none"> <li>● <a href="#">How Can Business Survive Climate Change?</a> – 21 mins</li> <li>● <a href="#">The Green New Deal, Explained</a> – 7 mins</li> <li>● <a href="#">Green New Deal - Fact versus Fiction</a> – 8 mins</li> <li>● <a href="#">Is the Paris Accord Unfair to the US?</a> – 7 mins</li> </ul> <p>Group 8 Presentation</p> <p>Group 7 Presentation Reaction Due <b>5.3</b></p>
16	May 10 & May 12	<p>Writing Workshops</p> <p>Group 8 Presentation Reaction Due <b>5.10</b></p>
FINAL	May 23	<p>Policy Paper Due 2:30pm</p>