

San José State University
CASA/Department of Justice Studies
JS189, Senior Seminar Contemporary Problems, Section 5, Spring 2020

Instructor:	Harold W. Peterson, JD
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This course will engage the student in the identification, discussion and analysis of selected problems in justice studies. A major policy paper on a selected topic is required. Throughout this course, students will have the opportunity to critically analyze contemporary criminal justice policies and practices.

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 Goals and Course Learning Outcomes

Upon successful completion of this course, students will:

- CLO1** Demonstrate substantive knowledge about the measurement of crime and discuss the advantages and disadvantages of major sources of crime data (including official statistics, victim surveys, and self report surveys)
- CLO2** Demonstrate substantive knowledge about the extent and severity of formal and informal responses to various types of crime and offenders.
- CLO3** Demonstrate a thorough understanding of the prevalence of various types of crime, and the characteristics of likely offenders and victims.
- CLO4** Demonstrate a thorough understanding of the prevalence of various types of crime, and the characteristics of likely offenders and victims.
- CLO5** Demonstrate an ability to integrate and apply different theoretical perspectives to explain a range of specific criminal offenses, and, compare and contrast the strengths and weaknesses of those theories.
- CLO6** Students should read, write, and contribute to discussion at a skilled and capable level.

Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty- five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Written assignments uploaded to the **Canvas** website must be in one of the accepted word processing file formats; it is highly recommended that students use Microsoft Word (*.doc or *.docx) or Rich Text Format (*.rtf). Written work must be properly uploaded to the **Canvas** website by the specified due date and time.

to violate this requirement will result in an automatic “F” for the paper, which ultimately will result in failing the course. Such an attempt would constitute a violation of the Academic Integrity policy.

methodology must involve detailed and thoughtful work, the outcome of which can be a significant contribution to a body of knowledge and, consequently, to practice and research.

Students will summarize, critique, and present pertinent conclusions (in brief); more substantive conclusions will be addressed in the Policy Implications section of the paper.

Policy Critique and Implications – Based on the research findings reviewed, must discuss the creation and implication new and/or improved policies. Students must summarize, assess and reflect on the policy changes and/or improvements with respect to budget, time, resource allocation and constraints, politics and the practical implications of their implementation.

Policy Paper Presentation: Students must lead a 20-minute formal presentation of their papers. The instructor will provide a schedule no later than the Sixth week of class. Before each presentation, presenters will distribute a 1-2 page outline of their presentation to both students and the instructor.

The presentation must include the following:

1. *Introduction:* Description of the specific topic, importance of the topic, and thesis
2. *Literature Review:* Relatively concise coverage of their integrative literature review
3. *Policy Critique:* 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 rely upon findings in the literature to support the presenter's point of view.

Paper Presentation Grading: The instructor will grade the presentation based on the level of competency and flow, knowledge of the subject, and conclusions. It is highly recommended that students practice their presentations. The instructor will maintain strict time limits. Failure to complete a presentation within the allotted time will result in diminished points.

Evaluation of written work is as follows:

- ◁ *Content (20%):* The overall content of the paper including details and reference information.
- ◁ *Style (20%):* The way the student composed the paper, specifically in terms of perspective.
- ◁ *Organization/Citations (20%):* The order by which the student presented information in the paper and paragraph structure.
- ◁ *Grammar/Sentence Structure (20%):* The grammatical elements of the paper and sentence structure.
- ◁ *Observations/Conclusions (20%):* The general and specific observations and conclusions drawn from the paper.

students. <http://www.sjsu.edu/writingcenter/>

CASA Student Success Center: The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout

Course Schedule

Week		
1		<p>Reading <i>None</i></p> <p>Lecture & Discussion <i>Introduction; Syllabus; Class Mechanics; The Nature of Policy</i></p>
2		<p>Reading <i>Ismaili:</i></p> <p>Lecture & Discussion</p>

8		<p>Reading <i>Text:</i></p> <p>Lecture & Discussion: Team 9 <i>Workshop Thesis Statement for Policy Paper</i></p>
		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Policy paper and the Integrative Literature Review</i></p>
9		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Policy paper and the Integrative Literature Review</i></p>
		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Policy paper and the Policy Statement</i></p>
10		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Policy paper and critical thinking</i></p>
		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Policy paper introductions</i></p>
11		<p>No Class: <i>Spring Break</i></p>
		<p>No Class: <i>Spring Break</i></p>
12		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Putting the policy paper all together</i></p>
		<p>Reading <i>none</i></p> <p>Lecture & Discussion: <i>Policy Paper Peer Review</i></p>
13		<p><i>Policy Paper Due</i></p>
		<p><i>Policy Paper Presentations</i></p>
14		<p><i>Policy Paper Preparations</i></p>
		<p><i>Policy Paper Preparations</i></p>
15		<p><i>Policy Paper Presentations</i></p>
		<p><i>Policy Paper Presentations</i></p>
16		<p><i>Policy Paper Presentations</i></p>
		<p><i>Policy Paper Presentations</i></p>

17		<i>Policy Paper Presentations</i> <i>TBA – Assuming there are no emergency late adds, class will not need to meet this day; however, until further notice, all students are REQUIRED to keep this day available.</i>
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