



graduates work in a multitude of settings including probation, parole, corrections, law enforcement, crime labs, and nonprofit agencies, or they continue their education in law school or other graduate programs.

This degree program is housed in the Department of Justice Studies. More information is available at [www.sjsu.edu/justicestudies/](http://www.sjsu.edu/justicestudies/)

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

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

CLO 1.

respective week (see course schedule below); *please note discussion board original posts are due Wednesday at 11:59pm and other assignments may have other due dates.* Late assignments will not be accepted.

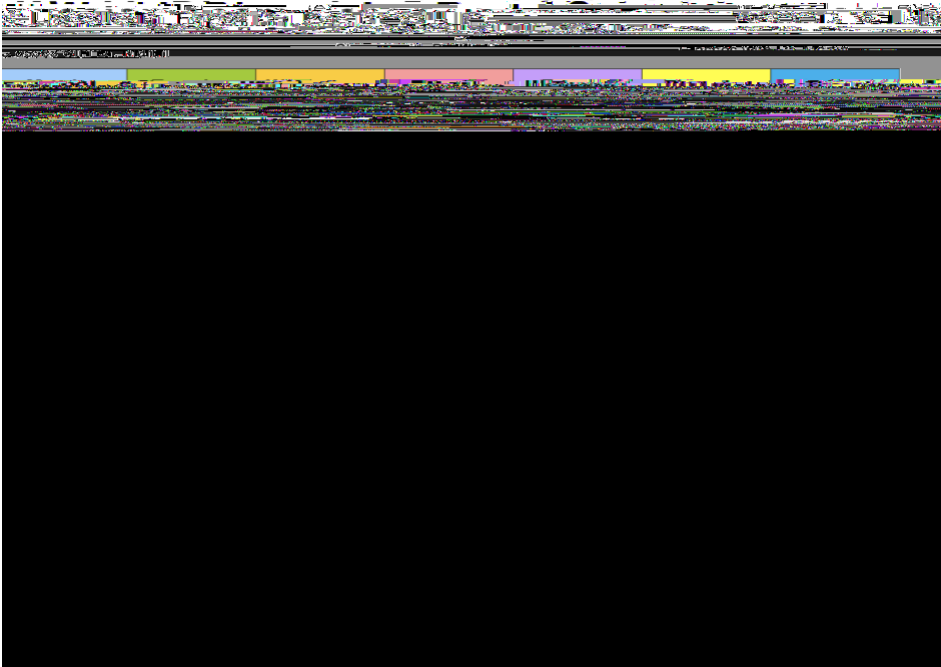
Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

Success in this course is based on the expectation that students will spe0051>2S2eIn z jwsp'6 R2nrçv'a'BR2nrnr.vg7Îa'

students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

Posts that exceed expectations (grade of an “A+”) will be reserved for those who have integrated material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of an “A+” is defined as “exceptional quality work.” Logging into Canvas later in the day on Sunday, will give you the best opportunity to close out any open conversations from the week. If you are unable to login on a particular Sunday, then please email me in advance.



Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

Question: Do you believe the criminal justice system is a “system” a “process,” or neither? Defend your answer using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

I believe that the criminal justice system is a “process.” According to Peak (2016), the criminal justice process is “the decisions and actions by an institution, offender, victim, or society that influence the offender’s movement into, through, or out of the justice system” (p. 5). Figure 1-1 depicts the criminal justice process very well. The criminal justice process begins when police make an arrest. The criminal makes their way through the police “process,” determining accusations and detention. Then, the criminal either moves on through the process and proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process of the criminal justice system. He states, “The suspect is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed, punished, and/or rehabilitated by correctional agencies” (Louthan, 1974, p. 30).

In this criminal justice process, each step feeds the other. Louthan (1974) describes how each distinct function, amongst the police, courts, and corrections, interact and affect one another. Corrections would be non-existent, if not for guilty verdicts from the courts. Courts would be non-existent without arrests by police. And police would be non-existent if there were no punishments for crime. Thus, the agencies within the process are working toward a common goal. "As a process, the justice system cannot reduce crime by itself nor can any of the component parts afford to be insensitive to the needs and problems of the other parts" (Peak, 2016, p. 7). I don't believe that fragmentation among the criminal justice system is caused because the criminal justice system is a non-system. Components of the criminal justice system are individually fragmented (p. 7). Agencies within the process are only concerned about their needs, and not considering what changes among their agency will affect other components of the process.

Because I believe that the criminal justice system is a "process," I think that police, courts, and correctional agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as "entities of two or more people who cooperate to achieve an objective" (p. 22). Each component within the criminal justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own set agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete the next set of objectives of the next organization, until all organization's objectives are met. Once all the objectives are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear description of the criminal justice process. What Louthan doesn't describe clearly in his description is the concept of filtering. Some criminals won't advance to the next step in the criminal process because they are filtered, or screened out (Appalachian State University, 2016). Peak's (2016) Figure 1.1, shows the different ways that criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). The criminal justice process. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). Relationships among police, court, and correctional agencies. (30-37).

**Policy Project**

You will be expected to complete a Policy Project that dives into one major justice issue covered in this course. Your Project will consist of the devolvement of a mock policy or program that addresses the specific need for

## Classroom Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students' backgrounds and personal opinions.

## 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.

## Justice Studies Department 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.

\*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

## Course Schedule

Module	Dates	Course Assignments
<b>MODULE 1: INTRODUCTION TO JUSTICE</b>		
1	Week 1: 8/19 – 8/22	Review the syllabus Carefully read discussion board/class participation requirements Carefully read Policy Project prompt Sign-up for a Policy Project Issue Introduction through Google Slides
	Week 2: 8/23 – 8/29	Topics posted to Canvas <ul style="list-style-type: none"><li>○ What is Justice?</li><li>○ Critical Issues</li></ul> Jamboard: Name a Critical Issue in Justice Discussion Board #1

<b>MODULE 2: RACIAL AND GENDER (IN)EQUALITY</b>		
2	Week 3: 8/30 – 9/5	Topics posted to Canvas <ul style="list-style-type: none"> <li>○ Race and crime</li> <li>○ Racial profiling</li> <li>○ Black Lives Matter</li> </ul> Discussion Board #2
	Week 4: 9/6 – 9/12	Topics posted to Canvas <ul style="list-style-type: none"> <li>○ Needs of women in prison</li> <li>○ Women as criminal justice professionals</li> </ul> Discussion Board #3
	Week 5: 9/13 – 9/19	Policy Implications Activity through Google Slides Policy Project due Sunday at 11:59pm
<b>MODULE 3: DISADVANTAGED COMMUNITIES</b>		
3	Week 6: 9/20 – 9/26	Topics posted to Canvas <ul style="list-style-type: none"> <li>○ What is a disadvantaged community?</li> <li>○ Theoretical explanations</li> </ul> Discussion Board #4
	Week 7: 9/27 – 10/3	Topics posted to Canvas <ul style="list-style-type: none"> <li>○ Policing disadvantaged communities</li> <li>○ Stop and Frisk</li> </ul> Discussion Board #5
	Week 8: 10/4 – 10/10	Policy Implications Activity through Google Slides Policy Project due Sunday at 11:59pm
<b>MODULE 4: MASS INCARCERATION</b>		
4	Week 9: 10/11 – 10/17	Topics posted to Canvas <ul style="list-style-type: none"> <li>○ War on Drugs</li> <li>○ Mentally Ill</li> <li>○ School-to-Prison Pipeline</li> </ul>





	<p>Week 16: 11/29 – 12/5</p>	<p>Topics posted to Canvas ○ Choose your topic! Choose a topic we have not yet covered in this class and explain its importance to justice studies. Discussion Board #10</p>
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Week 17: