



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.

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

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://www.adobe.com>)

*“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.”*

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



Presentation

0 – 100 3 n



		consistently poor organization/grammar so as to interfere with comprehension instructor unable to provide useful feedback
0 – 3 (2) 0 – 10 (7 - 8) 0 – 100 (70 – 89)	Completed with acceptable effort	two insightful live comments presentation 20-30 minutes covers most topics in some detail, but key content is missing or incomplete some references to assigned materials with some insightful connections writing is comprehensible, but contains noticeable deficit(s) in grammar/organization Instructor is able to provide feedback but may need clarification
0 – 3 (3) 0 – 10 (9 - 10) 0 – 100 (90 – 100)	Completed with full effort	three or more insightful live comments attended entire class period presentation over 30 minutes multiple references to assigned materials with insightful connections drawn covers all topics in sufficient detail; missing content is rare and/or of minor significance writing is well-organized with few to no grammar errors Instructor can provide detailed feedback

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.

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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Feb 22

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Feb 24

*Most law that governs daily life in our representative democracy comes via the legislative branch through our elected officials. Let's review and debate our selection of lawmakers and this lawmaking process: are elected officials the ideal policymakers?*

Videos:

[I'm Just a Bill \(Schoolhouse Rock\)](#) – 3 mins

[How a Bill Becomes a Law \(PBS\)](#) – 7 mins

[Congressional Committees \(PBS\)](#) – 8 mins

[How a Bill Really Becomes a Law - What Schoolhouse Rock Missed](#) – 2 mins

[I'm Just a Bill Parody](#) – 2 mins

[Stephen Talks to a Bill \(Yes, the Healthcare One\)](#) – 6 mins

[I'm Just a Lie](#) – 3 mins

[Congressional Elections](#) – 8 mins

Paper Proposal Due

Group Presentation Policy Selection Due

Sample Presentation Summary Due

6

Mar 1

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Mar 3

*Citizens are key players in policy-making, but how good are they at making policy? And should some of them be banned from policymaking?*

Readings:

[Is it Time to Reconsider California's Initiative System?](#)

[Felony Disenfranchisement \(The Sentencing Project\)](#)

[CA Prop 17 \(Ballotpedia\)](#)

[Voting Rights: Persons with a Criminal History](#)

[Voting Rights: Persons Subject to a Conservatorship](#)

Videos:

[Three Strikes and You're Out](#) – 11 mins

[Voting Rights for Felons on Parole in California](#) – 2 mins

Group 1 Presentation

7

Mar 8

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Mar 10

*How much policymaking power should executives and non-elected officials have?*

Videos:

[How Do Executive Orders Work?](#) – 5 mins

[Why Executive Orders Can't Save the US Economy](#) – 12 mins

[Trump Signs Social Media Executive Order](#) – 6 mins

[How a Bill Does Not Become Law](#) – 4 mins

[How Presidential Pardons Work](#) – 3 mins

[Can the President Grant Preemptive Parx](#)

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- 13 Apr 19 & Apr 21 *How effective is law enforcement at preventing victimization? Are there alternative models to law enforcement that would better promote justice?*  
 Videos:  
 Police Tracked Down "Golden State Killer" Suspect By Matching DNA With Public Database – 6 mins  
 The School-to-Prison Pipeline Debate – 16 mins  
 Sandy Hook Promise School Shooting PSA – 1 min  
 Policing the Police – 54 mins  
 Ken Burns: The Central Park Five – 119 mins  
 Torture and Interrogation – 9 mins  
 Six Charged in "Birth Tourism" Scheme for American Citizenship – 5 mins  
 Group 6 Presentation
- 14 Apr 26 & Apr 28 *Punishment is the state's imposition of pain in response to the commission of a crime. Is pain the proper response?*  
 The Surprising Reason Our Correctional System Doesn't Work – 15 mins  
 5 Incredible Prison Rehabilitation Programs – 16 mins  
 What Can We Learn From the World's Most "Humane" Prison? – 10 mins  
 Group 6 Presentation Reaction Due  
 Group 7 Presentation
- 15 May 3 & May 5 *How well can corporations self-regulate? Do corporations have an obligation*  
 How Can Business Survive Climate Change? – 21 mins  
 The Green New Deal, Explained – 7 mins  
 Green New Deal - Fact versus Fiction – 8 mins  
 Is the Paris Accord Unfair to the US? – 7 mins  
 Group 8 Presentation  
 Group 7 Presentation Reaction Due
- 16 May 10 & May 12 Writing Workshops  
 Group 8 Presentation Reaction Due
- FINAL May 23 Policy Paper