

San José State University
Social Sciences/Justice Studies
JS 265, Comparative Criminal Justice Systems, Section 80 Fall 2020

Course and Contact Information

Instructor:	Allison Martin, Ph.D.
Location:	Oceanside, CA
Email:	allison.martin@sjsu.edu
Office Hours:	Monday 10am through Zoom https://sjsu.zoom.us/j/415779048
Class Days/Time:	Asynchronous online
Prerequisites:	Any 100W

Course Description

Theory-based comparative analysis of US criminal justice system with criminal justice systems around the world. Course focuses on legal traditions, policing, courts and corrections, with emphasis on the role of geographical, historical and cultural traditions in shaping criminal justice.

This course will examine the major criminal justice systems in the world and engage in comparative analysis of US criminal justice system with these major criminal justice systems. More specifically, this course will mainly focus on: (1) Measuring and Comparing Crime in and across nations, (2) Families of Law, (3) Criminal Procedure (4) Policing, (5) Courts, and (4) Corrections. Students' understanding of the American criminal justice system will serve as a basis for learning comparative analyses throughout this course. This course offers an international perspective on crime.

Course Format

This is an online graduate level course and is designed to emphasize critical thinking and developing analytical perspectives to the material. As such, the bulk of the class will focus on weekly readings from the textbook and articles, online discussion boards, a final research paper with an accompanying outline and presentation highlighting the main ideas of your paper.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page, visit http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Program Information

Since 1930, the Department of Justice Studies has developed, promoted and fostered social justice and empowered communities. In an ever-changing social, political and economic environment, we remain committed to academic excellence, social activism and policy relevant research. We offer BS and MS degrees

in justice studies, a BS in forensic science and minors in justice studies, forensic studies, an MS in Criminology, legal studies and human rights. Among other topics, our widely regarded faculty conduct research in the areas of human rights, immigration, violence against women, sex offender behavior, family violence, and DNA profiling. Student groups and clubs include Alpha Phi Sigma, Chi Pi Sigma and the Forensic Science Club. Our 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/

Course Learning Outcomes (CLO)

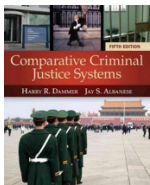
Upon successful completion of this course, students will be able to:

- CLO 1. identify social, cultural, economic, ideological, and political variables which contribute to the variation of crime problems across nations
- CLO 2. understand the structure and function of the criminal justice systems in other countries
- CLO 3. develop an appreciation and understanding of the ethical dilemmas confronting criminal justice systems worldwide
- CLO 4. understand the requirements to maintain diversity in agencies of the criminal justice system
- CLO 5. compare methods, procedures and theories employed by other countries to the American Criminal Justice system.

Required Texts/Readings

Textbook

Dammer, H. R. and Albanese, J. S. (2014). *Comparative criminal justice systems*, 5th edition. Belmont, CA: Cengage/Wadsworth.



ISBN-13: 9781285067865

ISBN-10: 128506786X

Textbook can be purchased through the University bookstore or online (e.g., Amazon)

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Ebbe, Obi N.I. (ed.) (2013). *Comparative and International Criminal Justice Systems: Policing, Judiciary, and Corrections*, 3rd. Boca Raton, FL: CRC Press.

Fairchild, E. and Dammer, H. R. (2005). *Comparative Criminal Justice Systems*. Independence, KS: Wadsworth Publishing.

- Fields, C. B. and Moore, R. H., Jr. (eds). (2005). *Comparative and International Justice: Traditional and Nontraditional Systems of Law and Control*, 2nd edition. Long Grove, IL: Waveland Press, Inc.
- Natarajan, M. (2005). *Introduction to International Criminal Justice*. New York, NY: McGraw-Hill.
- Pakes, F. (2004). *Comparative Criminal Justice*. Gloucester, UK: Willan Publishing.
- Reichel, P. (2018). *Comparative Criminal Justice Systems*, 7th edition. Upper Saddle River, NJ: Pearson.
- Terrill, R. (2012). *World Criminal Justice Systems: A Comparative Survey*, 8th edition. Cincinnati, OH: Anderson Publishing.
- Winterdyk, J. (2002) *Juvenile Justice Systems: International Perspectives*, 2nd edition. Toronto, Canada: Canadian Scholars Press.

Required Readings Posted to Canvas

- Adams, E.B. and Vera Sanchez, C.G. (2018). Murder in a twin island paradise: Trends and strategies implemented to address criminal homicide in Trinidad and Tobago. *Sociology of Crime, Law and Deviance*, 23, 241-255.
- Albrecht, H. (2013). Sentencing in Germany: Explaining long-term stability in the structure of criminal sanctions and sentencing. *Law and Contemporary Problems*, 76, 211-236.
- Anckar, C. (2014). Why countries choose the death penalty. *Brown Journal of World Affairs*, 21(1), 7-25.
- Bennett, R.R. (2004). Comparative criminology and criminal justice research: The state of our knowledge. *Justice Quarterly*, 21(1), 1-21.
- Deflem, M. (2006). Europol and the policing of terrorism: Counter-terrorism in a global perspective. *Justice Quarterly*, 23(3), 336-359.
- Dervan, L.E. (2011). American prison culture in an international context: An examination of prisons in America, The Netherlands, and Israel. *Stanford Law and Policy Review*, 22(2), 413-428.
- Ewald, U. (2010). 'Predictably Irrational' – International sentencing and its discourse against the backdrop of preliminary empirical findings on ICTY sentencing practices. *International Criminal Law Review*, 10, 365-402.
- Garbett, C. (2013). The truth and the trial: Victim participation, restorative justice, and the International Criminal Court. *Contemporary Justice Review*, 16(2), 193-213.
- Harfield, C. (2008). The organization of 'organized crime policing' and its international context. *Criminology and Criminal Justice*, 8(4), 483-507.
- Jehle, J., Wade, M. and Elsner, B. (2008). Prosecution and diversion within criminal justice systems in Europe. Aims and design of a comparative study. *European Journal Criminal on Criminal Policy and Research*, 14, 93-99.
- Juska, A. (2009). Privatization of state security and policing in Lithuania. *Policing and Society*, 19(3), 226-246.

- Kim, B., Lin, W. and Lambert, E.G. (2015). Comparative/international research on juvenile justice issues: A review of juvenile justice specialty journals. *Journal of Criminal Justice Education*, 26(4), 545-562.
- Lynch, M. (2017). Backpacking the border: The intersection of drug and immigration prosecutions in a high-volume US court. *British Journal of Criminology*, 57, 112-131.
- Morant, N. and Edwards, E. (2011). Police response to diversity: A social representational study of rural British policing in a changing representational context. *Journal of Community & Applied Social Psychology*, 21, 281-296.
- Morris, C. (2015). An international study on public confidence in police. *Police Practice and Research*, 16(5), 416-430.
- Nelken, D. (2009). Comparative criminal justice: Beyond ethnocentrism and relativism. *European Journal of Criminology*, 6(4), 291-311.
- Novak, A. (2017). The role of legal advocates in transnational judicial dialogue. *Cardozo Journal of International and Comparative Law*, 25, 179-217.
- Penrose, M. (2016). Creating an international prison. *Houston Journal of International Law*, 38(2), 425-464.
- Pham, T. (2013). The establishment of juvenile courts and the fulfilment of Vietnam's obligation under the Convention on the Rights of the Child. *Australian Journal of Asian Law*, 14(1), 1-19.
- Sander, G., Scandurra, A., Kamenska, A., MacNamara, C., Kalpaki, C., Fernandez Bessa, C., Laso, G.N., Parisi, G., Varley, L., Wolny, M., Moudatsou, M., Henrique Pontes, N., Mannix-McNamara, P., Libianchi, S., and Antypas, T. (2016). Overview of harm reduction in prisons in seven European countries. *Harm Reduction Journal*, 13(28), 1-13.
- Service, T. (2012). From Belfast to Bishkek: An international perspective on neighborhood and community policing. *International Journal of Police Science & Management*, 14(4), 362-372.
- Zimring, F.E. (2006). The necessity and value of transnational comparative study: Some preaching from a recent convert. *Criminology and Public Policy*, 5(4), 615-622.

Online Resources

- <https://law.duke.edu/lib/researchguides/intclaw> : A research guide on international criminal law.
- www.unodc.org : The UN Office on Drugs and Crime, focused on transnational crime.
- <https://www.interpol.int/en> : The INTERPOL's database of transnational crimes.
- www.internationalcrimesdatabase.org : A comprehensive database of international crime court cases, etc.

Other technology requirements / equipment / material

Internet connection and Microsoft Office access is required for this course, specifically Word and PowerPoint.

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 Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All assignments become available on Monday at 12:00am PST and are due by Sunday at 11:59pm PST of their respective week, unless otherwise noted (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 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.

Detailed Introduction Post

This assignment is meant for the class and the instructor, to get acquainted with you. In approximately one page, please tell us (1) your name and where you are from, (2) why you chose to take this class, (3) how familiar you are with the topic of comparative criminal justice systems, (4) how important you think it is to know about comparative criminal justice systems, and (5) the type of career you wish to pursue and/or what you plan on doing with your Graduate Degree. This assignment will be due week 1 (see Course Schedule).

Discussion Boards

Discussion boards simulate classroom discussion, which is a main focus of a graduate level course. You are to provide thoughtful and original discussions based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students.

Discussion boards will be heavily graded on your use of reading material and the conversations you have with me and other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook and articles where appropriate. Please do not rely simply on one reading to answer your discussion board posts; the purpose is to incorporate several works to develop your main arguments. When using evidence in your discussion posts, you must cite the source using APA format. If you need assistance on APA format, please view: <https://owl.english.purdue.edu/owl/resource/560/01/>.

Students are required to first read all assigned readings and then respond to the module discussion board topic **by Wednesday at 11:59pm**. Students will then respond to *two* other student's original posts, as well as any questions I may ask regarding their post **by Sunday at 11:59pm**, when the weekly topic will close. Be sure to

use references to reading material in all the posts you can, especially when agreeing with or refuting points made by authors. Responses consisting of a lack of thought as in “I agree” or “great thought” will not count as a quality response.

If I pose a question to your post, it will be Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday. I may also pose a follow-up question for the entire class; these follow-up questions will be sent through Canvas email messages, so be sure to check your university account regularly. Required responses to other 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.” When closing out your thoughts for the week, it is best to login later on Sunday to see if other students have written on your posts during the weekend. This will give the chance for everyone to be involved in the conversations as much as possible.

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. Discussion Board original responses should be approximately 1½ -2 single-spaced pages (in Word or Word equivalent using Times New Roman 12-point font) and follow APA guidelines both in-text and in references at the end of the post. Responses to others should be equivalent to 1-1½ single-spaced page(s). 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).

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Response to another student's post:

I too thought that the criminal justice system acts like a process. Like how you framed the criminal justice system as a "process within a system." The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have to had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). Justice administration: Police, courts, and corrections management, 8th edition. Hoboken, New Jersey: Pearson.

Research Paper and Presentation

In this course, there is an extensive research paper with an accompanying detailed outline and PowerPoint presentation, both with peer-reviews. Further assignment directions will be posted to Canvas. All written assignments will be turned in on Canvas through their respective assignments tab by the assigned due date. Late assignments will not be accepted.

Grading Information

Your grade in the class will be based on the following:

Discussion Boards	50 points (10 points each)
Research Paper Detailed Outline	20 points
Research Paper Presentation	30 points
Final Research Paper	100 points
Total	200 points

Please see the sample rubric below for discussion boards (note that the point scale may differ for this course):

Discussion Board Rubric				🔍 🗑️
You've already rated students with this rubric. Any major changes could affect their assessment results.				
Criteria	Ratings			Pts
Quality of Original Post	4.0 to >3.0 pts Partial/Full Credit The student understands significant ideas relevant to the issue under discussion. The student elaborates statements with accurate explanations, reasons, and supported reading material.	3.0 to >1.0 pts Partial Credit Ideas are reasonably clear, but some guesses as to what the student meant need to be made. Some vocabulary and concepts are used correctly and some are not. Support with reading material is lacking.	1.0 to >0 pts Partial/No Credit The student uses foundational knowledge or terminology incorrectly. Ideas are extremely limited or hard to understand. Or, post is not completed.	4.0 pts
APA format	1.0 pts Full Credit In-text citations and references follow APA guidelines	0.0 pts No Marks In-text citations and references do not follow APA guidelines.		1.0 pts
Responses to Others' Original Posts	3.0 pts Full Credit The student responds to two other students' original posts. He or she initiates the dialogue with thoughtful and reflective comments and questions. The interactions is appropriate and he or she acknowledges the statements of others in a way that builds a consecutive interchange between participants. Reading material is used to support and/or refute arguments.	2.0 pts Partial Credit The student responds to two other students' original posts, but contributes little new knowledge or ideas, or arguments are not supported with reading material. Or, the student responds to only one other students' original post.	0.0 pts No Credit The student does not respond to other students' original posts, or responses are lacking consist of a lack of detail and thoughtfulness (e.g., "I agree").	3.0 pts
Response to Follow-up Question and Comments from Other Students	2.0 to >1.0 pts Partial/Full Credit Student replies to the follow-up question asked by the instructor with accurate explanations and supported reading material. The student responds to those who commented on their posts with thoughtful discussion.	1.0 to >0 pts Partial/No Credit The students does not reply to the follow-up question posed by the instructor or the response is lacking detail and supported reading material. The students does not respond to those who commented on his or her post.		2.0 pts
				Total Points: 10.0

Grading for Written Assignments

“A”: An “A” assignment is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (spacing, page limit, etc.) is correct.

“B”: A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These assignments typically convey less mastery of a topic or study, as evidenced by not clearly or completely addressing the topic/question. Coverage of the assignment is generally complete and mostly accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. This paper often appears as if it needs minor to moderate revision and/or proofreading, digresses slightly off topic, or does not fully address the posed question(s). Citations are somewhat lacking, inappropriate, or not cited correctly. The paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and

was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort. Students generally used accurate and appropriate references to topics covered in the paper, but additional or more relevant citations should have been used, and/or the citations were not correctly formatted/referenced. The full range and scope of the topic are not addressed fully. The paper format (spacing, page limit, etc.) is mostly correct.

“C”: A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper often appears as if it needs moderate to significant revision and/or proofreading. The paper barely meets minimum expectations and is below average. It is unclear if the student read all readings necessary to answer the posed question, or the student does not sufficiently/clearly address the question. Its quality suggests that the student did not take the assignment seriously and rushed through it with little thought or attention to detail. Students generally do not use accurate or appropriate references to topics covered in the paper, need additional or more relevant citations, and/or the citations are not formatted correctly.

“D/F”: A “D/F” assignment lacks clarity and organization as well as relevant substance. Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. This paper often appears as if it needs significant revision and/or proofreading. The paper does not meet the minimum expectations and is significantly below average. It does not appear that the student read all of the material necessary to answer the posed question, or did not address the posed question. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought. Students generally use very few or inappropriate references, the citations were not formatted correctly, and the clarity/organization of the paper is low.

Percentages are obtained by dividing the total points you earn by the total points possible in the course.

A plus = 98 to 100%	A = 93 to 97.9%	A minus = 90 to 92.9%
B plus = 88 to 89.9%	B = 83 to 87.9%	B minus = 80 to 82.9%
C plus = 78 to 79.9%	C = 73 to 77.9%	C minus = 70 to 72.9%
D plus = 68 to 69.9%	D = 63 to 67.9%	D minus = 63 to 67.9%
F = 0-62.9%		

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

“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.

JS 265 / Comparative Criminal Justice Systems, Fall 2020

*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

Week	Topic	Course Assignments and Due Dates
Week 1: 8/19 – 8/23	Introduction -- Measurement of Crime Across Nations	<ul style="list-style-type: none"> • Read Syllabus • Read Research Paper Assignment Requirements • Read Dammer & Albanese: Chapters 1 & 2 • Detailed Introduction Post Discussion Board #1
Week 2: 8/24 – 8/30	Families of Law -- Model Nations	<ul style="list-style-type: none"> • Read Dammer & Albanese: Chapters 3 & 4 • Read Reichel Chapters 4&5 on Canvas • Explore: http://www.juriglobe.ca/eng/ Discussion Board #2
Week 3: 8/31 – 9/6	Law Enforcement	<ul style="list-style-type: none"> • Read Dammer & Albanese: Chapter 5 • Supplemental Readings posted to Canvas: <ul style="list-style-type: none"> ○ Reichel Chapter 6 ○ Service (2012) ○ Morant and Edwards (2010) ○ Juska (2009) ○ Morris (2015) ○ Adams and Vera Sanchez (2018) Discussion Board #3
Week 4: 9/7 – 9/13	Criminal Procedure --- Courts	<ul style="list-style-type: none"> • Read Dammer & Albanese: Chapters 6 & 7 • Supplemental Readings posted to Canvas: <ul style="list-style-type: none"> ○ Reichel Chapter 7 ○ Nelken (2009) ○ Jehel, Wade and Elsner (2008) ○ Lynch (2017) • Research Paper Outline due FRIDAY 9/11 • Research Paper Outline Peer-Review due Sunday 9/13

<p>Week 5: 9/14 – 9/20</p>	<p>After Conviction: Sentencing</p>	<ul style="list-style-type: none"> • Read Dammer & Albanese: Chapter 8 • Supplemental Readings posted to Canvas: <ul style="list-style-type: none"> ○ Ewald (2010) ○ Garbett (2013) ○ Albrecht (2013) ○ Anckar (2014) ○ Novak (2017) • Discussion Board #4
<p>Week 6: 9/21 – 9/27</p>	<p>After Conviction: Prison</p>	<ul style="list-style-type: none"> • Read Dammer & Albanese: Chapter 9 • Supplemental Readings posted to Canvas: <ul style="list-style-type: none"> ○ Reichel Chapter 8 ○ Penrose (2016) ○ Dervan (2011) ○ Sander et al. (2016) Discussion Board #5
<p>Week 7: 9/28 – 10/4</p>	<p>Special Topics: Terrorism, Organized Crime and Juvenile Justice</p>	<ul style="list-style-type: none"> • Read Dammer & Albanese Chapters 10, 11, & 12 • Supplemental Readings posted to Canvas: <ul style="list-style-type: none"> ○ Reichel Chapter 9 ○ Deflem (2006) ○ Harfield (2008) ○ Pham (2013) • Research Paper PowerPoint presentation due FRIDAY 10/2 • Research Paper Presentation Peer-Reviews due Sunday 10/4
<p>Week 8: 10/5 – 10/9</p>	<p>Final Thoughts --- RESEARCH PAPER DUE</p>	<ul style="list-style-type: none"> • Supplemental Readings posted to Canvas: <ul style="list-style-type: none"> ○ Bennett (2004) ○ Zimring (2006) ○ Kim, Lin and Lambert (2015) Research Paper due FRIDAY 10/9 by 11:59pm