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Office Hours: Tuesday & Thursday 10:00 to 10:30 and 12:30 to 1:30; Tuesday 2:45 to 4:45

Catalog Course Description: The identification, discussion, and analysis of selected problems in the justice system. A major term paper on a selected topic is required.

Course Prerequisites: Senior standing, AJ 105 and AJ 100W. A minimum grade of C- in this course is required for graduation. In order to ensure that this course can serve its function as a capstone senior research seminar, the enrollment cap will be enforced.

Other: The regulations in the current SJSU Catalog will be followed in regard to Add/Drop policies, Incomplete grades, and all questions of plagiarism and other issues of academic conduct. Those who desire disability-related accommodation should speak to the instructor at the beginning of the term. Emergency evacuation routes and procedures are posted adjacent to the classroom.

Required Text: Katherine Beckett and Theodore Sasson, *The Politics of Injustice: Crime and Punishment in America* (2000) is available at the campus bookstore. Other photocopied readings may be required.

Course Requirements:

1. Class participation: Students must attend class and come prepared to discuss and critique the assigned readings. Students must bring to class a minimum of two to three questions regarding the readings typed on a sheet of paper that will be submitted after the class.
2. A formal class presentation of research & policy analysis on an approved topic in justice policy. The presenter must distribute an outline of the presentation and a list of sources.
3. A research/policy paper of a minimum of 3000 words (not counting the bibliography) to be submitted in the fifteenth week of class.

Student Evaluation:

Class participation: 40%

Class presentation: 30%

Paper: 30%

Participation: The guiding conception behind the organization of this course is that it should serve as a senior capstone seminar for department majors. This is to be a *seminar* where students are offered the opportunity (as well as required) to discuss their own understandings and opinions of justice policy with their peers in an interactive classroom context that is guided and moderated, but not controlled or regimented, by the professor. The readings are not to be taken as authoritative gospel, but rather as points of departure for critical discussion. A wide range of viewpoints is welcomed. A vigorous discussion is strongly encouraged (within the limits of civility). The goal is for the students to exercise what they have learned as emerging scholars in this field and to extend themselves as independent thinkers among their peers.