

Professor Richard Perry, J.D., Ph.D.

Office: 525 MacQuarrie Hall

Email rperry@email.sjsu.edu (email is the preferred mode of communication)

Phone: (408) 924-1337.

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: Samuel Walker, *Sense and Nonsense about Crime and Drugs: A Policy Guide* (2001) is available at the campus bookstore.

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 for discussion 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 at the beginning of the presentation.
3. A research/policy paper of a minimum of 3000 words (not counting the bibliography, appendices, or any footnotes or endnotes) to be submitted no later than the final exam date of this class.

Student Evaluation:

Class participation: 20%

Discussion questions: 10%

Class presentation with documentation: 30%
Final policy 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.

Class Presentation: During the latter weeks of the term, each student will be required to make a formal presentation of approximately 20 minutes in length. This will be a preliminary presentation of the material that the student will ultimately develop into the required course research paper (see below). Each student will meet with the instructor during the early and middle weeks of the term to propose a research topic and to develop a rough outline and a direction for further reading. The presentation is to be directed to an audience of similarly trained peers, much like a presentation in a professional setting (formal professional suits, ties, etc., are not required, but a professional demeanor, clear organization, and well-spoken style ARE required). Each student must begin the presentation by handing out to the rest of the class an outline of the presentation, with a title, an order of topics, and a preliminary list of sources. The presentation should not be read, but should be presented in an expository style, working from three by five note cards or a detailed outline, with plenty of eye contact with the audience. At the end of the presentation, the presenter should accept questions from the audience and should take note of the questions, in order that the final draft of the course paper can address the issues raised in the questions posed by the audience (some presenters may prefer to tape record the question and answer period).

Course Paper: The paper should be at least 3,000 words in length. A typical page of double-spaced 12-point type has approximately 250 words, so a typical paper will be between 12 and 18 pages in length, not including the title page, the notes, references, or bibliography. The paper should be based upon a minimum of 5 scholarly references (books and/or journal articles). Good places to look are Criminal Justice Abstracts and the Lexis-Nexis full-text legal research database accessible through the SJSU library portal.

The paper MUST make use of the American Psychological Association citation style and format. The APA guidelines can be found at <http://www.wooster.edu/psychology/apa-crib.html> .

Spelling, punctuation, and general logical clarity of expression will be taken into account in evaluating the paper. It is strongly recommended that each student have a peer read the paper

at least once for clarity, spelling, and correct form. Given the nature of this senior seminar, the closest attention must be given to the originality of the work and any hint of plagiarism must be guarded against.

The paper must be structured as follows:

- I. Introduction: This section will include a brief introduction to the topic and a framing of the research question; it may include a history of the topic, a description of its current relevance, conceptual or definitional debates, and policy importance.
- II. Review of Literature: This section describes the state of research on the topic. It focuses on summarizing and evaluating the major sources that the paper will rely upon for its analysis of the topic. This section should consider empirical and theoretical significance. Students should draw upon their training in JS 105 as they describe and assess the strengths and weaknesses of each study they cite in their papers.
- III. Conclusions and Policy Implications: Overall conclusions from the literature, suggestions for policy, socio-political relevance and importance.

Course Schedule:

Week 1, August 31: Introductions; class prerequisites, policy paper review; discussion of research resources; collection of students' names and email addresses.

Week 2, Sept. 7: Read and discuss Walker, preface and chapter 1.

Week 3, Sept. 14: Read and discuss chapters 2 & 3

Week 4, Sept. 21: Read and discuss chapters 3 & 4 (each student should be prepared to describe her paper topic in class)

Week 5, Sept. 28: Read & discuss chapters 5 & 6; schedule individual meetings for coming weeks.

Week 6, Oct. 5: Read & discuss chapters 7 & 8; begin individual meetings with instructor on paper topics, references, and structure.

Week 7, Oct. 12: Read & discuss chapters 9 & 10; individual meetings with instructor, continued.

Week 8, Oct.19: Read & discuss chapters 11 & 12; individual meetings with instructor, continued.

Week 9, Oct. 26: Read & discuss chapters 13 & 14; schedule the order of presentations for coming weeks; individual meetings with instructor, continued.

Week 10, Nov. 2: Paper presentations begin.

Week 11, Nov. 9: Paper presentations.

Week 12, Nov. 16: Paper presentations.

Week 13, Nov. 23: Paper presentations.

Week 14, Nov. 30: Paper presentations.

Week 15, Dec. 7: Paper presentations.

Final exam date, Dec. 14: Final paper due.