

**San José State University**  
**Department of Justice Studies**  
**JS159-02 / Senior Seminar, Fall 2010**

<b>Instructor:</b>	Dina M. Kameda, M.S., M.A.
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<b>Office Hours:</b>	Mondays, 5:30 PM – 8:00 PM Wednesdays, 3:00 PM – 4:30 PM
<b>Class Days/Time:</b>	Tuesday and Thursdays, 12:00 PM – 1:15 PM
<b>Classroom:</b>	MH 526
<b>Prerequisites/Consent:</b>	JS100W, JS105, Senior Standing, Department Consent

### **Faculty Web Page and E-mail**

Copies of the course materials such as the syllabus, major assignment handouts, and ancillary materials may be found on my faculty web site at: <http://www.justice-studies.com>. You are responsible for regularly checking your e-mail regarding announcements, reminders, and any additional course materials. All course materials are posted in Microsoft Word or Adobe PDF format; you will need Adobe Acrobat Reader to view the PDF documents. A link to the program's download site is available on the home page of the instructor's web site; there is not cost to download Adobe Acrobat Reader.

### **E-mail Policy**

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the "subject line" the course number, your name, and a specific description of your inquiry or comment (e.g., JS159, Your Name, subject). The instructor **will not** respond to "**no subject**" e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (\*.doc or \*.docx), Microsoft Works (\*.wps), or in rich text format (\*.rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission.

## **Course Description and Overview**

This course is based on the identification, discussion, and critical analysis of contemporary problems and controversies in the criminal justice field. Criminal justice policy, practice, and scholarship will be explored. Throughout this course, students will have the opportunity to critically analyze contemporary criminal justice policies and practices. In addition to the analysis of the central text for this course, students will be encouraged and required to conduct outside scholarly research on a chosen topic, culminating in a policy paper.

## **Turnitin.com**

Students will be required to register on <http://www.turnitin.com>. Registration information will be provided on the first day of class.

## **Required Texts/Additional Readings/Other Materials**

**Textbook** (Available at the Spartan Bookstore; ISBN: 978-0495809876)

Walker, S. (2010). *Sense and Nonsense about Crime, Drugs, and Communities* (7<sup>th</sup> Ed.). Belmont, CA: Wadsworth.

## **Other Materials**

Additional readings may be assigned (sent via e-mail in PDF format).

## **Course Goals and Student Learning Objectives**

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

- LO1** Employ critical thinking and analysis. Satisfaction of this objective will be measured through the evaluation of substantive oral participation in class discussions, a scholarly, policy-based paper, and accompanying oral presentation.
- LO2** Effectively communicate substantive conclusions in oral format based upon course readings and out-of-class research. Satisfaction of this objective will be measured through the evaluation of substantive oral participation in class discussions and a presentation of a scholarly, policy-based research paper.
- LO3** Effectively communicate substantive conclusions in written format based upon scholarly research. Satisfaction of this objective will be measured through the evaluation of a scholarly, policy-based research paper.

## **Library Liaison**

Nyle Monday ([Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu))

(408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/registrar/calendar/2104/>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Classroom Protocol

1. 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.
2. Students are responsible for all missed notes, materials and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Review the **Student Expectations** page of the instructor's web site carefully (<http://www.justice-studies.com>) for further details regarding proper classroom etiquette.

## Overview of Participation – What constitutes participation?

In order to participate, one must be in attendance. Attendance per se; however, is not considered to be participation, and cannot be factored into the course grade. In-class comments based on the identification of discussion topics and presentations which exemplify knowledge of the subject matter and the asking of probing questions are considered to be participation. Beyond the completion of assigned readings, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in class discussions.

## Assignments and Grading Policy

### Course Grade Determination

Your course grade will be based on a policy research paper, paper presentation, in-class presentations of assigned readings/participation in class discussions, and the submission of critiques of discussion topics.

<b>Assignments/Percentage of Final Grade</b>	<b>Due Dates</b>
Policy Paper (40%)	November 30
Policy Paper Presentation (25%)	See schedule of paper presentations
Weekly Essay Presentations (20%)	See schedule of weekly presentations
Critiques of Discussion Topics (15%)	See course schedule

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## Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and/or APA formatting will result in a loss of points. Assistance with APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>

In order to demonstrate your comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late assignment submissions will not be accepted without a valid excuse which can be documented and substantiated in a timely manner.

A grade of “C minus” is required to pass this course.

## Course Grade Determination

Total Points	Grade
98 to 100	A plus
94 to 97	A
90 to 93	A minus
87 to 89	B plus
84 to 86	B
80 to 83	B minus
77 to 79	C plus
74 to 76	C
70 to 73	C minus
67 to 69	D plus
64 to 66	D
60 to 63	D minus
59 or less	F

## Written Assignments/Meetings/Presentations

General formatting requirements for written assignments include: (1) a cover page, (2) page numbering, (3) 1” margins on all sides, (4) strict double-spacing (no additional space before or after each line), and (5) Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references.

## Policy Paper

A 15-page research paper analyzing a justice-related topic is required for this course. Students can choose their topic based on their own research interests, but the topic must be discussed with the instructor during Topic Meetings (see course schedule), and approved no later than Thursday, October 14<sup>th</sup>, 2010. No paper will be accepted without previous discussion and approval. Approval of a topic will be dependent on thorough preparation for your Topic Meeting (see details regarding Topic Meetings below).

Students are prohibited from writing on a topic that has been used for previous course, or currently being used for another course. Any attempt to violate this requirement will result in an automatic “F” for the paper, which ultimately will result in failing the course. Such an attempt would constitute a violation of the Academic Integrity policy.

This paper will consist of a review of empirical literature on an approved topic. Students will be required to not only analyze and critique existing policies, but develop new or amended policies. The empirical research reviewed must come from high quality justice-related journals, which establish and examine relationships between and among independent and dependent variables. Based on the empirical evidence reviewed, policy implications will be drawn.

The paper must be submitted to [www.turnitin.com](http://www.turnitin.com) prior to submission to the instructor. It is to be submitted via e-mail as an attachment in one of the following formats: MS Works (\*.wps), MS Word (\*.doc or \*.docx), or Rich Text Format (\*.rtf). A paper which is copied and pasted into the body of an e-mail will not be accepted. This assignment will have a point value of 40 (i.e., 40% of the final course grade). [LO1, LO2, and LO3]

### **Topic Meetings**

Individual Topic Meetings will take place over the course of three and a half weeks this semester (see course schedule). Students will sign-up for Topic Meetings early on; each meeting will last roughly 20-25 minutes. Students who do not have a Topic Meeting scheduled for a particular day do not need to come.

### **Preparation for Topic Meetings**

For these meetings, you will need to be thoroughly prepared to discuss a plan of action for your policy paper. Failure to attend your scheduled Topic Meeting will result in a point loss equivalent to one full grade, as Topic Meetings are vital step in the preparation of your papers. Failure to be fully prepared for your Topic Meeting will result in a point loss equivalent to half a grade.

The following three criteria are required for the Topic Meetings:

1. A specific topic/delimited title (i.e., have a specific focus in mind)
2. A type-written outline for your paper (hard copy) which demonstrates the utility of your chosen journal articles, a clear conception of what policy/policies you intend to examine, plus of an APA reference list. You will be submitting this outline/reference list to the instructor at the time of your Topic Meeting.
3. Copies of (5) scholarly, empirical research articles that will be used for your paper. You may bring hard copies, or have PDF electronic versions of the downloaded articles on your own computer. Do not bring just a flash drive to your meeting; the instructor will not review contents of a flash drive unless it is plugged into your own computer.

### **Policy Paper Content Requirements**

1. In this paper students will review and critically analyze a minimum of (5) empirical scholarly journal articles on a chosen justice-related topic, approved by the instructor. The total number of required scholarly sources is (8) for the paper as a whole. The (5) empirical studies must have been published within the last five years (i.e., 2005 or later). In general, a high quality study will run approximately 15+ pages in length; in other words, do not use short summary studies. Prior to writing your paper, all (5) of the empirical studies must be cleared by the instructor at the time of your Topic Meeting. By the due date, students will need to furnish PDF electronic copies of all (5) empirical studies, or hard copies of the articles.

2. The topic cannot be one on which you have already written a previous paper, or are currently using for another course. Once your topic is chosen and approved, you may not change your topic without instructor consent.
3. Plagiarism will not be tolerated. Any extent of plagiarism (intentional or unintentional) will result in a failing grade for this assignment. Students will be required to submit their policy paper to [www.turnitin.com](http://www.turnitin.com), and are expected to utilize the Originality Report generated from that submission to self-edit any instances of plagiarism prior to submitting to the instructor. This process will require students to submit their policy papers to [www.turnitin.com](http://www.turnitin.com) a minimum of one day in advance of the due date (see course schedule). Once revisions have been made, students will be required to resubmit their papers to [www.turnitin.com](http://www.turnitin.com).
4. Writing style and presentation: The paper must be written in formal English (i.e., no contractions, abbreviations or slang). Proper punctuation, tense, spelling, grammar, syntax, and neatness are of importance; too many errors will lead to a mandatory point deduction equivalent to one half grade.
5. Proper APA-style formatting (6<sup>th</sup> Ed.) must be followed, with specific emphasis on in-text citations and references. While paraphrasing is allowed (i.e., rephrasing things into your own words), all paraphrases must be properly cited or they will be considered plagiarism. The use of direct quotes is greatly discouraged, as direct quotes do not demonstrate your understanding of the material. A total of (3) direct quotes may be used (with proper in-text citations and references); however, the quotes may not exceed (15) words each.
6. It is important to understand that social science research findings either support or do not support relationships between and among variables; they never prove anything in absolute terms. The use of statements implying that research findings “proved” or “disproved” anything will not be allowed.
7. The paper should be organized according to the specified format/structure.

### **Policy Paper Structure Requirements**

The main sections of the paper include an introduction, a literature review, policy implications, and references.

#### **Introduction**

This section includes a brief introduction of the topic, which may include historical information, relevance, concepts, definitions, overview of current policies, and the like.

#### **Literature Review**

This section primarily describes research on the topic, and focuses on defining the major relationships between and among variables (e.g., independent and dependent variables). For each empirical study, the following should be included:

1. Introduce the study by the author(s), publication date, and the purpose of the study.
2. Describe the research methodology for the study with respect to:
  - a. Sample (number of subjects and how they were recruited)
  - b. Variables (independent, dependent, and control variables) and Major Findings (statistically significant relationships between and among variables)
  - c. Study Limitations (variables not controlled for, procedural errors, sampling issues, generalizability issues, and so on)

The more comprehensive the descriptions of the above methodologies are, in conjunction with demonstrating your understanding of the quality of the methodologies, the better. This does not mean simply regurgitating every little detail from the articles. A proper analysis of a research methodology requires a discerning eye, which can judiciously but thoroughly, extrapolate the most pertinent information and critically analyze it.

### **Policy Implications**

Based on the research findings reviewed, the need for new and/or improved policies will be described. These policy changes and revisions must be based on a realistic assessment with respect to budget, time, resource allocation and constraints, and politics. This suggests that the policies should be aimed specifically at program developments with respect to the research reviewed and the practical implications of their implementation.

### **References**

References refer only to those sources which have been cited within your paper. Additionally, only primary sources are included, secondary sources are not. Your references must match with your in-text citations.

### **Policy Paper Grading**

The policy paper will be graded based on the following major criteria:

1. Adherence to all stated requirements, both formatting and content
2. The overall quality of research presented, in conjunction with the level of analysis provided
3. The overall quality of the paper with respect to writing mechanics and style

### **Paper Presentation**

Students will be required give a 20 minute formal presentation of their research papers. Before each presentation, presenters will distribute a 1-2 page outline of their presentation to students the class. Presenters will provide the instructor with the outline plus a full list of references. This assignment will have a point value of 25 (i.e., 25% of the final course grade). [LO1 and LO2]

The presentation must include the following:

1. **Introduction:** Description of the general topic
2. **Analysis:** Review of the methodology and findings for 5 empirical research studies, with commentary on how the studies relate to the chosen topic.
3. **Policy Critique:** A critique of current polices, based upon the literature, in terms of the implications of their effectiveness/ineffectiveness, and suggestions about alternative policies. This critique should pull upon finding in the literature to support the presenter's point of view.

### **Paper Presentation Grading**

The presentation will be graded based on the level of competency and flow, knowledge of the subject, and relevant answer(s) to directed questions. It is highly recommended that students practice their presentations several times (preferably in front of someone who will provide constructive feedback). The presentations will be held to strict time limits. Failure to complete a presentation within the allotted time frame (i.e., 20 minutes), or too brief of a presentation, will result in a loss of points.

### **Weekly Chapter/Journal Article Presentations**

Each student will be responsible for offering one in-class presentation of responses to (2) short answer essay questions for a specific textbook chapter. Each student will only present once on the assigned readings. If necessary, some students will present on instructor chosen journal articles in lieu of a textbook chapter; this will be dependent on the number of students enrolled in the course. Should this become necessary, all students will be responsible for reading additional journal articles which will be made available by the instructor via e-mail in PDF format. A schedule of presentations will be determined Tuesday, September 7th. In total, each student presentation (including questions) should run about 30 minutes. The presentation of each essay response will be roughly 8-9 minutes in length, with an additional 5-7 minutes for questions (approximately 15 minutes total). [LO2]

1. Each essay response should be presented separately. Students should begin with a reading of the relevant essay question, before providing their response.
2. Each essay response should incorporate substantive examples from the associated reading.
3. Students should be prepared to pose at least one to two questions to the class at the end of each presentation to facilitate class discussion.
4. Criteria for journal articles will be furnished at a later date.

### **Weekly Chapter/Journal Article Presentation Grading**

Each presentation of short answer essay responses will receive a “grade” ranging from 0 – 20 points based on the fulfillment of requirements. Weekly presentations will account for 20% of the final course grade). Please note that make-up presentations will not be allowed, except under extreme circumstances which can be substantiated (documentation may be required).

### **Critiques of Discussion Topics (CDTs)**

As part of overall participation, students are required to submit Critiques of Discussion Topics for the assigned readings. For each chapter, students must identify a minimum of two substantive topics (i.e., topics you believe to be the most crucial and insightful). The purpose of the critiques is to provide students with a basis for commentary on the assigned readings. Students may be called upon at random to provide supplemental commentary following Weekly Chapter Presentations. [LO1 and LO2]

1. Provide a single cover page for weekly CDTs; staple all CDTs together with the cover page.
2. The length of each chapter CDT should be approximately 1 page per topic, for a total of 2 to 3 pages per chapter (not inclusive of the cover page).
3. For purpose of clarity, please use a separate page for each topic.
4. Missing (2) or more chapter CDTs will result in a failing grade for this part of the course.

CDTs will be collected at the end of each class meeting (in person only), and will consist of four parts:

- I. **Topic Identification:** Briefly describe the topic, utilizing key words and phrases
- II. **Importance:** In a few sentences, state why you believe the topic is important in terms of impact or practice

- III. **Support:** Provide support for the topic's importance through the use of empirical data (utilizing at least one original source of research found in *Walker*). This section should be no more than 1 standard paragraph (3-5 sentences).
- IV. **Reference:** Provide a reference citation for the source utilized by *Walker* in accordance with the 6<sup>th</sup> Edition of the APA style formatting (Note: Some of *Walker's* sources are incomplete, cite as much information as you have available).

### **Critiques of Discussion Topics Grading**

Discussion topic points will be assigned on a 0, ½, ¾, or 1-point basis per assigned chapter. The total number of possible points for CDTs is 20 points. The determination of points will be predicated on the depth of knowledge exemplified. Please note that in order to earn the highest possible number of points for CDTs students will have to put forth effort beyond the minimum requirements.

- Zero points: No credit (no topics or absent from class)
- ½ point: At least one substantive topic with support per chapter
- ¾ points: Two topics with support per chapter
- 1 point: Three substantive topics with support per chapter

The assignment of points is subject to change depending on the total number of students enrolled in the course. Students will be promptly advised of any changes.

## **University Policies**

### **Academic integrity**

Students should know that the University's Academic Integrity Policy is available at [http://sa.sjsu.edu/judicial\\_affairs/students/academic\\_integrity.html](http://sa.sjsu.edu/judicial_affairs/students/academic_integrity.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://sa.sjsu.edu/judicial\\_affairs/students/student\\_conduct\\_code.html](http://sa.sjsu.edu/judicial_affairs/students/student_conduct_code.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **SJSU Writing Center**

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at: <http://www.sjsu.edu/writingcenter> or call 924-2308

## JS159-02 / Senior Seminar, Fall 2010 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via e-mail as early as possible.

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Handouts, Homework/Assignments, Readings, and Deadlines</b>
1	Thursday 8/26	<b>Agenda/Topics:</b> Overview of course (review of syllabus) <b>Homework/Assignments:</b> Register on <a href="http://www.turnitin.com">www.turnitin.com</a> by Saturday, 8/28; begin thinking about a paper topic
2	Tuesday 8/31	<b>Agenda/Topics:</b> Introduction to Policy; review of Critical Discussion Topics (CDT) assignments; set schedule for Short Answer Essay Presentations
	Thursday 9/2	<b>Agenda/Topics:</b> Policy Paper expectations; review of APA style in-text citations and references; review of requirements for Topic Meetings <b>Reading:</b> Walker, Chapter 1 and 2
3	Tuesday 9/7	<b>Agenda/Topics:</b> Collect Chapter 1 and 2 CDTs; Short Answer Essay Presentations for Chapter 1 and 2; set Topic Meetings schedule <b>Reading:</b> Walker, Chapter 3 and 4
	Thursday 9/9	<b>Agenda/Topics:</b> Collect Chapter 3 and 4 CDTs; Short Answer Essay Presentations for Chapter 3 and 4 <b>Reading:</b> Walker, Chapter 5 and 6
4	Tuesday 9/14	<b>Agenda/Topics:</b> Collect Chapter 5 and 6 CDTs; Short Answer Essay Presentations for Chapter 5 and 6 <b>Reading:</b> Walker, Chapter 7 and 8
4	Thursday 9/16	<b>Agenda/Topics:</b> Collect Chapter 7 and 8 CDTs; Short Answer Essay Presentations for Chapter 7 and 8 <b>Reading:</b> Walker, Chapter 9 and 10
5	Tuesday 9/21	<b>Agenda/Topics:</b> Collect Chapter 9 and 10 CDT; Short Answer Essay Presentations for Chapter 9 and 10; set Paper Presentation schedule <b>Homework/Assignments:</b> Preparation for Topic Meetings – delimited topic/title, paper outline, and printed copies or PDF electronic copies of (5) empirical journal articles

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Handouts, Homework/Assignments, Readings, and Deadlines</b>
5	Thursday 9/23	<b>Agenda/Topics:</b> Topic Meetings (3)
6	Tuesday 9/28	<b>Agenda/Topics:</b> Topic Meetings (3)
	Thursday 9/30	<b>Agenda/Topics:</b> Topic Meetings (3)
7	Tuesday 10/5	<b>Agenda/Topics:</b> Topic Meetings (3)
	Thursday 10/7	<b>Agenda/Topics:</b> Topic Meetings (3)
8	Tuesday 10/12	<b>Agenda/Topics:</b> Topic Meetings (3)
	Thursday 10/14	<b>Agenda/Topics:</b> Topic Meetings (2) <b>Reading:</b> Walker, Chapter 11 and 12
9	Tuesday 10/19	<b>Agenda/Topics:</b> Collect Chapter 11 and 12 CDTs; Short Answer Essay Presentations for Chapter 11 and 12 <b>Reading:</b> Walker, Chapter 13 and 14
	Thursday 10/21	<b>Agenda/Topics:</b> Collect Chapter 13 and 14 CDTs; Short Answer Essay Presentations for Chapter 13 and 14 <b>Reading:</b> Journal articles (TBA)
10	Tuesday 10/26	<b>Agenda/Topics:</b> Short Answer Essay Presentation for journal articles; review of requirements for Policy Paper Presentations <b>Reading:</b> Journal articles (TBA)
	Thursday 10/28	<b>Agenda/Topics:</b> Short Answer Essay Presentation for journal articles (tentative) – possible research day <b>Homework/Assignments:</b> Preparation for presentations
11	Tuesday 11/2	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
	Thursday 11/4	<b>Agenda/Topics:</b> Policy Paper Presentations (2)

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Handouts, Homework/Assignments, Readings, and Deadlines</b>
12	Tuesday 11/9	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
	Thursday 11/11	<b>Veteran's Day Holiday – No Class</b>
13	Tuesday 11/16	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
	Thursday 11/18	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
14	Tuesday 11/23	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
	Thursday 11/25	<b>Thanksgiving Holiday – No Class</b> <b>Homework/Assignments:</b> Finish your Policy Paper – due Tuesday, 11/30 via e-mail by midnight as an attachment
15	Tuesday 11/30	<b>Agenda/Topics:</b> Policy Paper Presentations (2) <b>Homework/Assignments:</b> Policy Paper due tonight via e-mail by midnight as an attachment
	Thursday 12/2	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
16	Tuesday 12/7	<b>Agenda/Topics:</b> Policy Paper Presentations (2)
	Thursday 12/9	<b>Agenda/Topics:</b> Policy Paper Presentations (2)