

**San José State University**  
**CASA/Department of Justice Studies**  
**JS103, Courts & Society, Section 1, Fall 2012**

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<b>Office Hours:</b>	Tuesday – Thursday 8:00 pm to 9:00 pm
<b>Class Days/Time:</b>	Tuesday – Thursday 1:30 pm to 2:45 pm
<b>Classroom:</b>	MacQuarrie Hall, Room 520
<b>JS Competency Area:</b>	A: Theories

### **Course Catalog Description**

The course presents historical and modern perspectives of the theories and structures of law, and provides an overview of the economic and sociological challenges to law making. This course also examines the nexus between law, social change, and dispute resolution.

### **Instructor's Course Description**

As an introduction to American criminal courts, their history, purpose and process, this course will survey the federal and state courts, their general constitutional structure and function with an emphasis on procedures, including criminal investigations, arrest, arraignment, grand jury, indictment, pretrial, trial, conviction, acquittal, sentencing and appeal. In addition, the course will examine the role of prosecutors, defense attorneys, judges and probation officers throughout the criminal courts in the United States.

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

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

**SLO 1** – understand the structure and functions of the court system, emphasizes attorneys' and judges' roles and the court process, and

examine the federal and state legislative, executive and judicial branch actions, including Supreme Court decisions in civil and criminal cases.

**SLO 2** - Identify and understand the structure of American criminal courts, specifically the various types of courts comprising the state and federal systems.

**SLO 3** - Identify and understand the players involved in the American Criminal Justice System, including judges, prosecutors, defense attorneys, defendants, victims, witnesses, jurors.

**SLO 4** - Identify and understand the constitutional structure function and process (procedures) within the American criminal justice system, including criminal investigations, arrest, arraignment, grand jury, indictment, pretrial, trial, conviction, acquittal, sentencing and appeal.

**SLO 5** - Critically analyze how developments in society can affect court decisions and the impact of court decisions on society.

**SLO 6** - Read, write, and contribute to discussion at a skilled and capable level.

### **Justice Studies 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.

### **Required Texts/Readings**

#### **Textbook**

Neubauer, D. A. (2009) (10<sup>th</sup> ed) *American Courts and the Criminal Justice System*. The text is available at the campus bookstore, with supplemental readings held on e-

reserve as assigned by topic. In addition, the textbook publisher provides supplementary Internet resources at [www.wadsworth.com](http://www.wadsworth.com).

### Reading Assignments

Students must complete all reading assignments before their discussion in class.

### Written Assignments

All writing assignments must adhere to the following **10 Rules of Formal Writing**. Written Assignments not conforming to these rules will receive a significant reduction in grade.

1. **DO NOT** write in the first person perspective.

**First Person Perspective:** A point of view in which *I, you* or *we* serve as the narrator or the narrative voice. Typically, found in journal writing, fiction, or other informal writing. The viewpoint is from the writer directly or as a person observing the action first-hand. Examples include a diary entry, a personal letter or the protagonist, David Copperfield in a Dickens novel *David Copperfield*. First person perspective is NOT acceptable when writing formally.

**Second Person Perspective:** A point of view in which uses the pronouns *you, your, and yours* to address a reader or listener directly. However, the second-person point of view only rarely serves as narrator or the narrative voice in fiction. However, it appears in letters, speeches, and certain forms of business and technical writing. An example is a systematic instruction manual for the assembly of a bicycle. Second person perspective is sometimes used when writing formally, but NOT for the purposes of this course.

**Third Person Perspective:** A point of view in which the writer relates information or action in the third person using proper nouns or third person pronouns such as *he, she* or *they*. Third person perspective may be omniscient (all-knowing) or limited. It is the primary characteristic of academic or formal writing. Examples include a textbook or an academic essay. Third person perspective is the ONLY perspective used for this course.

2. **DO NOT** use contractions.

A contraction is a shortened form of a word or series of words, usually missing letters marked by an apostrophe. Typically, contractions are used in informal writing. Examples include: *can't* for *cannot*, *doesn't* for *does not* and *should've* for *should have*. Contractions have NO place in academic or formal writing.

3. **DO NOT** write in the passive voice.

**Active Voice:** In an active sentence the *subject* is doing the action. An example of this is *Jack assisted Jill*. Jack is the subject of the sentence and he is doing something by *assisting Jill*, where Jill is the *object* of the sentence.

**Passive Voice:** A voice where the target of the action becomes the subject of the sentence. For instance, instead of writing, *Jack assisted Jill*; the author writes *Jill is*

*assisted by Jack.* Jill becomes the subject of the sentence even though she is not doing anything. Jill is the beneficiary of Jack's help. The subject of the sentence changes from Jack to Jill. When writing formally it is important to avoid this change of the subject.

For more information regarding passive and active sentences go to: <http://owl.english.purdue.edu/owl/resource/539/01/>

4. **DO NOT** begin sentences with *it, and, but, this, so* or an ambiguous pronoun.

Although this is no longer a conventional rule, it is still good practice. Sentences that begin with these words generally sound vague, weak or choppy and lead to confusion in a paper. So ... just kidding. For the purposes of this course try to avoid using these words at the beginning of a sentence.

5. **DO NOT** use rhetorical questions.

Writing rhetorically does not mean using rhetorical questions. Defined as the use of *language to please and persuade*, rhetoric plays an important role in academic and formal writing. However, the practice of placing rhetorical questions in a paper does not. While this instructor encourages persuasive, pervasive and sometimes profound thoughts and ideas, it loathes them in the form of a rhetorical question. Formal or academic papers should attempt to answer questions rhetorically, not ask rhetorical questions.

6. **DO NOT** use clichés.

A cliché's is a phrase repeated so many times that it has lost its ingenuity. If heard before, the chances are it is a cliché. Not sure? Use the *Cliché Finder*: <http://www.westegg.com/cliche/>

7. **DO NOT** write fragments.

A fragment is a group of words beginning with a capital letter and ending in a period, question mark or exclamation point, but is otherwise grammatically incomplete. Typically, a fragment is a phrase or dependent clause. Disguised as a sentence, it often is missing a subject, verb or a complete idea. The following are examples of sentence fragments and their missing parts:

- a. *Read about travelling to Europe.* (Missing subject) Correction → *Jack read about travelling to Europe.*
- b. *For example, Germany.* (Missing verb) Correction → *For example, Germany is nice in the summertime.*
- c. *Since Spain is warm.* (Incomplete idea) Correction → *Since Spain is warm, it is a nice place to visit in the wintertime.*

8. **DO NOT** write run-on sentences.

A run-on sentence is one that contains too many ideas and runs on too long. Typically,

a run-on sentence contains two complete ideas (or independent clauses) not properly connected in a single sentence. Once identified, the sentence is easily corrected by inserting the proper connecting words (conjunction) or punctuation. For example:

- a. *Jack fell down the hill Jill laughed.* (Missing conjunction) Correction → *Jack fell down the hill and Jill laughed.*
- b. *Jack tumbled down the hill there was an incident with Jill.* (Missing punctuation) Correction → *Jack tumbled down the hill; there was an incident with Jill.*
- c. *Jack went up the hill Jill followed him.* (Create two sentences) Correction → *Jack went up the hill. Jill followed him.*
- d. *Jack does not go up the hill anymore he is scared of Jill.* (Use of conjunctive word) Correction → *Jack does not go up the hill anymore because he is scared of Jill.*

9. **DO NOT** overuse direct quotations and paraphrased material.

**Direct Quotations:** The use of direct quotations from a particular source or sources is necessary when supporting a thesis or position in an academic or a formal paper. Notwithstanding, the overuse of direct quotations can make a paper uninteresting, irrelevant and redundant. A paper comprised entirely of direct quotations is nothing more than a reproduction of the original work. Direct quotations should support and strengthen a student's thesis or position, not simply restate another person's ideas. For more information regarding the use of direct quotations and for specific examples, please see: <http://www.american.edu/ocl/asc/upload/To-Quote-Paraphrase-or-Summarize.pdf>

**Paraphrasing:** Paraphrasing is restating another person's ideas in the student's own words. That is, taking another person's thoughts, concepts, information and/or ideas, expressing in the words of the paraphraser, and then providing the proper citation and bibliographic information pursuant to APA format.

**Summarizing:** Summarizing is consolidating another person's ideas in the student's own words. That is, taking another person's thoughts, concepts, information and/or ideas, expressing them in a concise manner, in the words of the paraphraser and then providing a citation and bibliographic information pursuant to APA format.

**WARNING: FAILURE TO QUOTE, PARAPHRASE OR SUMMARIZE PROPERLY AND/OR PROVIDE THE PROPER CITATION AND BIBLIOGRAPHIC INFORMATION PURSUANT TO APA FORMAT IS PLAGIARISM.**

For a tutorial regarding paraphrasing and summarizing, please visit: <http://www.wiziq.com/tutorial/95641-Paraphrasing3>

For a tutorial regarding APA Tutorial visit: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

10. **DO NOT** use symbols, slang, abbreviation or other colloquialisms.

When writing formally avoid using informal words, phrases and/or abbreviations. Present information first with proper nouns before using pronouns. There is no place in formal or academic writing for colloquialism (Remember, this is not a text, twitter or friendly email—this is formal writing). Here is a list of the top ten words to avoid when writing:

<http://www.freelancewriting.com/articles/ten-words-to-avoid-when-writing.php>

### **Court Observation Essay/Mock Trial**

**Court Observation Essay:** Students must observe a live hearing or proceeding of a criminal court in the United States. The hearing or proceeding must have occurred during the semester and the student must have viewed it in its entirety. Students are then required to write and submit a four to five page essay describing, analyzing and evaluating what they observed. The essay is due Week 14 and will be worth up to 100 points and 15% of a student's total grade.

**Mock Trial Participation:** Alternatively, students may participate in a mock trial during Week 13 (Time and location, TBA). Students will receive 50 points for actively participating in one of the many roles. Students will receive up to an additional 50 points for turning in a one to two page summary of their role in relation to the mock trial. This summary will be due Week 14.

**Written Work Evaluation:** Instructor evaluate the Court Observation Essay and Mock Trial Summaries as follows:

**Content (20%):** the instructor's evaluation of the overall content of the paper, including details and information regarding the event participated in or observed.

**Style (20%):** the instructor's evaluation of the student's composition of the paper, specifically the paper's perspective.

**Organization (20%):** the instructor's evaluation of way the student presents the information in the paper.

**Spelling/Grammar (20%):** the instructor's evaluation of the grammatical elements of the paper, specifically sentence structure and spelling.

**Overall Observations/Conclusions (20%):** the instructor's evaluation of the overall observations and conclusions drawn from the paper.

### Short Answer Essays

Students will write four (4) Short Answer Essays assigned throughout the semester. The Instructor will discuss the content of the essays before the assignment is due. The essays will consist at least 500 words, double-spaced with a 12-point font. The instructor will NOT accept late papers.

### Class Participation

Students are encouraged to participate in class discussion. Participating students who demonstrate they are prepared for class and provide a positive contribution to the class discussions may expect points toward their class participation evaluation.

### Examination and Evaluation

A student's final evaluation shall consist of two (2) in-class midterm examinations, four (4) short essay assignments and a cumulative final examination. Points and percentage of overall evaluation:

Grade Item	Weight	Points
First Midterm Examination (SLO's 1 - 3)	20%	100
Second Midterm Examination (SLO's 3-4)	20%	100
4 Short Essay Assignments (SLO 6)	15%	100
Class Participation	5%	100
Court Observation/Mock Trial (SLO's 1-4)	10%	100
Final Examination (SLO's 1-5)	30%	100
<b>Total</b>	<b>100%</b>	

Examinations consist of multiple choice, short answer and essay questions derived from the reading assignments and class lecture. Missed exams or assignments may only be made-up with proper documentation of illness, incapacity and/or prior and valid notification and reason for absence. Points for class participation are at the discretion of the instructor and may be added or withdrawn at any time before a student's final evaluation.

**+/- Grading:** This course will be using the +/- system on final grades based on the following percentages:

95-100:	A	74-76:	C
90-94:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-

77-79: C+ 0-59: F

Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

To receive a grade for this course, students must complete all course requirements. Failure to complete any of them may result in a failing grade for the course. Students may dispute assignment, examination and course grades at the instructor’s convenience (or during office hours). It is important to note, however, that upon review, the instructor reserves the right to increase as well as decrease the grade in question. Students must submit all assignments online at the **Desire2Learn** website under the **Dropbox** menu. Instructor will NOT accept late assignments.

## Library Liaison

Nyle Monday *Senior Assistant Librarian, University Library, San Jose State University*

**Email:** nyle.monday@sjsu.edu

## Classroom Protocol

This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Further, please be respectful of others and show them common courtesy. Students may enrich the learning process by discussion. Respect and professionalism are the guiding principles of this class. Tardiness will not be tolerated, if you are late, do not disturb class—wait until break to enter the classroom.

**Electronic Devices:** Please turn off all cell phones, pages, PDA’s or any other electronic device that “make noise”. No text messaging in class, please turn off these devices, as they are disruptive. Students may take hand written notes during class; however, students may not use computer and/or other recording devices.

## 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://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## University Policies

### Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). 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://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

The University will not tolerate instances of academic dishonesty. 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. Students must complete all assignments 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 of building evacuation, 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.

#### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) located in Room 600 in the Student Services Center assists students in the development of their full academic potential and motivates them to become self-directed learners. The center provides support services, such as skill assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

## **SJSU Writing Center**

The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-one tutoring sessions and numerous writing workshops. All of the services are free for SJSU students. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

## **Peer Mentor Center**

The Peer Mentor Program was eased the transition to SJSU by empowering students to help each other and themselves. Peer Mentors are among the best, brightest, and most diverse SJSU students. Peer Mentors are in the MUSE classrooms as well as available in the Peer Mentor Center located in the Academic Success Center in Clark Hall. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

## **CASA Student Success Center**

The Student Success Center located in MacQuarrie Hall, Room 533 (top floor) provides advising for undergraduate students majoring or interested in majoring in programs offered by CASA Departments and Schools. The Student Success Center provides general education advising, assistance with changing majors, answers to academic policy related questions, meetings with peer advisors and/or various regularly scheduled presentations and workshops. [408.924.2910 http://www.sjsu.edu/casa/ssc/](http://www.sjsu.edu/casa/ssc/).

## JS103 / Courts & Society, Fall 2012

### Course Schedule

Week	Date	Readings, Assignments & Deadlines
1	Tuesday	<b>Reading:</b> <i>None</i> <b>Lecture &amp; Discussion:</b> <i>Introduction; Syllabus; Class Mechanics; Class Policy and Procedures; the Syllabus, Courts, who needs them?</i>
2	Tuesday	<b>Reading:</b> <i>Text - Chapter 1 – Courts, Crime and Controversy</i> <b>Lecture &amp; Discussion:</b> <i>Introduction to the Criminal Justice System (Crime &amp; “The Shadow of Justice”; the American Courthouse; the Primary Players; the Process</i>
	Thursday	<b>Reading:</b> <i>Text - Chapter 2 – Law and Crime</i> <b>Lecture &amp; Discussion:</b> <i>Civil versus Criminal Courts; Adversary System; Rights; “Mens Rea &amp; Actus Rea”; Legal Defenses</i>
3	Tuesday	<b>Reading:</b> <i>Text – Federal Courts</i> <b>Lecture &amp; Discussion:</b> <i>Jurisdiction; Federal versus State Courts; Types of Courts</i> <b>Assignment Due:</b> (Short Answer Essay Question): <i>The United States Supreme Court vested in itself the power of judicial review in <b>Marbury v. Madison, 5 U.S. 137 (1803)</b>. Does the power of judicial review create an imbalance of power in favor of the Supreme Court?</i>
	Thursday	<b>Reading:</b> <i>Text - Chapter 4 – State Courts</i> <b>Lecture &amp; Discussion:</b> <i>Jurisdiction; Courts of limited Jurisdiction; Trial Courts</i>
4	Tuesday	<b>Reading:</b> <i>Text – Chapter 5 – The Dynamics of Courthouse Justice</i> <b>Lecture &amp; Discussion:</b> <i>Halfway Lawyers; Here’s Your Handcuffs, What’s Your Hurry; Discretion; Courthouse Ambiance</i>
	Thursday	<b>Reading:</b> <i>Text - Chapter 6 – Prosecutors</i> <b>Lecture &amp; Discussion:</b> <i>The Role of Prosecutor (State &amp; Federal); Accountability &amp; Responsibility</i>
5	Tuesday	<b>Reading:</b> <i>Text – Chapter 6 – Prosecutors (continued)</i> <b>Lecture &amp; Discussion:</b> <i>The Office; Prosecutor Blues (Discretion &amp; Ethics)</i>
	Thursday	<b>Reading:</b> <i>Text – Chapter 7 – Defense Attorneys</i> <b>Lecture &amp; Discussion:</b> <i>Right to Counsel &amp; Hired Guns; Attorney-Client Relationships; Defense Counsel Browns (Discretion &amp; Ethics)</i>
6	Tuesday	<b>Reading:</b> <i>Text – Chapter 8 - Judges</i> <b>Lecture &amp; Discussion:</b> <i>All Rise; The Robe &amp; The Roles; Judicial Ethics; Judicial Misc.</i>
	Thursday	<b>Reading:</b> <i>Text – Chapter 9 – Defendants and Victims</i> <b>Lecture &amp; Discussion:</b> <i>The Typical Defendant; Victim/Witness; Domestic Violence; Rights for Victims</i> <b>Assignment Due:</b> (Short Answer Question): <i>What was the Court’s holding in <b>Payne v. Tennessee, 501 U.S. 808 (1991)</b>? Do you believe they reached the correct conclusion regarding the admissibility of victim impact statements? Explain.</i>
7	Tuesday	<b>First Midterm Examination Review</b>
	Thursday	<b>First Midterm Examination</b> October 4, 2020 (Scantron and Blue Book Required)

8	Tuesday	<b>Reading:</b> <i>Text – Chapter 10 – Arrest to Arraignment</i> <b>Lecture &amp; Discussion:</b> <i>Arrest; Charging; Initial Appearance; Preliminary Hearing versus Grand Jury; Arraignment</i>
	Thursday	<b>Reading:</b> <i>Text – Chapter 11 - Bail</i> <b>Lecture &amp; Discussion:</b> <i>Bail or Jail?</i>
9	Tuesday	<b>Reading:</b> <i>Text – Chapter 12 – Disclosing and Suppressing Evidence</i> <b>Lecture &amp; Discussion:</b> <i>D &amp; D (Disclosure &amp; Discovery); The Exclusionary Rule; Poisonous Trees and the Fruits they Bear; Confessions “I did it, err no I didn’t!”; Miranda; Disclosing and Suppressing Evidence; Search &amp; Seizure; Warrants and the Paper They’re Written on</i>
	Thursday	<b>Reading:</b> <i>Text – Chapter 12 – Disclosing and Suppressing Evidence</i> <b>Lecture &amp; Discussion:</b> <i>Assembly line Justice</i>
10	Tuesday	<b>Film – (or make-up lecture)</b>
	Thursday	<b>Reading:</b> <i>Text – Chapter 13 – Negotiated Justice and The Plea of Guilty</i> <b>Lecture &amp; Discussion:</b> <i>To Plea, Or Not to Plea; Plea Taking, Plea Acceptance (Factual Bases for Plea)</i> <b>Assignment Due:</b> (Short Essay Question): Review the case <b>North Carolina v. Alford, 400 U.S. 25 (1970)</b> . What is an <b>Alford</b> plea? Explain what it is whether it is constitutional, and why this type o plea has its critics.
11	Tuesday	<b>Assembly Line Justice Role Play</b> <i>October 23, 2012</i>
	Thursday	<b>Second Midterm Examination Review</b>
12	Tuesday	<b>Second Midterm Examination</b> <i>November 6, 2012 (Scantron and Blue Books Required)</i>
	Thursday	<b>Reading:</b> <i>Text - Chapter 14 – Trial and Juries</i> <b>Lecture &amp; Discussion:</b> <i>Trial by Jury; Jury Selection (consultation &amp; challenges); Pretrial Motions</i>
13	Tuesday	<b>Reading:</b> <i>Text - Chapter 14 – Trial and Juries</i> <b>Lecture &amp; Discussion:</b> <i>Anatomy of a Trial; Verdicts</i>
	Thursday	<b>Film – (or make-up lecture)</b>
14	Tuesday	<b>Film – (or make-up lecture)</b>
	Thursday	<b>Reading:</b> <i>Text – Chapter 15 – Sentencing Options</i> <b>Lecture &amp; Discussion:</b> <i>Sentencing Goals &amp; Responsibility; Probation; Prison; Death Penalty</i> <b>Assignment Due:</b> (Short Essay Question): <b>In Lockhart v. McCree, 476 U.S. 162 (1986)</b> , the Supreme Court upheld the use of death-qualified juries. What is a death-qualified jury? What is the Supreme Court’s position on death qualified juries? What does the research show with the relationship between death-qualified juries and the likelihood of conviction and capital sentencing?
15	Tuesday	<b>Reading:</b> <i>Text – Chapter 16 – Sentencing Decisions</i> <b>Lecture &amp; Discussion:</b> <i>Sentencing Structures &amp; Roles; Sentencing Guidelines; Sentencing Equity; Discrimination</i>
	Thursday	<b>No Class, Thanksgiving Break</b>
16	Tuesday	<b>Reading:</b> <i>Text – Chapter 17 - Sentencing Structures &amp; Roles; Sentencing Guidelines; Sentencing Equity; Discrimination</i> <b>Lecture &amp; Discussion:</b> <i>Appellate Rights; Appellate Procedures; Post</i>

		<i>Conviction Review; Wrongful Conviction; The Supremes</i>
	Thursday	<b>Final Examination Review</b>
17	Tuesday	<b>Final Examination</b> December 18, 2012 (12:15 am to 2:30 pm – <i>Scantron and Blue Book Required</i> )