



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/10

- 1. ACADEMIC UNIT: Justice and Social Inquiry
2. COURSE PROPOSED: JUS 465 Death Penalty in the US 3
3. CONTACT PERSON: Name: Prof. John Johnson Phone: 480-965-7685
Mail Code: 4902 E-Mail: john.johnson@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X] - MR
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

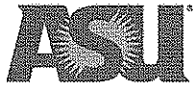
- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:
Is this multisection course?: [X] No [] Yes; Is it governed by a common syllabus?

MARJORIE S ZATZ [Signature] 3/4/10



ARIZONA STATE UNIVERSITY

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: _____

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>	<p>75% of the final grade for JUS 465 entails writing: 35% for 7 response essays + 40% for a research paper. This does not include the 5% for participation and attendance or the 20% of the final exam.</p> <p>Page 5 of the syllabus (Activities/Assignment and Grade Points)</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div>			
<p>C-1</p>			

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	<p>The response essays are intended to help the student to make sense of the week's readings and prepare for class discussion. The essays should also help them to build upon earlier readings, drawing parallels and identifying different perspectives. Each essay is worth 5 points and will be evaluated based on substance (understanding of readings, critical thinking, analysis, etc.).</p> <p>Page 7 of the syllabus</p> <p>The research paper should include in-depth literature review of the topic, based on a bibliography consisting of social science or humanities journal articles and books and the analysis of the evidence and the discussion of the findings. The essays should also include theoretical and substantive analysis based on the research of the literature or analysis of data the student have collected.</p> <p>Page 8 of the syllabus</p>
-------------------------------------	--------------------------	---	--

1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that **verifies this description** of the grading process--and label this information "**C-2**".

C-2

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p>	<p>The response essays will be evaluate base on presentation, spelling, grammar, and organization. Essays must be typed, double-spaced, and consist of four paragraphs. Essays should be 1½ to 2 pages in length. Those two pages essays should discuss the primary theme of the readings (substantive findings, theoretical debates discussed, etc. and the common ideas running through the readings or the points of distinction.</p> <p>Page 7 of the syllabus</p> <p>The research paper should be approximately 12-18 pages in length, including a bibliography of at least one page. Students can conduct original data collection or write a paper that is based on a review and analysis of relevant social science literature.</p> <p>Page 8 of the syllabus</p>
-------------------------------------	--------------------------	--	---

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>The response essays will give students regular feedback on writing clarity and organization as well as substantive feedback. Lecture will be geared toward clarifying problem areas as I see them and there will be written feedback on the essays when returned to students. The essays should also help the students to build upon earlier readings</p> <p>I encourage the students to make use of Justice and Social Inquiry's Writing Mentorship Program. The WMP offers tutoring for understanding assignments, organizing ideas, drafting and revising papers, and developing effective writing skills.</p> <p>Page 2 of the syllabus</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
JUS	465	Death Penalty in the US	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1. 50 % of the grade has to be writing	75% of the final grade for JUS 465 entails writing	35% for 7 response essays + 40% for a research paper. This does not include the 5% for participation and attendance or the 20% of the final exam.
Criteria 2. The composition tasks involve the gathering interpretation and evaluation of evidence	<p>The essays should also help them to build upon earlier readings, drawing parallels and identifying different perspectives.</p> <p>The paper should also include theoretical and substantive analysis based on the research of the literature or analysis of data the student have collected.</p>	<p>The response essays are intended to help the student to make sense of the week's readings and prepare for class discussion. The essays should also help them to build upon earlier readings, drawing parallels and identifying different perspectives. Each essay is worth 5 points and will be evaluated based on substance (understanding of readings, critical thinking, analysis, etc.).</p> <p>Page 7 of the syllabus</p> <p>The research paper should include in-depth literature review of the topic, based on a bibliography consisting of social science or humanities journal articles and books and the analysis of the evidence and the discussion of the findings. The paper should also include theoretical and substantive analysis based on the research of the literature or analysis of data the student have collected.</p> <p>Page 8 of the syllabus</p>

<p>Criteria 3. Minimum of two substantial writing or speaking task (in addition to in-class essays exam).</p>	<p>The two pages essays should discuss the primary theme of the readings (substantive findings, theoretical debates discussed, etc. and the common ideas running through the readings or the points of distinction.</p> <p>The research paper should be approximately 12-18 pages in length, including a bibliography of at least one page</p>	<p>The response essays will be evaluate base on presentation, spelling, grammar, and organization. Essays must be typed, double-spaced, and consist of four paragraphs. Essays should be 1½ to 2 pages in length. Those two pages essays should discuss the primary theme of the readings (substantive findings, theoretical debates discussed, etc. and the common ideas running through the readings or the points of distinction.</p> <p>Page 7 of the syllabus</p> <p>The research paper should be approximately 12-18 pages in length, including a bibliography of at least one page. Students can conduct original data collection or write a paper that is based on a review and analysis of relevant social science literature.</p> <p>Page 8 of the syllabus</p>
---	--	---

Course Prefix	Number	Title	Designation
JUS	465	Death Penalty in the US	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1. 50 % of the grade has to be writing	75% of the final grade for JUS 465 entails writing	35% for 7 response essays + 40% for a research paper. This does not include the 5% for participation and attendance or the 20% of the final exam.
Criteria 2. The composition tasks involve the gathering interpretation and evaluation of evidence	<p>The essays should also help them to build upon earlier readings, drawing parallels and identifying different perspectives.</p> <p>The paper should also include theoretical and substantive analysis based on the research of the literature or analysis of data the student have collected.</p>	<p>The response essays are intended to help the student to make sense of the week's readings and prepare for class discussion. The essays should also help them to build upon earlier readings, drawing parallels and identifying different perspectives. Each essay is worth 5 points and will be evaluated based on substance (understanding of readings, critical thinking, analysis, etc.).</p> <p>Page 7 of the syllabus</p> <p>The research paper should include in-depth literature review of the topic, based on a bibliography consisting of social science or humanities journal articles and books and the analysis of the evidence and the discussion of the findings. The paper should also include theoretical and substantive analysis based on the research of the literature or analysis of data the student have collected.</p> <p>Page 8 of the syllabus</p>

<p>Criteria 3. Minimum of two substantial writing or speaking task (in addition to in-class essays exam).</p>	<p>The two pages essays should discuss the primary theme of the readings (substantive findings, theoretical debates discussed, etc. and the common ideas running through the readings or the points of distinction.</p> <p>The research paper should be approximately 12-18 pages in length, including a bibliography of at least one page</p>	<p>The response essays will be evaluate base on presentation, spelling, grammar, and organization. Essays must be typed, double-spaced, and consist of four paragraphs. Essays should be 1½ to 2 pages in length. Those two pages essays should discuss the primary theme of the readings (substantive findings, theoretical debates discussed, etc. and the common ideas running through the readings or the points of distinction.</p> <p>Page 7 of the syllabus</p> <p>The research paper should be approximately 12-18 pages in length, including a bibliography of at least one page. Students can conduct original data collection or write a paper that is based on a review and analysis of relevant social science literature.</p> <p>Page 8 of the syllabus</p>
---	--	---

Criteria	How course meets spirit	Please provide detailed evidence of how course meets criteria
<p>Criteria 4 Feedback and opportunity to improve</p>	<p>The response essays will give students regular feedback on writing clarity and organization as well as substantive feedback.</p>	<p>Lecture will be geared toward clarifying problem areas as I see them and there will be written feedback on the essays when returned to students. The essays should also help the students to build upon earlier readings</p> <p>I encourage the students to make use of Justice and Social Inquiry's Writing Mentorship Program. The WMP offers tutoring for understanding assignments, organizing ideas, drafting and revising papers, and developing effective writing skills.</p> <p><i>Page 2 of the syllabus</i></p>

JUS 465- DEATH PENALTY

Fall 2010 SYLLABUS

Professor John Johnson Office: Wilson 130
Office Hours: Th 12:00 – 1:15 & by appt.
Phone: 480-965-7685
Email: john.johnson@asu.edu

COURSE OVERVIEW

Death Penalty is an upper division course designed to introduce students to the socio-legal literature and current debates concerning the death penalty. The course challenges students to think critically about the complexities surrounding death penalty legislation and practice. Primary attention will be paid to the death penalty in the United States, although some consideration will be given to other societies as well. We will consider the history of the death penalty, perspectives on the death penalty within the U.S. constitution and in various international conventions and declarations, and rationales for its use. Attention will also be paid to who receives the death penalty in the United States and for what types of offenses.

OBJECTIVES: Upon completion of this course, students may be able to

1. Question assumptions and develop accurate knowledge about the death penalty.
2. Have an enhanced understanding of key issues confronting our society.
3. Understand a number of conceptual frameworks used to study the death penalty.
4. Place contemporary debates about the death penalty historical and cross-cultural frameworks.
5. Develop the ability to think critically and present and review differing points of view.
6. Identify and analyze scholarly and popular source material.
7. Write a research paper.
8. Integrate personal experiences with course content.
9. Develop creative and critical thought through sustained inquiry.
10. Work individually and with others.

COURSE MATERIALS

Required Readings:

Bedau, Hugo Adam and Paul G. Cassell (eds). 2004. Debating the Death Penalty: Should America Have Capital Punishment? The Experts on Both Sides Make Their Best Case. Oxford: Oxford University Press.

Gerber, Rudolph J. and John M. Johnson. 2007. The Top Ten Death Penalty Myths: The Politics of Crime Control. Westport CN: Praeger.

Additional required course materials will be posted on Blackboard.

Readings should be completed by the date assigned. Some material will be covered in both readings and class lecture/discussion; other material will only be available through readings or class attendance. You are responsible for readings and for material covered in class.

Writing Mentorship Program

I encourage you to make use of Justice and Social Inquiry's Writing Mentorship Program. The WMP offers tutoring for understanding assignments, organizing ideas, drafting and revising papers, and developing effective writing skills. CH

There are three ways to receive assistance

- 1) Walk-in hours in Wilson Hall Rm. 223.
- 2) Make an appointment by phone or in person: (480) 965-8995
- 3) Email assignment *and* make an appointment at writing@asu.edu

Please visit the website at <http://sjsi.asu.edu/writing> for more information.

TENTATIVE COURSE OUTLINE

This outline may be revised if we need additional time for a given topic.

- January 26 Introduction to the course: some major themes and debates including execution rates across different regions of the country and real vs. symbolic executions.
- February 2 History of the death penalty. Practices and trends. Symbolic messages. Readings: Gerber & Johnson ch 1. Review Death Penalty Information website (<http://www.deathpenaltyinfo.org/>)
Paper topic and abstract due.
Response essay #1 due.
- February 9 International policies and accords with particular attention to the World Court and Vienna convention. Discuss Soering and Burns cases. What is the relationship between the death penalty and democracy? Readings: Soering and Burns (on Blackboard); Amnesty International (on Blackboard)
- February 16 The death penalty and the U.S. constitution, including historical vs. contemporary meanings and interpretations. Discuss textualism vs. contextualism in interpretations of the 8th amendment. View Scottsboro video.
 Readings: Bedau & Cassell, ch. 1-2; Gerber & Johnson ch. 5
Response essay #2 due.
- February 23 Does the death penalty serve a deterrence (specific and general) function? Discussion of theoretical perspectives on deterrence. Are Beccaria's deterrence requirements met by the contemporary death penalty? Readings: Bedau & Cassell, ch. 3-4; Gerber & Johnson ch. 4
- March 2 Retribution and the death penalty.
 Readings: Gerber & Johnson ch. 8
Response essay #3 due.
- March 9 Spring break
- March 16 Points of discretion: police tactics, attorney competence, juvenile offenders, disabilities, and the victim-offender racial dyad. View Thin Blue Line video.
 Readings: Roper v. Simmons (on Blackboard) Gerber & Johnson ch. 2, 3, 9, 10.
Response essay #4 due.

- March 23 Continuation of points of discretion: The victim-offender racial dyad.
Readings: McKleskey v. Kemp (on Blackboard), North Carolina's Racial Justice 2009 Act (on Backboard);
Response essay #5 due.
- March 30 Innocents on death rows. Wrongful IDs, DNA testing and the Innocence Project.
One page paper outline and bibliography due
- April 6 Victims and the closure argument.
Readings: Gerber & Johnson ch 7. Complete Bedau & Cassell
- April 13 Charging and sentencing decisions. How do we address the tension between standards and individual circumstances? Case of Gail Owens (Tennessee): victims of intimate partner violence. The death penalty jury.
Readings: The Capital Jury Project (Haney) on blackboard.
Response essay #6 due.
- April 20 Reversals on appeal.
- April 27 Can executions be humane? Possible remedies short of abolition.
Readings: Gerber & Johnson ch. 6
Final paper due.
- May 4 Evaluation of pro/con arguments and concluding thoughts. Review.
Response essay #7 due.
- May 11 **Final exam.**

COURSE EXPECTATIONS AND OUTCOMES

This course will assist you in developing the following skills, all of which have been identified by ASU's College of Liberal Arts and Sciences as skills which a college student should acquire:

- Oral and written communication
- Analytical and critical thinking
- Multi-cultural and diversity awareness
- Organizational and research skills
- Flexibility and adaptability
- Ability to meet multiple goals on deadline
- Interpersonal skills
- Global perspectives

Student responsibilities:

1. Confirm course registration on Blackboard and check the course Blackboard site often.
2. Complete readings by the date assigned.
3. Actively participate in class discussions.
4. Be respectful of your colleagues. You may have strong feelings about material we are discussing. While discussions may be heated, I expect that all class participants will be respectful of one another.
5. Monitor the quantity and quality of your contributions, regardless of your learning style or comfort level.
6. Be aware of deadlines and any modifications to the course syllabus.
7. Identify and obtain necessary resources (e.g., Disability Resources, the SJSI Writing Mentorship Program).
8. Carefully proofread your work and keep a copy of your assignments.
9. Submit assignments at the beginning of class; late assignments will be penalized.
10. Any grade appeals must be made within one week of the assignment being returned to you. Turn in the original assignment and your written request in the case of an appeal.
11. Be familiar with relevant ASU policies, including the ASU Academic Integrity Policy, which may be found at http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm. Academic dishonesty will not be tolerated. There are severe sanctions for cheating, plagiarizing, and any other form of dishonesty.

Activities/Assignments and Grade Point Total:

- CL • 7 Response Essays are required. These are due on the date assigned. Late essays will not be accepted. 5 points each for total of 35 points.
- CL • Regular attendance and active participation in class discussion. 5 points.
- CL • Research paper, including topic and abstract, outline and bibliography, and final product: 40 points.
- CL • Final exam: 20 points.

Grading Rubric:

A: 90-100%. Outstanding. Demonstrates a thorough knowledge of concepts and frameworks, and exceptional skill in the application and articulation of those concepts and frameworks in satisfying course requirements. Demonstrates the ability to analyze and synthesize materials from both inside and outside the classroom. Written work is carefully edited. Participates thoughtfully and regularly in class discussions and group exercises. Is not late for or absent from class.

B: 80-89%. Good. Above average level of knowledge of concepts and frameworks, along with considerable skill in using them to satisfy course requirements. Ability to write college level papers with few minor flaws. Participates regularly in class discussions and group exercises. Is rarely late for or absent from class.

C: 70-79%. Fairly Competent. Basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Follows assignments directions and meets deadlines. Ability to write college level papers with limited grammar, mechanical or organizational problems. Participates irregularly in class discussions and group exercise. Is not late for or absent from class more than three times.

D: 60-69% Below Expectations. Minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Communication skills below what is expected of advanced college student. Written work demonstrates significant grammar, mechanical and/or organizational problems. Fails to attend class regularly and to participate appropriately in class discussions and group exercises.

E. 59% and below. Well Below Expectations. Written work below college level, even when revises. Fails to seek assistance for improvement from appropriate resources. Consistently late in meeting course requirements and/or absent from class. Shows little or no understanding of concepts,; unable to relate materials from inside and outside the classroom. Fails to participate appropriate in classroom discussion and group exercises.

Response Essay Guidelines

See course outline for due dates. Late essays will not be accepted (although you may email them in advance if you must miss class).

The response essays are intended to help you to make sense of the week's readings and prepare for class discussion. You may also use data and readings from the Death Penalty Information Center to help you make sense of the week's readings. These essays provide you an opportunity to connect personally with the readings and think about which parts you agree or disagree with most, which parts surprised you, and which made you think about the material in a new way. The essays should also help you to build upon earlier readings, drawing parallels and identifying different perspectives. C2

Essays must be typed, double-spaced, and consist of four paragraphs. Essays should be 1½ to 2 pages in length. Each essay is worth 5 points and will be evaluated based on substance (understanding of readings, critical thinking, analysis, etc.) and presentation (spelling, grammar, organization, etc.) Response essays total 35% of your grade. C3

Paragraph 1: What is the primary theme of the readings (substantive findings, theoretical debates discussed, etc.)? What are the common ideas running through the readings? Points of distinction?

Paragraph 2: What surprised, frustrated, or excited you about the readings? This is where you can address how you *felt* about the readings, and why.

Paragraph 3: What did you learn from the readings? How did they connect with other material we have read or discussed? What about material you had read for previous classes? Did the readings confirm or challenge your previous assumptions and understandings about race, gender and justice?

Paragraph 4: What is a question or critique that you have about these readings? What would you ask one of the authors if you met him/her?

Research Paper Guidelines

See course outline for due dates for topic, outline, bibliography, final paper.

This is a research paper on a topic of your choice that relates to the death penalty. The paper is worth 40 points (40% of your grade).

The paper should be approximately 12-18 pages in length, including a bibliography of at least one page. You can conduct original data collection or write a paper that is based on a review and analysis of relevant social science literature.

The paper will include:

1. Introduction to the problem
 - Why does it matter?
 - What do you propose to address?
2. Statement of the research questions you will be examining (and any subquestions)
 - Typically 2-5 questions that your paper will be able to answer
3. In-depth literature review of the topic, based on a bibliography consisting of social science or humanities journal articles and books
 - What related research has been conducted? In what kinds of studies?
 - What have been the major findings of these studies?
 - What are the major Supreme Court or World Court cases and decisions relevant to your topic?
4. Analysis of the evidence and discussion of your findings
 - This can be your theoretical and substantive analysis based on your research of the literature or analysis of data you have collected.
 - It is different from the literature review in that you are specifically answering the questions you posed and discussing what they mean for us
5. Conclusions
6. References and any tables

Debating the Death Penalty

Should America Have Capital Punishment?

The Experts from Both Sides
Make Their Case

EDITED BY HUGO BEDAU AND PAUL CASSELL

Contents

	<i>Introduction</i>	vii
1	<i>Tinkering with Death</i> —Alex Kozinski	1
2	<i>An Abolitionist's Survey of the Death Penalty in America Today</i> —Hugo Adam Bedau	15
3	<i>Why the Death Penalty Is Morally Permissible</i> —Louis P. Pojman	51
4	<i>Close to Death: Reflections on Race and Capital Punishment in America</i> —Bryan Stevenson	76
5	<i>Truth and Consequences: The Penalty of Death</i> —Joshua K. Margolis	117
6	<i>Why the United States Will Join the Rest of the World in Abandoning Capital Punishment</i> —Stephen B. Bright	152
7	<i>In Defense of the Death Penalty</i> —Paul G. Cassell	183
8	<i>"I Must Act"</i> —George Ryan	218
	<i>Contributors</i>	235
	<i>Acknowledgments</i>	237
	<i>Index</i>	238

THE TOP TEN
DEATH PENALTY MYTHS

The Politics of Crime Control

Rudolph J. Gerber and John M. Johnson

Foreword by Sister Helen Prejean

PRAEGER

Westport, Connecticut
London

Contents

	Foreword	ix
	<i>Sister Helen Prejean</i>	
	Acknowledgments	xiii
	Introduction	xv
CHAPTER 1	Death Penalty History and the Myth of Community Bonding	1
CHAPTER 2	The Myth of the Rule of Law in Capital Cases (MISTAKES)	22
CHAPTER 3	The Myth of Equal Justice (RACE)	43
CHAPTER 4	The Myth of Deterrence	62
CHAPTER 5	The Myth of Fidelity to the Constitution	87
CHAPTER 6	The Myth of Humane Execution	107
CHAPTER 7	The Myth of Closure	124
CHAPTER 8	The Myth of Retribution	139
CHAPTER 9	The Myth of Effective Crime Control (COST)	165
CHAPTER 10	The Myth of the Dedicated Public Servant	182