

**San José State University  
CASA/Justice Studies  
JS132, Race, Gender, Inequality and the Law, 01, Fall, 2013**

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<b>Office Hours:</b>	Tuesday 10:30am-12:30pm and by appointment
<b>Class Days/Time:</b>	This course will be conducted online using Canvas.
<b>Prerequisites:</b>	Completion of, or co-requisite of 100W
<b>JS Competency Area:</b>	Area S: Self, Society & Equality in the U.S.

**Course Description**

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays and lesbians and the disabled in education, employment, criminal justice and the family. Affirmative action and reverse discrimination. Solutions for structured inequality in the U.S.

Race, class, and gender, and the inequalities associated with them, affect all of our lives but are often taken for granted and rarely confronted, challenged, or contested. In this course, we will address the multiple and intersecting ways these concepts shape society, individual life-chances, and daily social interactions. First, we will take a detailed look at each of the core concepts: race, class, and gender. Studying the “socially-constructed” nature of these concepts, we ask what meanings and values have been attached to them by individuals, social, and cultural institutions, and we inquire into the ways the social constructions help to rationalize and justify inequality. Next, we will analyze the significance of race, class, and gender in criminal justice system. We will examine how the law and the criminal justice system as social institutions enable systems of domination and privilege to persist in our social world. Finally, we will discuss the role of race, class, and gender in the future, evaluating solutions to social inequality and strategies for social change.

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Online courses are not independent study courses. You will be expected to interact online with instructor/s and peers and keep up with all assignments. This course is not designed as a self-guided course. Students are expected to work through the modules week by week. Students will not be able to jump ahead and complete upcoming modules.

## Course Goals and Student Learning Objectives

The course objective is to develop or enhance critical thinking skills about the student's social location vis-à-vis the class material on social inequality within a process of critical self-reflection. The student will demonstrate these skills through a keen analysis, shown through her/his written and verbal projects.

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

SLO1: To describe how identities (i.e. gender, ethnic, racial, class, sexual orientation, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.

SLO2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

SLO3: To provide an overview of race, gender, and class issues in the criminal justice system.

SLO4: To describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

SLO5: Students should read, write, and contribute to discussion at a skilled and capable level.

## Required Texts/Readings

### Textbook

- Barak, G., Leighton, P., & Flavin, J. (2010). Class, Race, Gender and Crime. The Social Realities of Justice in America, 3rd Edition. Rowen & Littlefield Publishing (ISBN: 9780742599697) Available as E-Book through King Library Website.
- Rios, V. (2011) Punished. Policing the Lives of Black and Latino Boys. NYU Press. (ISBN: 9780814776377)
- Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

### Canvas

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf)). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings.

### Library Liaison

Below is the link to the Justice Studies library resource web page web page:

<http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Mr. Nyle Monday is the SJSU Justice Studies Subject Specialist Librarian. He is more than happy to answer questions and meet with students one on one. He can be reached by email at [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu) and by phone at (408) 808-2041.

## Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. Please contact the instructor via the Canvas e-mail link. Emails will be responded to during business hours (Monday through Friday only). Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

## Online Protocol

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

## 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-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/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.

## Assignments and Grading Policy

Students are responsible for *all* material listed in the *Course Schedule* (see below). In order to receive a grade for this course, *all* course requirements must be met and *every* assignment must be completed. *Late papers will not be accepted* for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, appropriate documentation must be shown to the instructor).

## Reading Reflections Papers (24% of final grade) (SLO 1-3 & 5)

Throughout the semester each student will submit reading reflection papers on the readings assigned for that week. Reflection papers are to be submitted no later than 8pm on the Saturday of that week. I will not accept any late Reflection papers. Each paper should be at least one page (typed, single spaced). These assignments are not meant to be summaries of the readings; rather they are designed to get you to reflect on what you have read. There is not a set format for the weekly reflections. Students can approach these assignments in several ways: discuss how the readings and lecture relate to another class, to a current event (something you've seen in the news, a movie or video clip...), a class discussion, or to something that happened in your life. Discuss how the readings tied together or how ideas/concepts were contradictory. Write about whether you agree or disagree with the readings and explain why. What questions did the readings raise for you? You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.) The lowest score will be dropped.

### **Quizzes (24% of final grade) (SLO 1-3)**

Quizzes will be given online and will consist of multiple choice, true/false and/or short answer questions. You will have between 20 and 30 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz. Each quiz will be available from 12:00pm Thursday to 11:55pm Saturday. Failure to take a quiz during the availability period will result in a score of "0" for that quiz. Make-ups will not be given for quizzes. Quizzes are open note, open book. Please complete the quiz on your own and do not collaborate with other students. The lowest quiz score will be dropped.

### **Weekly Discussion participation (17% of final grade) (SLO 5)**

The Canvas site includes a Discussion Forum. This Forum will be used for class discussions and other postings of general interest that are related to the course, which I will moderate. Because everyone can read postings on the Forum, please do not post private information. Each week, I will post a number of discussion topics to which you are expected to participate actively by posting **multiple** high quality course-related messages. You are expected to actively participate in an *intellectual, thoughtful, and respectful* manner. I will provide a General Discussion topic which you may use to start your own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Please note that in most cases, discussion topics **will be closed at the end of the week**. This means that you will no longer be able to post on these topics, so please do not wait to post!

#### The guidelines for these responses are as follows:

- a) Post a minimum of 2 unique posts and 2 responses to classmates posts each week.
- b) Post high quality messages – one-sentence posts generally are not acceptable
- c) You must use class materials and research to support your responses. An opinion is great, but is it supported?
- d) Read through all posts before responding, you will be deducted points for repetitive responses.
- e) Remember you are talking to each other and not to me.
- f) Be respectful! Please use academic discourse and non-attacking language. It is alright to be passionate about an issue, but there is a way to argue your side without directly verbally abusing others.

I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time. NOTE: You must post at least once by Friday each week. Points will be deducted if you wait until Sunday evening to participate in discussions.

### **Film Reflection (20% of final grade) (SLO 1-3, 5)**

Students will be responding to three (3) films over the course of the semester. After each film, students will complete a writing assignment that ties back to the film as well as key concepts relating to course materials covered up to that point. Each Film Response should: (1) demonstrate the student's comprehension and ability to apply assigned course material; (2) be written in a standard 12-point font (double spaced, standard 1-inch margins), (3) at a length of 4-5 pages (4) demonstrate the student's ability to clearly express their ideas through written expression. For each Film Response, students will be given a prompt or question(s) from the instructor, to which students will respond by the assigned date with a completed assignment. The details of the Film Response assignments will be posted on Canvas as well as links to the films.

### **Final Project (15% of final grade) (SLO 4 & 5)**

Students will research and prepare a project about a social action, public policy, reform, or campaign who's focus is the pursuit of greater equality and social justice in the U.S. (e.g. religious, gender, ethnic, racial, class, sexual orientation, disability, or age). During Week 10 each student will submit a 1-2 page description of their chosen topic for approval. The final project will be submitted the last week of classes. Each student will be asked to peer-review 3-5 final projects. A more detailed description of the assignment and peer review process will be posted on Canvas.

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

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

**PLEASE NOTE:** Justice Studies Students have only two opportunities to pass JS 132 with a C or better. Any student with a final grade that is C- or lower on the first attempt will be placed on administrative probation with a registration hold. Any repeating student with a final grade that is C- or lower will be disqualified from the Justice Studies degree program.

### **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).

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.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills 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 is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [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 Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [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 in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

## JS132, Race, Gender, Inequality & the Law, Fall 2013

Tentative reading assignments are listed below. There is a lot of reading for this course, none of which is optional. All Canvas readings are posted under the Files tab by week and in each weekly Module. Links to films and documentaries required for the lectures will be provided when possible. Most will be free via the internet, but several will require you to purchase access to them (e.g. Netflix, Amazon video...). I will provide links to the videos or instructions on where you can access them.

### Weekly Schedule

Week	Date	Topic and Assignments
1	Aug 21	<p><b>Introduction &amp; Getting Familiar with Canvas</b></p> <p><i>Assignments:</i> Listen to Intro Lecture, Post Personal Introduction on Canvas and begin navigating site.</p>
2	Aug 27	<p><b>Social Construction of Difference</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Introduction  <b>Canvas:</b> Wonders (2009). Ch 2. Conceptualizing difference. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 10-21)  <b>Canvas:</b> Harro (2010). Ch 6. The cycle of socialization. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 45-51)</p> <p><i>Assignments:</i> Quiz #1, Reading Reflection #1, Weekly Discussion</p>
3	Sept 3	<p><b>Social Construction of Race</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 4  <b>Canvas:</b> Green &amp; Gabbidon (2012). Section 1. Overview of race, ethnicity, and crime. In <u>Race and Crime</u> (pp 4-15).  <b>Canvas:</b> Tatum (2010). Ch 1. Defining Racism “Can we talk?” In <u>Race, Class, Gender in the United States.</u> (pp. 123-130)  <b>Canvas:</b> Costelloe (2009). Ch 17. Undocumented immigrants as moral panic: Casting difference as threat. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 214-223).</p> <p><i>Assignments:</i> Quiz #2, Reading Reflection #2, Weekly Discussion</p>

Week	Date	Topic and Assignments
4	Sept 10	<p><b>Class &amp; Economic Privilege in America / Documentary “Poor Kids”</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 3  <b>Canvas:</b> Walker, Spohn, &amp; DeLeon (2012). Ch 3. Race, ethnicity, social structure and crime. In <u>The Color of Justice</u>. (pp. 93-123)  <b>Canvas:</b> hooks (2010). Ch 37. White poverty: The politics of invisibility. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 201-205)  <b>Canvas:</b> Sklar (2010). Ch 1 Imagine a country – 2009. In <u>Race, Class, Gender in the United States</u>. (pp. 307-315)</p> <p><i>Assignments:</i>  Quiz #3, Reading Reflection #3, Weekly Discussion</p>
5	Sept 17	<p><b>Gender and Male (Heterosexual) Privilege</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 5  <b>Canvas:</b> Bailey. (2005). Ch 2. Images of women. In <u>Women Law and Social Control</u> (pp 32-44).  <b>Canvas:</b> WAGE Project (2010). Ch 13. The wage gap and its costs. In <u>Race, Class, Gender in the United States</u>. (pp.346-351)  <b>Canvas:</b> Kimmel (2010). Ch 62. Masculinity as homophobia. Fear, shame and silence in the construction of gender. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 326-332)</p> <p><i>Assignments:</i>  Quiz #4, Reading Reflection #4, Weekly Discussion</p>
6	Sept 24	<p><b>Intersections of Race, Class, &amp; Gender / Movie “Crash”</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 6  <b>Canvas:</b> Intersectionality: A Tool for Gender and Economic Justice  <b>Canvas:</b> Hardiman, Jackson, &amp; Griffin (2010). Ch 4. Conceptual Foundations. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 26-35)  <b>Canvas:</b> Harro (2010). Ch 7. The cycle of liberation. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 52-53).</p> <p><i>Assignments:</i>  Film Reflection #1, Weekly Discussion</p>

Week	Date	Topic and Assignments
7	Oct 1	<p><b>The Administration of (In)Justice</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 8  <b>Punished:</b> Preface, Ch1-3</p> <p><i>Assignments:</i>  Quiz #5, Reading Reflection #5, Weekly Discussion</p>
8	Oct 8	<p><b>Juvenile (In)Justice / Documentary “Juvies”</b></p> <p><i>Readings:</i>  <b>Punished:</b> Ch 4 &amp; 5  <b>Canvas:</b> Springer et al(2011). Ch 1. A brief historical overview of juvenile justice and juvenile delinquency. In <u>Juvenile Justice and Delinquency</u>. (pp.3-15)  <b>Canvas:</b> Children’s Defense Fund (2007) <u>America’s cradle to prison pipeline</u>.  Read Part I, Ch 2 Faces of Children at Risk of or in the Pipeline (pp. 23-97 – it’s mostly pictures).  <b>Canvas:</b> ABA (2004). “Adolescence, brain development and legal culpability”.</p> <p><i>Assignments:</i>  Quiz #6, Reading Reflection #6, Weekly Discussion</p>
9	Oct 15	<p><b>Policing and Social Control</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 9  <b>Punished:</b> Ch 6 &amp;7, Conclusion</p> <p><i>Assignments:</i>  Quiz #7, Reading Reflection #7, Weekly Discussion</p>
10	Oct 22	<p><b>War on Drugs / Documentary “The House I Live In”</b></p> <p><i>Readings</i>  <b>EBook:</b> Alexander (2010). Ch 2 The lockdown (pp. 58-94) &amp; Ch 3 The color of justice. (pp. 120-136 start at section “Occupation - Policing the Enemy”) In <u>The New Jim Crow</u>.</p> <p><i>Assignments:</i>  Film Reflection #2, Weekly Discussion  1page description of your chosen topic for your final project. More info will be provided on Canvas.</p>

Week	Date	Topic and Assignments
11	Oct 29	<p><b>Disparities in Punishment and Imprisonment</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 10  <b>EBook:</b> Alexander (2010). Ch 4 The cruel hand. In <u>The New Jim Crow</u> (pp.137-172)</p> <p><i>Assignments:</i>  Quiz #8, Reading Reflection #8, Weekly Discussion</p>
12	Nov 5	<p><b>The Death Penalty &amp; Wrongful Convictions</b></p> <p><i>Readings</i>  <b>Canvas:</b> Schehr (2009). Ch 19. Wrongful and unlawful convictions. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 237-247)  <b>Canvas:</b> Walker, Spohn, &amp; DeLeon (2012). Ch 8. The color of death. Race and the death penalty. In <u>The Color of Justice.</u> (pp. 345-391)  <b>Internet:</b> <a href="http://www.innocenceproject.org/">http://www.innocenceproject.org/</a> (Browse through the website)</p> <p><i>Assignments:</i>  Quiz #9, Reading Reflection #9, Weekly Discussion</p>
13	Nov 12	<p><b>Women as Victims and Offenders / Documentary “Crime after Crime”</b></p> <p><i>Readings</i>  <b>Canvas:</b> Belknap (2007). Ch 6. The image of the female victim. In <u>The Invisible Woman</u> (237-259).  <b>Canvas:</b> Potter, Hillary. (2006). An Argument for Black Feminist Criminology: Understanding African American Women’s Experiences with Intimate Partner Abuse Using an Integrated Approach. <u>Feminist Criminology</u> 1(2): 106 - 124.  <b>Canvas:</b> Osthoff. Ch 16. When victims become defendants: Battered women charged with crimes. In <u>Women, Crime, and Criminal Justice</u> (pp232-241)  <b>Internet:</b> <a href="http://www.habeasproject.org/">http://www.habeasproject.org/</a> (Browse through the website)</p> <p><i>Assignments:</i>  Film Reflection #3, Weekly Discussion</p>

Week	Date	Topic and Assignments
14	Nov 19	<p><b>Experiences of Women in Prison</b></p> <p><i>Readings</i>  <b>Canvas:</b> Van Wormer &amp; Bartollas (2011). Ch 6. The prison environment. In <u>Women in the Criminal Justice System</u>.  <b>Canvas:</b> Belknap (2003) Ch 7. Responding to the needs of women prisoners. In <u>Female Prisoners in the United States: Programming Needs, Availability, and Efficacy</u> (pp 93-106).  <b>Canvas:</b> Kauffman (2006). “Ch 20. Prison nurseries: New beginnings and second chances.” In Women in the Criminal Justice System. (pp 21-27).</p> <p><i>Assignments:</i>  Quiz #10, Reading Reflection #10, Weekly Discussion</p>
15	Nov 26	No lecture this week - Thanksgiving Break
16	Dec 3	<p><b>Seeking Social Justice</b></p> <p><i>Readings:</i>  <b>Class, Race, Gender &amp; Crime:</b> Conclusion  <b>Internet:</b> The Leadership Conference “Ch 7. Recommendations.”  <a href="http://www.civilrights.org/publications/justice-on-trial/recommendations.html">http://www.civilrights.org/publications/justice-on-trial/recommendations.html</a></p> <p><i>Assignments:</i>  Final Project Due, Weekly Discussion</p>
17	Finals Week	<b>Peer Review of Final Projects due by Saturday Dec 14, 11:59pm</b>