

RACE, GENDER, INEQUALITY & THE LAW

**San Jose State University  
Justice Studies Department**

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**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 experiences shape society, individual life-chances, and daily social interactions.*

**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 instructors and peers and keep up with all assignments. This course is not designed as a self-guided course. Each Module represents 3-5 weeks of the course. See the course schedule in the syllabus to help you navigate the canvas site. Students are expected to work through the modules as assigned. Students will not be able to jump ahead and complete upcoming modules or go back to complete modules from weeks past.

**Books**

- **Alexander, Michelle.** The New Jim Crow: Mass Incarceration in the Age of Colorblindness
- **Crain, Crystallee.** Race, Gender, Inequality and the Law Reader (the cost of reader is for printing and copying and to purchase the
- **Crass, Chris.** Towards Collective Liberation: Anti Racist Organizing, Feminist Praxis, and Movement Building Strategy

**Assignments**

(all activities will be posted on canvas except the letters to the editor)

- **3** Short Essays – 40 points each = 120
- **12** discussion groups – 10 points each =120
- **2** letters to the editor – 30 points each = 60  
(to be posted on [www.professorcrain.org](http://www.professorcrain.org) & media outlet of your choice)
- **1** group project (30)+ Paper (70) (**final**) = 100 points

**Total: 400 points**

**\* Students are strongly encouraged to satisfy GE Areas R,S, and V with courses from departments other than the major department. Completion of, or co-registration in, 100W course is strongly recommended. A minimum aggregate of 2.0 in GE Areas R, S & V shall be required of all students.**

### **JS 132 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. religious, 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.

SLO6: Students will recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### **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. Ms Silke Higgins is the SJSU Justice Studies Subject Specialist Librarian. She is more than happy to answer questions and meet with students one on one. She can be reached by email at [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu) and by phone at (408) 808-2118.

## **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.

## **Department of 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.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class.
- Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

### **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 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## Assignment Descriptions

### 3 Short Essays: SLO 2, SLO 5, SLO 6

Write three brief papers (between 500 and 750 words) **reacting to, and analyzing, material in Alexander's book, Crain's Reader or Crass' text.**

Focus Areas:

- **Class Inequality** - Due no later than September 19th
- **Citizenship OR Racism** - Due no later than October 17th
- **Sexism OR Sexuality** - Due no later than November 14<sup>th</sup>

**Clearly identify the reading(s) you are analyzing.** Each paper should demonstrate or prove a **main point explicitly indicated in your first paragraph**. Do not summarize the readings, merely express agreement or disagreement, or comment superficially on a variety of topics. Instead, **develop a single theme** as you **analyze** issues that relate to the course, express and justify your own views, and **explain why alternative views are wrong**.

For example, do not simply agree with an author that inequality is bad, or say that people should teach children not to discriminate, or claim that an author's article is either brilliant or ridiculous. Instead, **pinpoint the controversy**; this often relates to the author's ideological perspective on the underlying problem's origins and possible solutions.

The ideal paper is an **analytical, persuasive, and personal** discussion of a single controversial point in the readings. I am *not* asking you to be "objective"--I want to know what *you* think--but you do have to be fair in presenting and analyzing **alternative perspectives** as you reflect upon, and justify, your own. Make sure, also, that you do not simply repeat comments made in the discussion forums. Be original, be creative. LEARN.

Although these papers are brief, *they are not easy to do*. They typically require that you revise several drafts in order to narrow your focus. Your prompt are the potential focus areas listed above with the due dates. All short essays will be submitted online.

### 12 Discussion groups – SLO 1, SLO 2, 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 discussion topics will be closed at 11:59pm Sunday. This means that I will not accept any comments posted after this time, 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. This means you should answer at least two of the questions posed. The cases are meant to help you answer the discussion question by providing some context to the topic(s). Sometimes there will be just a few questions other weeks there will be up to seven. You have the ability to decide what you want to respond to and how you want to include the readings and other scholarly material. **ONE** of your original posts can be information sharing. Any information that you share **MUST** be from a reliable source. These posts can be very helpful especially when students take them seriously. This will allow students to have an active role in educating each other on their perspectives on the issues being covered. In these posts be sure to cite your sources and include hyperlinks and pictures if you can.
- b) Post high quality messages – one or two-sentence posts are not acceptable.
- c) You must use class materials and research to support your responses. An opinion is great, but is it supported? Be sure to cite your sources.
- 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.

**NOTE ON INFORMATION SHARING**

The climate "classroom environment" of our online class determines the level of success we will have. When considering what information to share (an option for one of your original posts) be sure to keep in mind that our goal is understand why and how inequality shows up in our society. Another goal we are asked to share in this class is that of understanding and compassion. What are ways that people are working to create solutions to the problems we are discussing? How can you add to the positive learning experience of others?

I will post grades as we go along (bi weekly or monthly) 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 Thursday each week. Points will be deducted if you wait until Sunday evening to participate in discussions.

## 2 Letters to the editor – SLO 5

### How do you write a letter to the editor?

#### Open the letter with a simple salutation.

Don't worry if you don't know the editor's name. A simple "To the Editor of the *Daily Sun*," or just "To the Editor:" is sufficient. If you have the editor's name, however, you should use it to increase the possibilities of your letter being read.

#### Grab the reader's attention.

Your opening sentence is very important. It should tell readers what you're writing about, and make them want to read more.

#### Explain what the letter is about at the start.

##### Throughout your letter, remember the rule:

- Be quick,
- Be concise, and then
- Be quiet.

Don't make the editor or the general public wait to find out what you want to say. Tell them your key point at the beginning.

#### Explain why the issue is important.

If you are motivated enough to write a letter to a newspaper or magazine, the importance of your topic may seem clear to you. Remember, though, that the general public probably doesn't share your background or the interest. Explain the issue and its importance simply. Use plain language that most people will understand

#### Give evidence for any praise or criticism.

If you are writing a letter discussing a past or pending action, be clear in showing why this will have good or bad results.

#### State your opinion about what should be done.

You can write a letter just to "vent," or to support or criticize a certain action or policy, but you may also have suggestions about what could be done to improve the situation. If so, be sure to add these as well. Be specific. And the more good reasons you can give to back up your suggestions, the better.

**Keep it brief.**

Generally, shorter letters have a better chance of being published. So go back over your letter and see if anything can be cut or condensed. If you have a lot to say and it can't be easily made short, you may want to check with the editor to see if you could write a longer opinion feature or guest column.

**Sign the letter.**

Be sure to write your full name (and title, if relevant) and to include your address, phone number, and e-mail address. Newspapers won't print anonymous letters, though in some cases they may withhold your name on request. They may also call you to confirm that you wrote the letter before they publish it.

**Check your letter to make sure it's clear and to the point.**

A newspaper may not print every letter it receives, but clear, well-written letters are likely to be given more serious consideration.

**You will post this on the SJSU section of [www.professorcrain.org](http://www.professorcrain.org) website. Be sure to post your letter online and indicate where you submitted it.**

**Assignment Specifics**

- Must write about a local, regional, or national issue that relates to the topics in the course.
- 300-400 words
- Must be posted on [www.professorcrain.org](http://www.professorcrain.org) under the SJSU tab
- At the bottom of your letter you need to indicate the publication you submitted it to and the date of the submission.
- All letters must be posted online ([professorcrain.org](http://professorcrain.org)) and to a media outlet by Friday @ midnight the week it is assigned.

1 group project (final) SLO 1, SLO 2, SLO 3, SLO 4, SLO 5

The final project is a culmination of the ideas and concepts shared in the course. Each student will develop a social/community program or policy to address inequality at the intersections. See canvas for more details. Groups will work together in Google docs and will be required to turn in a group report as well as an individual 5-7 page APA format paper regarding their work. More details closer to the end of the term.

## Schedule of Readings & Activities

<u>Readings</u>	<u>Assignments/Discussion Groups</u>
<p><b>Week 1 – starts Monday, August 25th</b></p> <p><b>(all readings are available online for the first week - check titles for hyperlinks)</b></p> <p><a href="#">bell hooks on education</a></p> <p><a href="#">DRAWING THE COLOR LINE</a></p> <p>Dred Scott v Sanford (<a href="http://www.pbs.org/wnet/supremecourt/antebellum/landmark_dred.html">http://www.pbs.org/wnet/supremecourt/antebellum/landmark_dred.html</a>)</p> <p><a href="#">New Political Spaces - Introduction-</a> JESSE CLARKE</p> <p><a href="#">From hope to change: The New Equity Movement</a> - ANGELA GLOVER BLACKWELL</p> <p>YUEN, NICKY. Oppression and Democracy</p> <p>WISE, TIM. The Confusion Ethic</p> <p>OSAJIMA, KEITH. Internalized Oppression and the Culture of Silence</p> <p>LIPSKY, SUZANNE. Internalized Racism</p>	<p>Introduction to Course and Themes: Consent, Dissent, People Power, Systems</p> <p>Introduction to Canvas - Using Google Docs - Setting up your student profile</p> <p><b>Discussion Group - Dred Scott &amp; Mike Brown. Current Events in Context.</b></p> <p>Review the <a href="#">USA today Timeline</a> regarding the Michael Brown murder in Ferguson, MO.</p> <p><a href="#">Los Angeles Times article.</a></p> <p>Melissa Harris Perry - <a href="#">No Rights Which the White Man was bound to Respect.</a></p> <p><b>DISCUSSION GROUP 1</b>  <b>In your group discussion this week you will 1) introduce yourself, and 2) answer the questions below regarding the recent events and it's connection to the Dred Scott case.</b></p> <ul style="list-style-type: none"> <li>● Michael Browns murder is an example of consistent racialized violence from police in the United States. After reviewing the media above, describe your understanding of current violence against communities of color and the connection to the historical Dred Scott case?</li> <li>● Describe your understanding of the problems associated with the murder of Michael Brown. Give two examples of what you learned and how it connects to your understanding of the U.S. social and political system.</li> </ul>

	<ul style="list-style-type: none"> <li>• In what ways could this issue be transformed? How would you change the dynamics (push and pull factors) of this issue?</li> </ul>
<p><b>Week 2 – starts Tuesday, September 2</b></p> <p><a href="#">The Essential Social Fact of Race. (available online)</a></p> <p><a href="#">Black Criminal Stereotyping and Racial Profiling</a> (available online)</p> <p>ALEXANDER - Introduction</p> <p>The Rebirth of Caste Audio Book Link: <a href="https://www.youtube.com/watch?v=kUbYT9FR7O0">https://www.youtube.com/watch?v=kUbYT9FR7O0</a></p> <p>READER - Revisiting Race-Neutral Politics – The Nation – April 2011</p> <p>Bryant, S. (2014) The Black Nation Charges Genocide! Our survival is dependent on self-Defense! MXGM.</p> <p>Nangwaya, A. (2014) Organization Is the Weapon of the Oppressed: Ferguson, Mobilization, and Organizing the Resistance! <a href="http://www.dissidentvoice.org">www.dissidentvoice.org</a>.</p>	<p>Law, Inequality, Justice</p> <p>What is justice in the United States?</p> <p><b>DISCUSSION GROUP 2</b></p> <p>What is Alexander’s main idea as expressed in the Introduction? What is the rate of incarceration in the US and how does it compare to other countries? What facts about drug use are important when assessing the timing of the War on Drugs?</p> <p>Why have Civil Rights organization not focused on or have been slow to focus on the issue of racial justice?</p> <p>What reasons would you have for deciding that the increase in the rate of incarceration reflects the racism in US society?</p> <p>What narratives from the past have shaped the ways in which mainstream media portrays the poor and racial minorities?</p>
<p><b>Week 3 – starts Monday, September 8</b></p> <p>Improving American Police Ethics Training: Focusing on Social Contract Theory and Constitutional Principles <a href="http://www.forumonpublicpolicy.com/archivesum07/moll.pdf">http://www.forumonpublicpolicy.com/archivesum07/moll.pdf</a></p> <p>READER - "White Privilege: Unpacking the Invisible Knapsack," Peggy McIntosh</p>	<p>Social Contract Theory - Social Control - Social Control</p> <p>Post 1<sup>st</sup> Letter to the Editor to <a href="http://www.professorcrain.org">www.professorcrain.org</a> and online to your local media outlet</p> <p><b>DISCUSSION GROUP 3</b></p>

<p>"Exploring the Depths of White Racist Socialization," Tim Wise</p> <p>"What Americans Want: The People's Budget," David Moberg, In These Times (June, 2011) LOPZ, GURIN, NAGDA. <a href="#">Education and Understanding Structural Causes for Group Inequalities</a></p>	<p>How does the issue of police violence against low or no income communities and communities of color relate to the expectations set forth in the American social contract?</p> <p>How is the American dream affirmed or negated with these breaches of this social contract by the state against a select group of people?</p>
<p><b>Week 4 – Starts Monday, September 15</b></p> <p>ALEXANDER - The Lockdown Audio Book: <a href="https://www.youtube.com/watch?v=nVcQEQj9mSc">https://www.youtube.com/watch?v=nVcQEQj9mSc</a></p> <p>The Color of Justice Audio Book: <a href="https://www.youtube.com/watch?v=ze2X8oZoYks">https://www.youtube.com/watch?v=ze2X8oZoYks</a></p> <p><a href="#">The High Budgetary Costs of Incarceration.</a></p> <p>READER - Poors People's Movement and the Structuring of Protest</p>	<p>Intersectionality</p> <p>Poverty and the Law</p> <p><b>Short Essay #1 (September 19th)</b></p> <p><b>DISCUSSION GROUP 4</b> What has been the role of the Supreme Court in addressing racial bias since the beginning of the Drug War?</p> <p>What are the myths and assumptions does the general believe believe about the criminal justice system? How does this belief, and others, create consent for discrimination within the system?</p> <p>Compare the "Old Jim Crow" system to the "New Jim Crow" system. What similarities? What differences? Purposes? Methods?</p>
<p><b>Week 5 – Starts Monday, September 22</b></p> <p>ALEXANDER - The Cruel Hand Audio Book: <a href="https://www.youtube.com/watch?v=irMdUx35hGo">https://www.youtube.com/watch?v=irMdUx35hGo</a></p> <p>The New Jim Crow Audio Book: <a href="https://www.youtube.com/watch?v=w0iFfD8BZXg">https://www.youtube.com/watch?v=w0iFfD8BZXg</a></p>	<p>Violence, Mass Incarceration and the unintended consequences</p> <p><b>DISCUSSION GROUP 5</b></p> <p>How might the social silence around incarceration affect a movement for change?</p>

<p>READER - Resistance Against Violence in Oakland</p> <p>Shah, S. Healing from Harm and Unlearning Violence. Tikku Magazine. Issue on Restorative Justice, Duke University Press, December 2011.</p> <p>Lost Youth: A County by County Analysis of 2009 California Homicide Victims Ages 10-24. Violence Policy Center.</p>	<p>What factors does Alexander feel have caused Americans to deny the fact of mass incarceration of people of color? In what ways might a movement for change want to address them?</p>
<p><b>Week 6 – Starts Monday, September 29</b></p> <p>CRASS-From Collective Refusal to Collective Liberation</p> <p>Towards Collective Liberation: What I believe</p> <p><a href="#">Why US capitalism perpetuates gender inequality</a> (online reading)</p> <p>READER - <a href="#">The Anti-Lady Laws Exposed</a></p> <p>Perry, T. Family Values, Race, Feminism and Public Policy.</p> <p>Hofrichter, R. Health Equity: Exploring the Social and Economic Dimensions. National Association of County and City Health Officials. <a href="http://www.americashealthrankings.org">www.americashealthrankings.org</a>.</p> <p>Yuen, N. (2010) Vital Signs: Gender.</p>	<p>Sexism, Capitalism, and the Law</p> <p><b>DISCUSSION GROUP 6</b></p> <p>Crass write, “<i>systems of oppression are, in part, processes of constant inclusions and exclusions into a hierarchy of superiority and inferiority that structures, enforces, and maintains inequality.</i>” What does he mean by this? Provide three examples of how this is present in society today?</p> <p>What is Collective Liberation? How does it apply to the themes of this course? How does Crass describe the praxis of collective liberation?</p>
<p><b>Week 7 - Starts Monday, October 6</b></p> <p>CRASS- “By All Means, Keep Moving”: Towards Anti-Racist Politics and Practice</p> <p><a href="#">The Basics of Organizing (online reading)</a></p> <p>READER - Public Safety and The Oakland Police Department. Dan Siegel.</p> <p>Introduction: The Critical Intersections of Reproductive Justice and Climate Justice. ACRJ, 2009.</p>	<p>Creating Solutions: Political Organizing</p> <p><b>DISCUSSION GROUP 7</b></p> <p>In <i>The Basics of Organizing</i>, the author highlights 12 steps to successful organizing. Describe these tactics and how they might be useful to tackle an issue that you’ve learned about this semester.</p>

<p>Agenda for Action: Building a Movement for Elder Women's Advocacy. (2009) The Women's Foundation Report.</p> <p>198 Methods of Nonviolent Action. The Albert Einstein Institution.</p>	
<p><b>Week 8 - Starts Monday, October 13</b></p> <p>CRASS- Against Patriarchy: Tools for Men to Further Feminist Revolution</p> <p>READER - LGBT Student's Negative School Experiences. Laws, Policy, Regulations.</p> <p>Corrupting Justice: <a href="#">A Primer for LGBT Communities on Racism, Violence, Human Degradation &amp; the Prison Industrial Complex</a> (online reading)</p>	<p>Sex, Sexual Orientation and the Law</p> <p><b>DISCUSSION GROUP 8</b></p> <p>What is sexism and how does it relate to the power structure that upholds racism?</p> <p>What is the role of capitalism in social order, as expressed by Crass?</p> <p>How does sexuality and gender identity issues show up in the criminal justice system? How can access to just treatment be realized in the system?</p> <p>Short Essay #2 (October 17<sup>th</sup>)</p>
<p><b>Week 9 - Starts Monday, October 20</b></p> <p>READER -</p> <p>Chang, Momo. Immigrant Youth Activists Dare to DREAM. The Nation – April 2011.</p> <p>Peterson, M. &amp; Rosheuvel, J. (Spring 2011 Issue). Immigration Reform We Can Believe In: Ending Criminalization and Enforcement in our Communities. <a href="http://www.blackalliance.org">www.blackalliance.org</a></p> <p>Wise, L. &amp; Lenior, G. (Spring 2011 Issue). Black Voices Call for New Approaches to Immigration Reform. <a href="http://www.blackalliance.org">www.blackalliance.org</a>.</p> <p><a href="#">Defining civic engagement.</a> (online reading)</p>	<p>The questions we <b>MUST</b> ask about Citizenship and Immigration</p> <p>Post 2<sup>nd</sup> Letter to the Editor to <a href="http://www.professorcrain.org">www.professorcrain.org</a> and online to your local media outlet</p> <p><b>DISCUSSION GROUP 9</b></p> <p>Describe the prevailing views on immigration in today's political debates. How do the current debates consider the relevance of history and the formation of the US as an immigration nation? How does that fact contradict with the current rhetoric on immigration politics?</p> <p>Find three newspaper articles from the internet (from reputable news sources) that discuss the current (2013/2014) political</p>

	<p>fight over immigration. Describe each article and compare and contrast the views expressed in each. What makes each argument unique? What position is more solution oriented? What solution or perspective is the least racially motivated? What solution is focused on equality and justice? Define what those terms mean to you.</p>
<p><b>Week 10 - Starts Monday, October 27</b></p> <p><a href="#">Prop 47</a> Reduced Penalties for Some Crimes Initiative (2014) - Ballotpedia website.</p> <p><a href="#">Prop 36 - Changes to the "Three Strikes Law"</a> - Ballotpedia website</p>	<p>2012 Ballot Initiatives -Three Strikes Law (CA) - (Prop 36) 2014 Ballot Initiatives - (Prop 47)</p> <p><b>DISCUSSION GROUP 10</b> Describe one of the ballot measures assigned for this week (Prop 36-2012 or Prop 47-2014).</p> <p>Explain how the ballot measure you chose relates to three themes from the reading thus far in the course. What communities are impacted by these laws (be specific)? Explain why and how they are impacted by the laws as they are or were.</p>
<p><b>Week 11- Starts Monday, November 4</b></p> <p>African American Policy Forum <i>(1 reading this week, it's long)</i></p> <p><a href="http://aapf.org/wp-content/uploads/2013/01/Affirmative-Action-Primer-Focus-on-Affirmative-Action.pdf">http://aapf.org/wp-content/uploads/2013/01/Affirmative-Action-Primer-Focus-on-Affirmative-Action.pdf</a></p>	<p>Affirmative Action</p> <p><b>DISCUSSION GROUP 11</b></p> <p>Choose two of the myths identified in the AAPF article on Affirmative Action. Describe the myth and the racial stereotypes associated with the myth. Explain who in society (what groups) would benefit from that narrative and why? Who does not benefit from the unbiased and generally false assumptions about affirmative action? How can this be fixed?</p>
<p><b>Week 12 - Starts Monday, November 10</b></p> <p><a href="#">Media &amp; the Criminal Justice System</a> (online reading)</p>	<p>Media in the making of a criminal</p> <p><b>DISCUSSION GROUP 12</b> Review the case of <a href="#">The Central Park 5</a>. In this discussion group - retell the story of</p>

	<p>The Central Park 5 as you learned it to have happened. Then rewrite the story to mirror your own values on how the criminal justice system should have worked. What was the role of the media in protecting the lack of evidence in the case? How was media used to portray these boys as criminals?</p> <p><b>Short Essay #3 (November 14<sup>th</sup>)</b></p>
<p><b>Week 13 - Starts Monday, November 17</b></p> <p>CRASS- What We Mean by White Anti-Racist Organizing: Catalyst Project's Strategy</p> <p>"A Struggle for Our Lives": Anti-Racist Organizing in White rural and Working-Class Communities: An Interview with the Rural Organizing Project in Oregon.</p>	<p>Begin to work in your group with the intent to create a report from the group assessing the current status of an aspect of the legal and criminal justice systems.</p> <p><b>This week each group should identify</b>  1) Issue area focus, 2) Method of presenting the data they find, 3) assign tasks for research among group members.</p> <p>Post 3<sup>rd</sup> Letter to the Editor to <a href="http://www.professorcrain.org">www.professorcrain.org</a> and online to your local media outlet</p> <p><b><u>Prepare for final project</u></b></p>
<p><b>Week 14 - Starts Monday, November 24</b></p> <p>CRASS- Conclusion/ We can do this: Key Lessons for More Effective and Healthy Liberation Praxis.</p> <p><b><u>other assigned readings*</u></b></p>	<p>In your small groups report back on the findings of your research. Begin crafting the report and be prepared to submit some type of draft to the instructor during your check in with the instructor this week.</p> <p><b>Meet with instructor via skype about final paper if needed. Submit a draft this week (optional).</b></p>
<p><b>Week 15 - Starts Monday, December 1</b></p> <p><b><u>No reading or other tasks assigned. Complete your group work on time.</u></b></p>	<p>In your small groups report back on the findings of your research. Begin crafting the report and be prepared to submit some type of draft to the instructor during your check in with the instructor this week.</p> <p>This week you should also have a solid draft of your Critical Reflective Essays that</p>

	<p>should accompany the group report as your final exam.</p> <p><b>Meet with instructor via skype about final paper. Submit a draft this week.</b></p>
<p><b>Week 16 - Starts Monday, December 8</b></p>	<p>Office Hours Extended- Email instructor for one on one meetings (skype preferred)</p> <p><b>Final Group Project Due</b></p> <ol style="list-style-type: none"> <li>1. Group Report</li> <li>2. Critical Reflective Essays</li> </ol> <p>Class Evaluation</p> <p>Self Evaluation</p>