

E-mail Policy

Feel free to directly email the instructor at any time (I check several times per day), however, please adhere to the email guidelines below:

1. Please include in the "subject line" the course number, your name, and a specific description of your inquiry or comment (e.g., JS132, Your Name, subject). The instructor will not respond to no subject e-mails, or any email where the student is not identified in either the subject line or body of the email.
2. E-mailed inquiries should be relatively short in nature. Students should request a time to chat (via Canvas) with me to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

GE Learning Outcomes

Upon successful completion of this course, students will be able to [CLO 1-4]:

1. describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. describe social actions which have led to greater equality and social justice in the U.S. (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; a
4. recognize and appreciate constructive interactions between people from different cultural and racial, ethnic groups within the U.S.

Course Learning Outcomes

Upon successful completion of this course, students will be able to [CLO 1-6]:

1. Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
3. Provide an overview of race, gender, and class issues in the criminal justice system.
4. Describe social actions which have led to greater equality and social justice in the U.S. (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).
5. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
6. Read, write, and contribute to discussion at a skilled and capable level.

Required Textbooks

Barak, G., Leighton, P., & Cotton, A. (2018). *Class, race, gender, & crime: The social realities of justice in America* (5th Ed.). Lanham, MD: The Rowman & Littlefield Publishing Group, Inc. (ISBN: 9781442268852)

Zinn, H. (2015). *A people's history of the United States* New York, NY: HarperCollins Publishers. (ISBN: 9780062397348)

Electronic editions of the required textbooks (immediate access) are available via Amazon.com, VitalSource.com, and Chegg.com

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 public lives. (2019-2020, 2021-2022, 2023-2024)

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JS13201/61 Race, Gender, Inequality & the Law

Winter 2022 Course Schedule

The following course schedule is subject to advance notice of any changes will be provided via an announcement on Canvas early as possible.

Table 1 Course Schedule

Date	Course Agenda, Readings/Assignments, and Due Dates
01/03/22	Access and complete requirements for the Welcome to the Course! Start Here and Introduction modules by 11:59 PM, Tuesday, 01/04/22 (Required for access to Module 1)
01/04/22	
01/05/22	Access and complete requirements for Module 1: Crime Control and Criminology
01/06/22	Reading Ch. 1 <i>The Crime Control Enterprise and Its Workers</i> Ch. 2 <i>Criminology and the Study of Class, Race, Gender, and Crime</i> Lectures: Ch. 1 and Ch. 2
01/07/22	Due Today: Access and complete requirements for VoiceThread (Covers Ch. 1 and Ch. 2) by 11:59 PM (See Canvas for availability) Begin readings for next week (Ch. 3)
01/10/22	Access and complete requirements for Module 2: Inequality and Privilege (Part 1)
01/11/22	Reading Ch. 3 <i>Understanding Class and Economic Privilege</i> Ch. 4 <i>Understanding Race and White Privilege</i> Lectures: Ch. 3 and Ch. 4
01/12/22	Access and complete requirements for Module 2: Inequality and Privilege (Part 2)
01/13/22	Reading Ch. 5 <i>Understanding Gender and Male Privilege</i> Ch. 6 <i>Understanding Privilege and the Intersections of Class, Race, and Gender</i> Lectures: Ch. 5 and Ch. 6
01/14/22	Due Today: Access and complete requirements for VoiceThread (Covers Ch. 3, Ch. 4, Ch. 5, and Ch. 6) by 11:59 PM (See Canvas for availability) Begin readings for next week (Ch. 7-10) Due Today: Social Justice Words and Images Final Project Upload to Canvas by 11:59 PM as either a Microsoft PowerPoint or PDF)

Date	Course Agenda, Readings/Assignments, and Due Dates
01/17/2	MLK Holiday

Access and complete requirements for Module 4 and Criminal Justice (Part 1)

01/18/2