**Race, Class, Gender & Crime**

 **Spring Semester 2018**

 **ETHN3044-002/WMST 3044-002/SOCY 3044-002**

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If you make an appointment with the TA or me outside of our scheduled office hours, be sure to show up!

 **REQUIRED READINGS\***

Lopez, Vera. 2017. *Complicated Lives: Girls, Parents, Drugs, and Juvenile Justice*. New Brunswick, NJ:Rutgers University Press.

Sered, Susan Starr, & Norton-Hawk, Maureen. 2014. *Can't Catch A Break: Gender, Jail, Drugs, And The Limits Of Personal Responsibility.* Berkeley, CA: University of California Press.

Van Cleve, Nicole Gonzalez. 2016. *Crook County: Racism and Injustice in America's Largest Criminal Court.* Stanford, CA: Stanford University Press.

Stevenson, Bryan. 2014. *Just Mercy: A Story of Justice and Redemption.*  New York: Spiegel and Grau.

\*There will be some other required readings/videos online available on CANVAS.

 **COURSE PERSPECTIVE**

This course will address how racism, classism, and sexism operate and intersect in both criminological theories and in the criminal legal system.  The course explores theories used to explain crime and covers victimization, offending, and work in terms of race, class, and gender.  The offending section will address theories, types of offending, systemic responses to offending, and prisons.  It also includes allegations of offending that may be false. The section on work includes professions in law, police, and working in prisons/jails.  The course is designed to give students a solid understanding of some of the flaws in the current system and the raced, sexed, and classed aspects of processing crime, including punishing persons charged with offenses or protecting victims reporting crimes.  There is a great deal I try to cover in this class and it is impossible to do justice to all of the topics.  Given that this is an upper-level course and the amount of material I want to cover, I rarely lecture on the readings; I assume that you are reading them.   I believe that class discussions are a significant part of students’ (and my own) learning. The course is focused on race, class, gender and crime in the U.S.  I hope you will experience a significant amount of learning during the semester, and I also find it helps you later in life.

**TEACHING PERSPECTIVE**

My goal as your professor is to produce an environment where we can learn the most, become better informed, question assumptions, and creatively develop ideas and strategies.  I want the classroom to be an environment where dialogue can take place in an open and respectful manner.  If you have something to ask or add, please do so in a manner for the whole class to hear.  Kindly refrain from becoming involved in separate conversations or making comments under your breath during lecture and class discussions.  Finally, while it is up to individual students as to whether they choose to discuss their own experiences in class, it is inappropriate for anyone to ask another person in the course a personal question.

**COURSE GROUND RULES**

**Students are Required to Electronically “Sign”/Report on CANVAS that they Read and Understand the Course Ground Rules and Syllabus**

1. Do not sit in the back rows, even if you’re late to class. Once we have figured out the final number of students taking the class, I will let you know in what number of the back rows not to sit.
2. *Never ask another student in the course if s/he has been a victim or is a survivor.* Individual students can report their own victimizations to our class, but it is inappropriate to ask students to do so.
3. *Never request that another student in the class speak on behalf of a group* (e.g., African Americans, Native Americans, Latinx, Asian Americans, Jewish People, men, women, LGBTQs, rape survivors, etc.)
4. *Do not use your laptops, phones, iPods or other electronic gadgets during class (including for text messaging or checking the web for something).* To use a laptop every day, I must receive a letter from campus letting me know that you need to use a laptop every day.  However, if such a letter is provided and I approve it, using your laptop for anything other than taking notes may result in you not being able to use a laptop anymore.
5. Kindly *refrain from becoming involved in separate conversations or making comments under your breath* during lecture and class discussions.
6. *On exam days, students*
	1. are not allowed to wear caps or hats where I can’t see where their eyes are looking,
	2. cannot use ear buds of any kind,
	3. are responsible for ensuring that nothing from the class is visible,
	4. must not have a cell phone turned on or visible from the second they enter the door to take the exam to when they leave the room after completing the exam,
	5. are not allowed to leave the room for any reason until an exam has been turned into the professor or T.A., and once a student has left the room for any reason, the exam will not be returned.  If you are sick during an exam and must leave the room, then you will have to forfeit that exam (take the optional final) or accept the grade as the number of points you got until you left the room.
7. Students are responsible for regularly checking their e-mails from the TA and me, and regularly checking CANVAS for announcements, new PowerPoint slides, what to do about snow days, and so on.
8. Quizzes cannot be made up. Do not email me about making-up a quiz.
9. In all emails to me, make sure that 3044 and your last name is in the subject line.
10. Do NOT bring non-human animals to class unless they have been approved by the University.
11. *Do NOT “blow off” checking email and/or CANVAS and then come to me at the end of the semester to complain about a quiz, exam, or paper score. Students have one week after returned/posted grades to dispute scores.* If students miss when graded items are returned, it is their responsibility to check CANVAS and obtain graded items from the TA or me.
12. Students are responsible for turning in both their scantrons and essay parts of exams.  Forgetting to turn in a scantron or your exam means you receive a 0 on the parts of the exam you didn’t turn in.
13. *Any form of cheating results in failing the course and an official report to the Honor Code Office.* This includes signing someone else’s name for attendance, copying someone’s exam or quiz answers, showing someone your exam or quiz answers, telling someone the exam or quiz answers, plagiarizing work, working with another student on the course paper, copying a student from this or a prior class logs or papers, and so on.
14. Students who talk to others and/or are looking at their phones during quizzes or tests will be considered cheating and fail the course and be reported to the Honor Code.
15. Students will be asked by me or the TA for their names if they violate rules such as being on the cell phones or sit in the back of the class.  If the TA or I ask for your name and you give the wrong name, this will be considered cheating.

This may all sound harsh, but this will be a big class and I want it to go smoothly.  When students or on their phones or sitting in the back and I have to interrupt lecture to ask them to get off their phones, move up, and so on, it breaks my attention and makes getting back into the lecture material difficult.  I want all of you to get as much as possible out of the 150 minutes of class every week.  Please do not tell me after I have asked you to get off of your phone that you were waiting for a text from your mother about some dire situation, etc.  If you have a difficult situation for which you need immediate text service, then please let the TA and me know before class starts and you can sit next to the TA to check your phone with my approval.  Research shows that everyone does better in class when they are not on their phones and the students near them are not on their phones.

**UNIVERSITY POLICIES**

**Accommodations**: I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter by the end of the second week of the semester) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

**Religious Observances**: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.  In this class, it is important that if the date of an exam is during a religious holiday you observe that you let me know immediately at the beginning of the semester (NO LATER THAN THE END OF THE SECOND WEEK OF CLASSES) so that we can decide what to do. Please let me know in writing or by email, at the beginning of the semester any days you will miss due to religious observances.  See full details at <http://www.colorado.edu/policies/fac_relig.html>

**Classroom Behavior**: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality.  Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.  For more information, see the policies on class behavior and the student code:  <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the student code of conduct <http://www.colorado.edu/osccr/sites/default/files/attached-files/2017-2018_student_code_of_conduct.pdf>

**Discrimination and Harassment**: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. The full policy on discrimination and harassment has more information.

**Honor Code**: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior.  All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The Honor Code Office has more information.

**Student-Athletes**: It is students’ responsibility to notify each instructor—in the first week of the semester and in writing (preferably in email) --about any known conflicts between academic requirements and intercollegiate varsity athletic events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations. Intercollegiate varsity athletics events during final exams, which are normally forbidden by university policy, must be approved in writing by the BFA Intercollegiate Athletics Committee well in advance of the event. Students involved in these events must then work with their instructors in regard to any missed work, as required above.

**Club Sports**: It is the student’s responsibility to notify each instructor—in the first several weeks of the semester and in writing--about any known conflicts between academic requirements and sport club events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations.

**THE SENSITIVE NATURE OF THIS COURSE**

I have been teaching college courses on difficult topics for over three decades, to tens of thousands of students.  It is important that students understand that many if not most students who’ve taken this course in the past find some aspects of it emotionally difficult.  Reading, hearing and watching videos about racism, sexism, classism and crimes can be very hard.   Some of the videos, in particular, are sad, enraging, and can be very upsetting.  In the past, some students have taken this course as a means to understand more about their own victimizations or the victimizations of loved ones.  Other students, over the course of the semester may remember or re-frame a past victimization that they view in a new and more troubling perspective. This may make some of the material we cover emotionally challenging. I do not advise taking this course if a student is at a point where therapy would be a better alternative: This course is not intended to be equivalent to counseling.  In short, it has been my experience that few students who take this course experience the material as purely academic.  Should you decide during the semester that you need to drop the course, please let me know as soon as possible so that I can sign whatever needs to be signed. This syllabus also includes information about options for services available on and off campus.  You can start by calling Victim Assistance on campus at 303-492-8855, or visit them when they are open in C4C Room S440.  If you are having trouble for any reason, coming to class, doing the readings, and so on, it is very important you come and discuss this with me as soon as possible so that we can decide whether it is best for you to drop the class; rather than to wait until the end of the semester when it is impossible with missed classes to do well or even pass.

Furthermore, sometimes students who’ve taken this course in the past report wanting to ask questions that they fear are “stupid” or “offensive.”  I don’t want this concern to limit learning.  Therefore, if you have a question you are uncomfortable bringing up during class, or want to check with me about before you bring it up during class, please feel free to ask me in email, after class, or during my office hours.  If I think it is inappropriate, I will tell you, but chances are it is not inappropriate and other students may have the same question or benefit from a discussion of it.  Sometimes students tell me “I don’t want to ask this question during class or make this point, but could you?”  If I agree that it would be useful for the class (which I almost always do), I am happy to bring the issue or question up myself (without giving the student’s name). At the same time, I expect every effort to be made to be considerate and respectful of me, the other students, and any guest speakers.  This includes taking responsibility for what kind of spoken and body language is used.

**STUDENT RESOURCES**

As noted above, this course involves being repeatedly and intensely exposed to especially troubling subject matter, and, with this, may result in mental exhaustion and heightened awareness of harmful, illegal, risky, or unhealthy behaviors in which students (or their family and friends) have endured or been involved. Students should be mindful of this and it is beneficial to be open to seeking out help in order to manage the emotions, issues, dilemmas, or problems that may arise during the semester and beyond. Students can reach out to the professor for assistance, and here are some of the campus and local resources that may be useful:

Center for Multicultural Affairs (C4C N320) Also known as CMA, provides innovative programs and services that foster learning, community, development, leadership, and a commitment to social justice; these programs include dialogue groups, peer mentoring programs, and support for first generation students. [www.colorado.edu/studentaffairs/cma](http://www.colorado.edu/studentaffairs/cma) 303-492-5667

Counseling and Psychological Services (C4C S440) Also, known as CAPS, provides free short-term counseling for students, staff, and faculty, as well as a variety of support groups, consultation, and education. [www.colorado.edu/sacs/counseling](http://www.colorado.edu/sacs/counseling) 303-492-6766

Community Health (UMC 411) is the public health division of Wardenburg and provides free HIV testing, presentations on sexual health and equity, cold care kits, safer sex supplies, and tobacco quit kits. <http://healthcenter.colorado.edu/communityhealth>      303-492-2937

Disability Services (C4C N200)Disability Services provides students with disabilities with tools, reasonable accommodations, and support services to participate fully in the academic environment. www.colorado.edu/disabilityservices     303-492-8671

GLBTQ Resource Center (C4C N450) The GLBTQ Resource Center provides education, advocacy, community, and leadership development for gay, lesbian, bisexual, transgender, and queer students. www.colorado.edu/glbtqrc   303-492-1377

*International Student and Scholar Services (ISSS)* ISSS helps answer questions concerning non-U.S. students’ legal status or other issues pertinent to their stay at CU. 303-492-8057

*Office of Victim Assistance (OVA)*

*Center for Community (C4C) S440*

OVA offers free confidential information, support, advocacy, and short-term counseling to students, faculty and staff at CU, including their significant others.  OVA is a separate office, not connected to the police department.  Our office primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking.  We can help people learn about resources and assess their options in these situations.

http://cuvictimassistance.com/   303-492-8855   Email: assist@colorado.edu

**OFF-CAMPUS AND AFTER BUSINESS HOURS RESOURCES**

Check this website: <http://cuvictimassistance.com/after-hours/>

In an emergency, of course, call 911.  If you’re not sure if it’s an emergency, call 911 and they’ll tell you.

**GRADING**

CANVAS and Email:  Vital information for the class will be on CANVAS, including grades, optional materials to help with class (e.g., PowerPoint slides to assist with lectures and studying, study guides, old exams, a course calendar, etc.).  It is students’ responsibility to check CANVAS and email regularly for announcements, PowerPoint slides, study guides, old exams, what to do if CU has a snow day the day of an exam, grades, and so on.  I will also use colorado.edu email addresses to contact students, so please be sure to read your colorado.edu emails from me (and the TA).

Exams:  The exams for this course will be equally weighted.  Each of the regularly scheduled exams will be 70% multiple-choice/true-false and 30% short answers/short essays.  The professor reserves the right not to give exams to persons more than 15 minutes late for an exam, or who have arrived after any students who have taken the exam have left the room. *Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.*If a student misses an exam *for any reason*, s/he must take the comprehensive final during the time scheduled for the final exam. Students who miss exams 1, 2, or 3 *for any reason* *must take the final*.  A student who misses more than one exam is expected to drop the class.   Students who have taken all 3 of the first exams can also take the final exam and I will drop the lowest of the 4 exam grades.  The final will be comprehensive and the same format as the first 3 exams.  Be sure to arrive on time to the exams.  Be sure to re-read the course ground rules regarding expectations on the day of exams (e.g., NO visible cell phones).  *It is the student’s responsibility to be sure to complete all of the pages and items on an exam and scantron and to turn all of these in before leaving an exam.*

Attendance & Class Participation: Students are expected to regularly attend lecture, arrive on time, and leave once class is over. Being disrespectful to the professor, other students, the teaching assistant, guest speakers, or anyone else could result in your permanent removal from the course*.*Students who need to miss many (4+) classes *for whatever reason*, should not enroll in this class. In addition to the quizzes and exams that must be taken at the time offered during class, we cover a lot of material in-class and often have discussions where students, and occasionally, guest speakers, contribute to understanding the course material.  *If during the semester you end up missing many 4 or more, classes, please meet with me as soon as possible to discuss whether you should drop the course.* I work hard on my lectures and to make old exams, study guides, and PowerPoints available to you.  Many students attend this university at a huge personal cost (e.g., massive student loans, taking the bus from outlying cities/towns). *I do NOT want to spend class time asking people to get off of their cell phones or quit talking.  It wastes everyone’s tuition money and learning time.* If I have to ask you these twice, I will ask for your name and your class participation grade will be docked 5 points (every time this happens).  Students with perfect attendance (for the days attendance is taken) and acceptable behavior (to class on time, not leaving early, not sleeping during class) will get all 30 points.  Students who have lost all 30 points prior to the end of the semester for being on their phones, sitting in the back of the class, and so on, will be further penalized by being removed from the class or having points removed from quizzes or exams.

Formal Paper:  On March 22nd by 2:00 p.m., a formal, 5-6 page double-spaced, typed paper is due on Canvas. The paper will be on Black Lives Matter. Directions for the paper will be posted on Canvas.  The only readings required for the paper are those articles required Week 10 of the semester.  Papers can always be submitted early.  Please contact IT (303/735-4357) with plenty of time if you are not sure how to submit on Canvas. Also, be sure to get a confirmation email from Canvas that your paper was properly submitted.  If you have any reservations about your paper being submitted properly on Canvas, then email it to me (joanne.belknap@colorado.edu) and stephanie.bonnes@colorado.edu as well, but this should be a last resort, and it will still need to be uploaded on Canvas at some point. You should begin working on your paper by the second week of classes.  Getting sick or being in an accident just before the paper is due are not excuses for late papers as you should be working on them before the week they are due.

In-Class/Quiz and Homework Written Assignments:   Students will be asked weekly to do an in-class (and perhaps occasionally a homework assignment), each worth 10 points. I will use the top 10/drop the lowest 5 of these grades at the end of the semester.  *If you are late for class or leave early or simply miss class for any reason, you cannot make up the missed assignment.*Be sure to write your names legibly on these assignments.  Be sure to hand these in when they’re requested to be passed forward.  (If you hand in a quiz or other in-class assignment later in the class, it will not be counted.)  If you don’t know the answer(s) and just write your name on a sheet of paper, you will get 2 of the 10 points. *Looking at your phone or any papers during a quiz is considered cheating and you will flunk the course.* *Remember that readings for a week are due the first day of the week they are assigned*. *With the exception of the first week, in-class quizzes and other in-class assignments cannot be made up:  Students must be present to take a quiz or other in-class assignment.*At the end of the semester I will take the top 10 scores the 15 in-class/quiz assignments (drop the 5 lowest). Missed quizzes/assignments receive 0 points. *In short, I will take the top 10 quiz/in-class assignments at the end of the semester to make this portion of your grade, but you don’t get 5 missed and then additional day(s) for student-athlete competitions/events, religious observances, illnesses, and so on.*

Attendance & Class Participation: Thirty of your final 500 points for this class will be class participation. Perfect attendance with no cell phone use, not being asked to stop side-conversations during class, and so on will result in you receiving all 30 points. Sometimes I will ask you to break into groups to do something with your classmates. Failure to do this will result in 5 lost points. Each time you are asked to quit using your cell phone during class, move up from the back rows, get into groups and you don’t, and so on, you will lose 5 points of the 30 participation points. Of course, attendance, regardless of classroom behavior when attending, will also impact participation points. Students are expected to regularly attend lecture, arrive on time, and leave once class is over. However, I would rather you attend some than none of the class, so please still attend even if you must be late or leave early. Being disrespectful to the professor, other students, the teaching assistant, guest speakers, or anyone else could result in your permanent removal from the course.  With the exception of the first week, in-class quizzes and other in-class assignments cannot be made up:  Students must be present to take a quiz or other in-class assignment.  At the end of the semester I will drop five of the in-class/quiz assignments. (I will take the top 10 scores. Missed quizzes/assignments receive 0 points.  In short, I will take the top 10 quiz/in-class assignments at the end of the semester to make this portion of your grade.  *Students who need to miss many (*i.e., 6*+) classes for whatever reason(s), should not enroll in this class.* In addition to the quizzes that must be taken at the time offered during class, we cover a lot of material in-class and often have discussions where students (and occasionally, guest speakers) contribute to understanding the course material.  If during the semester you end up missing many (6+), classes please meet with me as soon as possible to discuss whether you should drop the course.

Extra Credit Journals/Logs: At two points during the semester you can hand in a journal/log for extra-credit.  These optional logs/journals are due on Canvas (see the course schedule at the end of this syllabus for the due dates). Each log is worth a possible 10 points.  You are not required to do both logs to get credit:  You can do both, or you can only do the first or only do the second log.  Be sure to follow directions:  To receive the full ten points on these logs, they must include weekly information on what you learned in the assigned readings (and videos) and be submitted on Canvas by 2:00 p.m. Late logs are not accepted, graded, or read.  Remember that readings for a week are due the first day of the week they are assigned, and thus complete logs will include the week’s readings through which they were assigned.  For example, if the log is due any day in Week 7, then the log should include seven entries, one each for of the weeks, Weeks 1 through 7. Although students can also write about reactions to material in or outside the class, in addition to the required readings and videos, to get full credit, the logs must include and adequately address the readings for each week.  You can write about your personal experiences past or present, but this is not required or expected.   The logs can simply be summarizing the readings, but also feel free to say what you do and don’t like about the readings.  They should be approximately ½ to 1 single-spaced typed page per week.  Please date your journals throughout so that I know to which week you are responding (i.e., Week 1, Week 2, etc.). Logs can always be submitted early.

Office Hours:  My office hours are available to you to come in and discuss any aspect of the course. I hope you will feel welcome to come and discuss interests or course concerns with me.  If you can’t meet during my scheduled office hours but would like to meet in person, please make an appointment.

**Cheating:**  There is no excuse for cheating.  Any student caught cheating on an exam, quiz, homework assignment, or paper will **fail the course**!  No exceptions will be made.  Cheating includes looking at or copying another student’s quiz or exam, using a “crib” sheet or notes during a quiz or exam, looking at a reading during an in-class quiz or exam, copying any part of another student’s log or paper, plagiarizing for the paper, and so on. It is each student’s responsibility to ensure that nothing related to the class, such as notes, is in view during an exam or quiz!  Signing someone else’s name or having someone sign your name on the attendance sheet for someone not present counts as cheating.  IF YOU ARE LOOKING AT YOUR CELL PHONE OR A PIECE OF PAPER DURING A QUIZ OR EXAM, I WILL ASSUME YOU ARE CHEATING. DO NOT DO THIS! Do NOT talk to anyone else still taking a test even if you have handed your exam in, even if it’s to say “I’ll see you at the UMC.”

Pass/Fail Students: Students taking the course pass/fail have no different obligations in terms of passing the course than students not taking the course pass/fail!  Both types of students must make the same grade (60.0%+) to pass the course.

Graduating Seniors: Graduating seniors have the same requirements for grades in this course as other students.  No special treatment is available for graduating seniors.  They must make 60.0% or higher to pass the course.

Grade Disputes:  *Please keep* ***all*** *returned work in the event that you have a grade dispute at the end of the semester. To dispute a specific exam, quiz, or paper score, the dispute must be made within one week of receiving the returned graded work.  If a student misses the class or part of class where they work was returned, s/he is responsible for getting the item from the TA or professor within a week to make dispute the grade. Make sure you check Desire2Learn regularly for your grades, and not at the end of the semester alone.*

Grade Breakdown:

First Exam 100 points\*

Second Exam 100 points\*

Third Exam 100 points\*

Paper    70 points

Class Participation  30 points

Class Quizzes, Essays, and Assignments 100 points

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Total                    500 points

Extra Credit:   Journal 1 10 points  (Points for journals are in addition to above points.)

                              Journal 2   10 points

\*Any missed exams must be replaced with the final.  Students who take all 4 exams, can drop the lowest exam grade.

Grade Chart for End of Semester Course Grade (You are responsible for adding your grades in your decision whether to take the optional final):

A = 465.0 or more points C = 370.0-384.4 points

A- = 450.0-464.9 points C- = 350.0-369.9 points

B+ = 435.0-449.9 points D+ = 335.0-349.9 points

B = 420.0-434.9 points D = 320.0-334.9 points

B- = 400.0-419.9 points D- = 300.0-319.9 points

C+ = 385.0-399.9 points F = fewer than 300.0 points

**COURSE SCHEDULE**

*Required Readings are from the 4 required books (*i.e., Lopez, Van Cleve, Stevenson, and Sered & Norton-Hawk*) which are hopefully also available on reserve at Norlin, and the starred items are available on Desire2Learn (make sure you can download these with plenty of time, don’t wait until right before they are due)*

**\*Starred items are on CANVAS**

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| --- | --- | --- | --- | --- |
| **Week** | **Class Dates** | **Class Topic** | **Readings Due** | **Unique Assignments & Tests all Due 2:00 p.m.** |
| 1 | 1/16 & 18 | Conceptualizing Race, Class, & Gender | \*Pitts (2015) Op-Ed\*Kendi (2018) Op-Ed\*Sharkey (2018) Op-Ed\*Friedman (2015) Op-Ed |  |
| 2 | 1/23 & 25 | Conceptualizing Oppression & Discrimination | Stevenson book: Introduction & Chapters 1, 2, & 3 (pp. 3-66) |  |
| 3 | 1/30 & 2/1 | Social and Legal Constructions of Crimes | Stevenson book: Chapters 4, 5, & 6, (pp. 67-126)\*Tonier Cain online videos |  |
| 4 | 2/6 & 8 |  | Stevenson book: Chapters 7, 8, & 9 (pp. 127-185) |  |
| 5 | 2/13 & 15 | Theories on Crime | Stevenson book: Chapters 10, 11, & 12 (pp. 186-241) | Exam 1Tuesday 2/13 |
| 6 | 2/20 & 22 |  | Stevenson book: Chapters 13, 14, & 15 (pp. 242-294) |  |
| 7 | 2/27 & 3/1 | Patterns in Crimes | Stevenson book: Chapter 16, & Epilogue & Postscript (pp. 295-316) | Optional Extra Credit Log 1 Due 3/1 |
| 8 | 3/6 & 8 | Laws & Politics | Lopez book: Introduction & Chapters 1 & 2 (pp. 1-61) |  |
| 9 | 3/13 & 15 |  | Lopez book: Chapters 3 & 4 (pp. 62-103) |  |
| 10 | 3/20 & 22 |  | Readings for Course Paper on Canvas | Exam 2Tuesday 3/20Course Paper Due |
| 11 | \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*SPRING BREAK\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| 12 | 4/3 & 5 | Policing & Law Enforcement | Lopez book: Chapters 5 & 6 (pp. 104-142) |  |
| 13 | 4/10 & 12 |  | Lopez book: Chapters 7 & 8 (pp. 143-188) |  |
| 14 | 4/17 & 19 | Prisons & Punishment | Sered & Norton-Hawk book: Acknowledgements, Introduction, Chapters 1 & 2 (pp. xi-56) | Optional Extra Credit Log 2 Due 4/20  |
| 15 | 4/24 & 26 |  | Sered & Norton-Hawk book:  Chapters 3, 4, & 5 (pp. 57-106) | Exam 3Thursday 4/26 |
| 16 | 5/1 & 3 | Working in the Criminal Legal System | Sered & Norton-Hawk book: Chapters 6, 7, & 8 (pp. 107-166) |  |
| **OPTIONAL FINAL EXAM:   Tuesday May 8th from 4:30-7:00 p.m.** |

**Links to additional readings & videos on next page and/or on Canvas**

Pitts (8/22/15) Why ‘Black Lives Matter’ Resonates in Miami Herald <http://www.miamiherald.com/opinion/op-ed/article31827543.html>

Kendi (1/13/18) The Heartbeat of Racism is Denial

<https://www.nytimes.com/2018/01/13/opinion/sunday/heartbeat-of-racism-denial.html>

Sharkey (1/13/18) Two Lessons of the Urban Crime Decay

<https://www.nytimes.com/2018/01/13/opinion/sunday/two-lessons-of-the-urban-crime-decline.html>

Friedman (8/22/15) How Changeable is Gender? <https://www.nytimes.com/2015/08/23/opinion/sunday/richard-a-friedman-how-changeable-is-gender.html?_r=2>