



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

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

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

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/9/09

1. ACADEMIC UNIT: School of Justice & Social Inquiry

2. COURSE PROPOSED: JUS 425 Race, Gender and Justice 3 hrs

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Marjorie S. Zatz Phone: 965-6897

Mail Code: 0403 E-Mail: marjorie.zatz@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

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

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

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

Course requirements include 10 response essays from readings and a research paper. Feedback is provided on each essay on substance, and critical thinking and writing. Students receive feedback at multiple stages in development of research paper.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____



ARIZONA STATE UNIVERSITY

Marjorie S. Zatz, Ph.D.

Chair/Director (Print or Type)

Date: 3/9/09

Marjorie S. Zatz

Chair/Director (Signature)



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

This is an interdisciplinary social science course that emphasizes social science theorizing and research on the relationships among race, gender and justice in contemporary society. Course places contemporary debates within historical frameworks and explores the racialized and gendered impacts of social policies.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____



ARIZONA STATE UNIVERSITY

Marjorie S. Zatz, Ph.D.

Chair/Director (Print or Type)

Date:

3/9/09

A handwritten signature in cursive script, appearing to read 'Marjorie S. Zatz', written over a horizontal line.

Chair/Director (Signature)



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

Course places contemporary debates within historical frameworks and explores the racialized and gendered impacts of social policies. Course examines the convergence of race, ethnicity, gender, class and culture in our thinking about justice and the legal order.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

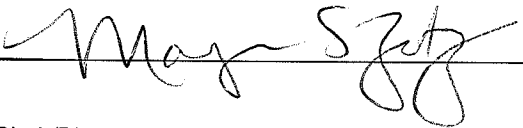


ARIZONA STATE UNIVERSITY

Marjorie S. Zatz, Ph.D.

Chair/Director (Print or Type)

Date: 3/9/09



Chair/Director (Signature)

COURSE DESCRIPTION - JUS 425 RACE, GENDER AND JUSTICE

Critically examines major theories, research findings, policies, and controversies concerning race, ethnicity, gender, justice and the legal order in contemporary society.

JUS 425-RACE, GENDER & JUSTICE

**Fall 2009
SYLLABUS**

INSTRUCTOR: Prof. Marjorie S. Zatz
Office Hours:

Office: Wilson 114
Phone: 480-965-7682
Email: Marjorie.zatz@asu.edu

COURSE OVERVIEW

SB-1
Race, Gender & Justice is an upper division course that introduces students to the socio-legal literature on race, ethnicity, gender, class, justice and the legal order. The course challenges student to think critically about justice issues and institutions as we assess the major contemporary debates and controversies in the field in their historical contexts and from a variety of theoretical lenses. Major themes we will address include conceptualizations and constructions of race and gender in studies of crime, law, and justice; the multiple means of assessing and measuring discrimination; and the racialized and gendered consequences—whether intended or unintended—of recent legislation, popular referendums and court decisions. For example, many laws and policies appear on their face to be race or gender neutral, yet their impacts on different societal groups may differ, regardless of intent.

We will discuss a variety of current issues such as the wars on drugs, gangs and crime; affirmative action in higher education; immigration policies and practices; the victimization of women; and racial profiling. Throughout, we will be attentive to the relationships among law, policy, and economic, social and political inequalities. For example, we will look at how we as a society define and seek to resolve social problems, and whether and how those definitions and solutions differentially affect individuals and communities along racial, gender, or class lines. In so doing, we will develop conceptual tools for studying intertwining and sometimes contradictory social relations, social structures, and social constructions. Most of our attention will be placed on the situation in the United States, but we will also consider global influences on, and effects of, U.S. policies and practices.

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

- C-1
1. Question assumptions and develop accurate knowledge about justice issues and legal institutions as they relate to race, ethnicity, and gender.
 2. Have an enhanced understanding of key issues confronting our society.
 3. Understand a number of conceptual frameworks used to study race, gender, law and justice.
 4. Place contemporary debates about race, gender, crime, and the legal order within historical frameworks.

5. Develop the ability to think critically and present and review differing points of view.
6. Identify and analyze scholarly and popular source material.
7. Write a research paper.
8. Integrate personal experiences with course content.
9. Develop creative and critical thought through sustained inquiry.
10. Work individually and with others.

COURSE MATERIALS

Required Readings:

SB-2
C-2
Mann, Coramae Richey, Marjorie S. Zatz and Nancy Rodriguez (eds.). 2006. *Images of Color, Images of Crime*. Third Edition. Los Angeles: Roxbury (now Oxford University Press).

Frampton, Mary Louise, Ian Haney Lopez, and Jonathan Simon (eds.). *After the War on Crime: Race, Democracy, and a New Reconstruction*. New York: New York University Press.

Chesney-Lind, Meda and Katherine Irwin. 2008. *Beyond Bad Girls: Gender, Violence and Hype*. New York: Routledge.

A Course Reader which will be available in August for purchase at the Alternative Copy Shop, 715 S. Forest Avenue, Tempe AZ 85281 (behind Chuck Box).

Additional course materials will be posted on Blackboard.

Please note: Material is to be prepared for the class day on which it is assigned. Not everything contained in the readings will be discussed explicitly in class, and class discussions will include materials not covered in readings. Students are responsible for all readings and for material discussed in class.

TENTATIVE COURSE OUTLINE

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

Aug. 25, 27 Introduction to course: Major themes and debates

Readings:

- "Introduction: The Power of Images" in Mann, Zatz and Rodriguez.

Sept. 1, 3 The convergence of race, gender, class, culture, and sexuality in our thinking about crime, justice and law: Some examples

Readings:

- Chapters 1-5 in Mann, Zatz and Rodriguez.
- Miller, "Up it up." In course reader.

Response Essay I due Sept. 3

Sept. 8, 15, 17 Theorizing about this convergence

Readings:

- Gerson and Peiss, "Boundaries, negotiation, consciousness: reconceptualizing gender relations." In course reader.
- Zatz and Rodriguez, "Conceptualizing race and ethnicity in studies of crime and criminal justice." In course reader.
- DeCoster and Heimer, "Crime at the intersections: Race, class, gender, and violent offending." In course reader.
- Crenshaw, "Demarginalizing the intersection of race and sex: A Black feminist critique of anti-discrimination doctrine, feminist theory and antiracist politics" In course reader.

Sept. 10 Social Science Research on Immigration Conference

Response Essay II due Sept. 17

Research paper topic and one paragraph description due Sept. 17

Sept. 22, 24 Race, gender, the media, and popular culture

Readings:

- Chapters 6-10 in Mann, Zatz and Rodriguez

Response Essay III due Sept. 24

Sept. 29, Oct 1, 6 Pathologizing girls

Readings:

- Chesney-Lind and Irwin book.

Response Essay IV due Oct. 6

Oct. 8, 13, 15 How did we get here? A historical overview

Readings:

- Lewis, "Why history remains a factor in the search for racial equality." In your course reader.
- Lehman, "The evolving language of diversity and integration in discussions of affirmative action from Bakke to Grutter." In course reader.
- Chapters 1-4 in Frampton, Lopez and Simon

Response Essay V due Oct. 15

Oct. 20, 22, 27, 29 The politics of race and gender

Readings:

- Chapters 11-15 in Mann, Zatz and Rodriguez
- Chapters 5-8 in Frampton, Lopez and Simon
- Wiles, "Headscarves, human rights, and harmonious multicultural society: Implications of the French ban for interpretations of equality." In course reader.

Paper outline and 5 key references due Oct. 22.

Response Essay VI due Oct. 29

Nov. 3, 5 Images of crimes and punishment

Readings:

- Chapters 16-20 in Mann, Zatz and Rodriguez

Response Essay VII due Nov. 5

**Nov. 10, 12 An example of racialized and gendered policy approaches:
Immigration**

Readings:

- Chavez, "The Minuteman project's spectacle of surveillance on the Arizona-Mexico border." In course reader.
- Zatz and Smith, "Immigration, crime and justice: Rhetoric, reality and ramifications of recent U.S. immigration policies." In course reader.

L-3

L-3
Response Essay VIII due Nov. 12

Bibliography due Nov. 12

**Nov. 17, 19 A second example of racialized and gendered policy approaches:
Violence against women**

Readings:

- Potter, "An argument for Black feminist criminology: Understanding African American women's experiences with intimate partner abuse using an integrated approach." In course reader.
- Adelman, "No way out: Divorce-related domestic violence in Israel." In course reader.
- Like and Miller, "Race, inequality, and gender violence: A contextual examination." In course reader.
- Merry, "Rights, religion, and community: Approaches to violence against women in the context of globalization."

Response Essay IX due Nov. 19

Nov. 24 Communities, crime and justice

Readings:

- Sampson, Raudenbush and Earls "Neighborhoods and violent crime: A multilevel study of collective efficacy." In course reader.
- Ginwright, "Classed out: The challenges of social class in Black community change." In course reader.

Nov. 26 Thanksgiving

Dec. 1, 3 Where do we go from here? Policy options

Readings:

- Ch 21 and Conclusion in Mann, Zatz and Rodriguez
- Chapters 9-13 and Afterword in Frampton, Lopez and Simon

Response Essay X due Dec. 3

Dec. 8 Concluding thoughts

L-3
FINAL PAPER DUE Dec. 8

COURSE EXPECTATIONS AND OUTCOMES

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

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

Student responsibilities:

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

Activities/Assignments and Grade Point Total:

- 10 Response Essays are required. These are due on the date assigned. Late essays will not be accepted. 4 points each, total of 40 points.
- Regular attendance and active participation in class discussion. 10 points.
- Research paper. Topic/brief description (2 points), outline (5 points), bibliography (3 points), final product (30 points). Total: 50 points.

L-1

Grading Rubric:

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

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

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

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

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

L-4

Weekly Response Essay Guidelines

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

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

Essays must be typed, double-spaced, and consist of four paragraphs. Essays should be 1 to 1 ½ pages in length. Each essay is worth 4 points and will be evaluated based on substance (understanding of readings, critical thinking, analysis, etc.) and presentation (spelling, grammar, organization, etc.) Response essays total 40% of your grade.

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

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

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

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

Research Paper Guidelines

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

L-2, This is a research paper on a topic of your choice that relates to race, gender and justice.
L-5, The paper is worth 50 points (50% of your grade).

The paper should be approximately 12-18 pages in length, including a bibliography of at least one page. The paper will include:

- an introduction to the problem,
- statement of the research questions to be addressed,
- literature review based on a bibliography consisting of social science or humanities journal articles and books,
- analysis of the evidence and your findings, and
- conclusions.

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	L-1, L-2 90%
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	L-2 Research
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	L-1 and L-2
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	L-1 and L-2 and L-3 Feedback on essays and on research paper
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also:			
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			

C-4

Course Prefix	Number	Title	Designation
JUS	425	Race, Gender and Justice	L

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

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
L-1 and L-2	10 essays and research Paper	See notations L-1 and L-2
L-2 and L-2	Research paper	See notations for guidelines L-4 L-1 L-5 L-2
L-1 and L-2	10 essays and research paper	See notations L-4 L-5

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

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	SB-1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	SB-1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a) the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	SB-2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	SB-3
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
JUS	423	Race, Gender & Justice	SB

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

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SB-1	Study of race, gender and justice	Course overview & Objectives SB-1
2	Course Objectives 2, 3, 4	Course overview & Objectives SB-1
3 a.	Through course readings and lecture	SB-2 Course materials

4

Weekly
readings
and
lecture

SB-3
Weekly
Course
Outline

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	C-1
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, <u>cultural experiences</u> , or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic <u>minority groups**</u> within the United States.	C-2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions <u>experiences</u> , or world views of two or more gender*, racial, ethnic and/or linguistic <u>minority groups**</u> within the United States.	C-3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the <u>social, economic, political</u> or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic <u>minority groups**</u> within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	C-3

Course Prefix	Number	Title	Designation
JUS	425	Race, Gender and Justice	CULTURAL

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

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures 1	Example-Compares Latino & African American Music Objective examines race, gender, law & justice	Example-See Syllabus Pg. 5 Course objectives C-1
2 a, b, c	Examines experiences of different groups in society and	Course outline C-3
	gendered & racialized impacts of social policies	

BEYOND



BAD GIRLS

{ gender, violence and hype }

MEDA CHESNEY-LIND AND KATHERINE IRWIN

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After the War on Crime

*Race, Democracy, and a
New Reconstruction*

EDITED BY

*Mary Louise Frampton,
Ian Haney López, and
Jonathan Simon*



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Images of Color, Images of Crime

Readings

Third Edition

Coramae Richey Mann
Indiana University/Florida State University

Marjorie S. Zatz
Arizona State University

Nancy Rodriguez
Arizona State University



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