Course Syllabus

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**San José State University**

**Justice Studies  JS132 Race, Gender, Inequality and the Law,**

**WINTER 2018**

**Instructor: Kevin Lynch**

**Office  Location: Mac Hall 523**

**Telephone: (510) 798-5189 Email: Kevin.lynch@sjsu.edu**

**Office Hours: Monday through Friday 11:00 a.m. to noon or by appointment**

**Class Days/Time: Mondays through Friday: noon to 2:55.**

**Classroom: MH 523**

**Requisites: Completion of, or co-requisite of 100W**

**Course Description:**  Exploration of legal issues and individual and institutional discrimination/oppression of ethnic/cultural, women and religious minorities, gays, lesbians, trans in education, employment, criminal justice both past and present.The class will investigate the impact of mass incarceration, immigration and employment law on diverse populations.

The course will examine social actions that seek to dismantle structures of inequality and oppression in the U.S. Students will also learn about the creation and maintenance of systemic oppression by the media. Students will be able to explain how historical power and gender theories are used to maintain durable inequality. Micro aggressions, and subtle discrimination in language and practice are studied as a structure of power maintenance. Systems of historical oppression will be compared and discussed. The class will center on student presentations, discussions, documentaries and guest presenters.

**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 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 Per University Policy S16-9:** University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”     Campus Policy in Compliance with the American Disabilities Act  If you need course adaptations or accommodations because of a disability (e.g. additional time on the quizzes), please contact me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the SJSU Accessible Education Center (AEC) to establish a record of their disability. You will need to email me a copy of your AEC form so that I can provide you with the appropriate accommodations.  Academic Integrity Students should know that the University’s Code of Student Conduct which can be found at http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/.

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

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Resources for Students:**The Peer Connections is located in Room 600 in the Student Services Center and Clark Hall, first floor, Academic Success Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Website: http://peerconnections.sjsu.edu/  SJSU Writing Center

-The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Website: http://www.sjsu.edu/writingcenter/  CASA Student Success Center

-The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: http://www.sjsu.edu/casa/ssc/.

**General Education Goals and Student Learning Objectives**

This course falls within the general education curriculum and as such, it has specific General Education Learning Outcomes:

GELO 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 the contexts of equality and inequality;

GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO 3: 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);

GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

**Learning Outcomes:**

SLO1: Explain how of race, gender, and class issues function in the criminal justice system.

SLO2: Explain how to read, write, and contribute to discussion at a skilled and capable level.

SLO3: Recognize the maintenance of systemic inequality in media and political campaigns and be able to decipher coded language.

SLO4: Obtain a working knowledge of the U.S. court system and key decisions that have impacted inequality/equality by the U.S. Supreme Court.

SLO5: Explain how moral panics are produced within the media and how they contribute to U.S. laws and policy.

SLO5:  Describe how media exposure creates irrational fears that result in racial alienation, lack of empathy, and policies and laws which promote state inequality.

SLO7: Explain gender theories that descried and provide a framework for solutions of inequality.

SLO8: Describe how social action and activism can work best to reduce inequality.

SLO9: Describe what it's like not only for the oppressed in the U.S. but also for the oppressor.

**Course Notation:** This is an intensive course. In the winter, 16 weeks of class is crammed into about 14 days of class. That means there will be nightly assignments to complete and you will have to devote a fair amount of time outside the class.

**Course Assignments:**

1. Each student will generate questions and insights from a reading. The student will then lead a class discussion on their insights and questions.
2. Photos: Students will post photos after each class, which will represent some aspect of that day’s class. They will also include a one sentence caption about how the photo applies to what we learned.
3. Class participation will be graded, and it will be particularly important to interact and ask questions when your fellow students are presenting questions or insights on readings or documentaries .Please don’t leave your fellow students hanging! Please be engaged, it will be part of your grade. Students will have nightly readings.
4. On Fridays, a short answer test will be assigned and due on Monday.
5. Each student will research and create a plan of action and activism based on an issue studied in class. Students will then create a flyer, which they will distribute on campus. Students will then report to the class on their experience.
6. Students are also encouraged to bring up issues about the law and media representations of violence, which can greatly contribute to your participation grade.

San Jose State is gaining in its reputation as an academic institution. Your graduation from this school and major continues to look more impressive on a resume. With that in mind, students should maintain and possibly increase the rigor of this and other classes.

*Classroom etiquette*: Please turn off cell phones and other electronic devices while in class. Please do not do other things during class that you would not want others to do in your classroom. This includes but is not limited to doing homework for other classes, having side conversations, text messaging, etc. In addition, please be sure to arrive to class in a timely manner. It is distracting to the professor and to fellow students when you are late. In addition, if you need to leave early please notify me before class starts. Continuously arriving to class late, “forgetting” to turn off cell phones, and/or text messaging in class will result in deductions from your grade. Lastly, please note that tablets, laptops, or electronic devices of any type are not permitted during class.

**Required Reading:**

Coates, Ta-Nehishi *Between the World and Me*

Moore, Wes Moore *The Other Wes Moore*

Online readings will also be assigned.

**Course Outline\***

\*Please note: Outline is subject to change. Also class discussions and assignments could shift because of current events.

DAY ONE – Wednesday, Jan. 2: Introductions, The U.S. Court System videos. Syllabus overview. Example of leading a discussion. Group work on racism **ASSIGNMENT:** Read Michelle Alexander chapter 3, page 103 -139. Review first part of *13th* and be prepared to present five impressions in class.

DAY TWO –Thursday, Jan. 3. Discuss 13th five impressions. Racial outline. Finish the rest of 13th. **ASSIGNMENT:** Five impressions for of 13th for Friday. Alexander criticism, “Everything you think you know about Mass Incarceration is wrong,” article assigned.

DAY THREE – Friday, Jan. 4. Student I presents on Alexander p. 103 to 123. Instructor does the rest. Discussion on Alexander and criticism article, “Everything you think you know about Mass Incarceration is wrong.” **ASSIGNMENT:** Short answer questions. Read Coates 5-39.

DAY FOUR – Monday, Jan. 7. Racial outline. Student II present pages 5 through 25 Part on Coates in group discussion. “Latinos on Reel” part I **ASSIGNMENT:** Coates pages 39 through 73.. Five impressions from documentary.

DAY FIVE – Tuesday, Jan 8. “Latinos on Reel” part II. Debate five impressions Discuss.

**ASSIGNMENT:** Finish reading Coates. Read Latinx articles.

DAY SIX – Wednesday Jan. 9. Student III presents on Coates reading pages 39 through 59.. Group discussion on articles. **ASSIGNMENT:** Read Coates p. 73-109

DAY SEVEN – Thursday, Jan. 10. Current events, “Inequality” video

**ASSIGNMENT:**  Continue reading Coates, economic inequality article.

DAY EIGHT – Friday, Jan. 11. Student IV discuss on Coates, p. 73-93. “Inequality” video” Five impressions discussed in class. “Rape Myths on Trial ” discussion

**ASSIGNMENT:** Coates, p. 109 – 132. Short answers test.

DAY NINE – Monday, Jan. 14. Student V discusses Coats, 109-129. “Codes of Gender” Five impressions discussed in class.

**ASSIGNMENT:** Read Coates, p. 133-152.

DAY 10 Tuesday, Jan. 15. Media influence.”Buying the War” doc. Media discussion

**ASSIGNMENT:** Read Coates p. 133 to 152. Read Robinson “Media and Crime.”

DAY 11 Wednesday, Jan. 16. Student VI discusses Coates. “Buying the War.” Top five impressions. Intersectionality. “Buying the War.”

**ASSIGNMENT:** Read Robinson, “Media and Crime.” Buying the War impressions.

DAY 12 Thursday, Jan 17, Student VII leads discussion on Robinson. Guest speaker Nefferti Scott.

**ASSIGNMENT:** Flyers. Five impressions of Nef

DAY 13 Friday, Jan. 18, Due, Flyer distribution, Flyer discussion. Nef five impressions.