

Race, Gender, Inequality and the Law ONLINE
(Advanced GE, Area S)
Course Syllabus

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Office Hours: Mon., Wed. 9:15-10:30 AM
and 2:45-4:00 PM

Course website: <http://sjsu.webct.com/public/js132sp06al>

Department website: www.sjsu.edu/justicestudies

Mandatory orientation: Wed., January 25, MacQuarrie Hall 321, 5:30 PM

Description: This course examines inequality in the United States, and explores the role of law in creating, maintaining, and eliminating inequality. We will analyze various forms of inequality, emphasizing discrimination based on race, ethnicity, gender, and class, and will also consider discrimination based on sexual orientation, religion, immigration status, and disability. We will discuss inequality in criminal justice, education, employment, economic opportunity, housing, the family, medical care, the media, interpersonal violence and harassment, friendship and social relations, and individual mental health/self-image.

Prerequisites: Completion of core GE, satisfaction of Writing Skills Test, and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or concurrent enrollment in a 100W course is required.

Note: Students who do not attend the mandatory orientation will be dropped by the instructor to allow other students to enroll.

Course Goals: Students will study the interrelationship of individuals, racial/ethnic groups, and cultural groups (e.g., based on gender, sexuality, religion, disability, etc.) to understand issues related to diversity, equality, and inequality in the United States, its social institutions, and its cultures.

Student Learning Objectives: Successful completion of this course will enable students to describe how social and cultural influences shape various aspects of individual and group identity (e.g., religious, gender, ethnic, sexual, class, disability, age) in a context of equality and/or inequality; describe social, political, economic, historical, legal and cultural factors which produce diversity, equality and inequality; describe attempts by subordinated groups to achieve greater equality and social justice; and recognize constructive interactions between people from different social groups in the United States.

Specifically, at the end of the course students should be able to

1. Define concepts of identity and theories of prejudice and discrimination from a multi-disciplinary and multicultural perspective.
2. Describe the legal history and current legal context of racial/ethnic, gender, and sexual orientation discrimination in the U.S.
3. Identify structural sources of inequality and equality in major social institutions, e.g., employment, the family, education, and criminal justice, and how these inequalities or equalities are reflected in the law.
4. Analyze case law and constitutional guidelines applicable to claims of discrimination based on gender, race, ethnicity, religion, age, disability, and sexual orientation.
5. Analyze competing legal rights of men and women in family life, including marriage, reproduction, adoption, child custody, and divorce.
6. Analyze legal and social developments relating to sexual harassment, hate crimes, and affirmative action.
7. Identify social and political movements offering solutions to structured inequality based on race, ethnicity, gender, class, religion, age, sexuality, and disability.
8. Recognize their own and others' attitudes in regard to racism, sexism and other forms of prejudice.
9. Recognize and appreciate constructive interactions between people of different social/cultural groups or identities in the United States.
10. Gain greater competence in research, writing and analytical skills.
11. Improve verbal skills and ability to communicate with people of different backgrounds and identities.

Required Texts:

1. Paula S. Rothenberg, *Race, Class, and Gender in the United States: An Integrated Study*, 6th edition (New York: Worth 2003) (abbreviated "R" below).
2. J. Ralph Lindgren, Nadine Taub, Beth Anne Wolfson & Carla M. Palumbo, *The Law of Sex Discrimination*, 3d edition (Belmont, CA: Thomson/Wadsworth, 2004) (abbreviated "L" below).

Both books will be available at the SJSU Bookstore, Roberts Books, or online. Be sure to get the correct edition of each; earlier editions contain different readings.

Class Participation, Requirements, and Grading:

You are responsible for doing the assigned reading on time and being prepared to discuss it online and on time. Because this is an online class, it is essential that you keep up with the readings and assignments every week in order to pass. In lieu of exams, you will be completing several different kinds of writing assignments, one each week – short questions, short papers, quizzes, and the like.

Everything is open-book and open-note, but you should not try to complete these unprepared because there will be time limits (e.g., the website will allow you an hour to complete a quiz). You are expected to complete these *individually* and to use *your own words*. Be sure you review the section below on cheating and plagiarism so that you do not accidentally violate the course standards.

Each week, there are a series of discussion questions related to that week's reading. You will be assigned to groups, and each group will discuss the question it is assigned. When the discussion is finished, one member of the group will summarize and post the summary of the group's discussion for the entire class to read. (I will be able to see your group discussion and your summaries to verify participation and record grades.) Each week, a different group member will do the summary. You will summarize your group's discussion 3 times during the semester. Be sure these are *summaries* - do not simply cut and paste or reproduce every person's comments. In the event a group member drops the class before completing her/his summaries, other group members will be offered extra credit for completing the remaining summaries.

The discussion board will be a great resource for you in this class. Because we meet in person only once, we will be creating a virtual classroom through the discussion board, and I encourage all of you to use it above and beyond the required use. It is a place to post questions if you need clarification on anything, seek advice from your peers, share resources and explore ideas.

Deadlines and missed assignments: **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** The beauty of an online class is that you can fit the work in around your other classes, your job, etc., but you still have to *do* the work, every week, and meet the deadlines. Waiting until the day something is due and then discovering that you lost your internet connection or left your book at school is not a valid reason for an extension of a deadline, so whenever possible, allow a "cushion" before the deadline in case you need it. You must post to each week's discussion question by the weekly deadline. **YOU WILL NOT GET CREDIT FOR YOUR REQUIRED RESPONSES IF THEY ARE LATE!** You can post your own questions or discussion outside of the required discussion at any time.

Grading: Your grade will be based on required weekly discussions, 5 quizzes, 6 writing activities requiring a few sentences to a page, two "midterm" activities of 1-2 pages, a final assignment of 5 pages, and library research. Your grade will be calculated as follows:

| | | |
|---|------------------------------|---------------------------|
| <u>Weekly online discussion:</u> | 10 points/wk x 15 weeks = | 150 points |
| <u>Discussion leader summaries:</u> | 10 pts/wk x 3 weeks = | 30 points |
| <u>Quizzes:</u> | 30 points each x 5 quizzes = | 150 points |
| <u>Weekly short writing activities:</u> | 30 points each x 6 = | 180 points |
| <u>"Midterm" writing assignments:</u> | 50 points each x 2 = | 100 points |
| <u>Library research:</u> | 45 points each x 2 = | 90 points |
| <u>Final activity:</u> | | <u>100 points</u> |
| | | 800 total points possible |

Your scores for each of these will be added together, and your total points at the end of the semester will determine your grade. Final grades will be curved (you are measured against the performance of the rest of the class). Specifically, the person with the most points (excluding extra credit) will set the standard for the highest "A" grade. From there, grades will be calculated as follows:

| | | | | |
|-------------------------------------|-----------|-----------|-----------|---------|
| Grades as % of highest total score: | 93-100% A | 83-86% B | 70-74% C | 0-54% F |
| | 90-92% A- | 80-82% B- | 65-69% C- | |
| | 87-89% B+ | 75-79% C+ | 55-64% D | |

Writing requirement: Because this course satisfies one of your advanced general education requirements (area S), it requires a significant amount of writing. A total of 3500 words of writing (minimum) is required for credit in the class. You will more than exceed this minimum if you complete the required discussion and assignments every week. Note that one-word or incomplete discussion responses will not be adequate to get participation credit.

Other information:

Graduate students: Graduate students in the JS Master's degree program are required to complete a graduate level assignment, in addition to the required course activities, to get graduate credit for this course. Please contact me by email through the course website to discuss this requirement and how to satisfy it.

Students with disabilities: If you need course adaptations or accommodations because of a disability, please see me as soon as possible. University policy (Presidential Directive 97-03) requires that students with disabilities must register with SJSU's Disability Resource Center (DRC) to establish a record of their disability. The DRC will work with you to determine the disability, document it, and determine the services and accommodations necessary for your success. The DRC may also contact me to determine the types of consideration necessary. Students must register with the Center during the first three weeks of the semester. The DRC Web site: <http://www.drc.sjsu.edu/>

Cheating and plagiarism: Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy, require you to be honest in all your academic course work. In accordance with University policy, students caught cheating or plagiarizing will both *fail the entire course* and *be reported to the University Judicial Affairs Officer*. If you are considering a career in the criminal justice field, be aware that reports of cheating will go on your academic record and thus will be discovered by employers' background investigations of job candidates.

For more information on what constitutes cheating and plagiarism, take the SJSU Library tutorial at <http://tutorials.sjlibrary.org/plagiarism/index.htm>

See the university's policy on academic dishonesty at <http://www.sjsu.edu/leap/plagiar.htm>

I have *zero tolerance* for cheating and plagiarism. Although you will be doing some group work each week, your quizzes and writing activities are to be completed *individually*. Students turning in identical assignments will be assumed to have collaborated, that is, cheated. In addition, although every activity is open-book and open-note, be sure that everything you write is *in your own words*. If you want to include a *brief* quotation from the reading, be sure to use quotation marks and indicate your source. Copying from the text, another student, a paper from a previous class, a website, and the like constitutes plagiarism.

If you have any doubt whether something constitutes cheating or plagiarism, check with me and in the meantime, assume that it does and rewrite it.

Course structure, week by week

Week 1, Jan 25-Jan 31: Introduction to course and concepts relating to social inequality

MANDATORY ORIENTATION: Wed., 1/25, 5:30 PM, MH 321

READ: R, Chs. 22, 106, 12, 14-16, 61, 62, 66, 67, 78

DISCUSS: By 5 PM on Friday, 1/27, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 1/30, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 1/31, review discussion summaries for all groups and instructor notes for week 1

ACTIVITY: By 5 PM on Tuesday, 1/31, take quiz for week 1

Week 2, Feb 1-Feb 7: Concepts and definitions, conclusion

READ: R, Chs. 17-21, 107, 114

DISCUSS: By 5 PM on Friday, 2/3, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 2/6, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 2/7, review discussion summaries for all groups and instructor notes for week 2

ACTIVITY: By 5 PM on Tuesday, 2/7, complete Activity 1 OR Activity 2 OR Activity 3

Week 3, Feb 8-Feb 14: Experiences and consequences of discrimination and inequality

READ: R, Chs. 24-26, 28, 31, 43, 44, 64, 81

DISCUSS: By 5 PM on Friday, 2/10, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 2/13, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 2/14, review discussion summaries for all groups and instructor notes for week 3

ACTIVITY: By 5 PM on Tuesday, 2/14, take quiz for week 3

Week 4, Feb 15-Feb 21: Experiences and consequences, continued

READ: R, Chs. 27, 32, 33, 40-42, 60, 65, 75, 77, 109; review ch. 78

DISCUSS: By 5 PM on Friday, 2/17, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 2/20, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 2/21, review discussion summaries for all groups and instructor notes for week 4

ACTIVITY: By 5 PM on Tuesday, 2/21, complete activity for week 4

Week 5, Feb 22-Feb 28: Experiences and consequences, conclusion

READ: R, Chs. 23, 74, 79, 80, 110, 113, 118; review chs. 16, 19, 75

DISCUSS: By 5 PM on Friday, 2/24, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 2/27, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 2/28, review discussion summaries for all groups and instructor notes for week 5

ACTIVITY: By 5 PM on Tuesday, 2/28, take quiz for week 5

Week 6, Mar 1-Mar 7: The economic aspects of American inequality

READ: R, Chs. 38, 39, 46, 48-50, 52, 55-57, 112

DISCUSS: By 5 PM on Friday, 3/3, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 3/6, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 3/7, review discussion summaries for all groups and instructor notes for week 6

ACTIVITY: By 5 PM on Tuesday, 3/7, complete writing exercise for week 6

Week 7, Mar 8-Mar 14: Economics of American inequality, conclusion

READ: R, Chs. 47, 51, 53, 54, 123, 124

DISCUSS: By 5 PM on Friday, 3/10, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 3/13, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 3/14, review discussion summaries for all groups and instructor notes for week 7

ACTIVITY: By 5 PM on Tuesday, 3/14, complete writing exercise for week 7

Week 8, Mar 15-Mar 21: The social construction of inequality

READ: R, Chs. 1, 3-6, pp. 85-93 of ch. 8, Chs. 70, 71, 111

DISCUSS: By 5 PM on Friday, 3/17, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 3/20, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 3/21, review discussion summaries for all groups and instructor notes for week 8

ACTIVITY: By 5 PM on Tuesday, 3/21, complete quiz for week 8

Week 9, Mar 22-Apr 4 (spring break Mar 27-Mar 31): The role of law in establishing racial inequality

READ: R, Chs. 83-86, 89-93, 96-98, 100-101 **AND** Instructor notes for week 9 (**read these before completing discussion and activity**)

DISCUSS: By 5 PM on Friday, 3/24, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 4/3, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 4/4, review discussion summaries for all groups

ACTIVITY: By 5 PM on Tuesday, 4/4, complete writing exercise for week 9

Week 10, Apr 5-Apr 11: Sex inequality and American legal history

READ: L, Blackstone on Coverture, pp. 2-4; The Cult of True Womanhood & Separate Spheres, pp. 6-10; Appendices A, B, D, pp. 427-431, 435-438; *Bradwell v. Illinois & Minor v. Happersett*, pp. 17-22; *Muller v. Oregon*, *Goesaert v. Cleary*, *Hoyt v. Florida*, *J.E.B. v. Alabama*, The Turn of the Tide, pp. 28-41

DISCUSS: By 5 PM on Friday, 4/7, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 4/10, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 4/11, review discussion summaries for all groups and instructor notes for week 10

ACTIVITY: By 5 PM on Tuesday, 4/11, complete writing exercise for week 10

Week 11, Apr 12-Apr 18: Equal protection

READ: L, Introduction to Equal Protection, A New Beginning, *Reed v. Reed*, pp. 42-47; Setting the Standard, *Craig v. Boren*, *Orr v. Orr*, *Personnel Adm'r of Mass. v. Feeney*, Refining the Model, *Michael M.*, Perspectives on Women's Subordination, *Mississippi University for Women v. Hogan*, pp. 52-70

DISCUSS: By 5 PM on Friday, 4/14, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 4/17, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 4/18, review discussion summaries for all groups and instructor notes for week 11

ACTIVITY: By 5 PM on Tuesday, 4/18, complete writing exercise for week 11

Week 12, Apr 19-Apr 25: Title VII

READ: L, Ch. 3, pp. 79-91, 98-111 (includes cases *Nichols*, *Brown & Root*, *Manhart*, *Hopkins*, *Lindahl*, *Griggs*, *Dothard*) (Skip *Texas Dept. v. Burdine*)

DISCUSS: By 5 PM on Friday, 4/21, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 4/24, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 4/25, review discussion summaries for all groups and instructor notes for week 12

ACTIVITY: By 5 PM on Tuesday, 4/25, complete writing exercise for week 12

Week 13, Apr 26-May 2: Title VII; Family law

READ: L, Ch. 3, pp. 111-129; Ch. 6, Pt. 1, pp. 237-247; (includes cases *Cheatwood*, *Diaz*, *Dothard*, *Johnson Controls*, *Healey*, *McGuire*, *Glover*, *Kline*, *Kirchberg*)

DISCUSS: By 5 PM on Friday, 4/28, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 5/1, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 5/2, review discussion summaries for all groups and instructor notes for week 13

ACTIVITY: By 5 PM on Tuesday, 5/2, complete quiz for week 13

Week 14, May 3-May 9: Family law

READ: L, Ch. 6, Pt II, pp. 260-278; Ch. 6, Pt. IV, pp. 286-301 (includes cases *Devine*, *Beck*, *Lehr*, *B.L.V.B.*, *Marvin*, *Schuster*, *Alison D.*, *Baker*, *Lawrence*)

DISCUSS: By 5 PM on Friday, 5/5, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 5/8, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 5/9, review discussion summaries for all groups and instructor notes for week 14

ACTIVITY: By 5 PM on Tuesday, 5/9, post library research assigned for week 14

Week 15, May 10-May 16: Reproduction and the law

READ: L, Ch. 7, pp. 303-328, 334-350, 356-359 (includes cases *Griswold*, *Roe*, *Casey*, *Jhordan C.*, *Davis*, *Baby M*, *In re A.C.*)

DISCUSS: By 5 PM on Friday, 5/12, post answer to question on discussion board for your group for this week

LEADERS: By noon on Monday, 5/15, post summary of group discussion

REVIEW: By 5 PM on Tuesday, 5/16, review discussion summaries for all groups and instructor notes for week 15

ACTIVITY: By 5 PM on Tuesday, 5/16, complete research activity assigned for week 15

Finals week, May 17-May 24

By 5 PM on Wednesday, May 24, complete the activity listed as “final activity.” Email a copy of this assignment to me as a Word document, double-spaced in 12-point font.