

Justice Studies 132: Race, Gender, Inequality, and the Law

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Day/Time: Tue & Thu, 1:00pm-4:25pm

Office: MH 525a
Office Hours: Mondays, 4:10pm-5:10pm
Classroom: MH 523

Course 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. Units 3.

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 co-requisite in a 100W course is required.

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.

Course Pedagogy: Students can expect a participatory learning experience throughout the semester. Class activities and discussions are designed to help you develop basic research skills, so adequate out-of-class preparation, especially completing the assigned readings, will be essential to move the learning process forward. Exams will test your knowledge of material from the lectures and readings.

This course is reading-intensive and the activities and assignments are designed to help you engage the material with creativity and greater insight. If you do not feel adequately prepared for the reading and writing requirements of this course, take advantage of San Jose State University's Learning Assistance Resource Center, which includes tutorial services and academic skills workshops.

Writing requirement: This course satisfies an advanced general education requirements (area S), so a total of 3500 words of writing is required. The weekly response papers, exams, and final paper (explained below in Course Requirements) should be more than enough to meet the writing requirement.

Required Texts:

1. Rothenberg, Paula S. 2003. *Race, Class, and Gender in the United States: An Integrated Study*, Sixth edition. New York: Worth Publishers.
2. Lindgren, J. Ralph, Nadine Taub, Beth Anne Wolfson and Carla M. Palumbo. 2005. *The Law of Sex Discrimination*, Third edition. Belmont, CA: Thomson/Wadsworth.
3. Additional readings may be assigned for various topics throughout the semester.

Course Requirements and Grading: There are six major course requirements (1000 pts total)

1. In-class Attendance and Participation (150 pts): Since the learning experience depends in large part on in-class activities and discussions, prepared and enthusiastic participation during these exercises will make up a portion of your grade. Late attendance and excessive absences will lower your class participation score. Pop quizzes may be employed if students appear unprepared for class; be prepared to provide your own scantron for pop quizzes.
2. Exams (300 pts total: 100 pts each exam, 3 exams): Exams will test the material covered in the readings and lectures. Exams will consist primarily of short answers and essay questions, but may include true/false and multiple choice. Be prepared to provide your own scantron if necessary.
3. Small Group Weekly Meetings and Response Papers (150 pts total: 25 pts each weekly response paper, 6 response papers): We will be covering topics that are extremely important to learn about, think about, and understand. Because we do not have discussion sections, you will be required to sign up for small informal discussion groups (approx. 4 people per group) and schedule to meet one (or more) times a week to dialogue about the various course topics. By 8pm Friday each week, you will be required to submit on WebCT, a one page paper (double-spaced, 12 point font, 1-inch margins) reflecting upon your conversations with your group members and other further personal thoughts that resulted from those conversations. You are not to summarize your group conversation, but reflect upon the ideas that came up.
4. Group Presentation (100 pts): Early in the semester, you will be required to sign up for a creative and interactive group presentation on one (or more) of the reading topics assigned for that day's lecture. Further details will be provided by the instructor.
5. Final Paper (150 pts)
Your major writing requirement will be a 5 page paper. You will be required to provide a brief presentation on your paper topic during the last few weeks of the course. Further details about the paper and presentation will be provided by the instructor.
6. Final Exam (150 pts)
 - A comprehensive final exam is scheduled for July 14.

There will be no make up exams given or late assignments accepted, except in the following cases: documented severe personal illness, family death, jury duty, or athletic scheduling conflict away from campus. Except in the cases of family death and severe personal illness, you must notify the instructor *a week in advance* to qualify for the excused, late assignment or make up exam, which will only be granted for the situations already listed. You are responsible to know any changes to the schedule and/or due dates, even if you are not present for announcements made during class about such changes.

Grading Scale: The following grading scale will be used to calculate your final grade. If at any time extra credit is made available, then percentages will NOT be rounded up.

A:	93-100%	B:	83-86%
A-:	90-92%	B-:	80-82%
B+:	87-89%	C+:	77-79%

C: 73-76%
C-: 70-72%

D: 60-69%
F: Below 60%

For CR/NC grading, a CR (Credit) will be assigned for 70% or better (no rounded percentages). Below 70% will receive a NC (No Credit) grade.

Absences and Tardiness: Class attendance is mandatory. You may be dropped from the course for excessive absences. Excessive late attendance will decrease your class participation score.

Students with Disabilities: If you are a student with special needs (i.e. verified physical or psychological disabilities which require academic accommodations), please let the instructor know by the end of the second day of classes. You should already be registered with SJSU's Disability Resource Center <<http://www.drc.sjsu.edu>>. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. Failure to inform the instructor may result in no accommodations with regards to learning and evaluation.

Academic Integrity: Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/students/academic_integrity.html.

Cheating: At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- copying in part or in whole, from another's test or other evaluation instrument,
- submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy,
- submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy,
- altering or interfering with grading or grading instructions,
- sitting for an examination by a surrogate, or as a surrogate, or
- any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism: At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work, or
- representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

There is a tutorial on plagiarism. See: <http://tutorials.sjlibrary.org/plagiarism/index.htm>

WEEKLY SCHEDULE

Date	Class Description	Readings must be read <i>before</i> class	Activities
<i>Week 1</i>			
6/6	Requirements, Introductions, Introductory Lecture	Rothenberg 1, 3, 12, 22, 84-86, 90, 93, 98 Smedley (Social Construction of Race)	
6/8	Race I: Changing economy; Segregation; Wealth	Rothenberg: Finish readings from previous day and also read 4, 10, 50, 51	
<i>Week 2</i>			
6/13	Race II: Health Care, Education, Crime;	Rothenberg 23-25, 39, 40, 42, 101, 113	
6/15	Race III: Whiteness; Prejudice; Immigration	Rothenberg 13, 15, 20, 29, 30, 32-34, 89, 106, 117	
<i>Week 3</i>			
6/20	Gender I Definitions, Concepts, Theories	Rothenberg 5, 6, 8, 17-19, 87, 94, 99, 103-105, 109 Lindgren et al. Ch. 1-2	<i>Exam #1</i>
6/22	Gender II: Gender Discrimination, Stereotypes	Rothenberg 26, 27, 54 Lindgren et al. Ch. 3-5	
<i>Week 4</i>			
6/27:	Gender III: Family, Reproduction, Sexual Violence	Rothenberg 36, 102, 107, 118 Lindgren et al. Ch. 6-8	
6/29	Class I	Rothenberg 21, 47-49, 52, 53, 57, 112	<i>Exam #2</i>

<i>Week 5</i>			
7/4	HOLIDAY NO CLASS		
7/6	Class II	Rothenberg 38, 41, 120-124	
<i>Week 6</i>			
7/11	Other Inequalities (Age, Disability, Religion, etc.)	Readings to be determined	<i>Exam #3</i>
7/13	Concluding Remarks	<i>Final Papers due; Paper Presentations</i>	
7/14	Final Exam		<i>Final Exam</i>