

## **JS 132: "Race, Gender, Inequality and the Law"**

Justice Studies, San José State University

Spring 2007

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Class time: 10:30-11:45 AM

Webpage: <http://www.sjsu.edu/justicestudies/faculty/lecturers/shkil/index.html>

\*\*For students with special abilities and needs, please talk to the instructor as soon as possible so appropriate accommodations can be made to enhance classroom accessibility and learning.

### **Course Description-**

This class is designed to engage the student with the concept of the "matrix of domination," an intersectional and interlocking phenomenon of multiple oppressions that involve such social inequalities like classism, racism, sexism, heterosexism, ableism, and ethnic/religious discrimination. We begin the class with an exploration of how social difference is constructed through stereotypes, misperceptions, fear, and social control. Moreover, this class explores how the law as a social institution enables this domination to persist in our social world. We conclude the semester with people's personal accounts in dealing with social inequality in their everyday lives and scholar-activists' calls for resistance and social change.

### **Course Objective-**

To develop or enhance critical thinking skills about the student's social location vis-à-vis the class material on social inequality within a process of critical self-reflection. The student will demonstrate these skills through a keen analysis, shown through her/his written and verbal projects.

To practice comprehension and analysis of advanced scholarly material, to identify the thesis and supporting points of that material, to incorporate it appropriately into your own work, and to identify strengths and weakness of the arguments.

To learn how to research subjects effectively, gather evidence from a variety of sources, and use proper citation methods.

To present your ideas and research in a clear, effective manner in writing and in oral presentations

### **Class Format-**

Class sessions will include large and small group discussions, short lectures, oral presentations, and either video, music, and cultural examples. We will also perform a range of exercises in analysis, interpretation, revision, editing, and outlining, using real world situations, personal stories, and local/global examples.

### **Prerequisites-**

For JS 132 students MUST be enrolled in a 100W course or have already completed 100W.

### **Required Texts and Readings-**

Patricia Hill Collins, (2000), "Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment," 2<sup>nd</sup> Edition, New York: Routledge.

Tracy Ore, Ed., (2006), "The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality," 3<sup>rd</sup> Edition, Boston: McGraw-Hill.

Selected articles available on the web. URL address will be provided at a later date.

### **Grading-**

25%-daily writing assignments

25%-critical reaction paper

25%-final research paper  
10%-points-paper presentation  
15%-points-class participation

Daily writing assignments-These writings will demonstrate to me that the student has read the assignments from start to finish, as well as reflected and engaged with the readings on an analytical or critical level. Generally I expect three things: 1) a summary of the reading, 2) your reaction to the argument, and 3) the strengths and weaknesses of the article. Do not exceed one page! It must be typed. If you need more room, you can print on the front and back of the one page, but I will not look or grade past one physical page (so I should never see a staple or paper clip with these assignments). If you intend to miss class, you must email me the assignment before class. If you turn in the assignment late, I will give you the full credit of your deserving grade with a documented explanation or I will give you half credit otherwise. **Assignments are due each class period.**

Critical Reaction Paper-This paper will show me that the student has engaged thoughtfully with the reading material and can synthesize and form an opinion about the themes that have emerged in the readings thus far. (Requirements-5 page limit, duplex printing, double spaced, 12 Font, and standard margins, APA or MLA citation style).

Final Research Paper- This paper will show me that the student can apply the themes generated in the class about social inequality and the law onto a specific research topic of her/his choice. (Requirements-10 page limit, duplex printing, double space, 12 Font, and standard margins, APA or MLA citation style).

Presentation-This presentation will allow the student to share her/his research with the class in a manner that is clear, cohesive, critical and engaging. Length of presentation is contingent upon class size and time constraints.

Class Participation- Full attendance is required (do not arrive late or leave early) as well as thoughtful participation (do not dominate discussion, do not remain persistently silent, but do share developed insights). You are allowed to miss 3 classes without it affecting your grade, any more than this and I will dock one grade letter for each additional day.

Assignments will be graded as described below:

- A/A- (excellent): The paper (or project) contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment.
- B+/B/B- (very good/good): The paper (or project) may contain a few minor grammatical errors, but should contain few or no typographical or spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment.
- C+/C (average): The paper (or project) may contain some minor grammatical, typographical, or spelling errors. For the most part, it is clearly written and logically organized. For the most part, the depth of coverage of the topic is appropriate and the information is accurate. For the most part, the style and format of the paper are appropriate for the assignment.
- C-/D+/D/D- (below average/unacceptable): One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment.

F (unacceptable): A paper will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined below.

**Honor code-**

The student is expected not to cheat and to be honest in her/his learning process. Do the work yourself.

**Cell Phones-**

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class unless it is an emergency (in this case, please leave and take that call outside the classroom).

**Calendar-**

**I. Matrix of Domination**

January 25-Hello! Introductions to the course and to each other.

January 30-Patricia Hill Collins, ch. 12 "Toward a Politics of Empowerment" found in Hill Collins and Patricia Hill Collins, ch. 56 "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," in Ore.

February 1-Patricia Hill Collins, ch. 1 "The Politics of Black Feminist Thought," and ch. 2 "Distinguishing Features of Black Feminist Thought" both chapters found in Hill Collins.

**II. The Social Construction of Difference**

February 6-Tracy Ore, part 1, "Constructing Differences: Examining what categories are constructed, how this is done, and why such categories of difference are constructed, Michael Omi and Howard Winant, ch. 1 "Racial Formations," Mary Water, ch. 2 "Optional Ethnicities" all articles found in Ore.

February 8-Hussein Ibish, ch. 3 "'They are absolutely obsessed with us': Anti-Arab Bias in American Discourse and Policy," and Hazel Rose Markus, Claude Steele, and Dorothy M. Steele, "Colorblindness as a Barrier to Inclusion: Assimilation and Nonimmigrant Minorities" available on the web.

February 13-Claude Steel, Steven J. Spencer, and Joshua Aronson, "Contending with Group Image: The Psychology of Stereotype and Social Identity Threat," available on the web.

February 15- Melvin L. Oliver and Thomas M. Shapiro, ch. 5 "Race, Wealth, and Equality," Gregory Mantsios ch.6 "Media Magic: Making Class Invisible," Meizhu Lui, ch 7. "Doubly Divided: The Racial Wealth Gap," and Janice Shields, ch. 8 "Getting Corporations off the Public Dole," all chapters are found in Ore.

February 20-Judith Lorber, ch. 9 "The Social Construction of Gender," Anne Fausto-Sterling, ch. 10 "The Five Sexes, Revisited," Holly Boswell, ch. 11 "The Transgender Paradigm Shift Toward Free Expression" and Michael S. Kimmel, ch. 12 "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity" all chapters found in Ore.

February 22-Jonathan Ned Katz, ch. 13 "The Invention of Heterosexuality," Ruth Hubbard, ch. 14 "The Social Construction of Sexuality," Paula C. Rust, ch. 15 "Sexual Identity and Bisexual Identities: The Struggle for Self-Description in a Changing Sexual Landscape" all chapters are found in Ore.

February 27-Patricia Hill Collins, ch. 6 "The Sexual Politics of Black Womanhood," and ch. 7 "Black Women's Love Relationships" chapters found in Hill Collins.

March 1- Irving Kenneth Zola, ch. 38 "Self, Identity, and the Meaning Question: Reflections on the Language of Disability," in Ore and Tobin Siebers, "Disability Studies and the Future of Identity Politics" article available on the web.

**Critical Reaction Paper Due.**

March 6- William J. Wilson, ch. 25 "Jobless Ghettos: The Social Implications of the Disappearance of Work in Segregated Neighborhoods," Joleen Kirshenman and Kathryn M. Neckerman, ch. 26. "We'd Love to Hire Them, But...": The Meaning of Race for Employers, Christine L. Williams, ch. 27 "The Glass

Escalator: Hidden Advantage for Men in the 'Female' Professions," and Alejandro Reuss, ch. 28 "Cause of Death: Inequality," all chapters found in Ore.

March 8-Patrica Hill Collins, ch. 3. "Work, Family, and Black Women's Oppression" and ch 2. "Mammies, Matriarchs, and Other Controlling Images," both chapters found in Hill Collins.

### **III. Social Inequality and the Law**

March 20-David Cole, ch. 30 "No Equal Justice: Race and Class in the American Criminal Justice System," chapter found in Ore, and Angela Davis, "Racialized Punishment and Prison Abolition," article found on the web.

March 22-Julia Sudbury, "Introduction: Feminist Critique, Transnational Landscapes, Abolitionist Visions," and Linda Evans, "Playing Global Cop: U.S. Militarism and the Prison-Industrial Complex," both articles found on the web. **Research topic due.**

*Spring Break-Relax, Enjoy, Refresh!*

April 3- Sang Hea Kil and Cecilia Menjivar, "The 'War on the Border:' The Criminalization of Immigrants and the Militarization of the U.S.-Mexico Border," and Jaspir K. Puar and Amit S. Rai, "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots," articles found on the web.

April 5-Craig Haney, "Riding the Punishment Wave: On the Origins of our Devolving Standards of Decency" article found on the web. **Research Bibliography due.**

April 10-Laura E. Gomez, "Off-White in an Age of White Supremacy: Mexican Elites and the Rights of Indians and Blacks in Nineteenth-Century New Mexico," article found on the web.

April 12-Kitty Calavita, "Administrative Officials Apply the Law: Two Historical Examples: Collisions at the Intersection of Gender, Race, and Class: Enforcing the Chinese Exclusion Laws" article found on the web.

April 17-Dylan Vade, "Expanding Gender and Expanding the Law: Toward a Social and Legal Conceptualization of Gender that is more Inclusive of Transgender People" article found on the web.

April 19-Phoebe Morgan, "Risking Relationships: Understanding the Litigation Choices of Sexuality Harassed Women," article found on the web. **Outline due.**

April 24-Sherri Sharma, "Beyond 'Driving While Black' and 'Flying While Brown': Using Intersectionality to Uncover the Gendered Aspects of Racial Profiling," article found on the web.

### **IV. Social Justice, Resistance and Liberation**

April 26-Tracy Ore, Part IV "Experiencing Difference and Inequality in Everyday Life," Stephanie M. Wildman and Adrienne D. Davis, ch. 45 "Making Systems of Privilege Visible," Barbara Cameron, ch. 49 "Gee, You Don't Seem Like an Indian from the Reservation," Mitzi Uehara-Carter, ch. 50 "On Being Blackanese," and Barbara Ehrenreich, ch. 51 "Nickel-and-Dimed on (Not) Getting by in America," all articles found in Ore.

May 1- Yen Le Espiritu, ch. 57 "Cultural Resistance: Reconstructing Our Own Images," found in Ore and Patricia Hill Collins, ch. 10 "U.S. Black Feminism in Transcultural Context" article found in Hill Collins. **Rough Draft Due.**

May 3- Chandra Mohanty, "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles," article found on the web.

May 8- Janet L. Finn, ch. 58 "Borders and Bridges: Building New Directions for the Women's Movement," and Elizabeth Martinez, ch. 59 "Seeing More than Black and White: Latinos, Racism, and the Cultural Divide," both chapters found in Ore.

May 10- **Class Presentations**

May 15- **Class Presentations, Final Research Papers Due.**

May 21, 9:45am-12:00pm, Final Exam (no exam but attendance is mandatory as we wrap up the semester).

### **University Policy-**

#### **Class Attendance**

"Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all

members of the class. Attendance per se shall not be used as a criterion for grading." (University policy F69-24)

Campus Policy in Compliance with the Americans with Disabilities Act:

"If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the SJSU Disability Resource Center to establish a record of their disability."

Policies and Procedures

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). It is your responsibility to know and observe these policies. However, if there is something about a policy that you don't understand, please feel free to ask! You can also find answers to many questions at the Student Advising Center (<http://www.sjsu.edu/sac/>)

Academic Integrity Statement (from Office of Judicial Affairs)

"Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires 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 policy on academic integrity can be found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

Academic Integrity Policy

Plagiarism is the use of someone else's language, images, data, or ideas without proper credit. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties. It might also result in you failing the course and/or having the incident permanently noted in your SJSU student records.

If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you hand in written work.

Learning when to cite a source, and when not to, is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.

If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism.

If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.

If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at:

<http://tutorials.sjlibrary.org/plagiarism/index.htm>.

In addition, the University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See, in particular, the following three pages:

<http://www.indiana.edu/~istd/overview.html>

<http://www.indiana.edu/~istd/examples.html>

<http://education.indiana.edu/~frick/plagiarism/item1.html>

If you have questions about the official SJSU policy on plagiarism, please read the “Academic Integrity Policy” at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>.