

**San José State University**  
**Justice Studies**  
**Js 132, Social Inequality and the Law, 22245 (2), Spring**  
**2010**

<b>Instructor:</b>	Sang Hea Kil
<b>Office Location:</b>	MH 513
<b>Telephone:</b>	408.924.2943 [call only during office hours, do not leave a message, use email instead]
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<b>Office Hours:</b>	t, th; 12-12.40pm & 3-3.40 pm. By email and appointment also.
<b>Class Days/Time:</b>	T, Th; 1:30-2:45pm; arriving late or leaving early impacts your grade for the day.
<b>Classroom:</b>	MH 520
<b>Prerequisites:</b>	100w co/pre-requisite
<b>GE/SJSU Studies Category:</b>	GE Area S; Self, Society, Equality in the USA
<b>Course Fees:</b>	none

**Course Description**

This class is designed to engage the student with their “social location or standpoint” which is an intersecting phenomenon of social inequalities/privileges like race/ethnicity, class, gender, sexuality, ability, age, and nation. The student’s standpoint or location is also analyzed in its relationship to the “matrix of domination” an interlocking phenomenon of these intersections that involve the hierarchical organization of such phenomenon like classism, racism, sexism, heterosexism, and ethnic/religious discrimination. We begin the class with an exploration of how social difference is constructed through binary categories like rich/poor, white/non-white, men/women, able-bodied/disabled, and national citizen/foreigner. We also show how these socially constructed difference foster stereotypes, misperceptions, fear, and social control through various institutions like work/economy and state/public policy. We continue with a focused analysis of social inequality and the law. We pay close examination to how the law as a social institution enables systems of domination and privilege 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’ strategies for resistance and social change.

## **Course Goals and Student Learning Objectives**

The course objective is 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 make links from the class material to everyday experiences and narratives.

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

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

## **GE/SJSU Studies Learning Outcomes**

Upon successful completion of this course, students will achieve these learning objectives below:

Learning Objective 1: Students shall be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.

Learning Objective 2: Students shall be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Learning Objective 3: Students shall be able to 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.)

Learning Objective 4: Students shall be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

## **Required Texts/Readings**

All materials for this class are found on blackboard. You are required to bring a copy of the reading due for that day to class. PDF copies do not apply. **You must bring in a paper copy of the readings due. Failure to do so will result in a grade reduction for the assignment due that day.**

An American Psychological Association (APA) citation style manual or handbook.

Online resources:

**eCampus website:** [www.sjsu.edu/ecampus](http://www.sjsu.edu/ecampus) . Hit "students" and then hit "blackboard login" If you have problem with Blackboard please go to the SJSU Help Desk (924-2377).

If the Help Desk can't solve it, they create a ticket that comes to eCampus and allows us to efficiently provide tech support to students.

Make sure you change the settings so that course announcements will be forwarded to your preferred email address. If you are having trouble, seek the help desk in Clark hall ASAP. You are responsible for all Ce6 activity so check it frequently. **DO NOT EMAIL ME VIA CE6** (even if I send you a message via blackboard), email me at [sangheakil@gmail.com](mailto:sangheakil@gmail.com).

### **Library Liaison**

Nyle C. Monday  
(408) 808-2041  
Nyle.Monday@sjsu.edu

### **Classroom Protocol**

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).

Laptops and PDAs- Students need to pay close attention in class. Use of laptops and PDAs are not allowed during class.

### **Office Hours**

In order to give additional, more individualized one-on-one time with students, I offer office hours that are scheduled before and/or after class on the days that class is in session. At the top of each class period, I will provide a signup sheet with 15 minute slots for appointment times. This enables the students to approach me about any additional assistance they may need, including help with analyzing complex/abstract ideas, or to receive feedback about questions and comments the student may want to share outside the classroom setting. Each student is required to see me at least once in the semester, but I encourage students to see me multiple times so long as there is time enough for everyone to see me at least once. Please consider these office hour appointments in a considerate way and cancel if you do not intend to show up.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at

[http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

All assignments below are due each class period. **Emailed assignments are not accepted.** If you turn in a WA assignment late, I will give you the full credit of your deserving grade **with a documented, third-party explanation for your absence** (ex. a Dr. note excusing the time period) or I will give you REDUCED credit otherwise (a letter grade reduction for each week it is late). NO EXCEPTIONS. Also, if you fail to print an assignment front/back (duplex), you will receive reduced points (half letter grade) on that assignment. There are no make-ups for in-class assignments toward Class Participation. Remember, you are responsible for what you miss, so exchange emails or phone numbers with other classmates to keep yourself in the loop in case of actual emergencies. **BE SURE TO GET CONTACT INFO FROM AT LEAST 2 STUDY BUDDIES BY THE FIRST DAY OF CLASS.**

**Writing assignments (WA)**-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 two things: 1) a concise summary of each reading and 2) your reaction to the arguments that demonstrates your analytical engagement. **Type your name, course (js 132 S-2010), date due (not date written), and WA# in the upper-right hand corner. Use 12 font and single spacing to fit the WA on one physical page (print duplex or front/back! Save a tree! Save my back!). There should never be multiple sheets of paper or a staple/paperclip! See example below.**

**Each reading will have two paragraphs:**

**For the summary paragraph**, you should begin with a few introductory sentences that (i) gives the title of the source (following the APA citation guidelines), (ii) provides the name of the author of the source and (iii) contains a one-sentence thesis statement that sums up the main point of the source. This thesis statement is not your main point; it is the main point of the material assigned. Paraphrase this statement rather than quote it from the source. The next several sentences that complete the summary paragraph paraphrase and condense the original piece. Be sure that you (i) include important data but omit minor points and (ii) include one of the author's examples or illustrations (these will bring your summary to life). Do not include your own ideas, illustrations, metaphors, or interpretations in the summary part, save these for the analysis part. Look upon yourself as a summarizing machine; you are simply repeating what the source text says, in fewer words and in your own words. A rule of thumb on length for the summary is (roughly): 25 page article merits a 10 sentence summary, 10 page article merits a 5 sentence summary, and a 5 page article merits a 3 sentence summary.

**For the analysis paragraph**, apply critical thinking skills to the readings. Do not merely give your opinion or commentary. You must provide critical analysis. You can do this by

1) *analyzing your standpoint or social location* by elaborating on a key concept in the reading with a personal story that relates to the concept (i.e. analyzing your social location via the matrix of domination or intersecting privileges/oppressions), 2) *intertextually analyzing* the readings by linking or relating the reading's content to prior readings in this class, but explain well why and how the two relate (quote/cite both texts in APA and elaborate, compare, contrast) or, 3) performing *cultural analysis* where you relate and explain critically how the reading's concepts relate to cultural texts (everyday life, tv shows, movies, books, etc; make sure to cite your example properly). Always analyze fully and relate it well to the readings (quote/cite and define concepts used) for this paragraph. This paragraph should not exceed 10 sentences. **At the end of these two paragraphs, include the APA reference citation of the reading.**

Name
Date Due
JS 132
WA#1
Summary
Omi & Winant (2009), in their article titled "Racial Formation," argue that race is a social formation. [complete the summary here as instructed above]
Analysis
In this analysis of Omi and Winant's (2009) article, I will analyze my social location in regards to their concept of "racial formation" (pg.19). [complete the analysis here as instructed above]
Omi, M., & Winant, H. (2006). Racial Formation. In T. Ore (Ed.), <i>The Social Construction of Difference and Inequality</i> (pp.19-28) (4th ed.). Boston: McGraw-Hill.

**Final Research Paper (FRP)-** 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 their choice. Specifically, the student needs to analyze at least two intersecting categories of difference (race, class, gender, sexuality, etc) and the relationship to the law (ex. The intersection of race and class factors in police profiling). This assignment is designed to allow students to demonstrate competency of an ACADEMIC research subject that is relevant to the course content. The student must also demonstrate relevance to the course material by citing at least 2 class sources in the FRP. [Throughout the semester, the student is required to turn in materials relating to their final research project (see the calendar below) so that I can provide meaningful feedback about the student's developing work on this paper. These will count toward your CP grade]. Requirements- 10 pages [not including the works cited, title, and abstract page] front/back printing, double spaced, 12 Font, active voice, subheadings, no contractions [use "do not" and **not** "don't"] and 1 inch margins all sides [follow APA recommendations on spacing throughout the paper], APA citation style with cover page and abstract.

*Grading breakdown of FRP:*

10 points- interesting introduction, title and accurate abstract.

30 points-thesis statement and body reflected well. Frequent use and proper citation of relevant academic research. Shows relevance to course materials (2 in-class cites). Body must include background, theory, literature review, methods and analysis sections.

Academic sources are paraphrased and not quoted in APA, so avoid the use of quotes.

30 points- bibliography has 10-12 academic sources, which are on-target and current and used well in the paper.

10 points-conclusion summarizes the main points of the paper succinctly and also gives suggestions for future research or policy/social movement recommendations.

10 points- current APA citation style is used throughout the paper.

10 points- grammar, spelling, and punctuation.

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100 points

**Oral Presentation (OP)**-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 and will be announced at a later date. Students must use presentation software and are responsible for mastering the program well before the OP. Your grade applies to the info provided within the time limit. Any info provided past the time limit will not count toward the assessment of your grade so practice your OP well for timing.

**Class Participation (CP)**- Full participation is required as well as thoughtful participation (do not dominate discussion, do not remain persistently silent, but do share developed insights). Points will be awarded for assignments given during class, progress work for the FRP, and other assignments. I am looking for evidence of critical thought in your class participation. This is a good way to show that you read and absorbed class materials in a meaningful way. **There are no make-up opportunities for CP assignments.** You must turn in CPs with your name, date, and any relevant info on it. **Be prepared for class and always bring a copy of the reading assignment to class. Again, no laptops, no PDA devices, no cell phones, or other devices are allowed during class time.**

**30% (WA) + 30% (FRP) +15% (OP)+25% (CP)= 100% class grade**

Assignments will be fairly graded as described by the guidelines below:

A-/A/A+(90-92/93-96/97-100)[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. Paper demonstrates sharp analytical ability.

B-/B/B+ (80-82/83-86/87-89)[very good]: The paper (or project) contains a few minor grammatical, typographical and 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. Paper demonstrates good analytical ability.

C-/C/C+(70-72/73-76/77-79)[acceptable, ok]: The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information's accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability.

D-/D/D+(60-62/63-66/67-69)[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. Project shows dull analytical ability.

F(59 or less)[unacceptable]: A paper or project 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 later in this greensheet/syllabus.

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services 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. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

## **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. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## **Calendar Spring 2010:**

T. 1/26; First Day of Instruction; Introductions, go over syllabus, picture with name, find study buddy, Q&A;

### ***I. Categories of Difference***

Th. 1/28; -Tracey Ore, “Constructing Differences: Examining what categories are constructed, how this is done, and why such categories of difference are constructed.”

#### **WA 1 DUE**

RACE AND RACISM; Michael Omi and Howard Winant, “Racial Formations.”

T. 2/2; -Mary Water, “Optional Ethnicities,” Karen Brodtkin, “How Did Jews Become White Folks?”

Th. 2/4; - Claude Steele, “Thin Ice: Stereotype Threat and Black College Students.” Tram

Nguyen, “ Becoming Suspects.” **WA 2 DUE**

[F. 2/5- my furlough day]

T. 2/9; SOCIAL CLASS; Melvin L. Oliver and Thomas M. Shapiro, “Race, Wealth, and Equality.” Gregory Mantsios “Media Magic: Making Class Invisible.”

Th. 2/11; SEX AND GENDER; Anne Fausto-Sterling, “The Five Sexes, Revisited,”

Michael S. Kimmel, “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity.” **WA 3 DUE**

[M. 2/15 CAMPUS furlough day]

T.2/16; SEXUALITY; Jonathan Ned Katz, “The Invention of Heterosexuality,” Kate

Bornstein, “Naming all the Parts.” **Topic for FRP due (one paragraph description).**

Th. 2/18- NO CLASS my furlough day

### ***II. Social Institutions***

T. 2/23; Tracy E. Ore, part 2, “Maintaining Inequalities: Systems of Oppression and Privileges.”

Th. 2/25; WORK AND ECONOMY; Joleen Kirshenman and Kathryn M. Neckerman,

“‘We’d Love to Hire Them, But...’: The Meaning of Race for Employers,” Christine L.

Williams, “The Glass Escalator: Hidden Advantage for Men in the ‘Female’

Professions,” and Alejandro Reuss, “Cause of Death: Inequality.” **WA 4 DUE**

[F. 2/26 CAMPUS Furlough day]

T. 3/2; THE STATE AND PUBLIC POLICY; David Cole, “No Equal Justice: Race and

Class in the American Criminal Justice System,” Barbara Reskin, “The Effects of

Affirmative Action on Other Stakeholders.” **Title, thesis and bibliography due for FRP**

### ***III. SOCIAL INEQUALITY AND THE LAW***

\*\*\*\*Remember, with some of these legal journals you are only responsible for the text of the piece and not the footnotes and bibliography. Think about this before you print the whole document\*\*\*\*

Th. 3/4; Angela Davis, “Racialized Punishment and Prison Abolition.” **WA 5 DUE**

T. 3/9; Craig Haney, “Riding the Punishment Wave: On the Origins of our Devolving Standards of Decency.”

Th. 3/11; Sang Hea Kil and Cecilia Menjivar, “The ‘War on the Border:’ The

Criminalization of Immigrants and the Militarization of the U.S.-Mexico Border.” **WA 6**

**DUE**

[F. 3/12- my furlough day]

T. 3/16; 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." **Outline of FRP due**

Th. 3/18- NO CLASS my furlough day

T. 3/23; Kitty Calavita, "Administrative Officials Apply the Law: Two Historical Examples: Collisions at the Intersection of Gender, Race, and Class: Enforcing the Chinese Exclusion Laws." **WA 7 DUE**

Th. 3/25- Dylan Vade, "Expanding Gender and Expanding the Law: Toward a Social and Legal Conceptualization of Gender that is more Inclusive of Transgender People."

#### **SPRING BREAK**

T. 4/6; Sherri Sharma, "Beyond 'Driving While Black' and 'Flying While Brown': Using Intersectionality to Uncover the Gendered Aspects of Racial Profiling." **WA 8 DUE**

#### ***IV. EXPERIENCE, RESISTANCE, AND SOCIAL JUSTICE***

Th. 4/8; -Tracy Ore, Part III "Experiencing Difference and Inequality in Everyday Life."

-Stephanie M. Wildman and Adrienne D. Davis, "Making Systems of Privilege Visible." **Rough draft of research paper due [include title, thesis statement and bibliography].**

T. 4/13; Nada El Sawy, "Yes, I Follow Islam, But I'm not a Terrorist," Ellis Cose, "A Dozen Demons," Barbara Cameron, "Gee, You Don't Seem Like an Indian from the Reservation," Mitzi Uehara-Carter, "On Being Blackanese," and Barbara Ehrenreich, "Nickel-and-Dimed on (Not) Getting by in America."

Th. 4/15; Tracey Ore, "Part IV: Resistance and Social Change" and Patricia Hill Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." **WA 9 DUE**

T. 4/20; Paul Kivel, "How White People Can Serve as Allies to People of Color in the Struggle to End Racism" and Rainforest Action Networks, "Building Coalitions."

Th. 4/22 peer review of rough draft; bring a paper copy of your draft for review.

[F. 4/23- my furlough day]

T. 4/27 **FINAL RESEARCH PAPER DUE**; overview of public speaking.

Th. 4/29- NO CLASS my furlough day

T. 5/4 OP cont.

Th. 5/6 NO CLASS Campus furlough day

T. 5/11 OP cont.

Th. 5/13 OP cont.

M. 5/17 OP cont.; **LAST DAY OF INSTRUCTION**

T. 5/25 12:15-2:30 **JS 132**- final exam. Mandatory attendance.