

**San José State University
CASA/Justice Studies
JS132, Race, Gender, Inequality and the Law, 02, Fall, 2013**

Instructor:	Dr. Veronica Herrera
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Office Hours:	Tues 10:30am-12:30pm
Class Days/Time:	Tues & Thurs; 9:00-10:15am; MQH523
Prerequisites:	Completion of, or co-requisite of 100W
JS Competency Area:	Area S: Self, Society & Equality in the U.S.

Course Description

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays and lesbians and the disabled in education, employment, criminal justice and the family. Affirmative action and reverse discrimination. Solutions for structured inequality in the U.S.

Race, class, and gender, and the inequalities associated with them, affect all of our lives but are often taken for granted and rarely confronted, challenged, or contested. In this course, we will address the multiple and intersecting ways these concepts shape society, individual life-chances, and daily social interactions. First, we will take a detailed look at each of the core concepts: race, class, and gender. Studying the “socially-constructed” nature of these concepts, we ask what meanings and values have been attached to them by individuals, social, and cultural institutions, and we inquire into the ways the social constructions help to rationalize and justify inequality. Next, we will analyze the significance of race, class, and gender in criminal justice system. We will examine how the law and the criminal justice system as social institutions enable systems of domination and privilege to persist in our social world. Finally, we will discuss the role of race, class, and gender in the future, evaluating solutions to social inequality and strategies for 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.

Upon successful completion of this course, students will be able to:

SLO1: To describe how identities (i.e. gender, ethnic, racial, class, sexual orientation, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.

SLO2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

SLO3: To provide an overview of race, gender, and class issues in the criminal justice system.

SLO4: 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).

SLO5: Students should read, write, and contribute to discussion at a skilled and capable level.

Required Texts/Readings

Textbook

- Barak, G., Leighton, P., & Flavin, J. (2010). Class, Race, Gender and Crime. The Social Realities of Justice in America, 3rd Edition. Rowen & Littlefield Publishing (ISBN: 9780742599697)
- Rios, V. (2011) Punished. Policing the Lives of Black and Latino Boys. NYU Press. (ISBN: 9780814776377)
- Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

Canvas

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings.

Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. Please contact the instructor via the Canvas e-mail link. Emails will be responded to during business hours (Monday through Friday only). Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

In Class and Online Discussion Protocol

In order to create a constructive and supportive learning environment, it is expected that class members will participate in in-class and online discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes. ***Late assignments will not be accepted.***

Assignments and Grading Policy

Students are responsible for ***all*** material listed in the *Course Schedule* (see below). In order to receive a grade for this course, ***all*** course requirements must be met and ***every*** assignment must be completed.

Quizzes (20% of final grade) (SLO 1-3)

Quizzes will be given online and will consist of multiple choice, true/false and/or short answer questions. You will have between 20 to 30 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz. Each quiz will be available from 12:00pm Thursday to 11:59pm Saturday of the week they are assigned. Failure to take a quiz during the availability period will result in a score of "0" for that quiz. Make-ups will not be given for quizzes. Quizzes are open note, open book. Please complete the quiz on your own and do not collaborate with other students. The lowest quiz score will be dropped.

Exams (45% of final grade) (SLO 1-3)

The exams are scheduled to take place during Weeks 6, 11, and 17. Students should assume that all material covered in the lectures, readings, and videos will be covered on the exams unless otherwise indicated. Exams may consist of multiple choice, short answer, and essay questions. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family. Be prepared to show written documentation of a legitimate excuse. If in the unfortunate event you need to miss an exam, contact the professor immediately. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled. If it is not taken during this time period, you will not be given another opportunity to retake the exam.

Film Reflections (15% of final grade) (SLO 1-3, 5)

Students will be responding to three (3) films over the course of the semester. After each film, students will complete a writing assignment that ties back to the film as well as key concepts relating to course materials covered up to that point. Each Film Response should: (1) demonstrate the student's comprehension and ability to apply assigned course material; (2) be written in a standard 12-point font (double spaced, standard 1-inch margins), (3) at a length of 2-3 pages (4) demonstrate the student's ability to clearly express their ideas through written expression. For each Film Response, students will be given a prompt or question(s) from the instructor, to which students will respond by the assigned date with a completed assignment. The details of the Film Response assignments will be posted on Canvas.

Journals (10% of final grade) (SLO 1, 2, 5)

As you read Punished, you will be asked to keep a journal. You will be provided guided questions to think and write about as you read book. The purpose of the entries is not to summarize what you read, but rather a critical exploration and analysis of the underlying themes relating to issues covered in the course (for example, how do the lives and experiences of the people in the this book tie back to lectures and/or other assigned readings). This will also give you the opportunity to reflect on your personal responses to the book. Points are based on the student's ability to integrate the themes raised in the course as well as the thought put into your personal responses. Journal entries will be submitted via Canvas.

Participation (10% of final grade) (SLO 5)

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. Participation includes involvement in class activities including in-class writing assignments and group work, participation in online discussions.

Participation in online discussions: The Canvas site includes a Discussion Forum. Throughout the semester I will post a number of discussion topics to which you are expected to participate at minimum 4 times over the course of the semester. There will be at least two questions for each discussion week. To receive a full participation grade in this portion of the class, it is expected that you will participate in discussions throughout the semester and that responses are not "clustered" in the weeks at the beginning and end. I will monitor the thoughtfulness and intellectual rigor of the messages. You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Please note that in most cases, discussion topics **will be closed after a couple of weeks**. This means that you will no longer be able to post on these topics, so please do not wait to post!

The guidelines for participating in On-line discussions are as follows:

- a) Post a minimum of 2 unique posts and 2 responses to classmates posts each week you participate.
- b) Post high quality messages – one-sentence posts generally are not acceptable
- c) You must use class materials and research to support your responses. An opinion is great, but is it supported?
- d) Read through all posts before responding, you will be given credit for restating something that has already been posted.
- e) Remember you are talking to each other and not to me.
- f) Be respectful! Please use academic discourse and non-attacking language. It is alright to be passionate about an issue, but there is a way to argue your side without directly verbally abusing others.
- g) Because everyone can read postings on the Forum, please do not post private information.

Students will be required to contribute to the Current Event Discussion Forum at least once. Current events can include response to local or national news items, summary and response to a documentary, movie, music video etc. you watched, overview of a website or organization you've come across that relates back to the course.... When posting, describe/ summarize the issue, explain why/how it caught your interest and how it links back to the course. Be sure to provide any relevant links. The purpose of this forum is to create ongoing active and critical discussions about current events relevant to the issues that we are covering over the course of this semester.

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

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.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.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.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 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.

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 to establish a record of their disability.

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 is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st 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. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

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](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

JS132, Race, Gender, Inequality & the Law, Fall 2013

Tentative reading assignments are listed below. There is a lot of reading for this course, none of which is optional. All Canvas readings are posted under the Files tab by week and in each weekly Module. Weekly Quizzes will be posted on Canvas on Thursday afternoon and will close on noon on Saturday that week. In order to cover all of the topics with time for discussion, there will be some weeks that you will be required to engage in additional work outside of the classroom including listening to online lectures or watching assigned movies or documentaries.

Weekly Schedule

Week	Date	Topic and Assignments
1	Thurs 8/22	<p>Course Introduction</p> <p><i>Assignments:</i> Post Personal Introduction on Canvas</p>
2	Tues 8/27 Thurs 8/29	<p>Social Construction of Difference</p> <p><i>Readings</i> Class, Race, Gender & Crime: Introduction Canvas: Wonders. Ch 2. Conceptualizing difference. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 10-21) Canvas: Harro. Ch 6. The cycle of socialization. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 45-51)</p> <p><i>Assignments:</i> Quiz #1</p>
3	Tues 9/3 Thurs 9/5	<p>Social Construction of Race</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 4 Canvas: Green & Gabbidon. Section 1. Overview of race, ethnicity, and crime. In <u>Race and Crime</u> (pp 4-15). Canvas: Tatum. Ch 1. Defining Racism “Can we talk?” In <u>Race, Class, Gender in the United States.</u> (pp. 123-130) Canvas: Costelloe. Ch 17. Undocumented immigrants as moral panic: Casting difference as threat. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 214-223).</p> <p><i>Assignments:</i> Quiz #2</p>

Week	Date	Topic and Assignments
7	Tues 10/1 Thurs 10/3	<p>The Administration of (In)Justice</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 8 Punished: Preface & Ch 1- 3</p> <p><i>Assignments:</i> Quiz #4, Journal #1</p>
8	Tues 10/8 Thurs 10/10	<p>Juvenile (In)Justice</p> <p><i>Readings:</i> Punished: Ch 4 & 5 Canvas: Springer et al. Ch 1. A brief historical overview of juvenile justice and juvenile delinquency. In <u>Juvenile Justice and Delinquency</u>. (pp.3-15) Canvas: Children’s Defense Fund (2007) <u>America’s cradle to prison pipeline</u>. Read Part I, Ch 2 Faces of Children at Risk of or in the Pipeline (p 23-97 – it’s mostly pictures). Canvas: ABA (2004). “Adolescence, brain development and legal culpability”.</p> <p><i>Assignments:</i> Quiz #5, Journal #2</p>
9	Tues 10/15 Thurs 10/17	<p>Policing and Social Control</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 9 Punished: Ch 6 &7, Conclusion</p> <p><i>Assignments:</i> Watch documentary “Under Arpaio” for Thursday’s class Quiz #6, Journal #3</p>
10	Tues 10/22 Thurs 10/24	<p>War on Drugs / Documentary “House I Live In”</p> <p><i>Readings:</i> EBook: Alexander (2010). Ch 2 The lockdown (pp. 58-94) & Ch 3 The color of justice. (pp 120-136 start at section “Occupation - Policing the Enemy”) In <u>The New Jim Crow</u>.</p> <p><i>Assignments:</i> Film Reflection #2 must be submitted to Canvas no later than Sunday by 5pm</p>

Week	Date	Topic and Assignments
11	Tues 10/29 Thurs 10/31	<p>Disparities in Punishment and Imprisonment</p> <p><i>Readings:</i> Class, Race, Gender & Crime: Ch 10 Canvas: Alexander. Ch 4 The cruel hand. In <u>The New Jim Crow</u> (pp.137-172)</p> <p>Take Home Exam</p>
12	Tues 11/ 5 Thurs 11/7	<p>The Death Penalty, Wrongful Convictions</p> <p><i>Readings</i> Canvas: Schehr Ch 19 Wrongful and unlawful convictions. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 237-247) Canvas: Walker, Spohn, & DeLeon Ch 8 The color of death. Race and the death penalty. In <u>The Color of Justice.</u> Internet: http://www.innocenceproject.org/ (Browse through the website)</p> <p><i>Assignments:</i> Quiz #7</p>
13	Tues 11/ 12 Thurs 11/14	<p>Women as Victims and Offenders</p> <p><i>Readings</i> Canvas: Belknap (2007). Ch 6. The image of the female victim. In <u>The Invisible Woman</u> (237-259). Canvas: Potter, Hillary. (2006). An Argument for Black Feminist Criminology: Understanding African American Women’s Experiences with Intimate Partner Abuse Using an Integrated Approach. <u>Feminist Criminology</u> 1(2): 106 - 124. Canvas: Osthoff. (2001). Ch 16. When victims become defendants: Battered women charged with crimes. In <u>Women, Crime, and Criminal Justice</u> (pp232-241)</p> <p><i>Assignments:</i> Quiz #8</p>
14	Tues 11/ 19 Thurs 11/21	<p>Women in Prison (Note: No class this week - Online lecture and assignment)</p> <p><i>Readings</i> Canvas: Van Wormer & Bartollas (2011). Ch 6. The prison environment. In <u>Women in the Criminal Justice System.</u> D2L: Belknap (2003) Ch 7. Responding to the needs of women prisoners. In <u>Female Prisoners in the United States</u> (pp 93-106). D2L: Kauffman (2006). “Ch 20. Prison nurseries: New beginnings and second chances.” In <u>Women in the Criminal Justice System.</u> (pp 21-27)</p> <p><i>Assignments:</i> Quiz #9</p>

15	Tues 11/ 26 Thurs 11/28	<p>No class meeting today – watch Documentary “Crime after Crime”</p> <p><i>Assignments:</i> Internet: http://www.habeasproject.org/ (Browse through the website) Film Reflection #3 must be submitted to Canvas no later than Sunday by 5pm</p> <p>No lecture Thursday - Thanksgiving Break</p>
16	Tues 12/3 Thurs 12/5	<p>Seeking Social Justice</p> <p><i>Readings:</i> Class, Race, Gender & Crime: Conclusion Internet: The Leadership Conference “Ch 7. Recommendations.” http://www.civilrights.org/publications/justice-on-trial/recommendations.html</p> <p>Course Wrap Up / Review for Final</p>
17	Dec 12	<p>Final Exam 3 / 7:15-9:30am</p>