

**San José State University  
CASA/Justice Studies  
JS132, Race, Gender, Inequality and the Law, 02, Spring, 2015**

<b>Instructor:</b>	Dr. Veronica Herrera
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<b>Office Hours:</b>	Tuesday 12:30-2:30pm and by appointment
<b>Class Days/Time:</b>	This course will be conducted online using Canvas.
<b>Prerequisites:</b>	Completion of, or co-requisite of 100W
<b>JS Competency Area:</b>	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.

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Online courses are not independent study courses. You will be expected to interact online with instructor/s and peers and keep up with all assignments. This course is not designed as a self-guided course. Students are expected to work through the modules week by week. Students will not be able to jump ahead and complete upcoming modules.

## Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## 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/Multimedia

### 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) Available as E-Book through King Library Website.
- 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.
- We will be watching several documentaries over the course of the semester so subscription/access to Netflix and Amazon instant video will be required. Please be aware that there is a cost for these services.

## Canvas and Technology Requirements

This course is delivered online through Canvas: <https://sjsu.instructure.com>. You are automatically registered with Canvas as a registered student of the course. Links for students regarding Canvas issues and questions: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). Success in this course requires active participation by logging in multiple times a week for updates, announcements, to complete course assignments, take quizzes, review lectures and participate in discussions. 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.

This is a technology heavy class since it is in the online environment. You must have a computer that has an up to date operating system, Microsoft Office, up to date web browser, and associated media players. There are computers available on campus but you will have to search this resource out for yourself if needed. It is your responsibility in an online class to ensure you have the proper technology to view online curriculum. I cannot not provide tech support for your system or software. Students can submit help request consultation regarding technology questions with SJSU eCampus staff: <https://isupport.sjsu.edu/ecampus>

## Library Liaison

Below is the link to the Justice Studies library resource web page web page:

<http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Silke Higgins is the SJSU Justice Studies Subject Specialist Librarian. She is more than happy to answer questions and meet with students one on one. She can be reached by email at [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu).

## 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 me via the Canvas e-mail link and address all correspondence to Dr. Herrera.

## 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://www.sjsu.edu/advising/faq/>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## 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. *Late assignments will not be accepted* for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, appropriate documentation must be shown to the instructor).

### **Quizzes (35% 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 approximately 25 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 10:00 pm Sunday. 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.

### **Weekly Discussion Participation (25% of final grade) (SLO 5)**

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online 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.

Each week, I will post and moderate a number of discussion topics to which you are expected to participate actively by posting **multiple** high quality course-related messages. You are expected to actively participate in an *intellectual, thoughtful, and respectful* manner. I will provide a General Discussion topic which you may use to start your own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Because everyone can read postings on the Forum, please do not post private information.

#### The guidelines for these responses are as follows:

- a) Post a minimum of 2 unique posts and 2 responses to classmates posts each week.
- b) Post on time, do not wait until the last day to participate in the discussions.
- c) Post high quality messages – one-sentence posts generally are not acceptable
- d) You must use class materials and research to support your responses. An opinion is great, but is it supported?
- e) Read through all posts before responding, you will be deducted points for repetitive responses.
- f) Remember you are talking to each other and not to me.
- g) 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.

I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.

### **Film Reflections (25% of final grade) (SLO 1-3, 5)**

Students will be responding to three (3) film reflections. Each reflection 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 reflection, 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 these assignments will be posted on Canvas.

### **Final Assignment (15% of final grade) (SLO 4 & 5)**

Students will research and write a paper about a social action, public policy, reform, campaign or program whose focus is the pursuit of greater equality and/or social justice in any of the areas that we have covered this semester: e.g. gender, race/ethnicity, class, sexual orientation, disability, age, religion, nationality... The topic can be at the local, state wide, national, or international level. Students will submit their topic ideas for approval during Week 6. The final discussion thread will ask students to share the topic of their papers to the class and what they learned from the assignment. The assignment should: (1) demonstrate the student's ability to recognize and study a social problem using a critical lens (2) be written in a standard 12-point font (double spaced, standard 1-inch margins), (3) at a length of 5 pages (4) demonstrate the student's ability to clearly express their ideas through written expression.

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

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C-	70-73
D+	67-69
D	64-66
D-	60-63
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**

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

If you need course adaptations or accommodations because of a disability (e.g. additional time on the quizzes), please contact me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the SJSU Accessible Education Center (AEC) to establish a record of their disability. You will need to email me a copy of your AEC form so that I can provide you with the appropriate accommodations.

#### **Academic Integrity**

Students should know that the University's Code of Student Conduct which can be found at <http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.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.sjsu.edu/studentconduct/>.

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.

## **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.

## **Peer Connections**

The Peer Connections is located in Room 600 in the Student Services Center and Clark Hall, first floor, Academic Success 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. Website: <http://peerconnections.sjsu.edu/>

## **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. Website: <http://www.sjsu.edu/writingcenter/>

## **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 2015

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. Links to films and documentaries required for the lectures will be provided when possible. Most will be free via the internet, but several will require you to purchase access to them (e.g. Netflix, Amazon video...). I will provide links to the videos or instructions on where you can access them.

Week	Date	Topic, Readings, Assignments, Deadlines
1	Thurs 1/22	<p><b>Introduction &amp; Getting Familiar with Canvas</b></p> <p><i>Assignments:</i> Read through Week 1 Module, Listen to Intro Lecture, Post Personal Introduction on Canvas and begin navigating site.</p>
2	Wed 1/28	<p><b>Social Construction of Difference / Documentary: A Class Divided</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Introduction  <b>Canvas:</b> Wonders (2009). Ch 2. Conceptualizing difference. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice.</u> (pp. 10-21)  <b>Canvas:</b> Harro (2010). Ch 6. The cycle of socialization. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 45-51)</p> <p><i>Assignments:</i> Quiz 1, Weekly Discussion 1</p>
3	Wed 2/4	<p><b>Social Construction of Race</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 4  <b>Canvas:</b> Green &amp; Gabbidon (2012). Section 1. Overview of race, ethnicity, and crime. In <u>Race and Crime</u> (pp 4-15).  <b>Canvas:</b> Tatum (2010). Ch 1. Defining Racism “Can we talk?” In <u>Race, Class, Gender in the United States.</u> (pp. 123-130)</p> <p><i>Assignments:</i> Quiz 2, Weekly Discussion 2</p>
4	Wed 2/11	<p><b>Class &amp; Economic Privilege in America / Documentary: “Poor Kids”</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 3  <b>Canvas:</b> Sawhill, Winship &amp; Grannis (2012) Pathways to the Middle Class: Balancing Personal and Public Responsibilities. <u>Center for Children and Families at Brookings Institute</u>  <b>Canvas:</b> hooks (2010). Ch 37. White poverty: The politics of invisibility. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 201-205)</p> <p><i>Assignments:</i> Quiz 3, Weekly Discussion 3</p>

Week	Date	Topic, Readings, Assignments, Deadlines
5	Wed 2/18	<p><b>Gender and Male (Heterosexual) Privilege</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 5  <b>Canvas:</b> Bailey. (2005). Ch 2. Images of women. In <u>Women Law and Social Control</u> (pp 32-44).  <b>Canvas:</b> Kimmel (2010). Ch 62. Masculinity as homophobia. Fear, shame and silence in the construction of gender. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 326-332)</p> <p><i>Assignments:</i>  Quiz 4, Weekly Discussion 4</p>
6	Wed 2/25	<p><b>Intersections of Race, Class, &amp; Gender / Movie “Crash”</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 6  <b>Canvas:</b> Hardiman, Jackson, &amp; Griffin (2010). Ch 4. Conceptual Foundations. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 26-35)  <b>Canvas:</b> Harro (2010). Ch 7. The cycle of liberation. In <u>Readings for Diversity and Social Justice 2<sup>nd</sup> Ed.</u> (pp. 52-53).</p> <p><i>Assignments:</i>  Film Reflection #1, Weekly Discussion 5  Submit topic ideas for final assignment.</p>
7	Wed 3/4	<p><b>Patterns of Victimization</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 7  <b>Canvas:</b> Belknap (2007). Ch 6. The image of the female victim. In <u>The Invisible Woman</u> (237-259).</p> <p><i>Assignments:</i>  Quiz 5, Weekly Discussion 6</p>
8	Wed 3/11	<p><b>The Administration of (In)Justice</b>  <b>Watch Documentary: “Gideon’s Army”</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 9 pages 233-246.  <b>Canvas:</b> McNamera &amp; Burns (2009). Ch 11. Courts and Multiculturalism. In <u>Multiculturalism in the Criminal Justice System</u> (pp 253-270)  <b>Punished:</b> Ch 4 &amp; 5</p> <p><i>Assignments:</i>  Quiz 6, Weekly Discussion 7</p>

Week	Date	Topic, Readings, Assignments, Deadlines
9	Wed 3/18	<p><b>Policing and Social Control</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 9 pages 247-260.  <b>Canvas:</b> Alexander (2010). Ch 3 The color of justice. (pp. 120-136 start at section “Occupation - Policing the Enemy”)  <b>Punished:</b> Preface, Ch1-3</p> <p><i>Assignments:</i>  Quiz 7, Weekly Discussion 8</p>
10	Wed 3/25	<p><b>Spring Break</b></p>
11	Wed 4/1	<p><b>Juvenile (In)Justice / Documentary “Juvies”</b></p> <p><i>Readings:</i>  <b>Canvas:</b> CQ Researcher (2008) Juvenile Justice (pp. 913-931)  <b>Canvas:</b> Children’s Defense Fund (2007) <u>America’s cradle to prison pipeline</u>. Read Ch 2 Faces of Children at Risk of or in the Pipeline (pp. 23-97 – it’s mostly pictures).  <b>Canvas:</b> ABA (2004). “Adolescence, brain development and legal culpability”.  <b>Punished:</b> Ch 6 &amp;7, Conclusion</p> <p><i>Assignments:</i>  Film Reflection #2, Weekly Discussion 9</p>
12	Wed 4/8	<p><b>Disparities in Punishment and Imprisonment / Documentary “The House I Live In”</b></p> <p><i>Readings</i>  <b>Class, Race, Gender &amp; Crime:</b> Ch 10  <b>Canvas:</b> Alexander (2010). Ch 4 The cruel hand. In <u>The New Jim Crow</u> (pp.137-167)</p> <p><i>Assignments:</i>  Quiz 8, Weekly Discussion 10</p>
13	Wed 4/15	<p><b>The Death Penalty &amp; Wrongful Convictions</b></p> <p><i>Readings</i>  <b>Canvas:</b> Schehr (2009). Ch 19. Wrongful and unlawful convictions. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice</u>. (pp. 237-247)  <b>Canvas:</b> Walker, Spohn, &amp; DeLeon (2012). Ch 8. The color of death. Race and the death penalty. In <u>The Color of Justice</u>. (pp. 345-391)  <b>Internet:</b> <a href="http://www.innocenceproject.org/">http://www.innocenceproject.org/</a> (Browse through the website)</p> <p><i>Assignments:</i>  Quiz 9, Weekly Discussion 11</p>
14	Wed 4/22	<p><b>No lecture this week – work on your final assignment</b></p>

Week	Date	Topic, Readings, Assignments, Deadlines
15	Wed 4/29	<p><b>Women as Victims and Offenders / Documentary “Crime after Crime”</b></p> <p><i>Readings</i>  <b>Canvas:</b> Potter, Hillary. (2006). An Argument for Black Feminist Criminology: Understanding African American Women’s Experiences with Intimate Partner Abuse Using an Integrated Approach. <i>Feminist Criminology</i> 1(2): 106 - 124.  <b>Canvas:</b> Osthoff. Ch 16. When victims become defendants: Battered women charged with crimes. In <i>Women, Crime, and Criminal Justice</i> (pp232-241)  <b>Internet:</b> <a href="http://www.habeasproject.org/">http://www.habeasproject.org/</a> (Browse through the website)</p> <p><i>Assignments:</i>  Film Reflection #3, Weekly Discussion 12</p>
16	Wed 5/6	<p><b>Experiences of Women in Prison</b></p> <p><i>Readings</i>  <b>Canvas:</b> Van Wormer &amp; Bartollas (2011). Ch 6. The prison environment. In <i>Women in the Criminal Justice System</i>.  <b>Canvas:</b> Kauffman (2006). “Ch 20. Prison nurseries: New beginnings and second chances.” In <i>Women in the Criminal Justice System</i>. (pp 21-27).</p> <p><i>Assignments:</i>  Quiz 10, Weekly Discussion 13</p>
17	Wed 5/13	<p><b>Seeking Social Justice</b></p> <p><i>Readings:</i>  <b>Class, Race, Gender &amp; Crime:</b> Conclusion  <b>Internet:</b> The Leadership Conference “Ch 7. Recommendations.”  <a href="http://www.civilrights.org/publications/justice-on-trial/recommendations.html">http://www.civilrights.org/publications/justice-on-trial/recommendations.html</a></p> <p><i>Assignments:</i>  Final Assignment Due</p>