

San José State University
Justice Studies Department
“Race, Gender, Inequality & the Law”
JS-132 (Section 02 #30611)
Summer 2015

Instructor: Alessandro De Giorgi

Office Location: MH-508A

Telephone: (415) 259-1972

Email: alessandro.degiorgi@sjsu.edu

Office Hours: MON: 1pm–2pm/7pm–8pm (online)

Class Days/Time: MON/WED: 2pm–6pm

Classroom: TBA

CATALOG 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. GE Area: S

INSTRUCTOR’S DESCRIPTION

This course offers a critical analysis of the punitive backlash that has swept U.S. society in the aftermath of the civil rights revolution. In particular, we will examine the growing convergence of penal and social policies toward a punitive governance of the urban poor since the mid-1970s. Adopting an interdisciplinary approach, the course will analyze the emergence of a neoliberal model of social control built along two distinct coordinates: (1) the restructuring of class power in the era of postindustrial capitalism; and (2) the reconfiguring of racial control in the age of colorblindness. We will examine these developments from two main perspectives. First, students will familiarize with recent sociological critiques of mass incarceration in the US. Second, they will analyze and discuss an extended ethnographic study of racialized urban marginality in the United States.

STUDENT LEARNING OBJECTIVES

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

SLO#1: Students will 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 within contexts of equality and inequality.

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

SLO#3: Students will 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).

SLO #4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

CLASSROOM PROTOCOL

Attendance: According to University policy F69-24 “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”. Attendance is taken at each class meeting using sign-in sheets.

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.

REQUIRED READINGS:

JS 132 *Reader* (Summer 2015), available at Maple Press, 481 E San Carlos Street, San José.

GOFFMAN, A. (2014). *On The Run: Fugitive Life in an American City*. Chicago: The University of Chicago Press.

ASSIGNMENTS AND GRADING POLICY

<i>Assignment</i>	<i>Due</i>	<i>% of total grade</i>
IN-CLASS TEST (1): Two short-answer questions	7/15 (in class)	20%
IN-CLASS TEST (2): Two short-answer questions	7/27 (in class)	20%
IN-CLASS TEST (3): Three short-answer questions	8/3 (in class)	30%
THREE 1-PAGE REFLECTION PAPERS	7/22 – 7/29 – 8/5 (in class)	30%

SPECIFICATIONS ON COURSEWORK

1) IN-CLASS TESTS 1-2-3 (20% + 20% + 30% of total grade):

These tests will be done in class, and will consist of short-answer questions covering the readings assigned throughout the course from the JS-132 Reader. Each question will receive a grade ranging between 0 and 10. You are kindly requested to come to class with your own bluebook on the dates the tests are due. Please remember that *grammar*, *syntax*, and *structure* are relevant components of your grade: always proofread your assignments before submitting them. Please note: during the tests, *no notes, books, open laptops, mobile phones* will be allowed. Dictionaries are welcome.

2) REFLECTION PAPERS (10% + 10% + 10% of total grade)

Throughout the course you are asked to write three 1-2 pages long reflection papers on the book by Alice Goffman, *On the Run*. In each paper, you are asked to write a comment on the book, based on what you will have read at the time of each paper. In the commentary, you should feel free to express your point of view on the book as openly as possible, also making reference to your own experience. However, your commentary should always be *about the book's content, meaning, message, etc.* (i.e., not simply about your own opinions, life experiences, etc.). Please remember that *grammar*, *syntax*, and *structure* are relevant elements of your grade: always double-check your assignments before submitting them. Each reflection paper will receive a grade between 0 and 10.

PLEASE NOTE: All assignments for this course are due in class.

GRADING SYSTEM

<i>Grading System</i>	<i>Grade</i>
98-100	A+
94-97	A
91-93	A-
88-90	B+
84-87	B
81-83	B-
78-80	C+
74-77	C
71-73	C-
68-70	D+
64-67	D
61-63	D-
<60	F

ACADEMIC INTEGRITY

Students should know that the University's Academic Integrity Policy is available at: http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.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.

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 DRC (Disability Resource Center) 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 1st floor of Clark Hall and on the 2nd 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 is located at http://www.sjsu.edu/larc/](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 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/)

JS-132 *Race, Gender, Inequality & the Law*

SUMMER 2015

MON-WED: 2pm–6pm

COURSE SCHEDULE

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	MON: 7/6	COURSE OUTLINE/SYLLABUS/ASSIGNMENTS INTRODUCTION: THE AMERICAN PUNITIVE TURN (1975-2015) <u>Reading:</u> The Sentencing Project, <i>Trends in Corrections</i> , JS-132 Reader
	WED: 7/8	Part I THE ETHNOGRAPHIC PERSPECTIVE: AN INTRODUCTION <u>Reading:</u> Goffman, <i>Introduction</i> (pp. vii-8) <u>Reading:</u> Goffman, <i>Chapter 1</i> (pp. 9-21) Part II DOCUMENTARY: PBS Frontline, <i>Locked Up in America: Prison State</i> (USA, 2014)
2	MON: 7/13	Part I MASS INCARCERATION IN THE US: PAST AND FUTURE <u>Reading:</u> Mauer, <i>The Incarceration Experiment</i> , JS-132 Reader <u>Reading:</u> Platt, <i>Crossroads for the American Carceral State</i> , JS-132 Reader Part II DOCUMENTARY: N. Cousino, <i>Concrete and Sunshine</i> (USA, 2002)
	WED: 7/15	Part I ETHNOGRAPHIC PERSPECTIVE <u>Reading:</u> Goffman, <i>Chapters 2-3</i> (pp. 23-90) Part II IN-CLASS TEST #1 [20% OF TOTAL GRADE]
3	MON: 7/20	Part I MASS INCARCERATION AND COLORBLIND RACISM IN THE U.S. Wacquant, <i>Deadly Symbiosis</i> , JS-132 Reader Part II DOCUMENTARY: J. Stack, <i>The Farm: Life Inside Angola Prison</i> (USA, 1998)

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
	WED: 7/22	<p>Part I ETHNOGRAPHIC PERSPECTIVE Reading: Goffman, <i>Chapters 4-5</i> (pp. 91-139)</p> <p>Part II IN-CLASS REFLECTION PAPER #1 [10% OF TOTAL GRADE]</p>
4	MON: 7/27	<p>Part I MASS INCARCERATION AND RACIALIZED POVERTY IN THE US Western, <i>The Labor Market After Prison</i>, JS-132 Reader Pager, <i>The Mark of a Criminal Record</i>, JS-132 Reader</p> <p>Part II IN-CLASS TEST #2 [20% OF TOTAL GRADE]</p>
	WED: 7/29	<p>Part I ETHNOGRAPHIC PERSPECTIVE Reading: Goffman, <i>Chapters 6-7</i> (pp. 141-194)</p> <p>Part II IN-CLASS REFLECTION PAPER #2 [10% OF TOTAL GRADE]</p>
5	MON: 8/3	<p>Part I MASS INCARCERATION AND FAMILY LIFE Comfort, <i>Papa's House</i>, JS-132 Reader Comfort, <i>It Was Basically College to US</i>, JS-132 Reader</p> <p>Part II IN-CLASS TEST #3 [30% OF TOTAL GRADE]</p>
	WED: 8/5	<p>Part I ETHNOGRAPHIC PERSPECTIVE Reading: Goffman, <i>Conclusion</i> (pp.195-206) Reading: Goffman, <i>A Methodological Note</i> (pp. 211-261)</p> <p>Part II IN-CLASS REFLECTION PAPER #3 [10% OF TOTAL GRADE]</p>