

San José State University
Justice Studies Department
JS132, Race, Gender, Inequality and Law, Section 4, Fall Semester, 2016

Course and Contact Information

Instructor:	Louise Buckingham
Office Location:	MacQuarrie Hall 508
Email:	Louise.Buckingham@sjsu.edu
Office Hours:	Mondays 10:15 am – 11:15 am
Class Days/Time:	Mondays & Wednesdays 9:00 am - 10:15 am
Classroom:	MacQuarrie Hall 520
Prerequisites:	Passage of the Writing Skills Test (WST) or ENG/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses.
GE/SJSU Studies Category:	Area 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. (See: <http://info.sjsu.edu/web-dbgen/catalog/courses/JS132.html>)

GE Learning Outcomes (GELO)

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

- GELO 1: 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;
- GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
- GELO 3: 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); and
- GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

The above GE Learning Outcomes are satisfied by the assessment scheme as follows:

- GELO 1 – At least one group presentation; final evaluation
- GELO 2 – At least one group presentation; major research paper; midterm
- GELO 3 - At least one group presentation; midterm

- GELO 4 - At least one group presentation; midterm; major research paper; final evaluation

Course Learning Outcomes (CLO)

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

1. CLO 1 - Read, write, and contribute to discussion at a skilled and capable level.
2. CLO 2 - Recognize inequalities relating to race and gender in the legal system and its outcomes.
3. CLO 3 – Understand obligations contained in ICERD and CEDAW
4. CLO 4 – Critique aspects of the US legal system in relation to policing, incarceration and other areas of law.
5. CLO 5 - Work in a small team to apply knowledge and solve problems of inequality based on race, gender and class.

Required Texts/Readings

Textbook

Paula S. Rothenberg, *Race, Class, And Gender in the United States: An Integrated Study*, Tenth edition, Macmillan, New York (**ISBN-13:** 978-1464178665 **ISBN-10:** 1464178666)

The most recent edition is available in bookstore and library. This book is referred to in the class schedule, below, as 'Textbook'.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118, <http://libguides.sjsu.edu/justicestudies> Students are strongly encouraged to contact their library liaison for individual help with their research.

Course Requirements and Assignments

In addition to the requirement that students actively participate in every class, there are 4 major assignments in this course:

- Group presentation (20% total (4x 5%), aligned with CLO 2, CLO 3, CLO 4, CLO 5) (scheduled for: weeks 6, 10, 13, 15)
- Midterm exam (20%, aligned with CLO 1, CLO 3, CLO 4) (scheduled to take place: 11/07)
- Major research paper (40%, aligned with CLO 1, CLO 2, CLO 3, CLO 4) (scheduled due date: 12/05)
- Final Evaluation (20%, aligned with CLO 1, CLO 2, CLO 3, CLO 4) (will be scheduled in accordance with university final exam schedule directive)

Details for each assignment will be discussed in class and posted on Canvas.

Grading Information

We will discuss grading in class prior to every assignment. Students are encouraged to ask questions to ensure they understand expectations. Rubrics will be provided on Canvas or in class for every assignment.

Determination of Grades

Grades will be used along with substantive feedback to indicate students' performance in a variety of tasks. Exams and final grades will be calculated as a percentage on a typical "100 point scale." Missing, late, or plagiarized work will be given a grade of zero. Contact the professor early if you are having difficulty completing assignments or need accommodations for disabilities or absences for religious holidays.

The final course grade will be calculated based on the following standard scale:

98-100 A+
94-97 A
90-93 A-
88-89 B+
84-87 B
80-83 B-
78-79 C+
74-77 C
70-73 C-
68-69 D+
64-67 D
60-63 D-
<60 F

Please note, a "C" or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

Students are expected to attend all classes and to participate in all discussions, debates and activities in a respectful and mindful manner. Specifically:

1. Students are expected to arrive to class on time, prepared to take part in their own and collective learning.
2. All classroom participants are expected to foster an environment that encourages participation, and that is respectful to others and their opinions.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence on their own.
5. The use of electronic devices will not be tolerated unless as a part of class activities or during an emergency. Students may use e-readers in lieu of printing readings.

While an emergency personal or health related situation appropriately verified (for instance, a doctor's certificate in the case of illness), will be grounds for a student making up missed work or assignments without penalty, in no other circumstances will making up missed tasks be allowed. With regard to any unavoidable missed classes, it is incumbent upon students themselves to 'catch up' in terms of content and materials.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Department of 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 (i.e., reading and writing) 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.

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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

JS132 Race, Gender, Inequality and Law, Fall Semester Course Schedule

The schedule is subject to change with fair notice (in class, via Canvas or email). Supplemental readings will be set from time to time (copies distributed in class or linked to on Canvas).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/24	Introductions and expectations
2	08/29	Course outline, approach to readings, expectations and assignments and group allocation
2	08/31	Inequality in the USA, Recommended readings: U.S. Constitution (http://www.archives.gov/exhibits/charters/constitution_transcript.html); Textbook, "The 'Three-Fifths Compromise' The U.S. Constitution, Article 1, Section 2", "The United States Constitution: Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments), The United States Constitution: Nineteenth Amendment (1920)", "The Equal Rights Amendment (Defeated)" (Part VII); Textbook Part I (as many chapters as you can get through); also from Textbook, "An Act Prohibiting the Teaching of Slaves to Read" (chapter

Week	Date	Topics, Readings, Assignments, Deadlines
		4, Part VII); "The Emancipation Proclamation" (Abraham Lincoln)
3	09/05	LABOR DAY – CAMPUS CLOSED
3	09/07	Law Recommended reading: Textbook, Part VII
4	09/12	Policing & race Recommended reading: Black Lives Matters website (http://blacklivesmatter.com); Textbook, "The Motivating Forces Behind Black Lives Matter" (Tasbeeh Herwees)
4	09/14	Policing & race Let's begin: major research paper (scheduled due date: 12/05)
5	09/19	Incarceration & race Recommended readings: Textbook, "Masking Racism, Reflections on the Prison Industrial Complex" (Angela Davis)
5	09/21	Institutions & race Recommended readings: Textbook, "Institutions and Ideologies" (Michael Parenti)
6	09/26	Group presentations 1: Race & discrimination
6	09/28	Group presentations 1: Race & discrimination
7	10/03	Gender & legal systems Recommended readings: Textbook, "Feminism: A transformational politic" (bell hooks)
7	10/05	Gender & legal systems Recommended readings: Textbook, "The Equal Rights Amendment (Defeated)" (Part VII); Textbook, "The Ghosts of Stonewall: Policing Gender, Policing Sex" (Joey L. Mogul, Andrea J. Ritchie, and Kay Whitlak)
8	10/10	Gender & opportunity Recommended readings: Textbook, "Women in the State Police: Trouble in the ranks" (Jonathan Schuppe)
8	10/12	Gender & opportunity Recommended readings: Textbook, "Feminism: A transformational politic" (bell hooks)
9	10/17	Discrimination & social change Recommended readings: Textbook Part IX
9	10/19	Discrimination & affirmative action Recommended readings: CNN, 'in America' blog, "5 Things to Know About Affirmative Action" (http://inamerica.blogs.cnn.com/2012/10/10/5-things-to-know-about-affirmative-action/)
10	10/24	Group presentations 2: Gender & discrimination

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/26	Group presentations 2: Gender & discrimination
11	10/31	Justice & inequality Recommended readings: Textbook, "Cause of Death: Inequality" (Alejandro Reuss)
11	11/02	Justice & inequality Recommended readings: Textbook, "Inequality Undermines Democracy" (Eduardo Porter)
12	11/07	Class [Midterm exam]
12	11/09	Class Recommended readings: Textbook Part V (as much as you can and in particular, "Class in America")
13	11/14	Group presentations 3: Inequality and systems Recommended readings: Textbook, Part IV (as much as you can get through)
13	11/16	Group presentations 3: Inequality and systems
14	11/21	Human rights Recommended readings: CEDAW (http://www.un.org/womenwatch/daw/cedaw/), ICERD (http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx),
14	11/23	Human rights Recommended readings: Textbook, "Indian Tribes, A Continuing Quest for Survival" (U.S. Commission on Human Rights)
15	11/28	Group presentations 4: Law (group chosen focus)
15	11/30	Group presentations 4: Law (group chosen focus)
16	12/05	Major research paper due
Final Eval.	TBA	TBA