

**San José State University
CASA/Justice Studies
JS132, Race, Gender, Inequality and the Law, 01, Spring, 2016**

Instructor:	Dr. Veronica Herrera
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Office Hours:	Wednesday 2-4pm
Class Days/Time:	This course will be conducted online using Canvas.
Prerequisites	Completion of, or co-registration in, 100W is strongly recommended.
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.

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.

PLEASE NOTE: Students must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

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.

Learning Outcomes and Course 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. Students are expected to read, write, and contribute to discussion at a skilled and capable level.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.

GE Learning Outcomes

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

GELO 1: 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.

GELO 2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

GELO 3: 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).

GELO 4: Students will be able to recognize and appreciate constructive interactions between people for different cultural, racial, and ethnic groups within the US.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty- five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Required Texts/Readings/Multimedia

Textbook

- Barak, G., Leighton, P., & Flavin, J. (2015). Class, Race, Gender and Crime. The Social Realities of Justice in America, 4th Edition. Rowen & Littlefield Publishing (ISBN: 9781442220720)
- Rios, V. (2011) Punished. Policing the Lives of Black and Latino Boys. NYU Press. (ISBN: 9780814776377)

Additional Course Materials

- Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.
- PLEASE NOTE: 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. 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.

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).

Weekly Discussion Participation (20% of final grade) (GELO 1, 2)

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. You are expected to post at least once by Sunday at midnight. Not posting by Sunday will result in a 1 point deduction.
- 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 post once by Sunday, did not respond with high quality post, or you did not support your opinion.

Quizzes (40% of final grade) (GELO 1, 2)

Quizzes will be given online and will consist of multiple choice, true/false and/or short answer questions. You will have approximately 20 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 open on Friday and close on Tuesday. 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.

Film Reflections (20% of final grade) (GELO 1, 2)

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) (GELO 3, 4)

Students will research and write a paper about a social action, 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 9. 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 6-9 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

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at 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.

Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without the instructor's approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without my consent. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain my permission to share the recorded class lectures. The recordings are to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

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.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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.

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, Spring 2016

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. 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 1/28	<p>Introduction & Getting Familiar with Canvas</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	Thurs 2/4	<p>Social Construction of Difference / Documentary: A Class Divided</p> <p><i>Readings</i> Class, Race, Gender & Crime: Introduction Canvas: Wonders (2009). Ch 2. Conceptualizing difference. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice</u>. (pp. 10-21) Canvas: Harro (2010). 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, Weekly Discussion</p>
3	Thurs 2/11	<p>Social Construction of Race</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 4 Canvas: Green & Gabbidon (2012). Section 1. Overview of race, ethnicity, and crime. In <u>Race and Crime</u> (pp 4-15). Canvas: 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, Weekly Discussion</p>
4	Thurs 2/18	<p>Class & Economic Privilege in America / Documentary: “Poor Kids”</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 3 Canvas: Sawhill, Winship & Grannis (2012) Pathways to the Middle Class: Balancing Personal and Public Responsibilities. <u>Center for Children and Families at Brookings Institute</u> Canvas: hooks (2010). Ch 37. White poverty: The politics of invisibility. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 201-205)</p> <p><i>Assignments:</i> Quiz, Weekly Discussion</p>
5	Thurs 2/25	<p>Gender and Male (Heterosexual) Privilege</p>

Week	Date	Topic, Readings, Assignments, Deadlines
		<p>Readings Class, Race, Gender & Crime: Ch 5 Canvas: Bailey. (2005). Ch 2. Images of women. In <u>Women Law and Social Control</u> (pp 32-44). Canvas: Kimmel (2010). Ch 62. Masculinity as homophobia. Fear, shame and silence in the construction of gender. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 326-332)</p> <p>Assignments: Quiz, Weekly Discussion</p>
6	Thurs 3/3	<p>Intersections of Race, Class, & Gender / Movie “Crash”</p> <p>Readings Class, Race, Gender & Crime: Ch 6 Canvas: Hardiman, Jackson, & Griffin (2010). Ch 4. Conceptual Foundations. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 26-35) Canvas: Harro (2010). Ch 7. The cycle of liberation. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 52-53).</p> <p>Assignments: Film Reflection 1, Weekly Discussion</p>
7	Thurs 3/10	<p>Patterns of Victimization</p> <p>Readings Class, Race, Gender & Crime: Ch 7 Canvas: Belknap (2007). Ch 6. The image of the female victim. In <u>The Invisible Woman</u> (237-259).</p> <p>Assignments: Quiz, Weekly Discussion</p>
8	Thurs 3/17	<p>The Administration of (In)Justice Watch Documentary: “Gideon’s Army”</p> <p>Readings Class, Race, Gender & Crime: Ch 9 pages 233-246. Canvas: McNamera & Burns (2009). Ch 11. Courts and Multiculturalism. In <u>Multiculturalism in the Criminal Justice System</u> (pp 253-270) Punished: Preface, Ch1-3</p> <p>Assignments: Quiz, Weekly Discussion</p>
9	Thurs 3/24	<p>Policing and Social Control</p>

Week	Date	Topic, Readings, Assignments, Deadlines
		<p>Readings Class, Race, Gender & Crime: Ch 9 pages 247-260. Canvas: Alexander (2010). Ch 3 The color of justice. (pp. 120-136 start at section “Occupation - Policing the Enemy”) Punished: Ch 4 & 5</p> <p>Assignments: Quiz, Weekly Discussion Submit topic idea for final assignment.</p>
10	Thurs 3/31	Spring Break
11	Thurs 4/7	<p>Juvenile (In)Justice / Documentary “Juvies”</p> <p>Readings: Canvas: CQ Researcher (2008) Juvenile Justice (pp. 913-931) Canvas: 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). Canvas: ABA (2004). “Adolescence, brain development and legal culpability”. Punished: Ch 6 &7, Conclusion</p> <p>Assignments: Film Reflection 2, Weekly Discussion</p>
12	Thurs 4/14	<p>Disparities in Punishment and Imprisonment / Documentary “The House I Live In”</p> <p>Readings Class, Race, Gender & Crime: Ch 10 Canvas: Alexander (2010). Ch 4 The cruel hand. In <u>The New Jim Crow</u> (pp.137-167)</p> <p>Assignments: Quiz, Weekly Discussion</p>
13	Thurs 4/21	<p>The Death Penalty & Wrongful Convictions</p> <p>Readings Canvas: Schehr (2009). 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 (2012). Ch 8. The color of death. Race and the death penalty. In <u>The Color of Justice</u>. (pp. 345-391) Internet: http://www.innocenceproject.org/ (Browse through the website)</p> <p>Assignments: Quiz, Weekly Discussion</p>
14	Thurs 4/28	Women as Victims and Offenders / Documentary “Crime after Crime”

Week	Date	Topic, Readings, Assignments, Deadlines
		<p>Readings Canvas: 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. Canvas: Osthoff. Ch 16. When victims become defendants: Battered women charged with crimes. In <i>Women, Crime, and Criminal Justice</i> (pp232-241) Internet: http://www.habeasproject.org/ (Browse through the website)</p> <p>Assignments: Film Reflection 3, Weekly Discussion</p>
15	Thurs 5/5	<p>Experiences of Women in Prison</p> <p>Readings Canvas: Van Wormer & Bartollas (2011). Ch 6. The prison environment. In <i>Women in the Criminal Justice System</i>. Canvas: 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>Assignments: Quiz, Weekly Discussion</p>
16	Thurs 5/12	<p>Seeking Social Justice</p> <p>Readings: Class, Race, Gender & Crime: Conclusion Internet: The Leadership Conference “Ch 7. Recommendations.” http://www.civilrights.org/publications/justice-on-trial/recommendations.html</p> <p>Assignments: Quiz, Weekly Discussion</p>
17	Thurs 5/19	<p>Final Assignment Due</p>