

San José State University
CASA/Justice Studies
JS 132, Race, Gender, Inequality and the Law, 02, Spring, 2016

Instructor:	Sheree Martinek
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Office Hours:	Online only
Class Days/Time:	This course will be conducted online using Canvas
JS Competency Area:	Area S: Self, Society & Equality in the U.S

Course Description

This course will examine the history of legal issues pertaining to individual and institutional discrimination based on race, ethnicity, gender, religion, sexual orientation and disabilities in education, employment, criminal justice and the family. Affirmative action and reverse discrimination will also be explored. Through careful examination, and the application of critical thinking, solutions will be sought or 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. 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 (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

Course Goals and Student Learning Objectives

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

GELO1: 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.

GELO2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

GELO3: To provide an overview of race, gender, and class issues in the criminal justice system.

GELO4: 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).

GELO5: Students should read, write, and contribute to discussion at a skilled and capable level.

GELO6: Students will recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Required Texts/Readings

Textbook

Race, Class, & Gender: An Anthology, 9th Edition by Margaret L. Andersen and Patricia Hill Collins

Other Readings

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

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/CanvasStudent%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 posting.

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/index.htm#add>. 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 (25% of final grade) and Midterm (10% of final grade) (GELO 1-3)

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. Each quiz will be available on Friday and close on Tuesday. Please be certain you have a reliable internet connection before beginning each quiz. 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.

Daily Discussion Participation (25% of final grade) (GELO 5 & 6)

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, 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 assigned day, 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 on Thursday, 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. Students must post or respond at least once by Sunday in order to ensure the discussion requirements may be met by the deadline. Complete discussion participation is due by 11:59pm (midnight) the following Wednesday, no exceptions.

Film Reflections (25% of final grade) (GELO 1, 2, 5, 6)

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 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 4 & 6)

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 prior to the assignment due date. 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 pages (4) demonstrate the student's ability to clearly express their ideas through written expression.

I will post grades as we go along so you can see how you are doing.

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 the University's Student Conduct Code, 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, found 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.

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>.

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>.

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. The Peer Mentor Center website is located at <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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops.

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/>.

JS 132, Race, Gender, Inequality, and the Law, Spring 2016

Week	Date	TOPIC AND ASSIGNMENTS
1	Thurs 1/28	<p>Introduction & Course Overview</p> <p><i>Assignments:</i> Post personal introduction on Canvas</p>
2	Thurs 02/04	<p><u>Part I: WHY RACE, CLASS, AND GENDER STILL MATTER</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andersen and Collins: Part I • Canvas: Wonders (2009). Ch 2. Conceptualizing difference. In Investigating Difference. Human and Cultural Relations in Criminal Justice. (pp. 10-21) • Canvas: Collins, P. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i>, 1(1), 25-45. <p><i>Assignments:</i> Quiz 1, Weekly Discussion 1</p>
3	Thurs 02/11	<p><u>Part II: SYSTEMS OF POWER AND INEQUALITY</u></p> <p><u>Race and Racism</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andersen and Collins: Part II, Section A • Canvas: Tatum (2010). Ch 1. Defining Racism “Can we talk?” In Race, Class, Gender in the United States. (pp. 123-130) • Canvas: Omi, M & Winant, H. Racial Formation in the United States. Pgs 3-13 <p><i>Assignments:</i> Quiz 2, Weekly Discussion 2</p>
4	Thurs 2/18	<p><u>Class and Inequality</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Canvas: Sawhill, Winship & Grannis (2012) Pathways to the Middle Class: Balancing Personal and Public Responsibilities. Center for Children and Families at Brookings Institute • Andersen and Collins: Part II, Section B • Canvas: Koepke, D. (2007). Race, class, poverty, and capitalism. <i>Race, Gender, & Class</i>, 14(3/4), 189-205. <p><i>Assignments:</i> Quiz 3, Weekly Discussion 3</p>

5	Thurs 2/25	<p><u>Ethnicity, Immigration, and Nationality</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part II, Section C • Canvas: Engel, L. C., Rutkowski, L., & Rutkowski, D. (2014). Global mobility and rising inequality: A cross-national study of immigration, poverty, and social cohesion. <i>Peabody Journal Of Education (0161956X)</i>, 89(1), 123-140. • Canvas: Waters, Mary C. 1996. “Optional Ethnicities: For Whites Only?.” In <i>Origins and Destinies: Immigration, Race and Ethnicity in America</i>, edited by Sylvia Pedraza and Ruben Rumbaut, 444-454. Belmont, CA: Wadsworth Press. <p>Assignments: Quiz 4, Weekly Discussion 4</p>
6	Thurs 3/3	<p><u>Gender and Sexism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part II, Section D • Canvas: Correll, J. S. & Ridgeway, L. C. (2004). Unpacking the gender system. A theoretical perspective on gender beliefs and social relations. <i>Gender and Society</i>, 18(4), 510-531. • Canvas: Lorber, Judith. “The Social Construction of Gender.” from <i>Paradoxes of Gender</i>. New Haven: Yale University Press, 1994. p. 13-36. <p>Assignments: Film Reflection #1, Weekly Discussion 5 Submit topic ideas for final assignment</p>
7	Thurs 3/10	<p><u>Sexuality and Heterosexism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part II, Section E • Canvas: “The Invention of Heterosexuality” by Jonathan Ned Katz <p>Assignments: Quiz 5, Weekly Discussion 6</p>

8	Thurs 3/17	<p><u>Part III: THE STRUCTURE OF SOCIAL INSTITUTIONS</u></p> <p><u>Work and Economic Transformation</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part III, Section A • Canvas: Cohen, N. P. & Huffman, L. M. (2004). Racial wage inequality: Job segregation and devaluation across U.S. labor markets. <i>American Journal of Sociology</i>, 109(4), 902-936. • Canvas: Williams, C. (1992). The glass escalator: Hidden advantages for men in the 'female' professions. <i>Social Problems</i>, 39(3), 253-267. <p>Assignments: Quiz 6, Weekly Discussion 7</p>
9	Thurs 3/24	Midterm
10	3/28-4/1	Spring Break
11	Thurs 4/7	<p><u>Families</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part III, Section B • Canvas: Elliott, J. R., & Joyce, M. S. (2004). The effects of race and family structure on women's spatial relationship to the labor market. <i>Sociological Inquiry</i>, 74(3), 411-435. • Canvas: Foster, C. (2008). The welfare queen: Race, gender, class, and public opinion. <i>Race, Gender, & Class</i>, 15(3/4), 162-179. <p>Assignments: Quiz 7, Weekly Discussion 8</p>
12	Thurs 4/14	<p><u>Education</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part III, Section C • Canvas: Van Dyke, N., & Tester, G. (2014). Dangerous climates: Factors associated with variation in racist hate crimes on college campuses. <i>Journal Of Contemporary Criminal Justice</i>, 30(3), 290-309. <p>Assignments: Film Reflection #2, Weekly Discussion 9</p>

13	Thurs 4/21	<p><u>Media and Popular Culture</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part III, Section D • Canvas: Nakagawa, K., & Arzubiaga, A. E. (2014). The use of social media in teaching race. <i>Adult Learning</i>, 25(3), 103-110. • Canvas: Beck, D. B. (1998). The ‘f’ word: How the media frame feminism. <i>NWSA Journal</i>, 10(1), 139. <p>Assignments: Quiz 8, Weekly Discussion 10</p>
14	Thurs 4/28	<p><u>The State and Violence</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Andersen and Collins: Part III, Section F • Canvas: Schehr (2009). Ch 19. Wrongful and unlawful convictions. In <i>Investigating Difference. Human and Cultural Relations in Criminal Justice.</i> (pp. 237-247) • Canvas: McNamera & Burns (2009). Ch 11. Courts and Multiculturalism. In <i>Multiculturalism in the Criminal Justice System</i> (pp 253-270) <p>Assignments: Quiz 9, Weekly Discussion 11</p>
15	Thurs 5/5	<p><u>The State and Violence: Continued</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Canvas: Warren, P., Chiricos, T., & Bales, W. (2012). The imprisonment penalty for young black and hispanic males: A crime-specific analysis. <i>Journal Of Research In Crime & Delinquency</i>, 49(1), 56-80. • Canvas: Alexander (2010). Ch 3 The color of justice. (pp. 120-136 start at section “Occupation - Policing the Enemy”) • Canvas: Saperstein, A., & Penner, A. M. (2010). The race of a criminal record: How incarceration colors racial perceptions. <i>Social Problems</i>, 57(1), 92-113. <p>Assignments: Quiz 10, Weekly Discussion 12</p>
16	Thurs 5/12	<p><u>Part IV: AN INTERSECTIONAL FRAMEWORK FOR CHANGE</u></p> <p>Readings: Andersen and Collins: Part IV</p> <p>Assignments: Film Reflection #3</p>

	Thurs 5/19	Final Exam – **No Final Exam BUT, Final Assignment due
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