

**San José State University**  
**CASA/Justice Studies**  
**JS132 Race, Gender, Inequality and the Law,**  
**Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Joseph S. Di Salvo
<b>Office Location:</b>	TBD
<b>Telephone:</b>	(408) 506-0744
<b>Email:</b>	<a href="mailto:Joseph.disalvo@sjsu.edu">Joseph.disalvo@sjsu.edu</a> ,Trusteedisalvo@gmail, Joseph_disalvo@sccoe.org
<b>Office Hours:</b>	Mondays and Wednesdays before/after class or by appointment (See instructor's note)
<b>Class Days/Time:</b>	Mondays and Wednesdays, 12:00-1:15
<b>Classroom:</b>	MH 523
<b>Prerequisites:</b>	Completion of, or co-requisite of 100W

**Course Description**

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays, lesbians, transgender and the disabled in education, employment, criminal justice and the family. Affirmative action and reverse discrimination will be highlighted. Solutions sets for structured inequality in the U.S. will be presented and discussed.

Class, Race, Gender and Crime in the U.S. will be the focus of class presentations, discussions, video montages and guest presenters. American inequality significantly affects the quality of life for most of us. This instructor's passion during his career has been the quality of public education from birth to college/career. Due to his credentials and the public office he holds as a Trustee of the Santa Clara County Board of Education, education's role as the "great equalizer" will be an integrated focus of this semester class. In addition, race, class and gender in the criminal justice system will be analyzed from a variety of perspectives.

GE Area: S Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/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. Completion of, or co-registration in, 100W is strongly recommended.

## 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.

### Instructor's Note for JS 132

A university degree is a significant accomplishment and requires a high level of commitment, time management, organization, and initiative. It is in your best interest to attend this class regularly and on-time. Attendance and class participation will make up an important portion of your grade. **This instructor will make himself available to answer any questions, concerns or obstacles to your success in this class at anytime. Do not hesitate to contact him and schedule time for an appointment, if the need arises.**

**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

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/>"

### 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/>.

- **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.

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.

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

### **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.

### **Class Protocol and Agenda For Each Session**

1. Class orientation and agenda- Professor Di Salvo
2. Class, Race, Gender, Crime, Legal issues contained within the topic- Come prepared to share something from a personal current experience since last class (becoming observers and social scientists), social media, print media, broadcast media (radio or TV), Internet etc. Student presenters will be selected at random. Beginning of class current issues in race, class, gender, crime, policing (good or not) will become 2.5% (25 points) of grade.
3. Class Topic- Political backdrop of topic- 360-degree perspective
4. Discussion of Readings- From texts, assigned essays etc.
5. Group Assignments- 3-4 to group assignment- Assignment protocol 25% (250 points) of grade will be discussed on August 30, 2017.
6. Report Out- From group discussions
7. Guest Presenters on Topic of week- Canvas response summary and personal reflections due 24 hours after each guest presentation. Guests will include local political leaders, DA past and present, County Counsel, Judges, Lawyers, City and County leaders, etc.

### **Class Grading**

**Group Presentation- 25% (250 points)- Grade- Self-Assessment Rubric Discussed on February 8, 2017**

**Class Participation- 25% (250 points) of Grade- Showing up and participating in discussions are a critical ingredient to your success in this class. The speakers and information will be rich and provocative to further your understanding of justice in our 21<sup>st</sup> century global environment.**

**Class Current Issue in Justice Context- 2.5% or 25 points**

**Speaker Reflections within 24 hours to Canvas- 10% or (100 points) (5-7 Predicated on Invitations accepted)**

**Midterm- (minimum of 1500 words) Questions will be open notes and book. Readings, Speakers, Class discussions, Group Presentations- 75 minutes in class to Canvas. Choice of questions will provided. 15% (150 points)**

**Final- Summary of semester experiences- 1500 word paper. Prompts for paper will be determined by week before Thanksgiving break. 15%**

**Personal Evaluation and Self-assessment- 1 paragraph on why you deserve the grade you list. 5%**

Summary of Grading for JS 132- Di Salvo

25% 250 points-Group Presentation

25% 250 points-Class Active Participation

2.5% points-Class Current Event Beginnings- 2 times per semester- Selected randomly

10% 100 points-Speaker Reflections

15% 150 points-Midterm- In Class- Submit on Canvas

15% 150 points-Final Paper- Submit on Canvas

7.5% 75 points- Self-Evaluation/Assessment

All readings assigned are required. The following three books are required reading:

Adichie, Chamamanda Ngozi. *We Should All Be Feminists (Kindle Edition) 2014*

Bohnet, Iris. *What Works: Gender Equity By Design*. Cambridge, Massachusetts, The Belknap Press of Harvard University, 2016

Ta-Nehisi Coates. *Between The World And Me*. New York. Spiegel & Grau, 2015

Bryan Stevenson. *Just Mercy*. New York. Spiegel & Grau, 2014

## **JS132, Race, Gender, Inequality & the Law**

Spring 2017

### **Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	August 23	Introduction- Course Outline, Review of Syllabus, Course Requirements, & Grading First Group- Ice Breaker Question- Report Out

Week	Date	Topics, Readings, Assignments, Deadlines
		Video on SJSU- Race 1968 Olympics- August 1, 2016, Discussion Reflection on SJSU History of Race and Speed City
		<b>Homework- NY Times a Conversation On Race- View all videos, take notes in personal response-</b>
2	August 28 & 30	Video Observations from Conversation on Race- Random responses (equity)- <b>Group Work- Presentations Explained. Topics presented. Choices made. Rubric discussed.</b>  Class Discussion <b>Between The World And Me</b> Pgs 1-71
		Homework-Death Penalty and Wrongful Convictions Introduction to <i>Just Mercy</i> by Bryan Stevenson-  <a href="http://www.innocenceproject.org">www.innocenceproject.org</a> - review website
3	No School September 4 (Labor Day) September 6	Current Issues (3)- Cite Source- Class, Race, Gender, Education, Crime  Read- <i>Just Mercy</i> pgs. 3-91 Innocence Project
4	September 11 and 13	Current Issues <b>Group # 1- Presents</b>  Watch: <i>The Mask You Live In -Part 1</i>
		<b>Homework- Research the term Hypermasculinity from a 360-degree perspective. Begin to formulate your own beliefs around term and movement.</b>
5	September 18 and 20	Current Issues <i>The Mask You Live In- Part 2</i> <b>Group # 2- Presents</b>
		Read: <i>Between The World and Me</i>
6	September 25 and 27	Current Issues <i>Class and Economic Privilege in America/ Documentary: "Poor Kids"</i> <a href="http://www.pbs.org/wgbh/frontline/film/poor-kids">Poor Kids   FRONTLINE   PBS</a> <a href="http://www.pbs.org/wgbh/frontline/film/poor-kids">www.pbs.org/wgbh/frontline/film/poor-kids</a>  <b>Group #3 Presents</b>
		<i>Read Between The World And Me pgs. 72-152</i> <i>Read We Should All Be Feminists</i>

Week	Date	Topics, Readings, Assignments, Deadlines
7	October 2 and 4	Current Issues <b>Group #4 Presents</b>
		<i>Read Between the World and Me and We Should All Be Feminists</i>
8	October 9 and 11	Current Issues <b>Group #5 Presents</b> Midterm Exam- 250 Points- Open Book- submitted to Canvas at end of class
		Homework- Make a list in a reflective paper on what issues about race, class, gender, education, equality etc. that you have come to understand with more clarity or less clarity. Have a 30-minute conversation this week with one relative, friend, or colleague about what you have come to learn in JS 132 at the halfway point in the course. Write a 350-500 work essay on the experience and submit to Canvas. Counts for Class Participation
9	October 16 and 18	Current Issues <b>Group # 6 Presents</b>
		Read: Bryan Stevenson's Just Mercy 92-226
10	October 23 and 25	Current Issues <b>Group # 7 Presents</b>
		Read: "What Works: Gender Equality By Design". 2016 Part 1
11	October 30 November 1	Current Issues Homelessness Race, Gender and Inequality- Professor Di Salvo etc. Work at SJSU <b>Group # 8 Presents</b>
		"Rethinking United States Immigration Policy, Diversity, and the Politics of Exclusion" (pp. 253-277) Read: Just Mercy pgs. 227-310
12	November 6 and 8	Current Issues <b>Group # 9 Presents</b>
		Read: Gender Equality By Design- Through Part 1
13	November 13 and 15	Current Issues <b>Group # 10 Presents</b>
14	November 20 and 11/22 No Class Thanks-giving	Current Issues <b>Final Discussed</b> <b>Group # 11 Presents</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	Wednesday	
15	November 27 and 29	Current Issues Group # 12 Presents
16	December 4 and 6	Group # 13 Presents Review for final
Final Exam	December 11 Last Class	Final exam is Tuesday, December 19 at 9:45-12:00