

San José State University  
Department of Justice Studies  
**JS 132: Race, Gender, Inequality, and Law**  
Fall 2017

<b>Instructor:</b>	Amber Colbert
<b>Office Location:</b>	MH
<b>Telephone:</b>	(408) 924.1842 (email is preferred)
<b>Email:</b>	<a href="mailto:amber.colbert@sjsu.edu">amber.colbert@sjsu.edu</a>
<b>Office Hours:</b>	Online
<b>Class Days/Time:</b>	Online
<b>Classroom:</b>	Boccardo Business Center 324

### **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. 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.

### **STUDENT LEARNING OBJECTIVES**

*Upon successful completion of this course, the student will be able to:*

- SL01:** 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.
- SL02:** To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
- SL03:** To provide an overview of race, gender, and class issues in the criminal justice system.
- SL04:** 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).
- SL05:** Students should read, write, and contribute to discussion at a skilled and capable level.

### **TEXTBOOK**

*The Social Construction of Difference & Inequality (6<sup>th</sup> ed.)* by Tracy E. Ore (ISBN: 978-0-07-802690-4)  
Any additional readings will accessible through academic databases or I will provide them.

## JUSTICE STUDIES DEPARTMENT 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.

## CLASS DISCUSSION AND PARTICIPATION

This class **thrives** on class discussion, so it's important that you read the assigned readings and are ready to engage in meaningful and exciting conversation! Class discussion will be based upon the week's assigned readings, films/documentaries, and media through online discussion boards on Canvas. For each discussion board, there will be a prompt with questions that are based on the assigned readings which needs to be responded to. You must **respond to the prompt by Thursday** of the week the discussion board has been assigned. **Responses to classmates are on Sundays at 11:59 p.m.** Further instructions and expectations will be discussed online.

## READING ANALYSES

Each week, you will complete a 2-page Reading Analysis covering the following:

- (1) connecting (comparing/contrasting) each week's readings
- (2) identifying and defining key concepts
- (3) generating discussion questions,
- (4) providing real-world examples of the issues discussed in the reading, and
- (5) relating the reading to personal experiences.

Reading Analyses should reflect your own analysis of the reading. I am looking for a thoughtful and analytical discussion of the issues. Please **cite page numbers** when referring to specific material from the readings. Reading Analyses are **due on Sundays at 11:59 p.m.** (unless otherwise stated). Further instructions and expectations will be discussed.

## EXAMS

Two exams (Midterm and Final) will be given that will cover the materials read in both texts, class lectures, videos, and discussions. Further instructions and expectations will be discussed.

## ADDITIONAL ASSIGNMENTS

There are additional assignments which will be given during the course. Further instructions and expectations will be discussed.

## ASSIGNMENTS AND GRADING POLICY

Discussions	20%
Reading Analyses	25%
Additional Assignments	25%
Exams	30%

## ACADEMIC INTEGRITY

Plagiarism is not only unfortunate, it's unnecessary. It will not be tolerated in this class. You are all bright, capable people with a mind of your own. Be sure to give credit where credit is due by citing all references. When working with other students, be sure to use your own words. You are expected to be honest and ethical at all times in the pursuit of academic goals.

SJSU has a clear Student Academic Honesty Policy that must be adhered to:

*"Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires 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. Visit the [Student Conduct and Ethical Development](#) website for more information."*

Grading System	Grade
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

## 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 [Accessible Education Center](#) (AEC) to establish a record of their disability. Students authorized by AEC to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

## STUDENT TECHNOLOGY RESOURCES

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 1<sup>st</sup> 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/).

## COURSE EXPECTATIONS (KEYS TO SUCCESS)

- I encourage active learning and I encourage us to work together to create a vibrant learning environment. I believe this can definitely be done in an online course. That being said, I expect everyone to log on to Canvas **at least twice a week**. By logging on at least twice a week, you are able to help create this active learning environment.

- A note about the course format: this is an online course, but it is not a self-directed and/or correspondence course. **I will be uploading content to Canvas on a weekly basis**. I reserve the right to change the schedule, assignment requirements, etc. as I feel best suits the course’s needs (ex: to include current events, to better meet and/or assess student needs, etc.).

- Try your best to keep your same personality in the discussion boards – feel free to jokes, or to greet one another, or tie in your personal experiences. Think of these discussion boards as a conversation with one another. Online classes require **A LOT** of reading, so the discussion boards are a chance to break the monotony and inject our thoughts, feelings, and expressions!

- All activities, discussion boards, assignments, etc. are due on their assigned due dates at 11:59 p.m. You can turn in **FOUR late assignments** throughout the semester (exception for the midterm and final). **Late work must be completed within 7 days of it’s original due date**.

- Check Canvas and your email regularly and often. It is YOUR responsibility to stay up to date on what is going on in-class, what assignments are due, test dates, etc.

- If you are ever **unsure** about what is happening in class, **take the following steps**:

1. Check Canvas
2. Check your email
3. Check the Questions & Answers Discussion Board
4. Very last, email me (I will ask you if you have taken the first 3 steps)

- When emailing me, be sure to **identify your full name, class, and section number**. I **DO NOT** accept assignments through email. Feel free to email me your thoughts, questions, interesting information that corresponds to the class material or concerns at any time. However, please be aware that I reserve the right to **respond to emails within 24 to 48 hours** after I have received the email.

- Important dates are located online (<http://www.sjsu.edu/registrar/calendar/2174/index.html>). Remember that it is your responsibility to make sure you adhere to deadlines for adding and dropping classes. If you choose to stop attending class, it is your responsibility to officially drop the course. At the

end of the semester, students who stopped attending class without withdrawing will receive an “F” grade.

- The syllabus and schedule for this class **are subject to change**. I do not foresee any changes, but if there are any, you will be notified.

## COURSE SCHEDULE

Readings with a number next to them correspond with the readings in our textbook. Readings with an asterisk (\*) are readings that can be found on Canvas. Titles that are italicized (ex: *Park Avenue*) are documentaries.

Date	Week	Readings
8/23	1	Syllabus Introductions
<b>MODULE 1: CONSTRUCTING DIFFERENCES</b>		
8/28	2	Part I: Constructing Differences 1. Racial Formations
9/4	3	<b>9/4 - NO CLASS</b> 2. Optional Ethnicities 42. Making Systems of Privilege Visible
9/11	4	4. Race, Racialization, and Latino Populations 46. The Story of My Body * The War on Terror and a Terrified Public 43. "Yes, I Follow Islam, But I'm not a Terrorist"
9/18	5	6. Media Magic 7. Doubly Divided 8. Capitalism Hits the Fan <i>Park Avenue</i>
9/25	6	9. The Social Construction of Gender 10. The Five Sexes, Revisited 40. The Construction of Masculinity and the Triad of Men's Violence <i>Tough Guise</i>
<b>MODULE 2: MAINTAINING INEQUALITIES: FAMILY</b>		
10/2	7	17. Families on the Fault Line 18. An Intersectional Approach to Resistance and Complicity 19. Gay and Lesbian Families are Here
<b>MODULE 3: MAINTAINING INEQUALITIES: EDUCATION</b>		
10/9	8	20. The Return of "Separate But Equal" 21. Civilize Them with a Stick 22. Missing in Interaction 45. Always Running
<b>MODULE 4: MAINTAINING INEQUALITIES: WORK &amp; ECONOMY</b>		
10/16	9	24. Jobless Ghettos 25. Discrimination in Low-Wage Labor Market <b>10/22 - MIDTERM DUE</b>

10/23	10	26. Racializing the Glass Escalator 44. A Dozen Demons 28. Welfare Reform, Family Hardship, and Women of Color <i>Katrina's Story</i>
<b>MODULE 5: MAINTAINING INEQUALITIES: THE STATE AND PUBLIC POLICY</b>		
10/30	11	Gendered Nature of Risk Factors or At-Risk Girls and Delinquency 30. The Treacherous Triangle <i>Girlhood</i>
11/6	12	29. Beyond Crime and Punishment: Prisons and Inequality * Thinking about Prison and Its Impact on the 21st Century <i>13th</i>
<b>MODULE 6: MAINTAINING INEQUALITIES: LANGUAGE &amp; CULTURE</b>		
11/13	13	35. How the Right Made Racism Sound Fair 37. Names, Logos, Mascots, and Flags *Racism in the English Language
<b>MODULE 7: MAINTAINING INEQUALITIES: VIOLENCE &amp; SOCIAL CONTROL</b>		
11/20	14	38. Climate of Fear * Seeing Police Mistreatment of Blacks as a Necessary Evil 39. Sexual Assault on Campus <i>The Hunting Ground</i>
<b>MODULE 8: EXPERIENCING DIFFERENCE &amp; INEQUALITY IN EVERYDAY LIFE</b>		
11/27	15	49. Living Fearlessly With and Within Differences 51. Not Poor Enough
<b>MODULE 9: RESISTANCE AND SOCIAL CHANGE</b>		
12/4	16	55. Young Women, Late Modern Politics, and the Participatory Possibilities of Online Cultures 56. Good for the Hood? 57. Seeing More Than Black and White 58. Dismantling Environmental Racism in the USA
12/11	17	59. Feminisms Future 60. Voices of a New Movimiento <b>12/15 - FINAL DUE</b>

\* The syllabus and schedule for this class are **subject to change**. I do not foresee any changes, but if there are any, you will be notified.