



# RACE, GENDER, INEQUALITY & LAW

## 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.



## Course Goals and Student Learning Outcomes

*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.

**AMBER COLBERT**

[amber.wyatt@sjsu.edu](mailto:amber.wyatt@sjsu.edu)

Email for office hours appointment

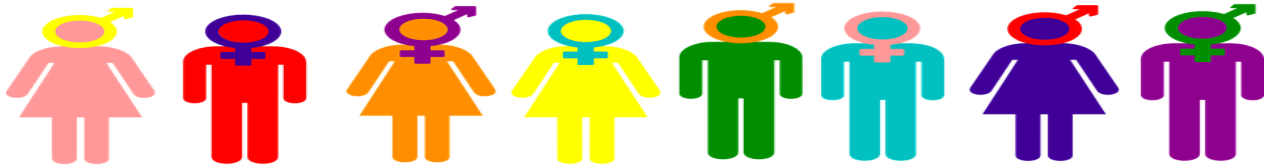
*I look forward to working with you this session. My hope is that you approach this class eagerly and with an open-mind and leave informed, with a new perspective on human behavior.*

## 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."*

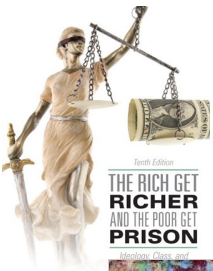


## SJSU Writing Center

If you are having difficulty in this, or any other class, you can go to the Writing Center for assistance. The **SJSU Writing Center** is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#).

## SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) for more information.



## Textbooks

### *The New Jim Crow*

by Michelle Alexander  
ISBN: 978-1595586438

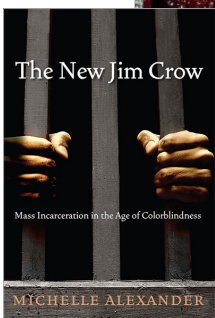
### *The Rich Get Richer and the Poor Get Prison (10th ed.)*

by Jeffrey Reiman & Paul Leighton  
ISBN: 978-0205137725

### *Are Prisons Obsolete*

by Angela Davis  
ISBN: 978-1583225813

*Any additional readings will be accessible through academic databases or I will provide them.*



## CANVAS

This class is conducted online and we will be using Canvas for all discussions, assignments, and lectures. **This course is not designed as a self-guided course.** Students are expected to work through modules week-by-week.

We will also use the Conference feature in Canvas for lectures and discussion. Further instructions and expectations will be discussed.

## Class Discussion/Participation

This class thrives on class discussion, so it's important that you log-in to class ready to engage in meaningful and exciting conversation! Class discussion will be based upon the week's assigned readings and will be done primarily through discussions.

It is important to note that you are responsible for your attendance and participation after the withdrawal date. In order to be successful in this class, you need to log in **at least twice a week** and participate in the discussions and conference sessions.

A helpful strategy - **set a reminder**. Choose those 2 days and times BEFORE class starts - for example, commit to logging in every Tuesday and Friday at 3:00 p.m. and set a reminder in your phone. It is VERY easy to forget about an online class because you are not in a face-to-face environment. Setting a reminder will help you to remember!

## Discussions

One of the primary forms of communication we will utilize is the discussion boards. For each discussion entry, you need to write a meaningful response to assigned reading material. These discussions are NOT summaries of the assigned reading material. Rather, these discussions are your opportunity to connect with the work of the author and share your perspective with your classmates. Discussion entries are due **THURSDAYS** at 11:59 p.m. All discussion responses are due **SUNDAYS** at 11:59 p.m. Further instructions can be found on Canvas. Further expectations about discussion requirements will be discussed.

## Team Presentation

You will be divided into teams of no less than 3 and no more than 6. Using [Google slides](#), you and your team will make a presentation on an assigned reading of your team's choice. In your presentation, you will cover a series of tasks. An emphasis should be placed on generating discussion questions, and providing examples of the issues discussed in the reading. Visual and auditory aids, such as media clips from the news/tv shows/movie/etc. and/or songs can be used to accompany your presentation.

You will present your presentation to the class through a variety of options (including YouTube, Canvas conferences, etc.)

Further instructions can be found on Canvas and expectations will be discussed.

## Reading Responses

At the completion of each book, there will be a reading response essay. Each essay will ask specific questions about the theories and concepts discussed in each book. Further instructions and expectations will be discussed.

## Additional Assignments

There are additional assignments which will be given during the course. These include discussion forums, quizzes, surveys, etc. Further instructions and expectations will be discussed.

### Grade Breakdown

Discussions	260 points
Team Project	100 points
Reading Responses	160 points
Additional Assignments	50 points
<b>Total</b>	<b>410 points</b>



## 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.
- 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 (with the exception of 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.
- I will only be doing office hours through **Zoom**. Be sure to email me ahead of time to set up an appointment.



- You may have strong opinions about some of the topics we will be discussing in class. The classroom is a **safe place** for the exchange of ideas and opinions. Please **be respectful** of other classmates and their opinions, especially if they differ from your own, during class discussions.

- This class will touch on a variety of issues and topics including, but not limited to, gender, sex and sexual behavior, religion, ethnicity, and race. **Hate of any kind is unacceptable and will not be tolerated, along with intolerance and mistreatment of any student for any reason.** Please be respectful of one another and realize that we can all learn from our diverse backgrounds and various walks of life.

- 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.

- The syllabus and schedule are **subject to change**. If there are any changes, you will be notified.

# READING SCHEDULE

Remember, you have **weekly blogs** (blog entries are due on **THURSDAYS** at 11:59 p.m., blog responses are due on **SUNDAYS** at 11:59 p.m. You can find the discussions and their specific due dates on Canvas)

Week	Date	Chapter	Book
1	1/26	Syllabus	
2	1/30	Introductions Sign-Ups	
3	2/6	Chapter 1: The Rebirth of Caste	The New Jim Crow
4	2/13	Chapter 2: The Lockdown	The New Jim Crow
5	2/20	Chapter 3: The Color of Justice	The New Jim Crow
6	2/27	Chapter 4: The Cruel Hand	The New Jim Crow
7	3/6	Chapter 5: The New Jim Crow	The New Jim Crow
8	3/13	Chapter 4: How Gender Structures the Prison System <i>At Risk Girls &amp; Delinquency</i> <i>The Gendered Nature of Risk Factors for Delinquency</i> <b>3/12 - New Jim Crow Response Paper Due</b>	Are Prison's Obsolete? Canvas Canvas
9	3/20	<i>Violence Against Girls Provokes Girl's Violence</i> <i>Murder as Self-Help</i> <i>Women at Risk in Sex Work</i>	Canvas Canvas Canvas
10	3/27	<b>SPRING BREAK</b>	
11	4/3	Chapter 1: Crime Control in America <b>4/9 - Gender Response Paper Due</b>	The Rich Get Richer & The Poor Get Prison
12	4/10	Chapter 2: A Crime by Any Other Name	The Rich Get Richer & The Poor Get Prison
13	4/17	Chapter 4: To the Vanquished Belong the Spoils	The Rich Get Richer & The Poor Get Prison
14	4/24	Chapters 1: Introduction – Prison Reform or Prison Abolition Chapter 2: Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison	Are Prison's Obsolete? Are Prison's Obsolete?
15	5/1	Chapter 5: The Prison Industrial Complex <b>5/7 - Rich Get Richer Response Paper Due</b>	Are Prison's Obsolete?
16	5/8	The Hidden History of ALEC Chapter 6: The Fire This Time	Canvas The New Jim Crow
17	5/15	Conclusion: To The Vanquished Belong the Spoils Chapter 6: Abolitionist Alternatives	The Rich Get Richer & The Poor Get Prison Are Prison's Obsolete?
18	5/22	Moving Toward Justice for Female Juvenile Offenders <b>5/25 - Reformation Response Paper Due</b>	Canvas