

San José State University

Justice Studies JS132 Race, Gender, Inequality and the Law,

Fall 2018

Instructor: Kevin Lynch

Office Location: Mac Hall 508

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Office Hours: Tuesdays and Thursdays 11:15 a.m. to 1:15 or by appointment

Class Days/Time: Mondays and Wednesdays 9:00-10:15

Classroom: MH 523

Requisites: Completion of, or co-requisite of 100W

Course Description: 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.

General Education Goals and Student Learning Objectives

This course falls within the general education curriculum and as such, it has specific General Education Learning Outcomes:

GELO 1: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within the contexts of equality and inequality;

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

GELO 3: 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: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes:

CLO1: Explain how of race, gender, and class issues function in the criminal justice system.

CLO2: Explain how to read, write, and contribute to discussion at a skilled and capable level.

CLO3: Recognize the maintenance of systemic inequality in media and political campaigns and be able to decipher coded language.

CLO4: Obtain a working knowledge of the U.S. court system and key decisions that have impacted inequality/equality by the U.S. Supreme Court.

CLO5: Explain how moral panics are produced within the media and how they contribute to U.S. laws and policy.

CLO5: : Describe how media exposure creates irrational fears that result in racial alienation, lack of empathy, and policies and laws which promote state inequality.

Required Texts/Reading

Alexander, Michelle *The New Jim Crow*

Coates, Ta-Nehishi *Between the World and Me*

Online readings will also be assigned.

Course Requirements and Assignments

1. Group assignment: Each group will generate questions from a reading and inform the class on what they are looking for in the answers. The students will then lead a class discussion on the answers with the class. Students will also suggest grades on work submitted on the assignment they discuss.
2. Group assignment: Each group will research and create a plan of action and activism based on an issue studied in class. Students will then create a flyer, which they will distribute on campus. Students will then report to the class on their experience.
3. Short weekly assignments will be based on documentaries, class presentations or a current event that's relevant to the course.
4. Class participation will be graded, and it will be particularly important to interact and ask questions when your fellow students are presenting assignment questions or reviewing answers. Don't leave your fellow students hanging!
5. A midterm will include multiple choice questions.
6. The final will be a paper on your area of interest in the class.
7. Students are also encouraged to bring up issues about the law and media representations of violence, which can greatly contribute to your participation grade.

San Jose State is gaining in its reputation as an academic institution. Your graduation from this school and major continues to look more impressive on a resume. With that in mind, students should maintain and possibly increase

the rigor of this and other classes. Students will set policy on late work on the first day of class.

All assignments and papers will be turned on Canvas. Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

The course requirements consist of class participation, analyses of the readings, midterm, group assignments, final paper, and presentation. The grades will be calculated as follows:

My grading scale is:

98 – 100 A+ 91 – 97 A
184

B

154 140-141 C- 136

120 D- 119 and below F

Your grade is composed of:

194 - 200 A+, 186-192 A, 180-

A- 174 – 178 B+ 164 – 172

160-163 B- 155-159 C+ 142-

-138 D+ 121-134 D

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/>"

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.

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.

Resources for Students: 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.

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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/>.

WEEK ONE – Introduction, The U.S. Court System

August 22: Introduction to class, syllabus overview, class policy set.

ASSIGNMENT: Personal questionnaire

August 24: Go over reading assignments. Create groups and assignment schedule. View “13th” documentary.

Justice System Work?” and “Getting to know the U.S Court System”
<http://www.dummies.com/education/politics-government/getting-to-know-the-u-s-court-systems/> (Links to an external site.)Links to an external site.

WEEK TWO – African American Racial Inequality

August 29. View "13" documentary. Discuss part I and view part II

ASSIGNMENT: Read Alexander "The New Jim Crow" chapter one, and "The Courts" assignment. Submit answers to Canvas by **Friday, Aug.31 by 11:59 p.m.** "13th" discussion questions. Submit Alexander questions by **Sunday, Sept. 2 by 11:59.**

WEEK THREE – African American racial inequality continued.

Sept 3.No Class Labor Day

ASSIGNMENT: Read National Geo on race answers **Due Friday, Sept 7 at 11:59**

Sept 5 Adriana Diaz, guest speaker from ConXion. Instructor reviews chapter one as an example. 13th part II shown.

WEEK FOUR – Latin X inequality.

Sept 10, Group one presents questions for Alexander chapter 2.
Viewing of "Latinos Beyond Reel"

ASSIGNMENT: Be prepared to answer "Beyond Reel" answers in group setting

Sept 12: "Latinos Beyond Reel" continued. Discussion.

ASSIGNMENT: Questions for chapter 2 due **Friday, Sept. 14 at 11:59 p.m.** on canvas.

WEEK FIVE

September 17: Group 1 presents answers to Alexander Chapter 2.
Group 2 presents questions for Alexander Chapter 3 .

ASSIGNMENT: Read Alexander Chapter 3 by **Friday Sept. 21 at 11:59 p.m.** on canvas and to group 2

ASSIGNMENT: Intersectionality reading. due **Friday Sept. 21 at 11:59 p.m** on canvas

September 19: "Living in the Shadows" Discussion

WEEK SIX – Latin X inequality, intersectionality

September 24: Alexander chapter 3 answers presented. Group 3 presents on Alexander Chapter 4 "Living in the Shadows" cont. intersectionality discussed. "Anita Hill" shown

ASSIGNMENT: Read Alexander chap 4 **due Friday, Sept 28 at 11:59 p.m.** on canvas and to presenting group 3.

September 27: Intersectionality cont. Immigration cont. "Living in the Shadows" discussed "Anita Hill" started.

WEEK SEVEN - Protest

Oct. 1. Group 3 presents answers to Alexander chapter 4. "Anita Hill" continued

ASSINGMENT: Midterm study

Oct. 3 Midterm preview, Alexander and current events discussed. Finish Hill.

WEEK EIGHT - Midterm, Social movements

: October 8: midterm.

.. October 10: 1968 Olympics film

ASSINGMENT: John Carlos reading **Due Oct. 13 at 11:59 pm** on canvas. Think of organizations or lectures on inequality that would make a good flyer. Extra credit for Carlos poster.

WEEK NINE

Oct. 15 Group 4 presents Alexander chapter 5 questions. Civil rights social movements discussed. MLK video. Carlos discussed

Oct. 17 Attend town hall meeting on Olympic protest during class time. **Assignment:** Alexander chapter 5 due **Friday, Oct. 19 at 11:59.**

Assignment: Impressions from town hall due **Friday, Oct. 19 at 11:59.**

WEEK 10 Protest continued

Oct. 22 Group 4 presents answers to chapter 5. Group 5 presents questions to Alexander chapter 6. Town hall discussed. Flyers discussed.

Oct. 24 "Occupied territory." **Assignment:** Alexander chapter 6 due **Friday, Oct. 26 at 11:59 p.m.**

Week 11 LGBTQ plus

Oct. 29 Group 5 presents chapter 6 Alexander answers. Group 6 presents Coates part 1 Neff recording.

Oct. 31 Neff cont. **Assignment:** Coates part I due **Friday, Nov. 2 at 11:59 p.m.**

Week 12 The media

Nov. 5 Group 6 presents Coates answers. Group 7 presents Coates part II questions. Neff, Coates discussion.

Nov. 7 Moral Panic, corporate ownership, white collar crime.

Assignment: Coates part II due **Sunday, Nov. 11 at 11:59 p.m.** Questions in Robison, “Media Coverage of Crime and Criminal Justice” p. 77-79, 122-5, 145-150, 160-177. Reading will be posted online.

WEEK 13 Gender

Nov. 12 no class

Nov. 15 Media discussion. Possible film **Assignment:** Get into groups in area of interest. Research organizations. Flyers due **Monday, Nov. 26.** Bring to class that day.

WEEK 14 Gender continued

Nov. 19 Group 7 presents Coates’ part II answers. Group 8 presents Coates part III questions. **Assignment:** #me2 reading due **Tuesday, Nov. 21 at 7:00 pm.**

Nov. 21 #Me2, and Coates discussion.

WEEK 15 Socioeconomic inequality, solutions

Nov. 26. Flyers due. Coates Part III answers presented by group 8. Nov. 26 Group 8 presents on Coates’ part III Group 9 presents questions on “The Birth of the New Aristocracy” Atlantic Monthly June 2018. **Assignment:** “Birth” due **Friday, Nov. 30 at 11:59.**

Nov. 28: Distribute flyers day

WEEK 16 Solutions

Dec. 3. Bourdieu, contact theory

Dec. 5 Presentations begin, final papes due

FINAL

Presentations

