

San José State University

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

Summer 2018

Instructor: Kevin Lynch

Office Location: TBD

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Office Hours: Tuesdays and Thursdays 11:30 a.m. 12:30p.m. or by appointment

Class Days/Time: Tuesdays and Thursdays, 3:00-4:55

Classroom: MacQuarrie Hall 233

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

Course Description: History of legal issues and individual and institutional discrimination/oppression of ethnic/cultural, women and religious minorities, gays, lesbians, trans in education, employment, criminal justice. The impact of mass incarceration, immigration and employment law on diverse populations will be investigated.

Solutions for structured inequality in the U.S. will be presented and discussed. The class will center on class presentations, discussions, documentaries and guest presenters. Media's role in the creation and maintenance of systemic oppression will be highlighted. Historical power and gender theories will also be explored to explain enduring inequality.

Strategies on how groups have disrupted systemic oppression will also be presented.

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.

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 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.

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.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910.
Website: <http://www.sjsu.edu/casa/ssc/>.

Learning Outcomes:

GELO1: To describe how identities (i.e. gender, ethnic, racial, class, sexual orientation, and/or age) are shaped by cultural, historical and societal influences in contexts of equality and inequality.

GELO2: To describe historical, social, political, legal 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 and sexual orientation and/or age).

GELO5: Students will learn to 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.

GELO7: Students will be able to recognize the maintenance of systemic inequality in media and political campaigns and be able to decipher coded language.

GELO8: Students will obtain a working knowledge of the U.S. court system and key decisions that have impacted inequality/equality by the U.S. Supreme Court.

Course Assignments:

1. Each student will generate questions from a reading. The student will then lead a class discussion on the answers with the class. The instructor will approve the questions before they are distributed to the rest of the class. Students may also suggest grades on work submitted on the assignment they discuss.

2. Short weekly assignments will be required on readings, documentaries, class presentations or a current event that's relevant to the class.

3. Class participation will be graded, and it will be particularly important when your classmates are leading discussions on assignments as discussed in course assignment one. Don't leave your fellow students hanging!

4. The midterm will include multiple choice and short answer questions.

5. The final will be a paper on your area of interest in the class and will also include a class presentation that summarizes your paper and connects your research to something we've learned in class. Papers will be type written, doubled-spaced, 7 to 10 pages and include at least seven sources from books or articles.

6. Collectively, the class will isolate an aspect of inequality in the community. The class will then create a flyer and distribute it and post it around campus.

7. Students are also encouraged to bring up issues about the law and inequality that they see in the community and the media.

Grading:

1. Leading class discussions - 20 percent.
2. Weekly assignments – 20 percent.
3. Class participation – 10 percent
4. Midterm – 15 percent
5. Final paper and presentation – 30 percent
6. Class project on inequality – 5 percent

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. With that in mind, students will set policy on late work on the first day of class. All assignments and papers will be turned on Canvas.

Required Reading:

Alexander, Michelle *The New Jim Crow*

Davis, Angela *Are Prisons Obsolete?*

Online readings will also be assigned.

Course Outline*

*Please note: Outline is subject to change. Also class discussions and assignments could shift because of current events.

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

June 5: Introduction to class, syllabus overview, class policy set. Set schedule for class readings Youtube.com videos on courts.

ASSIGNMENT: Personal questionnaire. Reading on how the American court system works. “How does the Criminal 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/>

Begin reading Chapter 1 in Alexander

June 7: Court discussion on key cases. Reading review. Boston bus riots, “13” documentary. Questions for Alexander chapter 1 distributed.

ASSIGNMENT: Alexander chapter 1. Answers to chapter 1 due Sunday, June 10 at 6 p.m.

WEEK TWO – African American Racial Inequality

June 12: Tim Wise, former Civil Rights lawyer presents. Student presents questions on chapter 2 in Alexander. If time, discussion of Chapter 1.

ASSIGNMENT: Reflections on 13 due on June 14, questions in Alexander chapter 2 due Sunday, June 17 to presenting student and Canvass by 6 p.m. Top five takeaways from Wise.

June 14: Discussion of chapter 2. Discussion of 13, Wise presentation discussion and top five takeaways.

ASSIGNMENT: Read chapter 3 in Alexander. Answers due to presenting student and Canvass on June 17, by 6 p.m.

WEEK THREE – African American racial inequality continued.

June 19. Discussion of chapter 3. Current events discussion.

June 21. Questions for chapter 4 presented.

ASSIGNMENT: Read chapter 4 in Alexander. Answers to questions due Sunday, June 24 to presenting student and Canvass by 6 p.m.

WEEK FOUR – African American racial inequality continued.

June 26. Discussion of chapter 4

June 28: Chapter 5 questioned presented.

ASSIGNMENT: Read Chapter 5 in Alexander. Answers due Sunday, July 1 at 6 p.m. on Canvass.

WEEK FIVE

July 3: Chapter five discussed. Midterm discussed.

July 5: No class

WEEK SIX – Midterm, Latin X inequality

July 10: Midterm, DACA, Immigration assigned readings

ASSIGNMENT: DACA, Immigration questions due July 12 at 9:00 AM.

July 12: Latin X inequality. Documentary: “Latinos Beyond Reel” Student presentations on Latina readings, laws regarding domestic workers, intersectionality questions.

ASSIGNMENT: DACA, Immigration answers due Sunday, July 15, at 6:00 p.m. on Canvass and to presenting student.

WEEK SEVEN - Latin X inequality

July 17: "Latinos Beyond REEL" discussion. DACA immigration discussing

July 19: Current events discussion, "Maid in America" documentary. Questions on Latina readings, presented.

ASSIGNMENT: Latina readings. Answers due Sunday, July 22 to presenting student and Canvas at 6 p.m. Top five reactions to "Maid in America"

WEEK EIGHT - Other forms of inequality

July 24: Latina readings discussed. "Maid in America" discussed.

July 26: Questions on other forms of inequality presented.

ASSIGNMENT: Read other forms of inequality due to presenting student and on Canvas by Sunday, July 29 at 6 pm. Think of organizations or lectures on inequality that would make a good flyer.

WEEK NINE – Solutions

July 31: Reversing inequality readings presented. Class discussion on flyer begins.

ASSIGNMENT: Bring in events on inequality you would want on the flyer. Read first half of Davis

August 2: Davis reading presented. Current events discussed.

ASSIGNMENT: Read second half of Davis. Answers due on Sunday, Aug.4 at 6 p.m.

WEEK 10 – Solutions

Aug. 7: Distribute flyer

Aug. 9 Discuss Davis, discuss final paper.

FINAL

Final presentations.

Augu

August 1: Flyer created. Guest speaker

ASSIGNMENT: Read first half of Davis

WEEK 10:

, Beyond Reel discussed

ASSIGNMENT: Read Chapter 3 in Alexander. Questions to chapter 3 presented. Answers due Sunday, June 24 to presenting student and Canvass by 6 p.m.

June 21: Student presents questions for chapter 4. Group discussion

June 21:

Each student will lead a class discussion and postulate questions. Students will submit questions to me before each class. (50 points)

I will help lead discussions

Current issues will be discussed in light of what we've learned and be substitute for an reading some weeks.

Reflections to be read in class.

Oral Report: Overview of Research and the connection to themes in the class. Relevance to your life.

Final paper. Students may turn in their papers early for a letter grade and revision.

Films:

"Hairpeice'

"Color of Fear"

"Suburbia"

"Ethnic Notions"

“Visions of the Spirit”

“Surviving the Odds: To be a Young Black Man in America”

“Gender: The enduring Paradox”

“Female Sexual Slavery: The problems Policy and Cause for Feminist Action”

“Violence against Women and the ongoing Challenge to Racism.”

“Gender Differences”

HQ1075 .G462 2000 Gender Basics

Occupational mobility of Black Men 1962-1973

“Racial Ethnic Women’s Labor:

“Gender Race, and Class Politics and the Inclusion of Women in Title VII”

The Lady and the Tramp: Gender, Race, and Origins of the American Welfare System.”

The Fraternal Bond of a Joking Relationship

Abuse of Privilege: Sexuality After Thomas-Hill

Masculinity, Violence and War

Coalition Politics: Turning the Century

Womanist

Let us Rise together: Radical Perspective On Empowerment For African American Women.

The Sociological Imagination.

Course Schedule Week Date Topics, Readings, Assignments, Deadlines 1 January 24 Introduction-
Course Outline, Review of Syllabus, Course Requirements, & Grading

First Group- Ice Breaker Question- Report Out
Video on SJSU Commencement Speech by Dr. Harry Edwards
Reflection on SJSU History of Race and Speed City
Homework- Submit to Canvas your response to the Dr. Harry
Edwards, May 28, 2016 SJSU Commencement speech. See
specific assignment on Canvas. 2 January 2931 Video Observations from
Conversation on Race- Random responses (equity)-

Group Work- Presentations Explained. Topics presented. Choices made. Rubric discussed.

CIRCLE Class Discussion Between The World And Me Pgs 1-71

Homework-Death Penalty and Wrongful Convictions Introduction to Just
Mercy by Bryan Stevenson-
www.innocenceproject.org- review website

3 February 5 and 7

Current Issues (3)- Cite Source- Class, Race, Gender, Education, Crime

Read- Just Mercy pgs. 3-91 Innocence Project 4 February 12 and 14 Current Issues Group # 1-
Presents

Watch: The Mask You Live In –Part 1 CIRCLE CLASS DISCUSSION Homework- Research the term
Hypermasculinity from a 360-degree perspective. Begin to formulate your own beliefs around term and
movement.

5 February 19 and 21

Current Issues The Mask You Live In- Part 2 Group # 2- Presents Read: Between The World and Me 6
February 26 Current Issues

Course Name, Number, Semester, Year Page 7 of 8 Please verify all web links are active prior to online
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Week Date Topics, Readings,