**San José State University**

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

**Spring 2019**

**Instructor: Kevin Lynch**

**Office  Location: Mac Hall 508**

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**Office Hours: Mondays and Wednesdays 10:30 a.m. to 11:30 a.m. or by appointment**

**Class Days/Time: Mondays and Wednesdays 7:30 - 8:45 a.m.**

**Classroom: MH 520**

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

**Course Description:**  Exploration of legal issues and individual and institutional discrimination/oppression of ethnic/cultural, women and religious minorities, gays, lesbians, trans in education, employment, criminal justice both past and present.. The class will investigate the impact of mass incarceration, immigration and US Supreme Court decisions on diverse populations.

The course will examine social actions that seek to dismantle structures of inequality and oppression in the U.S. Students will also learn about the creation and maintenance of systemic oppression by the media. Students will be able to explain how historical power and gender theories are used to maintain durable inequality. Micro aggressions, and subtle discrimination in language and practice are studied as a structure of power maintenance. Systems of historical oppression will be compared and discussed. The class will center on student presentations, discussions, documentaries and guest presenters.

**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.

**Learning Outcomes:**

SLO1: Explain how of race, gender, and class issues function in the criminal justice system.

SLO2: Explain how to read, write, and contribute to discussion at a skilled and capable level.

SLO3: Recognize the maintenance of systemic inequality in media and political campaigns and be able to decipher coded language.

SLO4: Obtain a working knowledge of the U.S. court system and key decisions that have impacted inequality/equality by the U.S. Supreme Court.

SLO5: Explain how moral panics are produced within the media and how they contribute to U.S. laws and policy.

SLO5: : Describe how media exposure creates irrational fears that result in racial alienation, lack of empathy, and policies and laws which promote state inequality.

SLO7: Explain gender theories that descried and provide a framework for solutions of inequality.

SLO8: Describe how social action and activism can work best to reduce inequality.

SLO9: Describe what it's like not only for the oppressed in the U.S. but also for the oppressor.

**Course Assignments:**

Group assignment: Each student 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.

1. Each student 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.
2. Short weekly assignments will be based on documentaries, class presentations or a current event that’s relevant to the course.
3. 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!
4. A midterm will include multiple choice questions.
5. The final will be a paper on your area of interest in the class.
6. 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. This class should add to that reputation and academic rigor. Consequently, showing up on time, completing assignment on time and stretching your mind are fundamental requirements for not only your own academic and profession journey, but your effort also adds to the University as a while.

**Required Reading:**

Moore, Wes *The Other Wes Moore*

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

Online readings will also be assigned.

## Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison Silke Higgins, MLIS, Academic Liaison Librarian 4th Floor, King Library / Phone: 408-808-2118 / Email: silke.higgins@sjsu.edu

## Grading Information

A student’s final grade is based on completion of several assignments and activities, including written assignments, in-class discussion and presentation, and online activities. Evaluation shall consist of Canvas assignments, creative project, class presentation, flyer project midterm Exam , final Exam and participation in class. Examinations consist of multiple choice questions derived from the reading assignments, group discussions and lectures.

### Determination of Grades

* Participation in class discussions
* Effort , insights, and command of material during written and oral exercises.
* Clear concise writing with few or no grammatical or spelling errors in written assignments.
* No points will be rewarded for missed presentations or assignments without a documented reason.

**UNIVERSITY POLICY**

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/”

Consent for Recording of Class and Public Sharing of Instructor Material University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus: “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s written/emailed permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

 Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Department’s 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.

 **SJSU Writing Center**: 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 at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Facebook.

| *Grade*  | *Points* | *Percentage* |
| --- | --- | --- |
| *A plus* |  | *96 to 100%* |
| *A* |  | *93 to 95%* |
| *A minus* |  | *90 to 92%* |
| *B plus* |  | *86 to 89 %* |
| *B* |  | *83 to 85%* |
| *B minus* |  | *80 to 82%* |
| *C plus* |  | *76 to 79%* |
| *C* |  | *73 to 75%* |
| *C minus* |  | *70 to 72%* |
| *D plus* |  | *66 to 69%* |
| *D* |  | *63 to 65%* |
| *D minus* |  | *60 to 62%* |

## Classroom Protocol

Readings about inequality can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, free to contact the professor in person or anonymously. If you or a friend is in need of emotional support, please visit SJSU’s Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. Additional confidential services include: Next Door: (408) 279-2962, www.nextdoor.org, 234 E. Gish Road, Suite 200, San José CA 95112; YWCA Silicon Valley: 24 Hour Domestic Violence and Sexual Assault Support Hotline, (408) 2954011, www.ywca-sv.org, 375 S. Third Street, San José, CA 95112

 *Classroom etiquette:* No electronic device use is allowed. Please take notes on paper, which has proven to increase retention of material. Use of cell phones or other devices will result in a reduction of your grades. Please tell friends and family that you will be unavailable via text or call during class time. Repeated lateness will also result in grade reduction.

**Course Outline\***

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

WEEK ONE – Jan. 28 Introduction, The U.S. Court System: Introduction to class, syllabus overview, class policy set. **ASSIGNMENT:** Personal questionnaire.

Jan. 30: 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/>.

**Due Feb. 1 at 11:59 pm**.

View 13th Part I

**ASSIGNMENT:** Read “The New Jim Crow” Chapter 3. Answer questions on 13th.

WEEK TWO – Feb. 4. Mass incarceration and the courts

                View "13" documentary. Discuss part I and view part II. Reymundo presents questions on “Jim Crow.”

**ASSIGNMENT:** Answer 13th part II questions.

CLASS 2: Discuss. Lecture on the racial outline.

**ASSIGNMENT:**  **Feb 8  by 11:59 p.m**. . Submit Alexander questions.**ASSIGNMENT:** Read Moore chapter 1 and 2.

WEEK THREE – African American racial inequality continued.

Feb. 11. Reymundo presents answers to “Jim Crow” discuss. Nicole presents questions for Moore.

  Feb. 13: “Whose Streets, Occupied Territory.”             .

**ASSIGNMENT:** Read National Geo on race answers. Moore answers chapters 1 and 2 **Due Friday, Feb. 8 at 11:59**

WEEK FOUR – Courts, Latinx inequality.

                Feb 18.Nicole presents answers for Moore chapter 1 and 2. Discuss. National Geo discuss. Research on court cases assigned. "Latinos Beyond Reel" Jessica presents questions on court research.

**ASSIGNMENT**: Answer "Beyond Reel" questions, due Tuesday night at 11:59. Court cases due Friday night at 11:59

                Feb. 20: "Latinos Beyond Reel" continued. Discussion.

WEEK FIVE – Latinx continued.

                Feb. 2: Presentations on courts answers by Jessica. Alondra presents questions on Latinx questions.

 Feb. 20 "Latinos Beyond Reel" discussion. Refugee debate. Current events.

**ASSIGNMENT:** Latinx readings due Friday Feb 22 at 11:59

.                 WEEK SIX – Latin X inequality, Intersectionality

                Feb. 25. Alondra presents answers on Latinx reading. Michaelangelo presents questions on Moore chaps 3 and 4. Intersectionality lecture

 Feb. 27: Current events. “Anita Hill.”

March: 1 Intersectionality and Moore Chapter 3 and 4 and due Friday at 11:59 p.m.

**ASSIGNMENT:** Intersectionality reading, Moore 3 and 4.

WEEK SEVEN – Intersectionality

March 4 Michaelangelo answers to Moore 3 and 4. Jose presents questions on Hill part I. “Hill”

**ASSIGNMENT:**

 March 6: Jose presents answers on Hill part I presents questions for Hill part II. Discussion. Midterm preview, Hill and current events discussed.

**ASSINGMENT:** Midterm study

WEEK EIGHT  -  Midterm Gender, sexism

                   March 11: Midterm

                  March 13: Ann Munch “Rape Myths on Trial”

**ASSINGMENT:** Read Moore chapters 5 and 6. Rape Myth questions due Friday at 11:59 pm.

WEEK NINE

March 18: Karlie presents questions on Moore chapters 5 and 6. Rape Myths discussion.

               March 20: Current events. “Codes of Gender” .**Assignment:** “Codes” questions, Moore questions by Friday 11:59 pm.

WEEK 10 Gender continued.

                March 25: Karlie presents answers to chapters 5 and 6. Tuan presents questions to chapter 7 and afterward. Discuss Moore and Codes.

                March 27 Current events**.** Hegemonic masculinity discussion.

**SPRING BREAK**

Week 11 LBGTQ plus

                April 5. Nefferiti Scott. Karlie presents answers for chapter 7. Rhondel presents questions for Coates part I

 April 7: Doc on LGBT plus. Current events. Trump on transgender in military.

**Assignment:** Coates part I, Neff questions due Friday, April 9 11:59 pm.

Week 12  LBGTQ plus continued, Media

                April 14.Rhondel presents answers for Coates part 1. Tuan presents Coates part II. “Buying the War,” “Myths of the liberal media”

                April. 16 Moral Panic, corporate ownership, white collar crime. Lecture

**Assignment:** Coates part II due **Friday, April. 18 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: Media continued, protest

                April 21: Tuan presents answers on Coates Part II, Julianna presents Coates part III

                April 23:. Media, Social movements. “Occupied Territory.” “Black Panthers”

**ASSIGNMENTS:** Coates part V reading. Reparations reading. Due Friday, April 25 at 11:59.

WEEK 14 Economic inequality, protest.

                April 29: Julianna presents Coates III answers. Heidi presents Coates part IV questions. “Teach us all”

 May 1: Malcolm VS. Martin discussion. “Teach Us All”

 **Assignment:** Coates Part IV, “The Birth of a New Aristrocracy” part I

WEEK 15 Socioeconomic inequality, solutions

 May 6: Heidi Part IV answers, Janice presents Inequality article Part I questions “The Birth of the New Aristocracy” Atlantic Monthly June 2018. **Assignment:** “Birth” due **Friday, Nov. 30 at 11:59. “**The Divide”

           May 8: “The Divide” discussion, New Aristocracy discussion

WEEK 16  Solutions

 May 13. Janice presents “Birth” answers. Flyer distribution.

 May 15: Final preview.

FINAL

Flyer presentations, multiple choice test. Papers.