

San José State University

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

Fall 2019

Instructor: Kevin Lynch, MA

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Office Hours: Wednesdays 10:30 a.m. to 11:30 a.m. or Fridays, 12:30 to 1:30 or by appointment

Class Days/Time: Online

Classroom: Online

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

Course Description: The class explores legal issues and individual and institutional discrimination/oppression of ethnic/cultural, women, religious minorities, gays, lesbians and trans persons 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.

Students 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. We employ theories on maintenance of inequality and investigate theories on how to disrupt systems of inequality on a macro-cultural level. Historical oppressions are revealed, compared and discussed. The course examines social actions that seek to dismantle structures of inequality and oppression in the U.S. The class centers on student discussions, video lectures, documentaries and possible 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 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 describe 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:

1. Students write three essays during the term. The final essay incorporates what we learned in class about systemic inequality and how it applies to historic events and/or major news stories. The last essay will be part of the final.
2. Students participation in discussion boards on topics, films and readings comprise part of their grade.
3. Student critically analyze readings, possible presentations and films.
4. A multiple choice exam is part of the final.

San Jose State is gaining in its reputation as an academic institution and your graduation from this school and major looks impressive on a resume. This class is designed to increase your academic rigor and add to Justice Studies' reputation. The class will challenge you academically and personally. Consequently, complete assignments on time and stretch your mind. If you expect to slide, you will fail the class, the major, the school, and mostly, yourself. If you are unprepared for such a challenge, please take another class or another instructor.

E-mail Policy

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to “**no subject**” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (*.doc or *.docx), Microsoft Works (*.wps), or in rich text format (*.rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions,

Required Texts/Readings

Readings, discussions, lectures and film critiques will be posted canvas or emailed. A subscription to Netflix for duration of the course may be required.

Library Liaison (Optional)

Nyle Monday, nyle.monday@sjsu.edu, (408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

Essays and final paper

Essay #1: Personal essay due Friday Aug. 25. Two to three pages on an experience you, or someone you know, had in regards to race, gender, inequality and the law. What happened? How did you respond? How is this systemically unfair? What was the result? What was the impact on you or someone you know?

Essay #2: This essay will be 3-5-pages in length, on the experience that the student has during an observation or an interview with someone who has experienced a situation on Race, Class, Gender, Inequality, and the Law and how it impacted them. You can interview multiple people if you choose and select the issue you are most passionate about. You may also choose a news story or historical event. You will then describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. You will build on this for your FINAL paper and do research and propose solutions on how to create more for equality for all.

Essay #3: As mentioned above, the final paper explores how systematic racism lurks behind major news stories historical events or an interview with someone who has experienced inequality. An example is shown in this video, Tricia Rose and Sam Rosen, on the death of Trayvon Martin. Please start the video at the 29:05 mark.

<https://www.bing.com/videos/search?q=examples+of+systemic+racism&&view=detail&mid=63AA1C3B1C40CB71123563AA1C3B1C40CB711235&&FORM=VRDGAR>

Students will need to choose a major news story, historical event or personal interview and explain it through the lens of systemic racism or inequality. Students may also employ theory learned in class to explain or background their essay. The paper will be 10- to 12-pages. Six scholarly references are required and the paper must be in APA format. You will also focus on solutions including policy changes.

Film and Reading Critique assignments

- (A) Summarize the reading or film, (B) connect the reading or film to previous readings, films (C) identify and define key concepts, (D) generate discussion questions, (E) providing real-world examples of the issues discussed in the reading or film, and (F) relating the reading to personal experiences. These will be 1-2 pages in length.

Discussion Boards on Canvas

Students will be required to post original comments and/or replies to other students' comments in response to topics posted. Chosen topics will vary throughout the term. A set time frame will be in place for posting of comments/replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least **(1)** original posting and **(2)** substantive comments/replies. See course schedule for **Discussion Board** topic posting dates.

Grading Information

A student's final grade is based on completion of several assignments and activities, including written assignments and online activities. Evaluation shall consist of Canvas assignments, discussion board participation, three essays and final exam. Final consists of multiple choice questions derived from the reading assignments, group discussions and lectures.

Determination of Grades

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

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>		<i>96 to 100%</i>
<i>A</i>		<i>93 to 95%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A minus</i>		90 to 92%
<i>B plus</i>		86 to 89 %
<i>B</i>		83 to 85%
<i>B minus</i>		80 to 82%
<i>C plus</i>		76 to 79%
<i>C</i>		73 to 75%
<i>C minus</i>		70 to 72%

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. Assistance with APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>

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/>

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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 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.”
 - Students must request permission by email and shall not record until permission is granted.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops.

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

Course Outline*

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

WEEK ONE - Introduction

Wednesday, Aug. 21: Class one: Introduction to class, syllabus overview, class policy set. Class one: DNA of skin color. <https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/>

ASSIGNMENT: Personal essay due Friday Aug. 23. Two to three pages on an experience you, or someone you know, had in regards to race, gender, inequality and the law. What happened? How did you respond? How is this systemically unfair? What was the result? What was the impact on you or someone you know?

WEEK TWO – Durable inequality.

Monday, Aug. 26: Charles Tilly, Marx and Weber. Value added from means of production and closed system.

Wednesday, Aug. 28: Exploitation and opportunity hoarding, emulation and adaptation lecture, Example of exploitation: slavery and king cotton.

ASSIGNMENT: After reading the National Geographic article on race genetics, go to the discussion section to answer questions. Also respond to your classmates' answers. Due: Friday, Aug. 30.

WEEK THREE

Monday, Sept. 2 Labor Day.

Wednesday, Sept. 4 –**ASSIGNMENT:** Watch *Slavery and the making of America*. Note at least two instances EACH of exploitation, opportunity hoarding, emulation and adaptation in the film. Due Friday, Sept. 6

<https://www.bing.com/videos/search?q=Slavery+and+the+Making+of+America+Episode+1&&view=detail&mid=A11F6683636A34CD7284A11F6683636A34CD7284&&FORM=VRDGAR>

WEEK FOUR – Atrocity, recognition of humanity, leadership, activism, change and regression.

Sept. 9: Atrocity, humanity, leadership and regression lecture.

Sept. 11: **ASSIGNMENT:** Watch *Eyes on the Prize* Emmitt Till section. (Atrocity)

<https://www.bing.com/videos/search?q=eyes+on+the+prize+emmett+till&&view=detail&mid=B3BC5CCA5C3FDF00BA7BB3BC5CCA5C3FDF00BA7&rvsmid=569ACFCE9D827841F5FB569ACFCE9D827841F5FB&FORM=VDQVAP>

WEEK FIVE - The courts and racialized criminal justice

Monday, Sept. 9: how they work: 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/>

Wednesday, Sept 11:

ASSIGNMENT: Alexander chapter 3 discussion board, answers due Friday, Sept. 13th

WEEK SIX – Examples of social change and regression continued

Monday, Sept. 16 – Supreme Court decision on prison overcrowding in California lecture.

Wednesday, Sept. 18 – Court case outline. Challenges to the voting rights act. Shelby versus Holder and the challenge to voting rights. <https://www.theatlantic.com/politics/archive/2018/07/how-shelby-county-broke-america/564707/>

ASSIGNMENT: “How Shelby broke America” Critique. Answers due Friday, Sept. 20

WEEK SEVEN – Housing

Monday, Sept. 23 – Atlantic story on reparations.

Wednesday, Sept. 25 – Part I *13th*

Film critique *13th* due Friday, Sept 27

WEEK EIGHT – Slave amendments (regression)

Monday, Oct. 1 – 13th, 14th and 15th Amendments, reconstruction. Part of *13th*, Part of the corporation.

Wednesday, Oct. 3 – *13th* doc, part II, mass incarceration

Film critique due Friday, Oct. 6

WEEK NINE –

Oct. 9 – Essay #2

Oct. 11 – Reactions to Black Activism. *Black Panthers* on Kanopy Sections of *13th*. criminalization of black men. Criminalization and discretion. <https://www.inverse.com/article/18159-science-of-racism-against-black-americans-police-shootings-research>

ASSIGNMENT: *Black Panthers* film critique due Friday, Oct. 13.

WEEK TEN – Racial caste, law and order, Mass incarceration

Oct. 16 – Part of *13th*, (Willie Horton, 1994 crime bill “Super predators) election politics lecture Exonerated five (Netflix).

Oct, 18 – Alexander reading

WEEK ELEVEN – Media

Oct. 23 – Robinson chapter, moral panic, *Myth of the liberal media*.

Oct. 25 – Trump, Fox and moral panic

Film Critique, *Myth of the liberal media* Due Friday, Oct. 27

WEEK TWELVE – Discretion.

Oct. 28 – Doll experiment,
<https://www.bing.com/videos/search?q=black+doll+white+doll+experiment&&view=detail&list=mMD888mWix%2bdnA&FORM=VRPPLA>

Oct. 30– housing, criminal justice, employment, housing, education, surveillance lecture.

Discussion Board questions, due Friday, Nov. 1

WEEK THIRTEEN – Latinx

Nov. 4 *Latinos Beyond Reel*

Nov. 6. Latinx Terrorism article

Film Critique, *Latinos Beyond Reel*, Friday Nov. 8

WEEK FOURTEEN – Gender

Nov. 11 – Hegemonic masculinity and Donald Trump Lecture *Codes of gender*

Nov. 13 – The unnamed conspirator, *Rape Myths on Trial*

Film Critique due Friday, Nov. 13

WEEK FIFTEEN – LBGQTA,

Monday, Nov. 18 – *Paris is Burning*

Wednesday, Nov. 20 – Nefertitti Scott interview

WEEK SIXTEENTH– Solutions

Monday, Dec. 2 Contact Theory

Wednesday, Dec. 4 Whiteness

Monday, Dec. 9 Work on papers.

