

SP21: JS-132 Sec 01 - Race Gender Ineqtl

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Course Syllabus

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JS132, Race, Gender, Inequality & the Law

Spring 2021

San José State University
Justice Studies JS132
College of Social Sciences
Spring 2021

Virtual

Course and Contact Information

Instructor: Joseph S. Di Salvo

Office Location: Health 125

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Office Hours: Tuesdays or Thursdays before/after class or by appointment (See instructor's note)

Class Days/Time: Tuesday and Thursday, 1:30-2:45

Classroom: Virtual

Prerequisites:

Completion of, or co-requisite of 100W

Course Description

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays, lesbians, transgender and the disabled in education, employment, criminal justice and the family. Solutions sets for structured inequality in the U.S. will be presented and discussed.

Class, Race, Gender and Crime in the U.S. will be the focus of virtual class presentations, discussions, video montages and EXPERT presenters. American inequality significantly affects the quality of life for most of us. *This instructor's passion during his career has been the quality of public education from birth to college/career. Due to his credentials and the elected public office he holds as a Trustee of the Santa Clara County Board of Education, education's role as the "great equalizer" will be an integrated focus of this semester class.* In addition, race, class and gender in the criminal justice system will be analyzed from a variety of perspectives.

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.

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.

Instructor's Note for JS 132

A university degree is a significant accomplishment and requires a high level of commitment, time management, organization, and initiative. It is in your best interest to attend this class regularly and on-time. Attendance and class participation will make up an important portion of your grade due to required papers, Canvas responses, presentations, and exams. Your regular attendance will be transparent in your

answers, arguments, and personal reflections. **This instructor will make himself available to answer any questions, concerns or obstacles to your success in this class at anytime. Do not hesitate to contact him and schedule time for an appointment, if the need arises.**

This course will be using the +/- system on final grades based on the following percentages:

A 94-100 A- 90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C- 70-73 D+ 67-69 D 64-66 D- 60-63 F 0-59

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 \(Links to an external site.\)](#) at <http://www.sjsu.edu/gup/syllabusinfo/> (Links to an external site.)”

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.

Peer Connections

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 – With Virtual Campus not certain how this service will be presented.

When we meet again in-person 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/>.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

GELO1: 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.

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

GELO5: Students should 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.

Virtual Class Protocol and Agenda For Each Session

1. Class orientation and agenda- Professor Di Salvo
2. Random selection of two students per class beginning (FIRST HALF OF SEMESTER). Could be augmented by expert speaker and other timing. Topics include Class, Race, Gender, Intersectionality, Crime, Legal issues contained within the topic- Each randomly selected student must come prepared to share something from a personal current experience since last class (becoming observers and social scientists), social media, print media, broadcast media (radio or TV), Internet etc.

Student presenters will be selected at random. Beginning of class current issues in race, class, gender, crime, policing (good or not) will become 25 points toward class participation grade.

3. Class Topic- Political backdrop of topic- 360-degree perspective- More
4. Discussion of Readings and expert speakers- From texts, assigned essays etc.
5. Group Assignments- 2-3 per group assignment (presenting alone on a topic is discouraged, however can work with special permission)- Assignment protocol 25% (250 points) of grade will be discussed in February 2021.
6. Report Out- From group discussions
7. Expert Speakers and Reflections- Canvas response summary and personal reflections due 72 hours OR SUNDAY after speaker presents. Guests will include local political and community leaders, City and County leaders, law enforcement professionals, educators etc.
8. Over the last five years of my work in teaching JS 132 Roundtable discussions have become a critical part of our learning together about the sensitive issues we must address as global citizens of this world. The syllabus will list days of our class roundtables. Personal reflections on each roundtable will be required of each student.

Class Grading

Group Presentation- 25% (250 points)- Grade- Self-Assessment Rubric Discussed on February 2018.

Class Participation- 35% (350 points) of Grade- Showing up and participating in discussions are a critical ingredient to your success in this class. The speakers and information will be rich and provocative to further your understanding of justice in our 21st century global environment. Reflections will track your participation throughout the semester. Random student selection and Class Current Issue in Justice.

Midterm- (minimum of 1500 words) Questions will be open notes and book. Readings, Speakers, Class discussions, Group Presentations- 75 minutes in class to Canvas. Choice of questions will provided. 20%

Final Exam- Summary of semester experiences- (1500 word exam requirement.) Study questions will be determined by week before semester's end. 20%

TBD- Personal Evaluations, Class critique and Self-assessment- 1 paragraph on why you deserve the grade you list and how you would improve the class experience.

Alternative to Midterm- Publishing a Letter-To-The-Editor in your local paper, San Jose Mercury News, Spartan Daily, Your city or town paper e.g. Santa Cruz Good Times, Santa Cruz Sentinel etc.

Summary of Grading for JS 132- Di Salvo

25% 250 points-Group Presentation

35% 350 points-Class Active Participation (Speaker Reflections, Random Assignment at beginning of class, Roundtable Reflections, Interaction with speakers and student presentations. All submissions on Canvas.

20% 200 pts-Midterm- In Class- Submit on Canvas

20% 200 pts- Final Exam- In Class-Submit on Canvas

Required Readings. The following four books are required reading:

Your Choice- Michelle Obama. *Becoming*. New York. Crown, 2018- Great read during election season about race dominant issues in all 3 sections of her book.

OR

Jennifer L. Eberhardt, PhD. *BIASED: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*. New York. Viking, 2019

Brian Stevenson. *Just Mercy: A Story of Justice and Redemption*. New York. Spiegel & Grau, 2014 Bryan Stevenson's amazing work has just been released as a first run movie 2020.

Adichie, Chamamanda Ngozi. *We Should All Be Feminists or see YouTube (Kindle Edition) 2014*

Ta-Nehisi Coates. *Between The World And Me*. New York. Spiegel & Grau, 2015

Recommended Readings For Going Deeper, if you desire:

Marcello Hernandez Castillo. Children Of The Land. New York. Harper Collins

Tom Gjelten. *A Nation of Nations: A Great American Immigration Story*. New York. Simon & Schuster

Irin Carmon & Shana Knizhnik. *Notorious RBG- The Life And Times of Ruth Bader Ginsburg*. DEY ST. 2015

Kamala Harris. *The Truths We Hold: An American Journey*. New York. Penguin Press. 2019

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Course Schedule

Course Syllabus

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		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
1	January 28	Barack Obama's Eulogy for Rep. John Lewis
		Obama on This Guest Needs No Introduction - Host David Lettermen
		Reflection due on SJSU History of Race and Speed City and Obama's Eulogy on July 30, 2020. YouTube 40:42

Week Date

Topics, Readings, Assignments, Deadlines

Homework- Submit to Canvas your response to the Dr. Harry Edwards May 28, 2016 SJSU Commencement speech and Eulogy by President Obama on July 30, 2020.

See specific assignment on Canvas.

Read pages 1-71 *Between the World and Me*

NY Times Video Observations from Conversation on Race-
Random responses (equity)-

2 February 2
& 4

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

Between The World And Me

Pgs 1-71

Homework-Death Penalty and Wrongful Convictions

Begin to Read *Just Mercy* (now a movie) by Bryan Stevenson-

www.innocenceproject.org- ([Links to an external site.](#)) ([Links to an external site.](#)) review website

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February 9 Current Issues (3)- Cite Source- Class, Race, Gender, Education,
Crime

February 11 Read- *Just Mercy* pgs. 3-91

Week Date Topics, Readings, Assignments, Deadlines

Northern CA Innocence Project- Read Website Cases and Discuss

Expert Speaker Aaron Aquas-Rao-Intake Attorney with NCIP- Always requested to return for encore

Presiding Judge Kathryn Lucero's Justice Involved Students in SCC Presentation to County Board of Education- 2019

Current Issues

February 16
&
4

February 18

Expert Speaker Leon Beauchman- President of the Alliance of Black Educators of Silicon Valley AT&T, MFCC, Black Educators Association, Former Scholar Athlete in Basketball in 1969 at SJSU, Grew up in Mississippi

Watch: The Mask You Live In –Part 1

Roundtable DISCUSSION #1 on

Homework- Research the term Hypermasculinity from a 360-degree perspective.

Begin to formulate your own beliefs around term and movement.

Gender and Di Salvo's Recent Issues-

5 February 23
& 25 Current Issues

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>The Mask You Live In- Part 2</p> <p>Group # 1- Presents</p> <p>Continue to Read: Between The World and Me</p> <p>Current Issues</p> <p>Class and Economic Privilege in America/ Documentary: “Poor Kids”</p>
6	March 2	<p>Poor Kids FRONTLINE PBS (Links to an external site.) (Links to an external site.)</p>
	March 4	<p>(Links to an external site.) Reverend Jethroe Moore, Community Activist and President of San Jose/ SV NAACP</p> <p>www.pbs.org/wgbh/frontline/film/poor-kids</p> <p>#2 Presents</p> <p><i>Read Between The World And Me pgs. 72-152</i></p> <p><i>Read We Should All Be Feminists</i></p> <p><i>Read Just Mercy- Chapters 1-5</i></p> <p>Current Issues</p> <p>Group #3 Presents</p>
7	March 9 & 11	<p>Roundtable DISCUSSION #2</p>
		<p><i>Read Between the World and Me and We Should All Be Feminists (TedTalk in Lieu of Book)</i></p>
8	March 16	<p>Current Issues</p> <p>Group #4 Presents</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	March 18	<p>Midterm Exam Discussed 200 Points- Open Book- submitted to Canvas at end of class</p> <p>MIDTERM-</p> <p>Expert Speaker- Darcie Green, Latinas Contra Cancer- The Intersection between Health and Race</p> <p>Homework- Make a list in a reflective paper on what issues about race, class, gender, education, equality etc. that you have come to understand with more clarity or less clarity. Have a 30-minute conversation this week with one relative, friend, or colleague about what you have come to learn in JS 132 at the halfway point in the course. Write a 350-500 work essay on the experience and submit to Canvas. Counts for Class Participation</p> <p>3/23</p> <p>Expert Speaker- Darrell Cortez-Graduate of SJSU Administration of Justice, Retired SJPd, Founder Shop With a Cop Foundation</p>
	March 23	<p>3/25</p> <p>Expert Speaker 9/24. Alexandria LeeNatali-Founder, Perseverance Prep in San Jose, Education Justice and Reform</p>
	March 25	<p>Group</p>
9	Spring Break	<p>Current Issues-</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	March 29- April 2	<p>Read: Bryan Stevenson's Just Mercy 92-226</p> <p>Group 5 Presents</p> <p>Group # 6 Presents</p>
10	April 6 & 8	<p>Roundtable DISCUSSION #3</p> <p>Current Issues</p> <p>Read: Just Mercy pgs. 227-310</p> <p>Group 7 Presents</p> <p>? TBD Frances Teso- A Female's perspective as an educational leader looking back on her life. Amazing story/Captivating</p> <p>Read: Begin Becoming by Michelle Obama or Choice of</p>
11	April 13 & 15	<p>Read Begin- Biased by Jennifer L. Eberhardt, PhD. Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do</p> <p>Brian Stevenson says "Groundbreaking"</p> <p>Group 8 Presents</p> <p>Current Issues</p> <p>Becoming -talking points- Part 1</p> <p>Election Day- November 3, 2020</p>
12	April 20 & 22	<p>Homelessness Race, Gender and Inequality- Professor Di Salvo etc.</p> <p>TBD- Expert Speaker- Robert Aviles- Deputy Sheriff on loan to Homeland Security. Come prepared with work/life questions. He prefers to answer student questions than prepare a PPT or presentation</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Group # 9 Presents
13	April 27 & 29	<p>“Rethinking United States Immigration Policy, Diversity, and the Politics of Exclusion” (pp. 253-277) Notes from a Nation of Nations by Di Salvo</p> <p>Group 10 Presents</p> <p>Becoming Parts 1 and 2</p> <p>Roundtable DISCUSSION #4</p> <p>Current Issues</p>
14	May 3 & 6	<p>Becoming Parts 1 & 2</p> <p>Group # 11 Presents</p> <p>Read: Complete Becoming Part 3</p>
	May 11	Current Issues
15	Last Day of Instruction	Group # 12 Presents
	May 17	Group #13 Presents
		Current Issues
15	May 13	<p>Complete all required book readings for Final Roundtable</p> <p>Final Discussed-Review for Final 200 Points</p> <p>Summative Roundtable Discussion # 5</p>
Final Exam	May 24 @ 14:45-17:00	

Week Date

Topics, Readings, Assignments, Deadlines