

San José State University
Department of Justice Studies
JS 132-02, Race, Gender, Inequality, and the Law, Spring 2021

Course and Contact Information

Instructor: John Halushka, Ph.D.
Email: john.halushka@sjsu.edu
Office Hours: Online: Monday and Tuesday 2:00pm-4:00pm and Friday 9:00am-11:00am
(by appointment only on Fridays) via Zoom
Join from PC, Mac, Linux, iOS or Android:
<https://sjsu.zoom.us/j/92737538715>
Class Days/Time: Monday and Wednesday 10:30am-11:45pm
Classroom: **Important: You must use your SJSU email address to login to Zoom**

Join from PC, Mac, Linux, iOS or Android:
<https://sjsu.zoom.us/j/82696273368?pwd=WWgxRjh6cGIPTWx1SHVLOWZ2NzN0UT09>
Password: js132

Or iPhone one-tap :
US: +13017158592,,82696273368# or +13126266799,,82696273368#
Or Telephone:
Dial(for higher quality, dial a number based on your current location) :
US: +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923 or +1
253 215 8782 or +1 346 248 7799 or +1 669 900 6833
Meeting ID: 826 9627 3368
International numbers available: <https://sjsu.zoom.us/j/82696273368>

Catalogue Course 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 so-called “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.

Course Goals:

The main objective of this course is to teach students how to think and write critically about law and social inequality in the United States. The goal is to cultivate students’ skills as independent thinkers, researchers, and writers who will use these skills to actively contribute to their communities and professions.

The course explores race and gender have historically shaped – and been shaped by – laws and policies surrounding citizenship and labor. The course is structured in three parts. Part 1 explores conceptual definitions of race, gender, citizenship, and labor. Part 2 consists of three historical cases studies, focusing on the experiences of Blacks, Mexicans, and Japanese in the U.S. from 1870-1930. Part 3 explores contemporary legacies of inequality, focusing on education, employment, family, and criminal justice.

Course Format

The mode of instruction for this course is synchronous online. This means that we will meet at the scheduled class time (Mon/Wed 12:00pm-1:15pm) in an online classroom via Zoom.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://www.sjsu.edu/it/services/collaboration/software/instructions.php>

Use of Camera in Class

You are highly encouraged to turn on your camera during class. Seeing your face helps me to get to know you and is essential for building a classroom community. Your camera is also an accountability tool that can help you from becoming distracted during class.

I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions, regardless of whether you choose to use your camera. Feel free to contact me if you have questions or concerns regarding this matter.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Canvas Course Page and E-mail

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Some course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html>).

Proctoring Software and Exams

Exams will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Online Exams Testing Environment: Setup (example)

- No earbuds, headphones, or headsets visible.
- The environment is free of other people besides the student taking the test.
- If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
- No other browser or windows besides Canvas opened.
- A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
- Well-lit environment. Can see the students' eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.

Program Information

This degree program is housed in the Department of Justice Studies. More information is available at www.sjsu.edu/justicestudies/

General Education Learning Outcomes (GELO)

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 (CLO):

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.

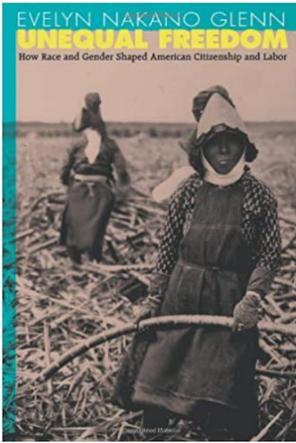
CLO5: Explain how moral panics are produced within the media and how they contribute to U.S. laws and policy.

CLO6: Describe how media exposure creates irrational fears that result in racial alienation, lack of empathy, and policies and laws which promote state inequality.

Justice Studies Department 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.

Required Texts



Nakano Glenn, Evelyn. (2004) *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Harvard University Press. ISBN: 9780674013728

Physical textbooks or e-books can be purchased through the Spartan Bookstore (<https://sjsu.bncollege.com/shop/sjsu/home>) or through online sellers (e.g. Amazon)

Other Readings

Additional readings will be posted to the Canvas website.

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: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- **5 Discussion Boards – 10%** (2% each)
 - Due 2/16, 3/9, 4/11, 4/25, and 5/9 by 11:59pm

Throughout the semester, students will participate in 5 online discussion boards about the topics covered in course readings and lectures. Each Discussion Board will count for 2% of the final grade (10% total) Posts should be a maximum of 250 words. Students will be required to submit their posts the evening prior to in-class discussions. These posts will be used to guide in-class discussions. More detailed instructions will be posted on Canvas.

Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Written assignments must be submitted to Canvas unless otherwise noted by the instructor. **Students are 100%**

responsible for uploading the correct file when submitting an assignment. Failure to upload the correct file will result in a zero or an incomplete for the assignment depending on the grading structure.

- **2 Midterm Reflection Papers – 60%** (30% each)
 - Due 2/22 and 3/24 by 11:59pm

During the semester students will write two essays reflecting on course readings and lectures. Students will be graded on their ability to synthesize course materials and provide a critical analysis of course content. Each essay should be a maximum of 1,250 words (5 pages, double spaced, 12-point font). Additional instructions will be provided later in the semester.

- **Final Examination – 30%**

Students will complete a final examination covering Part 3 of the course. The exam will consist of short-answer and essay-based questions covering key terms and concepts from readings and class discussion.

FINAL EXAM

Tuesday, May 25 9:45am-12:00pm

Location: Canvas

- **Extra Credit**

Extra credit opportunities, including lectures, films, workshops, and on- and off-campus opportunities will be announced throughout the semester in class and via email. Check our course Canvas website for updates.

Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and APA will result in a moderate point deduction. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late assignment submissions will not be accepted without a documented, verifiable, and valid reason.

5 Discussion Boards: 10%

Midterm #1: 30%

Midterm #2: 30%

Final Exam: 30%

Total: 100%

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97.99%</i>
<i>A minus</i>	<i>90 to 92.99%</i>
<i>B plus</i>	<i>88 to 89.99 %</i>
<i>B</i>	<i>83 to 87.99%</i>
<i>B minus</i>	<i>80 to 82.99%</i>
<i>C plus</i>	<i>78 to 79.99%</i>
<i>C</i>	<i>73 to 77.99%</i>

<i>Grade</i>	<i>Percentage</i>
<i>C minus</i>	<i>70 to 72.99%</i>
<i>D plus</i>	<i>68 to 69.99%</i>
<i>D</i>	<i>63 to 67.99%</i>
<i>D minus</i>	<i>60 to 62.99%</i>

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.

Classroom Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students' backgrounds and personal opinions.

Academic Integrity

Students should know that the University's Academic Integrity Policy is available at <http://libguides.sjsu.edu/c.php?g=299327&p=2475645>. 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/>. 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.

Campus Policy in Compliance with the Americans with 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer

Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. Website of Peer Mentor Center is located at <http://peerconnections.sjsu.edu/>.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

JS 132 / Race, Gender, Inequality and the Law, Spring 2021

Course Schedule

Notes: Schedule is subject to change at the discretion of the instructor. Please check email and Canvas regularly for updates to the course schedule.

Introduction

Week 1

Wednesday, January 27 – Introduction and Course Overview

Part 1:

Constructing Difference and Inequality

Week 2

Monday, February 1 – Integrating Race and Gender

- *Unequal Freedom*, pp. 1-17

Wednesday, February 3 – Race, Gender, and Citizenship

- *Unequal Freedom*, pp. 18-40

Week 3

Monday, February 8 – Race, Gender, and Citizenship

- *Unequal Freedom*, pp. 40-55

Wednesday, February 10 – Race, Gender, and Labor

- *Unequal Freedom*, pp. 56-81

Week 4

Monday, February 15 – Race, Gender, and Labor

- *Unequal Freedom*, pp. 81-92

Discussion Board #1 (Due by Tuesday, February 16 11:59pm)

**Part 2:
Historical Roots of Inequality**

Wednesday, February 17 – Blacks and Whites in the South: 1870-1930

- *Unequal Freedom*, pp. 93-109

Week 5

Monday, February 22 – Blacks and Whites in the South: 1870-1930

- *Unequal Freedom*, pp. 109-125

MIDTERM REFLECTION PAPER #1 DUE

Wednesday, February 24 – Blacks and Whites in the South: 1870-1930

- *Unequal Freedom*, pp. 125-143

Week 6

Monday, March 1 – Mexicans and Anglos in the Southwest: 1870-1930

- *Unequal Freedom*, pp. 144-164

Wednesday, March 3 – Mexicans and Anglos in the Southwest: 1870-1930

- *Unequal Freedom*, pp. 164-179

Week 7

Monday, March 8 – Mexicans and Anglos in the Southwest: 1870-1930

- *Unequal Freedom*, pp. 179-189

Discussion Board #2 (Due by Tuesday, March 9 11:59pm)

Wednesday, March 10 – Japanese and Haoles in Hawaii: 1870-1930

- *Unequal Freedom*, pp. 190-203

Week 8

Monday, March 15 – Japanese and Haoles in Hawaii: 1870-1930

- *Unequal Freedom*, pp. 203-225

Wednesday, March 17 – Japanese and Haoles in Hawaii: 1870-1930

- *Unequal Freedom*, pp. 225-235

**Part 3:
Contemporary Legacies of Inequality**

Education and Inequality

Week 9

Monday, March 22 – Educational, Constitutional Law, and Inequality: From *Brown* to *San Antonio*

- CANVAS

Wednesday, March 24 – Film

- TBD

MIDTERM REFLECTION PAPER #2 DUE

Week 10

SPRING RECESS – NO CLASS March 29-April 2

Week 11

Monday, April 5 – Affirmative Action, “Reverse Discrimination,” and Model Minorities

- CANVAS

Wednesday, April 7 – Title IX and Gender Equality in Education

- CANVAS

Discussion Board #3 (Due by Sunday, April 11 11:59pm)

Employment, Family, and Inequality

Week 12

Monday, April 12 – Discrimination and the Gender Pay Gap

- CANVAS

Wednesday, April 14 – Reproductive Rights

- CANVAS

Crime, Criminal Justice, and Inequality

Week 13

Monday, April 19 – Sexual Assault, Domestic Violence, and #MeToo

- CANVAS

Wednesday, April 21 – Sexual Assault, Domestic Violence, and #MeToo

- CANVAS

Discussion Board #4 (Due by Sunday, April 25 11:59pm)

Week 14

Monday, April 26 – Residential Inequality and Violence

- CANVAS

Wednesday, April 28 – Police Violence and Mass Incarceration

- CANVAS

Week 15

Monday, May 3 – Immigration, Crime, and Border Enforcement

- CANVAS

Wednesday, May 5 – Immigration, Crime, and Border Enforcement

- CANVAS

Discussion Board #5 (Due by Sunday, May 9 11:59pm)

Week 16

Monday, May 10 – Discussion and Catch-Up

Wednesday, May 12 – Final Exam Review Part I

Week 17

Monday, May 17 – Final Exam Review Part II

FINAL EXAM

Tuesday, May 25 9:45am-12:00pm

Location: Canvas