

**San José State University**  
**Department of Justice Studies**  
**JS 132-01, Race, Gender, Inequality, and the Law, Fall 2022**

**Course and Contact Information**

<b>Instructor:</b>	John Halushka, Ph.D.
<b>Email:</b>	<a href="mailto:john.halushka@sjsu.edu">john.halushka@sjsu.edu</a>
<b>Office:</b>	MacQuarrie Hall, Room 511
<b>Office Hours:</b>	In Person: Monday and Wednesday 10:30am-12:30pm Online: Tuesday 10:30am-12:30pm via Zoom Join from PC, Mac, Linux, iOS or Android: <a href="https://sjsu.zoom.us/j/92737538715">https://sjsu.zoom.us/j/92737538715</a>
<b>Class Days/Time:</b>	Monday and Wednesday 1:30pm-2:45pm
<b>Classroom:</b>	Hugh Gillis Hall, Room 122

**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**

This is an in-person class.

**Technology Requirements**

Students are required to have an electronic device (laptop, desktop or tablet) for accessing the Canvas webstie and completing written assignments. SJSU has a free equipment loan program available for students

(<https://www.sjsu.edu/learnanywhere/equipment/index.php>). If students are unable to have reliable Wi-Fi, 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>

### **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](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>).

### **Program Information**

This degree program is housed in the Department of Justice Studies. More information is available at [www.sjsu.edu/justicestudies/](http://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](mailto:Nyle.Monday@sjsu.edu)  
**ACCESS Success Center**

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) provides General Education advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). ACCESS Academic Advisors are committed to helping you develop a clear path to graduation and supporting your academic success.

Office Hours: Monday-Thursday 8:00 AM - 5:00 PM and Friday 9:00 AM-4:00 PM. You can schedule an appointment and find more information at [sjsu.edu/access](http://sjsu.edu/access).

### **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 9/11, 10/2, 10/25, 11/6, and 11/15 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 9/19 and 10/19 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, December 13**

**12:15pm-2:30pm**

**Location: Hugh Gillis Hall, Room 122**

- **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>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, Fall 2022

## 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

Monday, August 22 – Introduction and Course Overview

### Part 1: Constructing Difference and Inequality

Wednesday, August 24 – Integrating Race and Gender

- *Unequal Freedom*, pp. 1-17

#### Week 2

Monday, August 29 – Race, Gender, and Citizenship

- *Unequal Freedom*, pp. 18-40

Wednesday, August 31 – Race, Gender, and Citizenship

- *Unequal Freedom*, pp. 40-55

#### Week 3

Monday, September 5 – LABOR DAY

- NO CLASS

Wednesday, September 7 – Race, Gender, and Labor

- *Unequal Freedom*, pp. 56-81

#### Week 4

Monday, September 12 – Race, Gender, and Labor

- *Unequal Freedom*, pp. 81-92

**Discussion Board #1 (Due by Sunday, September 11 11:59pm)**

### Part 2: Historical Roots of Inequality

Wednesday, September 14 – Blacks and Whites in the South: 1870-1930

- *Unequal Freedom*, pp. 93-109

#### Week 5

Monday, September 19 – Blacks and Whites in the South: 1870-1930

- *Unequal Freedom*, pp. 109-125

## **Midterm Reflection Paper #1 (Due by Monday, September 19 11:59pm)**

Wednesday, September 21 – Blacks and Whites in the South: 1870-1930

- *Unequal Freedom*, pp. 125-143

### Week 6

Monday, September 26 – Mexicans and Anglos in the Southwest: 1870-1930

- *Unequal Freedom*, pp. 144-164

Wednesday, September 28 – Mexicans and Anglos in the Southwest: 1870-1930

- *Unequal Freedom*, pp. 164-179

### Week 7

Monday, October 3 – Mexicans and Anglos in the Southwest: 1870-1930

- *Unequal Freedom*, pp. 179-189

## **Discussion Board #2 (Due by Sunday, October 2 11:59pm)**

Wednesday, October 5 – Japanese and Haoles in Hawaii: 1870-1930

- *Unequal Freedom*, pp. 190-203

### Week 8

Monday, October 10 – Japanese and Haoles in Hawaii: 1870-1930

- *Unequal Freedom*, pp. 203-225

Wednesday, October 12 – Japanese and Haoles in Hawaii: 1870-1930

- *Unequal Freedom*, pp. 225-235

## **Part 3: Contemporary Legacies of Inequality**

### *Education and Inequality*

### Week 9

Monday, October 17 – Educational, Constitutional Law, and Inequality: From *Brown* to *San Antonio*

- CANVAS

Wednesday, October 19 – Title IX and Gender Equality in Education

- CANVAS

## **Midterm Reflection Paper #2 (Due Wednesday, October 19 11:59pm)**

### Week 10

Monday, October 24 – Affirmative Action, “Reverse Discrimination,” and Model Minorities

- CANVAS

### *Employment, Family, and Inequality*

Wednesday, October 26 – Discrimination and the Gender Pay Gap

- CANVAS

**Discussion Board #3 (Due by Tuesday, October 25 11:59pm)**

Week 11

Monday, October 31 – Reproductive Rights (Part I)

- CANVAS

Wednesday, November 2 Monday, November 7 – Reproductive Rights (Part II)

- CANVAS

Week 12

Monday, November 7 – LGBTQ+ Rights

- CANVAS

**Discussion Board #4 (Due by Sunday, November 6 11:59pm)**

*Crime, Criminal Justice, and Inequality*

Wednesday, November 9 – Sexual Assault, Domestic Violence, and #MeToo

- CANVAS

Week 13

Monday, November 14 – Residential Inequality and Violence

- CANVAS

Wednesday, November 16 – Police Violence and Mass Incarceration

- CANVAS

**Discussion Board #5 (Due by Tuesday, November 15 11:59pm)**

Week 14

Monday, November 21 – Film

- TBD

Wednesday, November 23 – THANKSGIVING HOLIDAY

- NO CLASS

Week 15

Monday, November 28 – Immigration, Crime, and Border Enforcement

Wednesday, November 30 – Final Exam Review Part I

Week 16

Monday, December 5 – Final Exam Review Part II

**FINAL EXAM**

**Tuesday, December 13**

**12:15pm-2:30pm**

**Location: Hugh Gillis Hall, Room 122**