**San José State University**

# Department of Justice StudiesJS 132-01, Race, Gender, Inequality, and the Law, Spring 2019

## Course and Contact Information

|  |  |
| --- | --- |
| **Instructor**: | John Halushka, Ph.D. |
| **Office** **Location**: | MacQuarrie Hall 511 |
| **Telephone**: | (408) 924-1311 |
| **Email**: | john.halushka@sjsu.edu  |
| **Office Hours**: | Tuesday and Thursday 11:30am-12:30pm and by appointment  |
| **Class Days/Time**: | Tuesday and Thursday 1:30pm-2:45pm |
| **Classroom**: | Sweeney Hall 346 |

## 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.

**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

### Textbook

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

Students may purchase text in the bookstore and online.

### Other Readings

Additional readings will be posted to the Canvas website.

## Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118

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

## 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>.

* **Participation – 10%**

Students are expected to keep up with class reading, and to attend all class meetings well prepared to contribute to the classroom exchange of ideas and information. Active participation (both in class and online) is essential in order to succeed in JS 132. Participation will be assessed through group activities, quizzes, and online discussions.

* **2 Midterm Reflection Papers – 60% (30% each)**

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.

**Date: Friday, May 17**

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

**Location: Sweeney Hall 346**

* **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. To receive extra participation credit, students must write a 1-2 page reflection paper relating the event / activity to course themes. Upload extra credit submissions to Canvas before the last day of instruction.

**Grading Information**

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

A+ (100-98)

A (97-93)

A- (92-90)

B+ (89-87)

B (86-83)

B- (82-80)

C+ (79-77)

C (76-73)

C-(72-70)

D+ (69-67)

D (66-63)

D- (62-60)

F (59 and below)

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

This is a seminar based on the student’s active involvement and participation. Each topic will be analyzed, presented, and thoroughly discussed in class during each meeting. Students are expected to come to class having done the assigned readings for each session. PLEASE NOTE: active participation to in-class discussion is crucial for the successful completion of JS 189.

## 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.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## 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, 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/”

# JS 132 / Race, Gender, Inequality and the Law, Spring 2019

# 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

Thursday, January 24 – Introduction and Course Overview

**Part 1:**

**Constructing Difference and Inequality**

Week 2

Tuesday, January 29 – Integrating Race and Gender

* *Unequal Freedom*, pp. 1-17

Thursday, January 31 – Race, Gender, and Citizenship

* *Unequal Freedom*, pp. 18-40

Week 3

Tuesday, February 5 – Race, Gender, and Citizenship

* *Unequal Freedom*, pp. 40-55

Thursday, February 7 – Race, Gender, and Labor

* *Unequal Freedom*, pp. 56-81

Week 4

Tuesday, February 12 – Race, Gender, and Labor

* *Unequal Freedom*, pp. 81-92

**Part 2:**

**Historical Roots of Inequality**

Thursday, February 14 – Blacks and Whites in the South: 1870-1930

* *Unequal Freedom*, pp. 93-109

Week 5

Tuesday, February 19 – Blacks and Whites in the South: 1870-1930

* *Unequal Freedom*, pp. 109-125

**MIDTERM REFLECTION PAPER #1 DUE**

Thursday, February 21 – Blacks and Whites in the South: 1870-1930

* *Unequal Freedom*, pp. 125-143

Week 6

Tuesday, February 26 – Mexicans and Anglos in the Southwest: 1870-1930

* *Unequal Freedom*, pp. 144-164

Thursday, February 28 – Mexicans and Anglos in the Southwest: 1870-1930

* *Unequal Freedom*, pp. 164-179

Week 7

Tuesday, March 5 – Mexicans and Anglos in the Southwest: 1870-1930

* *Unequal Freedom*, pp. 179-189

Thursday, March 7 – Japanese and Haoles in Hawaii: 1870-1930

* *Unequal Freedom*, pp. 190-203

Week 8

Tuesday, March 12 – Japanese and Haoles in Hawaii: 1870-1930

* *Unequal Freedom*, pp. 203-225

Thursday, March 14 – Japanese and Haoles in Hawaii: 1870-1930

* *Unequal Freedom*, pp. 225-235

**Part 3:**

**Contemporary Legacies of Inequality**

*Education and Inequality*

Week 9

Tuesday, March 19 – Educational, Constitutional Law, and Inequality: From *Brown* to *San Antonio*

* CANVAS

**MIDTERM REFLECTION PAPER #2 DUE**

Thursday, March 21 – Affirmative Action, “Reverse Discrimination,” and Model Minorities

* CANVAS

Week 10

Tuesday, March 26 – Title IX and Gender Equality in Education

* CANVAS

Thursday, March 28 – Film

* TBD

Week 11

**SPRING RECESS – NO CLASS**

*Employment, Family, and Inequality*

Week 12

Tuesday, April 9 – Discrimination and the Gender Pay Gap

* CANVAS

Thursday, April 11 – Reproductive Rights

* CANVAS

*Crime, Criminal Justice, and Inequality*

Week 13

Tuesday, April 16 – Sexual Assault, Domestic Violence, and #MeToo

* CANVAS

Thursday, April 18 – Sexual Assault, Domestic Violence, and #MeToo

* CANVAS

Week 14

Tuesday, April 23 – Residential Inequality and Violence

* CANVAS

Thursday, April 25 – Police Violence and Mass Incarceration

* CANVAS

Week 15

Tuesday, April 30 – Immigration, Crime, and Border Enforcement

* CANVAS

Thursday, May 2 – Immigration, Crime, and Border Enforcement

* CANVAS

Week 16

Tuesday, May 7 – Final Thoughts and Review

Thursday, May 9 – Final Exam Review

Week 17

**FINAL EXAM**

**Friday, May 17 12:15pm-2:30pm**