

San José State University
College of Health and Human Sciences
Department of Justice Studies
JS 132, Race, Gender, Inequality and the Law, Section 80, Summer, 2020
June 1 to July 2

Course and Contact Information

Instructor:	Dr. Adams
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Email:	ericka.adams@sjsu.edu
Office Hours:	Mondays and Wednesdays 10 am to 11 am via Zoom: https://sjsu.zoom.us/j/293067550
Class Days/Time:	Online
Prerequisites:	Passing WST or ENG/LLD 100A with a C or better. Completion of, or co-registration of 100W
GE/SJSU Studies Category:	Area S

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.

Course Format

Technology Intensive, Hybrid, and Online Courses

Online instruction is utilized for this class; all instruction takes place online, with no physical in-person or campus meetings or activities required. Internet connectivity, a computer, and access to software apps (including Microsoft Office, Adobe Player, Canvas, etc.) are required for this class. Students need to gain access to Kanopy.com. Sign-up using your SJSU Library information and email address.

MYSJSU Messaging

Course materials such as the syllabus, handouts, instructions for assignments, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Canvas will be used to facilitate this class including discussion boards and submitting assignments. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and Canvas to learn of any updates.

Program Information: 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 (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.

GE Learning Outcomes (GELO)

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

1. Identify and describe inequalities in the US
2. Explain and apply theoretical perspectives for understanding the existence of inequalities in the US
3. Analyze individual responses to inequalities in the US

Course Learning Outcomes (CLO)

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

1. Identify and describe instances of racial, gender, and class based inequality
2. Explain theoretical perspectives for understanding the occurrence of prejudice, discrimination, and institutional racism
3. Apply theoretical perspectives to occurrences of prejudice, discrimination, and institutional racism
4. Evaluate the impact of prejudice, discrimination, and institutional racism on peoples' lived experiences
5. Conduct research to assess the state of a form of inequality in the US and develop recommendations for addressing this problem

Required Texts/Readings

Textbook

Andersen, M. L., & Hill Collins, P. (2016). *Race, Class, & Gender: An Anthology*. (9th ed.). Kentucky: Cengage Learning. ISBN-10: 1305093615

Macías-Rojas, P. (2016). *From Deportation to Prison: The Politics of Immigration Enforcement in Post-Civil Rights America*. New York: NYU Press. ISBN-10: 1479831182

Other Requirements

Course materials such as PowerPoint videos, links to documentaries, handouts, instructions for assignments, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Canvas will be used to facilitate this class including discussion boards and submitting assignments. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and Canvas to learn of any updates.

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

Course Requirements and Assignments

Note: Please note that a core competency of this course is **critical thinking**. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- Critical thinkers are fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives.
- Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)—in other words, gather information from credible sources and evaluate these sources in the context of what you have been asked to discuss/evaluate.

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through the task.

- Determine the problem/issue you are trying to address or solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside;
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue. Gather information on the problem/issue that may support or contradict your position;
- Analyze your facts. Don't assume anything. Evaluate the facts objectively;
- Determine a reasonable conclusion based on all of the facts; and
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.

Meet Your Peers

Download the “Meet Your Peers” PowerPoint slide.

Edit the slide to include your picture or Bitmoji avatar and the following: (1) name, (2) career aspirations, (3) something enjoyable you have been doing during the shelter in place, and (4) something you would like to accomplish in 2020.

Upload your slide by responding to this post.

Respond to at least two peers to say hello and comment on the students' response to either prompt 2, 3, or 4.

The introductory post is due to the respective dropbox on Canvas by 6/02 at 11:59 pm. Late assignments are NOT accepted.

2 Class Discussions

Prompt for Discussion 1: This discussion post should include information from readings “Part I” and “Part II” and address each of the following prompts.

- (1) Explain the matrix of domination. Why is viewing domination through the lens of a matrix important? How does the matrix of domination differ from **one** of the following systems of thought: *difference framework*, *diversity*, **or** *multiculturalism*?
- (2) Describe a **real situation/group experience** in which a person/people experienced discrimination based on one or more of the following: race, class, ethnicity, gender, sexual orientation, nationality, religion, age, ability, etc. This could be a situation you know of personally or one obtained from research/the news.
- (3) Explain **whether and how** this situation involved *systemic forms of inequality* or “microaggressions.”
- (4) Describe how the person/group addressed this situation/experience. Was the situation resolved? Are there other ways this situation could have been resolved? Are there responses that could have led to better outcomes? If yes, what are they?

Students are required to post their response to the discussion prompts on Canvas on 6/05 by 11:59 pm.

Respond to 3 classmates posts: Students should comments on the following in their posts: (1) thoughts on the situation/group experience, (2) thoughts on the resolution, (3) other potential resolutions to this situation/group experience.

Students’ comments on at least 3 of their classmates’ posts are due on Canvas on 6/06 by 11:59 pm.

Prompt for Discussion 2: This discussion post should include information from readings chapter 1, 2, and 3 from “From Deportation to Prison” and address each of the following prompts.

- (1) Thoroughly describe one of the major points developed in chapter 1, 2, **or** 3. Be sure to incorporate details to help readers understand this point.
- (2) Explain if an how this topic is represented in the media. How is the media representation of this topic similar or different from its representation in the book. Be sure to include examples.
- (3) Obtain one peer-reviewed journal article that discusses this major point. What does the article say about this point? Are the assertions in the article similar to or different from the assertions in the book? Explain how.
- (4) State whether you agree/disagree with this major point presented in the book and why. Be sure to include information from the research/the media to support your comment

Students are required to post their response to the discussion prompts on Canvas on 6/11 by 11:59 pm.

Respond to 3 classmates posts: Students should comment on the following in their posts: (1) thoughts on the major point presented, (2) additional information that develops the major point, (3) additional information that complicates/challenges the major point.

Students’ comments on at least 3 of their classmates’ posts are due on Canvas on 6/13 by 11:59 pm.

Book Review

For this assignment, students should read “*From Deportation to Prison*” and compose a review based on the guidelines outlined below. The book review should demonstrate that the student has read the assigned book and reflected on/ engaged with the readings on an analytical or critical level.

This paper should be structured, with boldface subheadings, as follows:

Student’s Name

Class Information (JS 132-80)

Date

Title of Book Review

Description of Each Chapter

This section of the paper should be 2 pages, single-spaced. The first paragraph should: (i) give the title of the book (following the APA guidelines), (ii) provide the name of the author of the book, and (iii) contain a one or two sentence thesis statement that sums up the main point of the book.

The next several paragraphs should paraphrase and condense the original book, chapter by chapter. Each paragraph should be dedicated to describing one chapter of the book. Be sure to: (1) begin each paragraph with the title of the chapter being discussed, (2) describe the major points the author made in each chapter and (iii) and **write in a manner so that someone who has not read the book clearly understands** the scope and intention of the author’s argument.

Do not include your own ideas, illustrations, metaphors, or interpretations in this section, save these for the analytic engagement.

Analytical Engagement

This section of the paper should be 1 page, single-spaced. In this section, students must provide at least one strength and one weakness of the book being reviewed. This strength and weakness should be critical and thought provoking. For example, students could write about specific arguments outlined in the book, the data used to support the arguments, the methodology implemented, etc. Merely stating the language used in book was confusing would not represent a strong critique.

In this section, students must also **identify a major point** made in the book being reviewed and incorporate **three** peer-reviewed journal articles that either support or disprove the point made in the book. Students could include a combination of articles that support and disprove the point.

Students should also state whether **and** why they agree with the major point made in the book being reviewed **or** the points made in the peer-reviewed journal articles. End by providing your final thoughts.

Papers should be 3 pages in length, typed, single-spaced, paginated, in 12-point font, and have one-inch margins. Quotations are **NOT** acceptable from any source. You may, however, paraphrase commentary from the assigned book and other works. **A reference page is required.**

Your grade is based on the following criteria:

1. Completing all aspects of the assignment
2. Grammar and spelling
3. Following the aforementioned structure

The book review is due to the respective dropbox on Canvas by 6/15. Late assignments are NOT accepted.

Quizzes

Five quizzes, based on readings from the text, are required for this course. Quizzes will be available on Canvas, timed, and due by the date listed on the course schedule. Each quiz will be worth 8 points.

Research Paper

Assignment. Each student will write an original theory paper on a form of racial or ethnic inequality in the United States of America. These inequalities could intersect with gender, class, and other axes of oppression. This form of inequality does not have to be limited to the topics discussed in class. Each student must incorporate **at least 10** peer-reviewed journal articles into his or her paper. **Students must incorporate at least one theory to explain the inequality they are exploring.** Papers should be 8 to 10 pages in length, typed, double-spaced, paginated, in 12-point font, and have one-inch margins. **Quotations are not allowed.** Students should paraphrase authors' words; when this is done, remember to cite your sources. All references must be cited in a bibliography using APA.

Please **include the headings** "introduction," "review of relevant literature," and "policy implications/conclusion" in your paper. The "review of relevant literature" section should be divided into three subsections. One of the subsections should present the theory being applied to the topic. In this section the student should **thoroughly explain the components** of the theory and how it relates to the selected topic. In the other two sections, students should discuss scholarly literature related to the topic. Each sub-section should be labeled using a descriptive phrase related to the information that will be presented in that section.

Your research paper should include the following sections:

Introduction

Begin papers with an attention getter: incorporate a story, quote, or statistic to captivate the reader. State why your research topic is important. (Your paper must commence by highlighting the importance of your topic. How many people are impacted by this topic, what is the significance of their experiences, etc.). Be sure to incorporate a clear objective or thesis statement. For instance, you might state, "The objective of this paper is to investigate how socioeconomic status structures Black and Latino children's exposure to contact with the justice system in Los Angeles."

Review of Relevant Literature

This section should be divided into 3 to 4 subsections, using APA format. One subsection should **detail the theory being applied in this paper.** Explain what the theory states and how it applies to the inequality being explored. The remaining subsections should summarize past research. This paper should NOT be written as an annotated bibliography. Make certain that you synthesize studies that complement each other in one

paragraph. Do NOT simply describe one study after another via a series of paragraphs or blocks of text. Be specific about your topic. Each paragraph should begin with a topic sentence showcasing what the paragraph will address and end with a general conclusion that “you” draw from the studies.

Policy Implications/Conclusion

The first part of this section should be devoted to your policy implications. How would you change/improve public policy (e.g. law) based on your findings? How would you address/improve the inequality identified in this paper? **Policy implications should take into consideration budget, resource allocation and constraints, who will implement the recommendation, who will be the target population, the purpose of the intervention, what the intervention is going to entail, how long the intervention will last, and how success will be measured.** This section should end with a conclusion. This would be your creative summary and conclusion grounded on past research.

Grading: Grading will be based on the following criteria:

1. Completing ALL areas of the assignment.
2. Theory application. Using components of the theory to explain the inequality being researched.
3. Weaving together past research to explain the significance of the inequality under investigation. This paper should NOT be written as an annotated bibliography.
4. Critical thinking. Concluding/summary paragraphs must show evidence of sophisticated, novel, and insightful interpretations of past research. Do not simply end a paragraph/section by stating the conclusion of a study.
5. Mechanics. Please **PROOFREAD your work**. Incorrect sentence structure, misspellings, grammatical errors, incorrect citation style, and other writing mistakes will adversely affect your grade.
6. Incorporating at least 10 peer-reviewed journal articles. You may use books, music, poems, or any other information to supplement your thesis—these resources, however, DO NOT count as part of the 10 journal articles required.
7. Following the aforementioned structure and guidelines.
8. APA format. APA format is required throughout the paper and in the reference page.

The research paper is due to the respective dropbox on Canvas by 7/02. Late assignments are NOT accepted.

Detailed Outline of Research Paper

In this assignment students are expected to thoroughly detail the sections of their research paper. This outline should provide the reader with a blueprint of your final research paper; it should present the sections into which your paper will be divided and the content that will be included in each section. **Statements in this outline must be written in full sentences. One to two sentences are required for each prompt.** The outline should be structured, with headings and subheadings, as follows:

Introduction

State the importance of the topic under investigation
A clear objective or thesis

Review of Relevant Literature

Subsection I: State the theory/theories being applied to this topic. State the reason this/these theories were selected.

Subsection II: Focus of this section. Describe the main point that will be made in this section.

Subsection III: Focus of this section. Describe the main point that will be made in this section.

Policy Implications/Conclusion

Policy implications. How would you change/improve public policy (e.g. law) based on your findings? How would you address/improve this inequality?

Detailed outlines should be 1 to 2 pages in length, typed, single-spaced, paginated, in Times New Roman 12-point font, and have one-inch margins.

The book critique is due to the respective dropbox on Canvas by 6/18. Late assignments are NOT accepted.

****The grade for the detailed outline is incorporated into the grade for the research paper.****

Research Paper Presentation

Students are required to present the research they conducted for their theory to the class via PowerPoint. PowerPoint presentations should be recorded, last between 5 to 6 minutes, and be posted on Canvas. Students may post their PowerPoint presentations to YouTube and submit a link to the presentation.

Your presentation must have the following sections:

- Introduction. Any successful public speaker must demonstrate the ability to capture the attention of the audience. A quotation, statement of the problem (e.g., a statistic), photograph, question, story, etc., should accomplish this goal. Briefly describe the topic you focused on for your research paper and the importance of this topic.
- Review of Relevant Literature. Briefly describe literature that is vital to the topic you focused on. Speak about the theory you applied in your research paper. **Be sure to speak about how components of your theory relates to the topic under investigation.**
- Policy Implications/Conclusion. State how you would change/improve public policy (e.g. law) based on your findings. How would you address/improve the inequality identified in this paper? **Policy implications should take into consideration budget, resource allocation and constraints, who will implement the recommendation, who will be the target population, the purpose of the intervention, what the intervention is going to entail, how long the intervention will last, and how success will be measured.** This section should end with a conclusion. This would be your creative summary and conclusion grounded on past research.

Students are required to post their presentations on Canvas on 6/30 by 11:59 pm.

Students are required to comment on at least 3 presentations. In responding to the presentations, students should comment on the literature and theory incorporated the support the thesis of the paper and the policy implications developed. Comments could ask questions of the presenter, add additional information to develop an idea, challenge an idea, or support an idea presented.

Students' comments on at least 3 presentations are due on Canvas on 7/01 by 11:59 pm.

Grading: Your grade will be based on three criteria:

- (1) Time: Not going under 5 minutes or exceeding 6 minutes
 - (2) Structure/format: Following the aforementioned structure/format
 - (3) Quality of information: Thoroughly developing the topic you focused on for your research; discussing the literature and theory incorporated into the paper; detailing the policy implications developed
 - (4) Engaging with 3 classmates' presentations
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“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

The “research paper” and “research paper presentation” shall serve as the final evaluation in this course.

Grading Information

The grading scale implemented for this class is as follows:

- A plus = 100 to 97 points*
- A = 96.9 to 93 points*
- A minus = 92.9 to 90 points*
- B plus = 89.9 to 87 points*
- B = 86.9 to 83 points*
- B minus = 82.9 to 80 points*
- C plus = 79.9 to 77 points*
- C = 76.9 to 73 points*
- C minus = 72.9 to 70 points*
- D plus = 69.9 to 67 points*
- D = 66.9 to 63 points*
- D minus = 62.9 to 60 points*
- F = 59.9 points or lower*

Determination of Grades

Your grade is composed of:

Meet Your Peers	1 point
2 Class Discussions	16 points
Book Review	15 points
5 Quizzes	40 points
Research Paper	20 points
Research Paper Presentation	8 points

Total	100 points
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Grading Information for GE

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-

registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

All written assignments must be submitted by the due date to the respective drop box on Canvas. If you are unable to complete course requirements because of extenuating circumstances, please email Dr. Adams before the due date for the assignment. Late assignments are not accepted.

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, Summer, 2020 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	6/01	Introduction, Syllabus, and Assignments
1	6/02	Assignment Due: Meet Your Peers
1	6/03	Reading: Part I: Why Race, Class and Gender Still Matter
1	6/04	Reading: <i>Torres</i> , Label Us Angry <i>Trask</i> , From a Native Daughter
1	6/05	Reading: Part II: Systems of Power and Inequality <u>Race and Racism</u> <i>McIntosh</i> , White Privilege Assignment Due: Discussion 1—Response to Discussion Prompt
1	6/06	<u>Race and Racism</u> Reading: <i>Ferber</i> , What White Supremacists Taught a Jewish Scholar About Identity <i>Gallagher</i> , Color-Blind Privilege Assignment Due: Discussion 1—Response to 3 Classmates Due
2	6/07	<u>Class and Inequality</u> Reading: <i>Acker</i> , Is Capitalism Gendered and Racialized? <i>Noah</i> , The Great Divergence
2	6/08	Assignment: Complete Quiz 1 on Canvas by 11:59pm
2	6/09	Reading: <i>Gans</i> , Race as Class <i>Kuebler</i> , Closing the Wealth Gap
2	6/10	Reading: <i>Macías-Rojas</i> , From Deportation to Prison, Introduction and Chapter 1
2	6/11	Reading: <i>Macías-Rojas</i> , From Deportation to Prison, Chapters 2 and 3 Assignment Due: Discussion 2—Response to Discussion Prompt
2	6/12	Reading: <i>Macías-Rojas</i> , From Deportation to Prison, Chapters 4 and 5
2	6/13	Reading: <i>Macías-Rojas</i> , From Deportation to Prison, Chapter 6 Assignment Due: Discussion 2—Response to 3 Classmates Due
3	6/15	Assignment Due: Book Review

Week	Date	Topics, Readings, Assignments, Deadlines
3	6/16	<u>Gender and Sexism</u> Reading: <i>Zinn, Hondagneu-Sotelo, and Messner</i> , Sex and Gender through the Prism of Difference <i>Cofer</i> , The Myth of the Latin Woman
3	6/17	<u>The State and Violence</u> Reading: <i>Alexander</i> , The Color of Justice <i>Wriggins</i> , Rape, Racism, and the Law Assignment: Complete Quiz 2 on Canvas by 11:59pm
3	6/18	Assignment Due: Detailed Outline of Research Paper by on Canvas by 11:59 pm
3	6/19	<u>Sexuality and Heterosexism</u> Reading: <i>Hill Collins</i> , Prisons of Our Bodies, Closets for Our Minds <i>Katz</i> , The Invention of Heterosexuality
3	6/20	Reading: <i>Hanser</i> , The Gendered Rice Bowl <i>Brennan</i> , Selling Sex for Visas
4	6/21	<u>Ethnicity and Nationality</u> Reading: <i>Friedman Marquardt, et al.</i> , Living “Illegal” <i>Rubin</i> , “Is this a White Country, or What?” Assignment Due: Complete Quiz 3 on Canvas by 11:59 pm
4	6/22	Reading: Part III, The Structure of Social Institutions
4	6/23	<u>Work and Economic Transformation</u> Reading: <i>Williams</i> , Racism in Toyland <i>Bertrand and Mullinathan</i> , Are Emily and Greg More Employable than Lakisha and Jamal?
4	6/24	<u>Families</u> Reading: <i>Chito Childs</i> , Navigating Interracial Borders <i>Balsubramanian</i> , Sustainable Food and Privilege
4	6/25	Reading: <i>Weston</i> , Straight is to Gay as Family is to No Family <i>Thornton Dill</i> , Our Mother’s Grief Assignment: Complete Quiz 4 on Canvas by 11:59pm
4	6/26	<u>Education</u> Reading: <i>Ladson-Billings</i> , From the Achievement Gap to Education Debt <i>Perez</i> , How a Scholarship Girl Becomes a Soldier

Week	Date	Topics, Readings, Assignments, Deadlines
4	6/27	Reading: <i>Munoz</i> , A Dream Deferred: Undocumented Students at CUNY <i>Tatum</i> , Affirming Identity in an Era of School Desegregation
5	6/28	Reading: Part IV: An Intersectional Framework for Change: from the Local to the Global <i>Bunch</i> , Women's Rights as Human Rights**
5	6/29	Reading: <i>Sokoloff</i> , The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence Assignment Due: Complete Quiz 5 on Canvas by 11:59pm
5	6/30	Assignment Due: Research Paper Presentation by 11:59 pm
5	7/01	Assignment Due: Response to 3 Classmates' Presentations by 11:59 pm
5	7/02	Assignment Due: Research Paper Due by 11:59 pm