

**San José State University**  
**Department of Justice Studies**  
**JS 132, Race, Gender, Inequality, and the Law, Sec 80, Fall 2019**

**Course and Contact Information**

**Instructor:** Judith Randle  
**Office Location:** MH 508  
**Telephone:** (408) 924-8126  
**Email:** judith.randle@sjsu.edu  
**Office Hours:**  
**Class Days/Time:** TBD  
**Classroom:** ONLINE

**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. 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.

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

**Course Learning Outcomes (CLO)**

SLO1: 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.

SLO2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

SLO3: To provide an overview of race, gender, and class issues in the criminal justice system.

SLO4: 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).

SLO5: Students should read, write, and contribute to discussions at a skilled and capable level.

## Required Materials

### Textbooks

Healy, Stepnick, & O'Brien (2019). *Race, Ethnicity, Gender, & Class: The Sociology of Group Conflict and Change. 8th Ed.* Sage Press. ISBN: 9781506346946

\*\*Must have 8th Edition

Haney Lopez (2012). *White by Law: The Legal Construction of Race.* NYU Press. ISBN: 9780814736944

\*\*Any edition OK

### Other Course Materials

Journal articles, news articles and book excerpts are listed on the Course Schedule below and posted on the CANVAS website.

No-cost video and audio segments are listed on the Course Schedule below and posted on the CANVAS website. You must have a computer with video and audio playback.

### Films for Rent/Purchase

- “13th” - Available on Netflix by subscription only. If you do not have a Netflix subscription, you can (i) sign up for a free trial, (ii) use a friend’s or family member’s account, or (iii) attend an on-campus viewing with the professor (schedule TBD).
- “Waiting for Superman” - Available on YouTube (\$2.99), Amazon Prime (\$2.99), Google Play (\$2.99), iTunes (\$3.99), Vudu (\$3.99), and Hulu (subscription). No on-campus viewing will be scheduled for this film. You must purchase or rent this on your own.

## Campus Resources

### 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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

### Library Liaison

Silke Higgins, [408-808-2118](tel:408-808-2118), [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

## Department's 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.

## Course Requirements and Assignments

Your grade is derived from work in seven (7) categories:

*Textbook Questions (4)* -- Textbook questions help enhance your learning of the Module's topic by reviewing key information in the assigned textbook chapters for that module.

*Quizzes (2)* -- Quizzes test your comprehension of a topic and typically consist of multiple choice, true/false, and fill-in-the-blank questions. There is a quiz at the end of Modules 1 and 2.

*Discussion Posts (10)* -- Discussion posts are written or video responses to the prompt given, which are shared on the class discussion board. Please follow the specific prompt for each discussion post. Any post may be written (minimum 10 sentences) or video/audio (minimum 60 seconds).

*Caste Project* -- Individually or as a group, you will construct a slide presentation (e.g., PowerPoint) that summarizes the legal statuses of women, free men, and slaves prior to the Civil War. Length is commensurate with the number of contributing students. Directions will be given by the start of Module 2.

*Book Journal* -- You will answer a series of questions related to the book, *White by Law*. Length is 3-5 pages. Directions will be given by the start of Module 3.

*Film Responses* -- You will answer a series of questions related to the film, *Waiting for Superman*. Length is 4-5 pages. Directions will be given by the start of Module 4.

*Final Exam* -- The final exam test your comprehension of the course contents and consists of multiple choice, true/false, and fill-in-the-blank questions. The final exam is comprehensive.

### Grading Information: Point and Percentage Values (Approximate and Subject to Minor Changes)

Textbook Questions	100
Discussion posts	50
Quizzes	50
Caste Project	30
Book Journal	30
Film Response	30
Final Exam	40
<b>Total</b>	<b>350 (100%)</b>

### Grading Scale (Percentages)

A-plus: (98 – 100)	B-plus: (88 – 89)	C-plus: (78 – 79)	D-plus: (68 – 69)	F : ( $\leq 59$ )
A: (93 – 97)	B: (83 – 87)	C: (73 – 77)	D: (63 – 67)	
A-minus: (90 – 92)	B-minus: (80 – 82)	C-minus: (72 – 70)	D-minus: (60 – 62)	

### Classroom Protocol

*Communication outside of class* -- Check your university email account at least once daily for messages related to the course. I encourage regular communication with me over email and in office hours to clarify and enrich your understanding of the course material. **To ensure confidentiality, I am required to communicate with you using only your university account.**

### 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 Sec 80/ Race, Gender, Inequality, and the Law / Fall 2019 Course Schedule

\* The schedule is subject to change with fair notice by the Announcements section on the website and emails to your University account.

(Weeks) 1-3	8/22 - 9/7	<b><u>MODULE 1: CONSTRUCTING (UNEQUAL) IDENTITIES</u></b>
		<u>Readings</u> <ul style="list-style-type: none"> <li>● Textbook Chs. 1-3</li> </ul> <u>Assignments Due</u> <ul style="list-style-type: none"> <li>● Discussion post 1: identity (8/31)</li> <li>● Textbook questions 1 (9/3)</li> <li>● Discussion post 2: assimilation/pluralism (9/3)</li> <li>● Discussion post 3: response (9/7)</li> <li>● Quiz 1 (9/7)</li> </ul>
4-7	9/8 - 10/5	<b><u>MODULE 2: THE CASTE SOCIETY IN ANTEBELLUM AMERICA</u></b>
		<u>Readings</u> <ul style="list-style-type: none"> <li>● Textbook Ch. 4</li> <li>● Textbook Ch. 7</li> <li>● Textbook Ch. 9</li> <li>● “Being a Wife” &amp; “Acting Like a Husband” (from <i>Man &amp; Wife in America</i>) - Available on CANVAS</li> <li>● The American Slave Code in Theory and Practice - Available on CANVAS <a href="https://archive.org/details/americanslavecod00lcgood/page/n3">https://archive.org/details/americanslavecod00lcgood/page/n3</a></li> </ul> <u>Assignments Due</u> <ul style="list-style-type: none"> <li>● Textbook questions 2 (9/20)</li> <li>● Discussion post 4 -- student choice (9/28)</li> <li>● Discussion post 5 -- response (10/5)</li> <li>● Caste Project (10/5)</li> <li>● Quiz 2 (10/5)</li> </ul>
8-11	10/6 - 11/2	<b><u>MODULE 3: RESISTANCE AND REFORM IN THE EARLY 20TH CENTURY</u></b>
		<u>Readings</u> <ul style="list-style-type: none"> <li>● Textbook Chs. 5 &amp; 11</li> <li>● <i>White By Law</i> (entire book)</li> </ul> <u>Videos</u> <ul style="list-style-type: none"> <li>● “One Woman, One Vote” (1 hr 48 mins) - Available on CANVAS <a href="https://search-alexanderstreet-com.libaccess.sjlibrary.org/view/work/bibliographic_entity%7Cvideo_work%7C1787338">https://search-alexanderstreet-com.libaccess.sjlibrary.org/view/work/bibliographic_entity%7Cvideo_work%7C1787338</a></li> </ul> <u>Assignments Due</u> <ul style="list-style-type: none"> <li>● Textbook questions 3 (10/12)</li> <li>● Discussion post 6 -- voting rights (10/19)</li> <li>● Discussion post 7 -- response (10/26)</li> <li>● Book Journal (11/2)</li> </ul>

12-16	11/3 - 12/9	<p><b><u>MODULE 4: LEGACIES OF CASTE; CONTEMPORARY REFORM EFFORTS</u></b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>● Textbook Chs. 6, 8, &amp; 12</li> <li>● “The Challenge of Educational Inequality” (Brownstein) - Available on CANVAS <a href="https://www.theatlantic.com/education/archive/2016/05/education-inequality-takes-center-stage/483405/">https://www.theatlantic.com/education/archive/2016/05/education-inequality-takes-center-stage/483405/</a></li> <li>● “Your Right to Equality in Education” (ACLU) - Available on CANVAS <a href="https://www.aclu.org/other/your-right-equality-education">https://www.aclu.org/other/your-right-equality-education</a></li> <li>● “Understanding Education as a Right” (Right to Education) - Available on CANVAS <a href="https://www.right-to-education.org/page/understanding-education-right">https://www.right-to-education.org/page/understanding-education-right</a></li> <li>● “Harvard Affirmative Action Trial Ends, But Lawsuit is Far From Over” (Jung) - Available on CANVAS <a href="https://www.npr.org/2018/11/02/660734399/harvard-discrimination-trial-is-ending-but-lawsuit-is-far-from-over">https://www.npr.org/2018/11/02/660734399/harvard-discrimination-trial-is-ending-but-lawsuit-is-far-from-over</a></li> </ul> <p><u>Videos</u></p> <ul style="list-style-type: none"> <li>● “13th” (1 hr 40 mins)</li> <li>● “Waiting for Superman” (1 hr 51 mins)</li> </ul> <p><u>Assignments Due</u></p> <ul style="list-style-type: none"> <li>● Textbook questions 4 (11/16)</li> <li>● Discussion post 8: <i>13th</i> and legacies of slavery (11/16)</li> <li>● Discussion post 9: school accommodations (11/23)</li> <li>● Discussion post 10: response (12/2)</li> <li>● Film Response (12/7)</li> </ul>
FINAL EXAM	R 12/12	<b>1715-1930</b>