

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
Office Location:	MQH 527
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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/racial and religious minorities, gay and lesbian 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 include

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.

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—

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*, *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*

Book Review

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**

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 citation is due on Canvas 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.**

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

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

Week

Date

Week	Date	Topics, Readings, Assignments, Deadlines
4	6/27	Reading: <i>Munoz</i> , A Dream Deferred: Undocumented Students at CUNY