

RACE, GENDER, INEQUALITY & THE LAW

**San Jose State University**

**Justice Studies Department**

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[www.professorcrain.org](http://www.professorcrain.org)

**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 reverse discrimination. Solutions for structured inequality in the U.S.**

Race, class, and gender, and the inequalities associated with them, affect all of our lives but are often taken for granted and rarely confronted, challenged, or contested. In this course, we will address the multiple and intersecting ways these experiences shape society, individual life-chances, and daily social interactions.

**Books**

- **Alexander, Michelle.** [The New Jim Crow: Mass Incarceration in the Age of Colorblindness \(hyperlinked\)](#)
- **Crain, Crystallee.** Race, Gender, Inequality and the Law Reader (free and available in pdf online)
- **Crass, Chris.** Towards Collective Liberation: Anti Racist Organizing, Feminist Praxis, and Movement Building Strategy

**Assignments**

- **2** In-Class Short Essays – 40 points each = 80
- **5** blog posts – 20 points each =100  
(to be posted on [www.professorcrain.org](http://www.professorcrain.org) & media outlet of your choice)
- **1** Paper (**final**) = 100 points

**Total: 280 points**

**\* Students are strongly encouraged to satisfy GE Areas R,S, and V with courses from departments other than the major department. Completion of, or co-registration in, 100W course is strongly recommended. A minimum aggregate of 2.0 in GE Areas R, S & V shall be required of all students.**

## **JS 132 Course Goals and Student Learning Objectives**

The course objective is to develop or enhance critical thinking skills about the student's social location vis-à-vis the class material on social inequality within a process of critical self-reflection. The student will demonstrate these skills through a keen analysis, shown through her/his written and verbal projects.

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

SLO1: To describe how identities (i.e. religious, 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 discussion at a skilled and capable level.

SLO6: Students will recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### **Canvas Syllabus and course content can be found on Canvas:**

URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf)). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings. Library Liaison Below is the link to the Justice Studies library resource web page web page: <http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Ms Silke Higgins is the SJSU Justice Studies Subject Specialist

Librarian. She is more than happy to answer questions and meet with students one on one. She can be reached by email at [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu) and by phone at (408) 808-2118.

## **Department of 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.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class.
- Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American 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 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## ASSIGNMENT DESCRIPTIONS

### 2 Short Essays: SLO 2, SLO 5, SLO 6

Write three brief papers (between 500 and 750 words) **reacting to, and analyzing, material in Alexander's book, Crain's Reader or Crass' text.**

Focus Areas:

**Citizenship OR Racism OR Class Inequality OR Sexism OR Sexuality**

- **Short Essay #1** Due Thursday, January 8<sup>th</sup>
- **Short Essay #2** Due Tuesday, January 13<sup>th</sup>

**Clearly identify the reading(s) you are analyzing.** Each paper should demonstrate or prove a **main point explicitly indicated in your first paragraph.** Do not summarize the readings, merely express agreement or disagreement, or comment superficially on a variety of topics. Instead, **develop a single theme** as you **analyze** issues that relate to the course, express and justify your own views, and **explain why alternative views are wrong.**

For example, do not simply agree with an author that inequality is bad, or say that people should teach children not to discriminate, or claim that an author's article is either brilliant or ridiculous. Instead, **pinpoint the controversy;** this often relates to the author's ideological perspective on the underlying problem's origins and possible solutions.

The ideal paper is an **analytical, persuasive, and personal** discussion of a single controversial point in the readings. I am *not* asking you to be "objective"--I want to know what *you* think--but you do have to be fair in presenting and analyzing **alternative perspectives** as you reflect upon, and justify, your own. Make sure, also, that you do not simply repeat comments made in the discussion forums. Be original, be creative. LEARN.

Although these papers are brief, *they are not easy to do.* They typically require that you revise several drafts in order to narrow your focus. Your prompt are the potential focus areas listed above with the due dates. All short essays will be submitted online.

## 5 Blog Posts – SLO 1, SLO 2, SLO 5

### The guidelines for these responses are as follows:

- a) Post a unique contribution to the blog **5** different times during the intersession term. Your blog due dates are highlighted in the **class schedule**. You are asked to complete an **original post and a response every other day**.
- b) Each blog prompt will be about one or two cases that relate to the reading material assigned for the course. In your original post you should answer at least two of the questions given.

- **150-250 word blog posts**
- **50-100 word responses**

- a) Post high quality messages – one or two-sentence posts are not acceptable.
- b) You must use class materials and research to support your responses. An opinion is great, but is it supported? Be sure to cite your sources.
- c) Read through all posts before responding, you will be deducted points for repetitive responses.
- d) Remember you are talking to each other and not to me.
- e) Be respectful! Please use academic discourse and non-attacking language. It is alright to be passionate about an issue, but there is a way to argue your side without directly verbally abusing others.

## Final Exam SLO 1, SLO 2, SLO 3, SLO 4, SLO 5

The final project is a culmination of the ideas and concepts shared in the course. See the assignment sheet on canvas.

## Schedule of Readings & Activities

<u>DATE</u>	<u>READING</u>	<u>TOPICS/ACTIVITIES</u>
Monday, January 5, 2015	<p>See email on pre-readings.</p> <p><b>*HANDOUTS ARE ON THE CLASS WEBSITE</b>  <a href="http://www.professorcrain.org">www.professorcrain.org</a></p> <p><b>*Ask about the extra credit community events!</b></p>	<p>Student &amp; Faculty Introductions            Introduction to Course Themes, Terms, and Theories            Group Discussion            Cracking the Code - Video Clip(s)            Overview of Class website</p>
Tuesday, January 6, 2015	<p><b>ALEXANDER - Introduction</b></p> <p><b>The Rebirth of Caste Audio Book Link:</b>  <a href="https://www.youtube.com/watch?v=kUbYT9FR700">https://www.youtube.com/watch?v=kUbYT9FR700</a></p> <p>READER            Revisiting Race-Neutral Politics – The Nation – April 2011            Nangwaya, A. (2014) Organization Is the Weapon of the Oppressed: Ferguson, Mobilization, and Organizing the Resistance! <a href="http://www.dissidentvoice.org">www.dissidentvoice.org</a>.</p>	<p><b>History of Policing in the United States</b>  <b>Racial Caste in the U.S.</b>  <b>Understanding Systems of Oppression</b>  <b>Case Review – Blog Review</b></p> <p><b>Complete blog post and response.</b></p> <p><b>Community Event</b> – (optional/extra credit)            Santa Clara County Juvenile Justice Commission            12: 15 p.m.            Santa Clara County District Attorney’s Crime Lab, Conference #1            250 W. Hedding St San Jose, CA 95110</p>
Wednesday, January 7, 2015	<p><b>Improving American Police Ethics Training: Focusing on Social Contract Theory and Constitutional Principles</b>  <a href="http://www.forumonpublicpolicy.com/archivesum07/moll.pdf">http://www.forumonpublicpolicy.com/archivesum07/moll.pdf</a></p> <p>READER            "White Privilege: Unpacking the Invisible Knapsack," Peggy McIntosh            "Exploring the Depths of White Racist Socialization," Tim Wise</p>	<p><b>Guest Speaker</b>            LICKS Screening and panel discussion.</p> <p><b>Group Activity</b></p>

	<p>"What Americans Want: The People's Budget," David Moberg, In These Times (June, 2011)  <a href="#">LOPZ, GURIN, NAGDA. Education and Understanding Structural Causes for Group Inequalities</a></p>	
<p>Thursday, January 8, 2015</p>	<p><b>ALEXANDER - The Lockdown Audio Book:</b>  <a href="https://www.youtube.com/watch?v=nVcQEJ9mSc">https://www.youtube.com/watch?v=nVcQEJ9mSc</a>  <b>The Color of Justice Audio Book:</b>  <a href="https://www.youtube.com/watch?v=ze2X8oZoYks">https://www.youtube.com/watch?v=ze2X8oZoYks</a></p> <p>READER          Poor People's Movement and the Structuring of Protest  <a href="#">The High Budgetary Costs of Incarceration.</a></p>	<p><b>Social Contract Theory &amp; the role of the state vs citizen (person)</b>  <b>What is State sanctioned violence?</b>  <b>What is accountability – Who defines it?</b>  <b>Group activity – reading review</b></p> <p><b>Short Essay #1 Due</b></p> <p><b>Sgt. Steve Donahue – Guest Speaker</b>  <b>Sexual Assault Investigation Unit</b></p> <p><b>Complete blog post and response.</b></p> <p><b>Community Event</b> – (optional/extra credit)          Author and Professor William Armaline,          Human Rights Director at San Jose State University          Title: The Human Rights Enterprise: Political Sociology, State Power, and Social Movements          7 – 9 p.m.          48 S. 7<sup>th</sup> Street, San Jose, CA 95112          \$5-\$10 donation</p>
<p>Friday, January 9, 2015</p>	<p><b>ALEXANDER - The Cruel Hand Audio Book:</b>  <a href="https://www.youtube.com/watch?v=irMdUx35hGo">https://www.youtube.com/watch?v=irMdUx35hGo</a>  <b>The New Jim Crow Audio Book:</b>  <a href="https://www.youtube.com/watch?v=w0iFfD8BZXg">https://www.youtube.com/watch?v=w0iFfD8BZXg</a></p> <p>READER          Resistance Against Violence in Oakland</p>	<p><b>Complete blog post and response.</b></p> <p><b>Guest Speaker</b> – Psychology &amp; Political Science Professor, Robert Brem          CSU –East Bay &amp; College of Alameda          - <i>Inequality, Forensic Psychology &amp; Justice</i></p>



	<p>Shah, S. Healing from Harm and Unlearning Violence. Tikkun Magazine. Issue on Restorative Justice, Duke University Press, December 2011.</p> <p>Lost Youth: A County by County Analysis of 2009 California Homicide Victims Ages 10-24. Violence Policy Center.</p>	
<p><b>Monday, January 12, 2015</b></p>	<p><b>CRASS-From Collective Refusal to Collective Liberation Towards Collective Liberation: What I believe</b></p> <p>READER  <a href="#">Why US capitalism perpetuates gender inequality</a> (online reading)          READER - <a href="#">The Anti-Lady Laws Exposed</a>          Perry, T. Family Values, Race, Feminism and Public Policy.          Hofrichter, R. Health Equity: Exploring the Social and Economic Dimensions. National Association of County and City Health Officials. <a href="http://www.americashealthrankings.org">www.americashealthrankings.org</a>.</p>	<p><b>Gender, Class, Sexuality – Intersectionality &amp; Justice</b></p> <p><b>Complete blog post and response.</b></p> <p><b>Group Activity</b></p>
<p><b>Tuesday, January 13, 2015</b></p>	<p><b>CRASS- “By All Means, Keep Moving”: Towards Anti-Racist Politics and Practice</b></p> <p>READER          Public Safety and The Oakland Police Department. Dan Siegel. <a href="#">The Basics of Organizing (online reading)</a>          Introduction: The Critical Intersections of Reproductive Justice and Climate Justice. ACRJ, 2009.          Agenda for Action: Building a Movement for Elder Women’s Advocacy. (2009) The Women’s Foundation Report.  <a href="#">198 Methods of Nonviolent Action</a>. The Albert Einstein Institution.</p>	<p><b>Women &amp; Children in Prison California - New Laws /Protections for Incarcerated Women</b></p> <p><b>Ballot Initiative Overview - <a href="#">Prop 47</a></b>          Reduced Penalties for Some Crimes Initiative (2014) - Ballotpedia website. &amp; <a href="#">Prop 36 - Changes to the “Three Strikes Law”</a> - Ballotpedia website</p> <p><b>Short Essay #2 Due</b></p>
<p><b>Wednesday, January 14, 2015</b></p>	<p><b>CRASS- Against Patriarchy: Tools for Men to Further Feminist Revolution</b></p> <p>READER          LGBT Student’s Negative School Experiences. Laws, Policy, Regulations.</p>	<p><b>Guest Speaker - Debra Mendoza (Violence Prevention Specialist/ investigator/ Former Probation Officer)</b></p> <p><b>Complete blog post and response.</b></p>

Corrupting Justice: <a href="#">A Primer for LGBT Communities on Racism, Violence, Human Degradation &amp; the Prison Industrial Complex</a> (online reading)		<b>Group Work – Finalize Worksheet components</b>
<b>Thursday, January 15, 2015</b>	READER Chang, Momo. Immigrant Youth Activists Dare to DREAM. The Nation – April 2011.	<b>Prepare to finish your final paper.</b>
<b>Friday, January 16, 2015</b>	<a href="#">Defining civic engagement.</a> (online reading)	<b>Submit final paper on Canvas.</b>  <b>Complete final blog post and response.</b>

**DUE DATES @ A GLANCE**

<b>SHORT ESSAY #1 – THURSDAY, JANUARY 8TH</b>	
<b>SHORT ESSAY #2 – TUESDAY – JANUARY 13TH</b>	<b>BLOGS – EVERY OTHER DAY</b> <b>TUES/THURSDAY/MONDAY/WEDNESDAY/FRIDAY</b>
<b>FINAL PAPER – FRIDAY, JANUARY 15 (CANVAS)</b>	