

**San José State University**  
**Department of Justice Studies**  
**JS132-80, Race, Gender, Inequality, and Law - Fall 2020**

**Course and Contact Information**

**Instructor:** Judith Randle  
**Office Location:** <https://sjsu.zoom.us/j/6570524029>  
**Email:** judith.randle@sjsu.edu  
**Office Hours:** M/W 12 – 1 pm  
**Class Days/Time:** N/A  
**Classroom:** <https://sjsu.zoom.us/j/6570524029>

**Course Website:**

Course Format: **Online Only / Asynchronous**

**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.

CLO1: 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.

CLO2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

CLO3: To provide an overview of race, gender, and class issues in the criminal justice system.

CLO4: 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).

CLO5: Students should read, write, and contribute to discussion at a skilled and capable level.

## Required Materials

Healy, Stepnick, & O'Brien (2019). *Race, Ethnicity, Gender, & Class: The Sociology of Group Conflict and Change*. 8th Ed. Sage Press. ISBN: 9871506346946

Haney Lopez (2012). *White by Law: The Legal Construction of Race*. NYU Press. ISBN: 9870814736944 \*\* Available free online via the King Library

## 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.

## 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Your grade is derived from work in five (5) categories:

Textbook Quizzes (4) – Enhance your learning of the Module's topic by reviewing key information in the assigned textbook chapters for that Module. (CLOs 1 – 4)

Discussion Posts (10) – Critically evaluate and debate current events highlighting unequal treatment (e.g., police brutality) with your fellow students on the class discussion board. (CLOs 2 – 5)

Caste Project – Individually or with a partner, construct a narrated slide show presentation that summarizes the legal status of women, free men, and slaves prior to the Civil War. (CLOs 1 – 5)

Book Journal – Answer a series of questions about the socio-legal construction of race as you read the book, *White by Law*. (CLOs 1 & 2)

Final Essay – Write an essay analyzing a contemporary policy designed to achieve racial and/or sex/gender equality. (CLOs 2, 4, 5)

## Grading Information: Point and Percentage Values Assignment Point (% of Total Grade)

Textbook Quizzes 125 pts (25%)

Discussion Posts 50 pts  
White By Law Assignments  
Caste Project (draft & final)  
Final Essay (proposal, draft, & final)

100 pts (25%) 40 pts (10%) 50 pts (12%) 115 pts (28%) 405 pts total

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>99 to 100%</i>
<i>A</i>	<i>93 to 98%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

### **Grading Policy and Late Submission**

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. In order to demonstrate your comprehension of the course material, and knowledgeable application of theory, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Late submissions will be penalized at a 2% point deduction per hour.

A grade of “C” is required to pass this course.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the

determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **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/>”

## **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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.”

- Students must request permission by email and shall not record until permission is granted.
- 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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 \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

### **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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>.

## **JS132-80 / Fall 2020 / Course Schedule**

*The following course schedule is subject to change; advance notice of any changes will be provided via email as early as possible.*

<p>(WEEKS/ DATES)</p> <p>Weeks 1 – 3</p> <p>Aug 19 – Sept 5</p>	<p style="text-align: center;"><b><u>MODULE 1: CONSTRUCTING (UNEQUAL) IDENTITIES</u></b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Textbook Chs. 1-3</li> <li>• <i>White by Law</i>, Ch 1</li> </ul> <p>Assignments Due</p> <ul style="list-style-type: none"> <li>• Discussions Posts 1-2</li> <li>• Textbook Quiz 1</li> <li>• <i>White By Law</i> Book Journal, Questions 1&amp;2</li> </ul>
<p>Weeks 4 – 7</p> <p>Sept 6 – Oct 3</p>	<p style="text-align: center;"><b><u>MODULE 2: THE CASTE SOCIETY IN ANTEBELLUM AMERICA</u></b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Textbook Chs. 4 &amp; 7</li> <li>• <i>White by Law</i>, Ch. 2</li> <li>• “Being a Wife” &amp; “Acting Like a Husband” (available on CANVAS)</li> <li>• <i>The American Slave Code in Theory and Practice</i> (available on CANVAS)</li> </ul>

	<p>Videos</p> <ul style="list-style-type: none"> <li>• <i>Dred Scott v Sanford</i></li> </ul> <p>Assignments Due</p> <ul style="list-style-type: none"> <li>• Discussions Posts 3-4</li> <li>• Textbook Quiz 2</li> <li>• White By Law Book Journal, Questions 3&amp;4</li> <li>• Caste Project – Draft</li> <li>• Caste Project - Final</li> </ul>
<p>Weeks 8 – 10</p> <p>Oct 4 – Oct 24</p>	<p style="text-align: center;"><b><u>MODULE 3: THE PROMISE OF RECONSTRUCTION</u></b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Textbook Ch. 5</li> <li>• <i>White By Law</i>, Chapters 3&amp;4</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>• "Constitutional Law Tutorial"</li> <li>• "Reconstruction and 1876: Crash Course US History #22"</li> <li>• "Plessy v. Ferguson Summary"</li> <li>• "Civil Rights Cases"</li> <li>• "Equal Protection: How Does it Work?"</li> <li>• "Equal Protection: Crash Course Government and Politics #29"</li> <li>• "Craig v Boren Summary"</li> </ul> <p>Assignments Due</p> <ul style="list-style-type: none"> <li>• Discussions Posts 5-6</li> <li>• Textbook Quiz 3</li> <li>• Final Essay Proposal</li> <li>• White By Law Book Journal, Questions 5-7</li> </ul>
<p>Weeks 11 – 13</p> <p>Oct 25 – Nov 15</p>	<p style="text-align: center;"><b><u>MODULE 4: RESISTANCE AND REFORM IN THE EARLY 20<sup>TH</sup> CENTURY</u></b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Textbook Chs. 6, 9, &amp; 11</li> <li>• <i>White by Law</i>, Chs. 4 &amp; 5 Videos</li> <li>• "Perfect 36: When Women Won the Vote"</li> </ul>



	<ul style="list-style-type: none"> <li>• "The Progressive Era"</li> </ul> <p>Assignments Due</p> <ul style="list-style-type: none"> <li>• Discussions Posts 7-8</li> <li>• Textbook Quiz 4</li> <li>• White By Law Book Journal, Questions 5-7</li> <li>• Final essay - Draft</li> </ul>
<p>Weeks 14 – End</p> <p>Nov 16 – Dec 11</p>	<p style="text-align: center;"><b>MODULE 5: LEGACIES OF CASTE: CONTEMPORARY REFORM EFFORTS</b></p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Textbook Chs. 12 &amp; 14</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>• "Brown v Board of Education Summary"</li> <li>• "The 1960s in America: Crash Course US History #40"</li> <li>• "The Civil Rights Act of 1964 Explained"</li> <li>• "Heart of Atlanta Motel, Inc. v. United States Summary"</li> <li>• "McCleskey v Kemp"</li> <li>• "SCOTUS Same-Sex Wedding Cake Decision"</li> </ul> <p>Assignments Due</p> <ul style="list-style-type: none"> <li>• Textbook Quiz 5</li> <li>• White By Law Book Journal, Question 8</li> <li>• Discussion Posts 9-10</li> <li>• Final Essay</li> </ul>