

San José State University

Justice Studies JS132 Race, Gender, Inequality and the Law

Spring 2022

Instructor: Kevin Lynch, MA

Office Location: Online

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Office Hours: Tuesdays, Thursdays 10:00-11:00am online

<https://sjsu.zoom.us/j/88117559325>

Class Days/Time: Tuesdays, Thursdays 3:00 p.m. to 4:25 p.m.

Classroom: Clark Hall 204

Requisites: Completion of, or co-requisite of 100W

Course Description: The class explores legal issues and individual and institutional discrimination/oppression of ethnic/cultural, women, religious minorities, gays, lesbians and trans persons in education, employment, criminal justice both past and present. The class will investigate the impact of mass incarceration, and US Supreme Court decisions on diverse populations. Students learn about the creation and maintenance of systemic oppression. Students will be able to explain how historical power and theories are used to maintain durable inequality. We employ theories on maintenance of inequality and investigate theories on how to disrupt systems of inequality on a macro-cultural level. Historical oppressions are revealed, compared, and discussed. The course examines social actions that seek to dismantle structures of inequality and oppression in the U.S. The class centers on student discussions, lectures, and documentaries.

General Education Goals and Student Learning Objectives

This course falls within the general education curriculum and as such, it has specific General Education Learning Outcomes:

GELO 1: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within the contexts of equality and inequality;

GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO 3: 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);

GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Learning Outcomes:

SLO1: Explain how race, gender, and class issues function in the criminal justice system.

SLO2: Explain how to read, write, and contribute to discussion at a skilled and capable level.

SLO3: Recognize the maintenance of systemic inequality in media and political campaigns and be able to decipher coded language.

SLO4: Obtain a working knowledge of the U.S. court system and key decisions that have impacted inequality/equality by the U.S. Supreme Court.

SLO6: Explain gender theories that describe and provide a framework for solutions of inequality.

SLO7: Describe how social action and activism can work best to reduce inequality.

SLO8: Describe what it's like, not only for the oppressed in the U.S., but also for the oppressor.

Course Assignments:

1. Group work includes presenting readings and relating them to class concepts as well as debating issues.
2. Essays are required after each module.
3. Individual assignments will be given on selected readings, films, podcasts, and lectures.
4. I will call on students randomly during class. If you are absent, no points. Questions can be about readings concepts or simply opinion. The quality of your answers will be graded.
6. Each student will present on a poem, song, passage, video clip, or any other type of media and relate it to a concept in the course and show how it relates to paideia.
7. All final presentations and papers must incorporate a concept learned in class such as Durable Inequality, Systematic Racism, Truth and Reconciliation, stages of inequality, or Paideia.

For final papers if you choose to do one:

1. Incorporate no. 7 above in your paper.
2. Cite 10 sources, with five academics without using ANY from class assignments
3. Paper should be 12 pages to 15 pages excluding title page but including references. APA style, 12 point type.

Assignment Requirements

For written assignments:

1. Use proper grammar and spelling. Make sure to edit at least once and use spell check. Obvious misspelling will result in missed points.
2. Please put answers in your words. No cut and paste!
3. Make sure your answers come from the reading and not from google.
4. In your answers, make sure you prove to me that you have DONE THE READING.
5. Make sure to send a word doc or pdf for ALL assignments. Anything else will result in no points.
6. Work on assignments must be based on individual work. Plagiarism will result in no points and possible academic sanction from the University or department.

Notes on the course:

- Part of the class is devoted to paideia - Training of the physical and mental faculties to produce a broad enlightened, mature outlook harmoniously combined with maximum cultural development. Paideia further entails deep meditations on the nature of love, beauty, equality, liberty, suffering and justice. It is based on the edict that the unexamined life is not worth living. Consequently, the class will hopefully challenge your assumptions about love, justice, beauty, etc.

- Inequality and the history of human existence is founded upon those who are oppressed and those who oppress. Our focus will be on the often triumphant response of the oppressed in defining love, beauty, equality, liberty, suffering, and justice, and not on the victimization of the oppressed. The study of the oppressor will be on what happens when the oppressed are deprived of truth and the psychological, emotional, and financial costs of willful ignorance.

- San Jose State is gaining in its reputation as an academic institution and your graduation from this school and major look impressive on a resume. This class is designed to increase your academic rigor and add to Justice Studies' reputation. The class will challenge you academically and personally. Consequently, complete assignments on time and stretch your mind.

E-mail Policy

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the "subject line" the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to "**no subject**" e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.

Questions for the Instructor

If you have questions for the instructor, please consult the syllabus first; it will have many of the answers.

Required Texts/Readings

Rodriquez, Prisca, Dorcas, Mojica,(2021) *For Brown Girls with Sharp Edges and Tender Hearts*

Library Liaison (Optional)

Nyle Monday, nyle.monday@sjsu.edu, (408) 808-2041
<http://libguides.sjsu.edu/justicestudies>

Grading Information

A student's final grade is based on completion of assignments, quizzes, debates, group presentations, a midterm, final, final projects and participation.

Determination of Grades

- Effort, insights, and command of material during written exercises. Short superficial answers where you have not **PROVEN** you have done the reading will result in a bad grade.
- Clear concise writing with few or no grammatical or spelling errors.
- No points will be rewarded for missed presentations, exams, or quizzes without a documented reason.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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/. 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/>.

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 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](http://www.sjsu.edu/at/asc/) 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 10th 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th 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](tel:408.924.2910).
Website: <http://www.sjsu.edu/casa/ssc/>.

Course Outline*

*Please note: Outline is subject to change. Also class discussions and assignments could shift because of current events.

PART I INTRODUCTION, PAIDEIA, OPPRESSION AND LOVE.

WEEK ONE - Introduction

Monday, 8/23: Class one: Introduction to class, syllabus overview, class policy set. Dyad introductions.

ASSIGNMENT: *Syllabus quiz, 8/25*

Wednesday, 8/25 Paideia and the nature of American inequality. Quiz.

ASSIGNMENT: Youtube video: Cornell West. *The historical Philosophy of WEB Du Bois*. What examples does West use of paideia? Du Bois and the veil, what is that? Due, Friday at 11:59 pm.

WEEK TWO – Nature of love and class structure.

Monday, 8/30 Love lecture. What is the nature of love? How does it relate to inequality? Freire and course structure. Freire chapter 3

Wednesday, 9/1. Paulo Freire *Pedagogy of the Oppressed* preface discussion. Paideia example 1

ASSIGNMENT: *Pedagogy of the Oppressed, chapter 2*. Example of paideia in art.

WEEK THREE – [Socratic discussion](#). Freire chapter 2.

Monday, 9/6 No class

Wednesday, 9/8 CRT, Oppressed and oppressor, [Socratic questioning](#). Bill Mahr Friday, August 6 episode. Paideia example 3

ASSIGNMENT: *Pedagogy of the Oppressed, chapter 1, part 1*.

WEEK FOUR – Friere Continued

Monday, 9/13 Part I [Socratic discussion](#). *In the Absence of Light*. Paideia example 4

Wednesday, 9/15 *In the Absence of Light*. Nature of beauty. Paideia example 5

ASSIGNMENT: *Pedagogy of the Oppressed, Chapter 1, part 2. Absence of Light assignment*.

WEEK FIVE -Personal essay and Critical Race Theory

Monday, 9/20 Part II [Socratic discussion](#). Nature of equality. Paideia example 5

ASSIGNMENT: Personal essay - What examples of paideia do you see in your family? What examples do you see in yourself? What songs, passages, poems, quotes or sayings inspire you? What about them makes you think and feel deeper? Module conclusion.

Wednesday, 9/22 Critical Race Theory, the nature of Justice. Positives and negatives of critical race theory. What are the controversies around the theory?

PART II THEORIES, TERMS

WEEK SIX – Charles Tilly, Marx and Weber.

Monday, 9/27, Culture, social interaction, social systems, norms, mores. Value added from means of production and closed system. Set groups. Paideia example 6

Wednesday, 9/30: Durable Inequality Exploitation and opportunity hoarding, emulation and adaptation lecture, Example of exploitation: slavery and king cotton. Paideia – *I know a place*, Paideia example 7
ASSIGNMENT: Monday quiz on Enduring Inequality, terms. *The Gift of Black Folk*, W.E.B. Du Bois chapter 1

WEEK SEVEN – Structural racism

Monday: 10/4 *Quiz #2*. Tricia Rose, Structural Racism. Paideia example 7

Wednesday, 10/6. Structural Racism Continued. The nature of Truth. *Socratic Discussion*. Paideia example 8.

ASSIGNMENT: Apply structural racism to a police brutality example. Due Thursday, Oct. 14, 11:59 pm.

WEEK EIGHT – Stages of inequality

Monday, 10/11. Group 1 presents on structural racism. *Socratic Discussion*. The nature of Paideia example 9

Wednesday, 10/13. Inequality stages. Margret Garner. Paideia example 10

DUE: Structural racism and police brutality, Thursday, Oct. 14, 11:59 pm. End of module.

PART III INEQUALITY AND THE COURTS

WEEK NINE – Stages and Courts

Monday, Oct. 18: Review: Atrocity, recognition of humanity, leadership and activism, change, reparation, and regression. Emmitt Till. Paideia example 11
<https://www.bing.com/videos/search?q=eyes+on+the+prize+emmett+till&&view=detail&mid=BB3BC5CCA5C3FDF00BA7BB3BC5CCA5C3FDF00BA7&rvsmid=569ACFCE9D827841F5FB569ACFCE9D827841F5FB&FORM=VDQVAP>

Wednesday, Oct. 20. Group 2 presentation on Inequality stages. Paideia example 12 James Baldwin exercise.

ASSIGNMENT: . <https://www.theatlantic.com/politics/archive/2018/07/how-shelby-county-broke-america/564707/>. Answers due Saturday, 11:59

WEEK TEN – The Law

Monday, Oct. 25 Courts, local, state, federal, three branches of government. Paideia example 13

Wednesday, Oct. 27. Group 3 presents on local politicians. Voting and inequality [Socratic discussion](#).
Paideia example 14

ASSIGNMENT: Michelle Alexander, *The New Jim Crow*, chapter 3. What are the major cases and what do they mean? How do they instill systematic racism? Relate to the concepts of paideia, durable inequality, or atrocity.

WEEK 11 – Important Cases

Nov. 1, Major Cases lecture. Paideia example 15

Nov. 3, Group 4 presents on local politicians. Paideia example 16

ASSIGNMENT: 1619 questions. Due Saturday, 11:59 pm. What concepts or practices established then are still alive today? How did the founding of the country instill what we know of white privilege and systematic racism? Relate to the concepts of paideia, durable inequality or atrocity.

WEEK 11

Nov. 8, Key Amendments, 1619. [Socratic Discussion](#). Paideia example 17.

Nov. 10, Group 5 presents on State politicians. Paideia example 18.

ASSIGNMENT: Return to Alexander, how do the cases mentioned erode Constitutional rights

WEEK 12 – Legal system in action.

Nov. 15, [Socratic Discussion](#). California violates the 8th. Paideia example 19

Nov. 17, Group presents 6 on the Santa Clara County Jail. [Socratic Discussion](#). Paideia example 20

ASSIGNMENT: Motivations for white violence. “Inside the Insurrection” *The New Yorker*

PART IV White Privilege and mass incarceration

WEEK 13 – Mass Incarceration

Nov. 22, 13th Part I. Paideia example 21.

Nov. 24. Holiday

WEEK 14 Whiteness

Nov. 29, James Baldwin clips, [Socratic Discussion](#), Paideia example 22

Dec. 1 Robin DeAngelo video, Paideia example 23.

ASSIGNMENT: *The Chosen ones*. Are the solutions viable? Why or why not? Do they address any of the theories we have studied? Could they release a paideic response? How could instilling more input disrupt durable inequality?

PART V SOLUTION

WEEK 15

Dec. 6, Solutions: More funding for courts. Reversal of McClesky, Ceasefire operation, more funding to amplify unheard voices.

FINAL

Dec. 8, 9:45 - noon: Final presentations on theories and solutions. Papers due.