

**San José State University**

**CASA/Justice Studies 101**

**Sex & Justice, Spring 2020**

**Course and Contact Information**

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|-------------------------|---|
| <b>Instructor:</b>      | <b>Kevin Lynch</b>  |
| <b>Office Location:</b> | <b>MacQuarrie Hall 508</b>  |
| <b>Telephone:</b>       | <b>(510) 798-5189</b>   |
| <b>Email:</b>           | <b><a href="mailto:Kevin.lynnch@sjsu.edu">Kevin.lynnch@sjsu.edu</a></b> |
| <b>Office Hours:</b>    | <b>Tuesday-Thursday 1:30-2:30 or by appointment</b>                     |
| <b>Class Days/Time:</b> | <b>Tuesday-Thursday 4:30-5:45</b>                                       |
| <b>Classroom:</b>       | <b>MacQuarrie Hall 523</b>  |
| <b>Prerequisites:</b>   | <b>100w</b>   |

**Course Description:** This course will cover an interdisciplinary, historical and comparative examination of justice concepts and controversies, including the state's role in promoting justice and perpetuating injustice; legitimate versus illegitimate violence; human rights, stateless persons, and the international community; the relationship between social justice and criminal justice.

Note: A grade of "C" or better is required for Justice Studies majors.

**Course Learning Outcomes (CLO)** Upon successful completion of this course, students will be able to:

1. Critically examine social justice issues and develop a broader understanding of social justice and the relationship between social justice and social policy.
2. Reflect upon the relationship between race, class, gender, nationality and social justice.
3. Write reports, assignments, and papers with professional and academic aptitude demonstrating a familiarity of class materials.
4. Read academic materials with proficiency.
5. Contribute to class discussion in thoughtful, critical, and collaborative ways.
6. Students should read, write, and contribute to discussion at a skilled and capable level

## Required Texts/Readings

Stevenson, Bryan. 2015. *Just Mercy, A Story of Justice and Redemption*. Random House.

Decker, Scott, Alarid, Leanne Fiftal, Katz, Charles. *Controversies in Criminal Justice*

Additional articles and readings will be posted on Canvas.

## Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison Nyle Monday, MLIS, Academic Liaison Librarian 4th Floor, King Library / Email: Nyle [Monday@sjsu.edu](mailto:NyleMonday@sjsu.edu)

## Course Requirements and Assignments

1. Group work includes discussions of readings and debating issues. Groups will also debate each other.
2. Quizzes on reading and lectures will be given individually and in groups.
3. Students will also write individual critiques on selected readings, films 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.
5. Midterms and finals will be comprised of multiple-choice questions.
6. Students will present a creative project, poem, one-act play, power-point presentation, or musical performance as part of the final or whatever else you can think of. Presentations should be cleared with me first. There's also an option for a research paper.
7. Take a side in a debate and make a convincing argument on why you support your opinion. Make sure to outline the argument for the other side of the debate, and then make your points on why your side is the better option.

For final papers if you choose to do one:

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

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

# 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 own 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.

San Jose State is gaining in its reputation as an academic institution. Your graduation from this school and major continues to look more impressive on a resume. This class should add to that reputation and academic rigor. Consequently, showing up on time, completing assignments on time and stretching your mind are fundamental requirements. Your effort will not only enhance your own academic and professional journey, but your earnestness also adds to the University as a whole. **Make sure to get class notes from someone else in class if you are absent. I will NOT provide notes if you are absent.**

## Grading Information

A student's final grade is based on completion of group assignments and activities, in-class discussion and presentation, and online activities. Evaluation shall consist of Canvas assignments, creative project or final, class presentation, midterm exam, final exam and participation in class. Examinations consist of multiple-choice questions derived from the reading assignments, group discussions and lectures.

Determination of Grades

- Participation in class discussions
- Effort, insights, and command of material during written and oral exercises.
- Clear, concise writing with few or no grammatical or spelling errors in written assignments.
- No points will be rewarded for missed presentations or assignments without a documented reason.

| <i>Grade</i>   | <i>Points</i> | <i>Percentage</i> |
|----------------|---------------|-------------------|
| <i>A plus</i>  |               | <i>96 to 100%</i> |
| <i>A</i>       |               | <i>93 to 95%</i>  |
| <i>A minus</i> |               | <i>90 to 92%</i>  |

|                |            |
|----------------|------------|
| <i>B plus</i>  | 86 to 89 % |
| <i>B</i>       | 83 to 85%  |
| <i>B minus</i> | 80 to 82%  |
| <i>C plus</i>  | 76 to 79%  |
| <i>C</i>       | 73 to 75%  |
| <i>C minus</i> | 70 to 72%  |
| <i>D plus</i>  | 66 to 69%  |
| <i>D</i>       | 63 to 65%  |
| <i>D minus</i> | 60 to 62%  |

| <b>Grading percentage</b>    |
|------------------------------|
| <b>Midterm 15%</b>           |
| <b>Final 15%</b>             |
|                              |
| <b>Assignments: 30%</b>      |
| <b>Quizzes</b>               |
| <b>Critiques</b>             |
|                              |
| <b>Participation: 10%</b>    |
| <b>Final project 30%</b>     |
|                              |
| <b>Debates: Extra Credit</b> |
|                              |
| <b>TOTAL 100%</b>            |

## Classroom Protocol

Readings about critical issues can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, feel free to contact the professor in person or anonymously. If you or a friend is in need of emotional support, please visit SJSU's Counseling and Psychological Services (CAPS) [www.sjsu.edu/counseling](http://www.sjsu.edu/counseling) service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. Additional confidential services include: Next Door: (408) 279-2962, [www.nextdoor.org](http://www.nextdoor.org), 234 E. Gish Road, Suite 200, San José CA 95112; YWCA Silicon Valley:

24 Hour Domestic Violence and Sexual Assault Support Hotline, (408) 2954011, [www.ywca-sv.org](http://www.ywca-sv.org), 375 S. Third Street, San José, CA 95112

*Classroom etiquette:* No electronic device use is allowed. Please take notes on paper, which has proven to increase retention of material. Use of cell phones or other devices will result in a reduction of your grade. Please tell friends and family that you will be unavailable via text or call during class time. Laptops and phones can be used during group work at specified times.

## UNIVERSITY POLICY

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 at <http://www.sjsu.edu/gup/syllabusinfo/>"

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 written/emailed 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.

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."

**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.

**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 at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the [Writing Center on Facebook](#).

### WEEK ONE - **Introduction**

Thursday, Jan, 23: Class one: Introduction to class, syllabus overview, class policy set.

ASSIGNMENT: Personal essay due Sunday, 1/25.

### WEEK TWO – **Where it all began.**

Tuesday, Jan. 28: Quiz #1 on syllabus. Terms: Social interaction, social structure, culture, norms, mores. Groups set.

Thursday, Jan 30: How history establishes are current thinking and current issue in criminal justice. “Can’t write the history of the United States without race at the center.” Quiz preview

ASSIGNMENT: Chapter one “An Indigenous Peoples’ History of the United States” Pages 1-14; 18-31.

### WEEK THREE – **White supremacy, religion and colonialism**

Tuesday, Feb. 4: *Quiz #2*. Lecture – Religion and Manifest Destiny.

Thursday, Feb. 6: Settler colonialism

ASSIGNMENT: Watch the democratic debate. Which candidate(s) talk the most race, inequality or issues in criminal justice? Which seem to speak from a white supremacist or colonial point of view? Assignment #1 Due Feb. 9

### WEEK FOUR – **Debates: What makes a good debater?**

Feb. 11: Debate basics

Feb. 13: Debate #1 “Law Enforcement and Community Policing”

ASSIGNMENT: “An indigenous Peoples ...” p 32-77. Quiz preview

### WEEK FIVE – **The Death Penalty and criminal justice**

Feb. 18: Disability and the criminal justice. "Khalil Browder" *Quiz #3*.

Feb. 20: Debate #2 The Death penalty.

ASSIGNMENT: Stevenson p. 1-34, p.147-163 Assignment #2 due Sunday, Feb. 23.

### WEEK SIX – **Children and Criminal Justice**

Feb. 25: Solitary confinement and children. “Khalil Browder”

Feb. 27: Debate #4 “Is it a good idea to house juveniles in adult correctional facilities?”  
Quiz preview

ASSIGNMENT: Stevenson chapter 12, and a “Violent Defense.”

#### WEEK SEVEN – **Women and criminal justice**

Tuesday, March 4 – *Quiz #4*. Why are more women going to prison?

Thursday, March 5 – *Midterm preview Study for midterm*.

#### WEEK EIGHT – **Poverty, mental disability and criminal justice**

Tuesday March 10: Midterm

Thursday March 12: Bail reform

ASSIGNMENT: Stevenson chapters 4, p. 140-6 and chapter 10 assignment #3 due March 15

#### WEEK NINE – **Poverty and criminal justice**

Tuesday, March 17 – Plea bargains

Thursday, March 19. Debate #5 Will California’s bail reform law make a difference?

ASSIGNMENT: Stevenson p. 58-60 chapter 15 and 16 *Quiz* preview.

#### WEEK TEN – **White collar crime**

Tuesday, March 24 – *Quiz #4* White collar crime lecture.

Thursday, March 26 – Debate #6 Should jail and prisons be privatized?

WEEK 11 – Spring break

#### WEEK 12 – **Voter Suppression and the law**

Tuesday, April 7 - Voter suppression lecture

Thursday, April 9 – Voting primaries and inequality.

ASSIGNMENT: Challenges to the voting rights act. Shelby versus Holder and the challenge to voting rights. <https://www.theatlantic.com/politics/archive/2018/07/how-shelby-county-broke-america/564707/>. Voting Assignment #5 due April 12

#### WEEK 13 – **Police Brutality**

Tuesday, April 14: “13 shots”

Thursday, April 16: “13 shots”. Continued *Quiz preview*.

ASSIGNMENT: <https://www.inverse.com/article/18159-science-of-racism-against-black-americans-police-shootings-research>. Chapter 2 in Stevenson

**WEEK 14 – Solutions**

Tuesday, April 21: Quiz #5

Thursday, April 23: Debate #7 Can police culture be changed?

ASSIGNMENT: “Brown is the New White” due Feb. 23

Assignment #5 Due April 26.

**WEEK 15 – Solutions, Human trafficking**

Tuesday, April 28: Human Trafficking discussion

Thursday, April 30: Human Trafficking, solutions

ASSIGNMENT: Ceasefire Operation, community policing

Thursday, April 30: “Human Trafficking” Debate #8 Drug hearing Quiz Preview

ASSIGNMENT: “Human Trafficking is the new crack.”

**Week 16 – Solutions**

Tuesday, May 5: Neff Scot

Thursday, May 7: Presentations

FINAL – Presentations. Final exam. Papers due.

WEEK ONE -



Monday, Oct. 1 – 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments, reconstruction. Part of 13<sup>th</sup>, Part of the corporation.

Wednesday, Oct. 3 – 13<sup>th</sup> doc, part II, mass incarceration

Film critique due Friday, Oct. 6

WEEK NINE –

Oct. 9 – Essay #2

Oct. 11 – Reactions to Black Activism. *Black Panthers* on Kanopy Sections of 13<sup>th</sup>. criminalization of black men. Criminalization and discretion. <https://www.inverse.com/article/18159-science-of-racism-against-black-americans-police-shootings-research>

**ASSIGNMENT:** *Black Panthers* film critique due Friday, Oct. 13.

WEEK TEN – Racial caste, law and order, Mass incarceration

Oct. 16 – Part of 13<sup>th</sup>, (Willie Horton, 1994 crime bill “Super predators) election politics lecture Exonerated five (Netflix).

Oct, 18 – Alexander reading

WEEK ELEVEN – Media

Oct. 23 – Robinson chapter, moral panic, *Myth of the liberal media*.

Oct. 25 – Trump, Fox and moral panic

Film Critique, *Myth of the liberal media* Due Friday, Oct. 27

WEEK TWELVE – Discretion.

Oct. 28 – Doll experiment,  
<https://www.bing.com/videos/search?q=black+doll+white+doll+experiment&&view=detail&list=mMD888mWix%2bdnA&FORM=VRPPLA>

Oct. 30– housing, criminal justice, employment, housing, education, surveillance lecture.

Discussion Board questions, due Friday, Nov. 1

WEEK THIRTEEN – Latinx

Nov. 4 *Latinos Beyond Reel*

Nov. 6. Latinx Terrorism article

Film Critique, *Latinos Beyond Reel*, Friday Nov. 8

WEEK FOURTEEN – Gender

Nov. 11 – Hegemonic masculinity and Donald Trump Lecture *Codes of gender*

Nov. 13 – The unnamed conspirator, *Rape Myths on Trial*

Film Critique due Friday, Nov. 13

WEEK FIFTEEN – LBGQTA,

Monday, Nov. 18 – *Paris is Burning*

Wednesday, Nov. 20 – Nefertitti Scott interview

WEEK SIXTEENTH– Solutions

Monday, Dec. 2 Contact Theory

Wednesday, Dec. 4 Whiteness

Monday, Dec. 9 Work on papers.