

**San José State University**  
**School/Department**  
**JS201, Seminar in Justice and Social Theory, 3, Fall 2010**

**Instructor:** Sang Hea Kil  
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**Office Hours:** T 3-4pm; Th 12-2pm; or by Skype appointment.  
**Class Days/Time:** T 4-6.45pm  
**Classroom:** MH 235

**Course Description**

I designed this course to introduce master level students to social theories related to justice. We begin with western, historical theories of society and punishment. We continue with recent advancement in justice theories within the field of race and racism. We continue with an analysis of the work of theorists who write on black feminism and conclude with theories on modern punishment.

**Required Texts/Readings**

- 1-PUNISHMENT AND MODERN SOCIETY by GARLAND**
- 2- RACISM WITHOUT RACISTS by BONILLA-SILVA**
- 3- BLACK FEMINIST THOUGHT by COLLINS**
- 4- GOLDEN GULAG by GILMORE**

**Library Liaison**

Nyle C. Monday  
Dr. Martin Luther King, Jr. Library  
One Washington Square  
San Jose, CA 95192-0028  
(408) 808-2041

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## **Classroom Format**

Class sessions will include instructor and student-guided group discussions, short lectures, oral presentations, and cultural examples. We will also perform a range of exercises in analysis, interpretation, revision, editing, and outlining, using real world situations, personal stories, and local/global examples, and current events. Overall, the class format will summarize and emphasize important points of the materials assigned, establish a healthy and respectful atmosphere to facilitate learning, and provide teaching methods that are intellectually challenging.

## **Classroom Protocol**

Please do not arrive late or leave early. If you must do so, please check in with the instructor to make prior arrangements. No laptops, cell phones, or PDA devices will be used during class unless you have registered with Disability Resource Center and DRC supports these devices for your use. No late work is accepted so please start on your projects early enough to make the deadlines. If you have a medical emergency and must turn in an assignment late, you will need to provide 3<sup>rd</sup> party documentation that excuses your tardiness. You are expected to come to class with notes on your readings. You are expected to come to class ready for discussion. Any assignment that is turned in must be printed duplex (front and back printing) or points will be deducted. No emailed assignments will be accepted except BRs. You are also responsible for having two “study buddies” for this class to keep you focused and engaged.

## **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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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/>.

## Assignments and Grading Policy

40% (BR) + 30% (FRP) +10% (OP)+20% (CP)= 100% class grade

Book Reviews (BR)-These writings will demonstrate to me that the student has read the assignments from start to finish, as well as reflected and engaged with the readings on an analytical or critical level. Generally I expect two things: 1) a concise summary of each book and 2) your reaction to the arguments that demonstrates your analytical engagement. Using APA citation style, write a book review (3 Pages Maximum). *Print front and back!* For the summary part of each reading, you should begin with an *introductory paragraph* that (i) gives the title of the source (following the APA citation guidelines), (ii) provides the name of the author of the source and (iii) contains a one-sentence thesis statement that sums up the main point of the source. This thesis statement is not your main point; it is the main point of your source. Write this statement rather than quote it from the source. The next several paragraphs that complete the *summary paragraphs* paraphrase and condense the original piece. Be sure that you (i) include important data but omit minor points and (ii) include a few of the author's examples or illustrations (these will bring your summary to life). Do not include your own ideas, illustrations, metaphors, or interpretations in the summary part, save these for the analysis part. Look upon yourself as a summarizing machine; you are simply repeating what the source text says, in fewer words that are your own. For the *analysis paragraphs*, apply critical thinking skills to the readings. Highlight strength and weaknesses of the source. Please relate the source to broader justice studies themes. In your *concluding paragraph*, give an overall assessment of book in a summarizing critique. Please include bibliographic citation. Please type your name, course (js 132 f-2007), and date due (not date written) in the upper right-hand corner.

Final Research Paper (FRP)- This paper will show me that the student can apply the themes generated in the class about justice theory onto a specific research topic of her/his choice. This assignment is designed to allow students to demonstrate competency of an ACADEMIC research subject that is relevant to the course content. Throughout the semester, the student is required to turn in materials relating to their final research project (see the calendar below) so that I can provide meaningful feedback about the student's developing work on this paper. There is also opportunity to for peer critique during the draft stage. (Requirements-15 page max limit not including the works cited page, front/back printing, double spaced, 12 Font, and 1 inch margins all sides, APA citation style).

Oral Presentation (OP)-This presentation will allow the student to share their research with the class in a manner that is clear, cohesive, critical and engaging. Length of presentation is contingent upon class size and time constraints and will be

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announced at a later date. I require the use of visuals such as power point, graphics, transparencies, etc. but use them effectively. I will provide a detailed handout outlining my expectations for the OP.

Class Participation (CP)- Full attendance is required (do not arrive late or leave early) as well as thoughtful participation (do not dominate discussion, do not remain persistently silent, but do share developed insights). If you miss class, I need third-party documentation verifying the legitimacy of your absence or the late policy applies. Moreover, you are responsible for putting your own signature on the attendance sheet at the beginning of each class. If you leave early or arrive late without notice, then you will be marked as not participating for that class date. Points will be awarded for asking good questions, participating in discussions, and miscellaneous assignments given during class. Points will also be awarded for materials turned in on-time that relate to your FRP (ex. topic, outlines, drafts, bibliographies, etc).

You can check your grade by using this formula:

$((\text{Sum of BR}) / \# \text{ of BR}) * .40 + (\text{FRP} * .30) + (\text{OP} * .10) + (\text{CP} * .20) = \text{your grade out of 100\%}.$

Assignments will be fairly graded as described by the method below:

A-/A/A+(90-92/93-96/97-100)[excellent]: The paper (or project) contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment. Paper demonstrates sharp analytical ability.

B-/B/B+ (80-82/83-86/87-89)[very good]: The paper (or project) contains a few minor grammatical, typographical and spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment. Paper demonstrates good analytical ability.

C-/C/C+(70-72/73-76/77-79)[acceptable, ok]: The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information's accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability.

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D-/D/D+(60-62/63-66/67-69)[below average/unacceptable]: One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment. Project shows dull analytical ability.

F(59 or less)[unacceptable]: A paper or project will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined later in this greensheet/syllabus.

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **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 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (<http://www.sjsu.edu/larc/>).

## **SJSU Writing Center**

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call 924-2308.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## Course Number / Title, Semester, Course Schedule

*The schedule is subject to change with fair notice either made in class or by email.*

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	No class	
2	8/31	Garland; intro, ch1-4.
3	9/7	Garland; ch. 5-8; <b>Topic due</b>
4	9/14	Garland; ch 9-12; <b>Book Review due (or by Friday 5pm by email).</b>
5	9/21	Bonilla-Silva; ch 1-3; <b>Thesis +bibliography due (1 page)</b>
6	9/28	Bonilla-Silva; ch. 4-7.
7	10/5	Bonilla-Silva; ch.8-postscript. <b>Book Review due (or by Friday 5pm by email).</b>
8	10/12	Collins; ch.1-5; <b>Outline and updated bibliography due (1 page outline)</b>
9	10/19	Collins; ch 6-8
10	10/26	Collins; ch 9-12; <b>Book Review due (or by Friday 5pm by email).</b>
11	11/2	Gilmore; Prologue, ch 1-2; <b>Rough draft and bibliography due (5 page draft)</b>
12	11/9	Gilmore; ch 3-4
13	11/16	Gilmore; ch 5, 6, and epilogue; <b>Book Review due (or by Friday 5pm by email).</b>
14	11/23	<b>Peer and Group evaluations of FRP (revised draft and bibliography); Guidelines for an effective Oral Presentations.</b>
15	11/30	<b>OP due.</b>

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<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	12/7	<b>OP due; FRP due.</b>
Final Exam	12/17 1445-1700	No final exam but mandatory attendance required.