

San José State University
Justice Studies
Js 159 (02), 21673, Senior Seminar Contemporary Problems, Spring 2010

Instructor:	Sang Hea Kil
Office Location:	MH 513
Telephone:	408-924-2912 [I only pick up during office hours so do not leave a message but use email instead]
Email:	sanghkil@gmail.com M-F; 9am-5pm only; I will not do any emailing on furlough days or weekends.
Office Hours:	t, th; 12-12.40pm & 3-3.40 pm. By email and appointment also.
Class Days/Time:	t,th; 10:30 -11:45; arriving late or leaving early impacts your grade for the day.
Classroom:	MH 526
Prerequisites:	Js 105 and 100w; senior standing; minimum grade “c-“ required for graduation
GE/SJSU Studies Category:	none
Course Fees:	none

Course Description

I designed this class to be a culminating experience of your justice studies experience. In this class, I require the student to identify, discuss and analyze a justice-related, social problem of their choice using original research gathered by the student and analyzed in an academically rigorous and professionally flawless final research paper. We will overview theories on racism, learn how to construct a literature review, learn how to perform content, conversation, and discourse analysis as the methodology, gather original research from newspapers or other print journalistic sources, and analyze the data in a critical, clear, and polished manner. The class is organized in 4 parts: theory, literature review, data/methodology, and analysis. I will teach and guide students on the “nuts & bolts” of building a final research paper by using the literature on two current social problems as a model for students: the media coverage of hurricane Katrina and the militarization of the USA-Mexico border.

Required Texts/Readings

All materials for this class are found on blackboard. You are required to bring a paper copy of the reading due for that day to class. PDF copies do not apply since laptop use is

not allowed during class. **You must bring in a printed copy of the readings each day or you forfeit the value of the assignment due for that day.**

An American Psychological Association (APA) citation style manual or handbook.

Online resources:

eCampus website: www.sjsu.edu/ecampus . Hit “students” and then hit “blackboard login” If you have problem with Blackboard please go to the SJSU Help Desk (924-2377). If the Help Desk can’t solve it, they create a ticket that comes to eCampus and allows us to efficiently provide tech support to students.

Make sure you change the settings so that course announcements will be forwarded to your preferred email address. If you are having trouble, seek the help desk in Clark hall ASAP. You are responsible for all Ce6 activity so check it frequently. **DO NOT EMAIL ME VIA CE6** (even if I send you a message via blackboard), email me **ONLY** at sangheakil@gmail.com.

Library Liaison

Nyle C. Monday
(408) 808-2041
Nyle.Monday@sjsu.edu

Classroom Protocol

Students are expected to arrive on time and leave when class time ends. Any exceptions need to be talked about with the instructor prior to class. If you have a learning or physical disability, you need to register with the Disability Resource Center. You must turn your cell phone or electronic devices off/silent and put them away. Any use of these devices during class time will impact your grade. Collaborative conversations about the readings or topic are encouraged, but individuals are strongly advised not to dominate conversation as well as not to stay persistently silent. Either of these strategies will result in a poor class participation grade. So please show up to class, turn in your work, participate in a collaborative manner, and show academic diligence each class period.

Office Hours

In order to give additional, more individualized one-on-one time with students, I offer office hours that are scheduled before and/or after class on the days that class is in session. At the top of each class period, I will provide a signup sheet with 15 minute slots for appointment times. This enables the students to approach me about any additional assistance they may need, including help with analyzing complex/abstract ideas, or to receive feedback about questions and comments the student may want to share outside the classroom setting. Each student is required to see me at least once in the semester, but I encourage students to see me multiple times so long as there is time enough for everyone to see me at least once. Please consider these office hour appointments in a considerate way and cancel if you do not intend to show up.

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/. 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

Late Work: If you have to miss class, you must provide a 3rd party documented excuse with contact info and signature in order for me to take your work late. Legitimate excuses are: medical emergency, death in the family, car accident, etc. Otherwise, I will not accept late work. I will also not accept emailed work. All work, to be considered on-time, must be turned in at the end of class and you must have participated in class for you to be able to turn in work (so do not show up at the last bit of class to turn an assignment in, I will not take it).

Grading Breakdown:

40%- Final research Paper
10%-In-class writing assignments
25%-Class Participation
25%- Oral Participation

100% total points for the class

Class Participation (CP) is in two parts: 1) speaking and 2) writing/listening. You must follow these instructions carefully or you will not get credit.

1-Reading Summaries (RS)- For each class period a reading is assigned, you must turn in a one-page summary of the reading [c. 500 words]. This summary will demonstrate to me that you can identify the thesis and the major points of the paper. Include the author and short title in quotes in the first line of the summary. Please use APA in-text citation for the summary. Also include the full bibliographic information at the bottom of each summary in APA format. For each day a reading is assigned you must write a full page [500 words], regardless of how many reading are assigned [see below for details]. Print on one side of the page only. Use 12 font, single spaced and 1 inch margins on all sides only.

2-Collaborative Verbal and Listening Participation will be in two parts: first, at the end of each summary, formulate a discussion question that you will contribute for class discussion. Please place this question after the bibliographic information. Second, include detailed notes from the class discussion on the blank/back side of the CP to show that you were a) actively engaged in listening to the class discussion about the reading material and that your active listening b) enhanced your knowledge about the reading.

Here is a brief model of the CP:

Full name
Date due
JS132
Class Participation #1
<p>Summary:</p> <p>In Omi and Winant's (2009) article titled, "Racial formation," they argue that ...[paraphrase the thesis statement of the article here]. [Put the major of points of the article here to complete your summary. If there is only one article due, try to complete the summary in about 500 words. If there are two articles, complete the summary with 250 words for each article. Try to fit the summary on one side of the printed page since the other side will be used for notes (see below). Do not use quotes of the text but use paraphrases to summarize].</p> <p>Omi, M., & Winant, H. (2006). Racial Formation. In T. Ore (Ed.), <i>The Social Construction of Difference and Inequality</i> (pp.19-28) (4th ed.). Boston: McGraw-Hill.</p> <p>Discussion Question: Does Omi and Winant's discussion of race as a social rather than biological concept help you to see issues of race in a new and different ways? If so, how? If not, why not?</p> <p>-----</p> <p>[side over }</p> <p>Notes on class discussion will be hand written here.</p>

In-Class writing Assignments (ICWA) are intended to help the student apply the reading in a more concrete manner. There will be 4 in-class writing assignments (see calendar below) and will be based on helping the student apply what they have read about theory, literature review, method, and analysis in a more concrete example provided during class.

Final Research Paper (FRP)- This paper will show me that the student can apply the "nuts and bolts" of how to do a research paper onto a specific research topic of their choice. Specifically, the student needs to analyze racial theories in relation to a justice-related media event. This assignment is designed to allow students to demonstrate empirical competency of an ACADEMIC research subject that is relevant to the course content. This paper is an exercise in qualitative research design. The student must also demonstrate relevance to the course material by citing at least 2 class sources in the FRP. 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. (Requirements-10 pages, not including the works cited, title, and abstract page] front/back printing, double spaced, 12 Font, active voice, subheadings, no contractions [use "do not" and **not** "don't"] and 1 inch margins all sides, APA citation style with cover page and abstract).

Grading breakdown of FRP:

10 points- interesting introduction, title and accurate abstract.

30 points-thesis statement and body reflected well. Frequent use and proper citation of relevant academic research. Shows relevance to course materials. Body must include background, theory, literature review, methods and analysis sections. Academic sources are paraphrased and not quoted in APA.

30 points- bibliography has 10-12 academic sources, which are on-target and current and used well in the paper.

10 points-conclusion summarizes the main points of the paper succinctly and also gives suggestions for future research or policy/social movement recommendations.

10 points- current APA citation style is used throughout the paper.

10 points- grammar, spelling, and punctuation.

100 points

Oral Presentation (OP)-This presentation will allow the student to share her/his /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 announced at a later date. Students must use presentation software and are responsible for mastering the program and practicing the timing of the presentation well before the OP.

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.

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.

Calendar Spring 2010:

T. 1/26-First day of class; introductions; business; overviews, etc

1. Theory:

Th. 1/28- **CP1 due**; Omi and Winant's "Racial formation."

T. 2/2- **CP2 due**; Steve Garner's "Whiteness as terror and supremacy," and "Whiteness as a kind of absence."

Th. 2/4- **CP3 due**; D. Marvin Jones' "Darkness made visible" and Richard Delgado and Jean Stefancic's "Images of the outsider in American law and culture."

[F. 2/5- my furlough day]

T. 2/9- **CP4 due**; Patricia Hill Collin's "Mammies, matriarchs, and other controlling images."

Th. 2/11- **ICWA1 and Topic due for FRP.**

[M. 2/15 CAMPUS furlough day]

2. Literature Review

T.2/16- **CP5 due**; Richard Peneda's "Border Disorder," Lynn Stephen's "Expanding the Borderlands," and Anne Demo's "Policy and Media in Immigration Studies."

Th. 2/18- NO CLASS my furlough day

T.2/23- **CP6 due**; Sang Hea Kil and Cecilia Menjivar's "The war on the border."

Th. 2/25- **CP7 due**; Sang Hea Kil et al's "Securing Borders."

[F. 2/26 CAMPUS Furlough day]

3. Methods and Data:

T. 3/2- **ICWA2**; Make your appt for the writing center between 4/13 to 4/19 TODAY.

Bibliography due for FRP.

Th. 3/4- **CP8 due**; Russell Schutt's "Secondary Data Analysis and Content Analysis" [only read pages 469-483]

T. 3/9- **CP9 due**; Teun van Dijk's "New(s) racism: a discourse analytical approach."

Th. 3/11- **CP10 due**; Cecilia Menjivar and Sang Hea Kil's "Benevolent rhetoric and exclusionary language in public officials' discourse on immigrant-related issues."

[F. 3/12- my furlough day]

T. 3/16- **ICWA3 and title, thesis statement, and outline of FRP due.**

Th. 3/18- NO CLASS my furlough day

T. 3/23- **CP11 due**; Kahle, Yu and Whiteside's "An examination of portrayals of race in hurricane Katrina."

Th. 3/25- Library Meeting "Using Lexus Nexus." Class will be held at MLK library, Room 213. Attendance is mandatory! If you miss this class I will not provide this information again unless you have a documented medical emergency or a disability registered with the DRC that excused your absence.

SPRING BREAK

T. 4/6- **CP12 due**; Fahmy, Kelly, and Kim's "A visual analysis of the hurricane coverage by news wires and U.S. newspapers." **3 page draft of FRP due**

Th. 4/8-**CP13 due**; Davis and French's "Blaming the Victims and Survivors: An Analysis of Post-Katrina Print News Coverage."

T. 4/13- **CP14 due**; Tierney et al's "Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina."

Th. 4/15- **ICWA4**

T. 4/20-in-class work on Writing Center comments

Th. 4/22 peer review of rough draft

[F. 4/23- my furlough day]

T. 4/27 **FRP DUE**

Th. 4/29- NO CLASS my furlough day

T. 5/4 **OP**

Th. 5/6 NO CLASS Campus furlough day

T. 5/11 **OP**

Th. 5/13 **OP**

M. 5/17 **OP LAST DAY OF INSTRUCTION**

M. 5/24 9:45-Noon **JS 159**- final exam. **Mandatory attendance.**

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.

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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st 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/>

