

**San José State University**  
**CASA/Justice Studies**  
**JS211, Historical Issues in Justice Studies, 2, Spring, 2015**

**Course and Contact Information**

<b>Instructor:</b>	Sang Hea Kil, PhD, Associate Professor, Justice Studies
<b>Office Location:</b>	MQH 512
<b>Email:</b>	<a href="mailto:sangheakil@gmail.com">sangheakil@gmail.com</a> ; M, W 9am-12pm; T, Th 10am-3.30pm; F 9am-11am. Please be aware of my emails hours, as it will affect when I can respond.
<b>Office Hours:</b>	Office Hours by Online Appointments Only. TH 1.30-4.30 pm. Make an appointment via the faculty website: <a href="http://www.sjsu.edu/people/sang.kil">www.sjsu.edu/people/sang.kil</a>
<b>Class Days/Time:</b>	Thurs, 4.30-7.15 p.m.
<b>Prerequisites:</b>	None. This is a core course. JS graduate students are required to have a B average in core courses. All graduate students must have at C or better to apply a class toward graduation. All graduate students must have a 3.0 GPA or better to be awarded the master's degree.

**Course Format**

This is a weekly seminar class, supplemented by Canvas for access to class assignments and materials. There will be Internet connectivity and technology requirements for Canvas. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2) at <http://www.sjsu.edu/senate/docs/F13-2> for more details.

**Course Description**

A core course in the master's program designed to equip students to do historical research, understand the significance of a historical perspective for contemporary issues, and explore the place of historical and racial imperialism in relation to concepts of justice.

**Learning Outcomes**

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

CLO 1 critically read academic material for strengths, weaknesses, and relevant contributions to the justice studies field. CLO1 will be measured with these assignments: **Book Reviews, Lead Discussion, and Final Research Paper.**

CLO 2 critically analyze historical formations as racial projects. CLO2 will be measured with these assignments: **Book Reviews, Lead Discussion, and Final Research Paper.**

CLO 3 orally communicate in a critical manner their competency of class material and compellingly present their original research paper. CLO3 will be measured with these assignments: **Lead Discussion and Oral Presentation .**

## Required Texts/Readings

Roediger, D. R. (1999). *The wages of whiteness: Race and the making of the American working class*. Verso.

Haney-Lopez, I. (2006). *White by law: The legal construction of race*. NYU Press.

Almaguer, T. (2008). *Racial fault lines: The historical origins of white supremacy in California*. University of California Press.

## Library Liaison

Higgins, Silke

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## 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>.

All assignments below are due on canvas. If you turn in the assignment late, I require a documented, third-party, legitimate explanation for your absence. Remember, you are responsible for what you miss, so exchange emails or phone numbers with other classmates to keep yourself in the loop.

**35% (BR) + 40% (FRP) +10% (OP)+15% (LD)= 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 reading and 2) your reaction to the arguments that demonstrates your analytical engagement. Using APA style, write a 3-page max book review. 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* paraphrases and condenses 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 strengths 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 type your name, course (js211 s15), and date due (not date written) in the upper right-hand corner.

**Lead Discussion (LD)**- The purpose of this assignment is for students to take ownership of assigned class readings and lead a critical, thoughtful discussion of the material for the class for a full class period. It is expected that the student will thoroughly and clearly understand the reading and provide 1) a synopsis of the

reading, 2) formulate critical discussion questions, and 3) guide a robust conversation of the readings among your peers. A two page, single spaced write-up of your lead discussion agenda is required. Proper APA format and citation are required. Please type your name, course (js211 s15), and date due (not date written) in the upper right-hand corner. Length of LD will be announced in class and depends on class size.

**Oral Presentation (OP)**-This presentation will allow the student to share her/his 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. Use of visual presentation software required.

**Final Research Paper (FRP)**- This paper will show me that the student can apply the themes generated in the class about history and justice 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-20 page max limit [not including the works cited page, abstract page, and title page], double spaced, 12 Font, and 1 inch margins all sides, APA citation style). 90 points.

Five benchmarks, 2 points each for 10 total:

1-Thesis +bibliography benchmark

2-Thesis+Outline+ bibliography benchmark

3-Title+Thesis+10-page draft+ bibliography benchmark

4-Peer-Review of FRP [full, complete draft]

5-One Office Hour Appt completed by 2/26/15.

90 points FRP + 10 points for five benchmarks=100 points for FRP total

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."

## Grading Policy

### Grading: Assignments will be graded as described 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, it 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 syllabus/syllabus.

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.

## **Department of Justice Studies 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.

## **Classroom Protocol**

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). Please do not use a laptop or computer unless you have discussed its purpose in the classroom with the instructor. All cellphones and smartphones need to be on mute or emergency vibrate mode.

## **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:

- “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.”
  - It is suggested that the syllabus include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - 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](http://www.sjsu.edu/aec) (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. Computer lab and study spaces are 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](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 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

*This schedule is subject to change with fair notice and notice will be made via canvas, email, or announcement in class. The student is responsible for all communications about changes to the schedule.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22/15	Introduction
2	1/29/15	Wages of whiteness; chapter 1-3; LD Sang
3	2/5/15	Wages of whiteness; chapter 4-5; LD TBA; <b>Thesis +bibliography benchmark due.</b>
4	2/12/15	Wages of whiteness; chapter 6-8; <b>LD Nunes, Joshua</b>
5	2/19/15	<b>Book Review 1 on Wages of Whiteness due</b>
6	2/26/15	White by law; chapter 1-3; LD Sang; <b>One Office Hour Appt completed by 2/26/15 benchmark.</b>
7	3/5/15	White by law; chapter 4-5; <b>LD Soliman, Ann; Thesis+Outline+bibliography benchmark due.</b>
8	3/12/15	White by law; chapter 6-8; <b>LD Araya, Miriam</b>
9	3/19/15	<b>Book Review 2 on White by law due</b>
10	1/23-27/15	Spring break
11	4/2/15	Library Research Activity; <b>Title+Thesis+10-page draft+bibliography benchmark due</b>
12	4/9/15	Racial Fault lines; Introduction-chapter 2; LD Sang
13	4/16/15	Racial Fault lines; chapter 3-5; <b>LD Jimenez, Shirley</b>
14	4/23/15	Racial Fault lines; chapter 6-7; <b>LD Shawel, Tabia</b>
15	4/30/15	<b>Book Review 3 on Racial Fault lines</b>
16	5/7/15	<b>Peer-Review of FRP [full, complete draft] due</b>
Final Exam	Friday, May 15, 2.45-5 p.m.	Same class location. <b>OP and FRP due.</b>