

San José State University
CASA/Justice Studies
JS211, Historical Issues in Justice Studies, 1, 26108, Spring, 2016

Course and Contact Information

Instructor:	Sang Hea Kil, PhD, Associate Professor, Justice Studies
Office Location:	MQH 512
Email:	sangheakil@gmail.com ; M, W 9am-12pm; T, Th 10am-4pm; F 9am-11am. Please be aware of my emails hours, as it will affect when I can respond.
Office Hours:	Office Hours by Online Appointments Only. T, W 2-4 pm. Make an appointment via the faculty website: www.sjsu.edu/people/sang.kil
Class Days/Time/Location:	T, 4.30-7.15 p.m. MacQuarrie Hall 526
Prerequisites:	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.

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping excellent professors and improving the quality of your education.

It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty is forced into any of these activities we will do our best to keep you informed and to minimize any disruption to your education.

For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

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.pdf> for more details.

Justice Studies Department 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.

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

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118

<http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

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 a *short introductory paragraph* that (i) gives the title of the source (following the APA in-text citation guidelines), (ii) provides the name of the author of the source and (iii) contains a one or two 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. The next several paragraphs that complete the summary section paraphrase and condense the original piece chapter by chapter. 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 paraphrasing the text source. Summary section will take about 2 pages of the book review. For the *analysis paragraphs*, apply critical thinking skills to the readings. Explain one academic strength and one academic weakness of the source. In addition, please academically relate the source to the justice studies discipline. In your *concluding paragraph*, give an overall assessment of book in a summarizing critique. The analysis and concluding paragraphs will take about one page. Please type your name, course (js211 s16), and date due (not date written) in the upper right-hand corner. Provide an appropriate title for the book review. Avoiding quotes and include bibliographic info.

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 that they are assigned. It is expected that the student will thoroughly and clearly understand the reading and 1) formulate critical discussion questions and 2) guide a robust conversation of the readings among your peers. A one 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 s16), 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 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. 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 their 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 3/22.

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.

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, computer, or any devices 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.

University Policies

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 arises. 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-), 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/>.

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 them. 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.”
 - In order to attain permission you must email me your request a week prior and make clear if you are asking for the whole semester or 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 by email a week prior.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without their 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 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 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS211, Historical Issues in Justice Studies, Spring, 2016

The schedule is subject to change with fair notice via in- class announcement, email, or canvas announcement. The student is responsible for all communications about changes to the schedule.

Course Schedule

1	2/2/16	Introduction; review syllabus, pics, etc
2	2/9/16	Wages of whiteness; chapter 1-3; LD Reynoso, Marisela; Polanco, Karina Lizeth; Tran, Katrina Vi
3	2/16/16	Wages of whiteness; chapter 4-6; LD Soliman, Ann Figueroa; Mayba, Yevgeniy Hidalgo; Michelle Carolina; Thesis +bibliography benchmark due.
4	2/23/16	Wages of whiteness; chapter 7-8; LD Lo, Nkauj-hli Melinda; Luddy, Alissa Rose
5	3/1/16	Book Review 1 on Wages of Whiteness due; Ivory Tower extra credit
6	3/8/16	White by law; chapter 1-3; LD Ibarra, Alejandra; Kinney, Caroline Marie; Epure, Silvia Florentina
7	3/15/16	White by law; chapter 4-5; LD Perez, Diana Melissa Rodriguez; Alyssa Estrada; Thesis+Outline+bibliography benchmark due.
8	3/22/16	White by law; chapter 6-8; One Office Hour Appt benchmark due; LD Werner, Brian Andrew; Pedroni, Laurence Michael; Nakasako, Bryan Paul
9	3/29/16	Spring break
10	4/5/16	Book Review 2 on White by law due
11	4/12/16	Racial Fault lines; Introduction-chapter 2; LD Hurst, Hailey Louise; van Aken, Chelsea Dawn; Kobylinski, Grace Nicole
12	4/19/16	Racial Fault lines; chapter 3-5; Title+Thesis+10-page draft+bibliography benchmark due; LD Gonzalez, Lizbeth; Nguyen, Janelle Marie; Rodriguez, Jennifer Lynn
13	4/26/16	Racial Fault lines; chapter 6-7; review OP guidelines, LD Kil, Sang
14	5/3/16	Book Review 3 on Racial Fault lines

1	2/2/16	Introduction; review syllabus, pics, etc
15	5/10/16	Peer-Review of FRP [full, complete draft] due
Final Exam	Tuesday, May 24 1715-1930	Same class location. OP and FRP due.