

San José State University
Department of Justice Studies
JS 132-01 Race, Gender, Inequality & the Law, Winter 2017

Course and Contact Information

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| Instructor: | Dina M. Kameda, M.S., M.A. |
| Office Location: | MacQuarrie Hall 508 (Not on campus until Spring 2017) |
| Telephone: | (408) 832-9939 (cell phone – emergency only) |
| Email: | dina.kameda@sjsu.edu (preferred/best method of contact) |
| Office Hours: | Online only via e-mail |
| Class Days/Time: | Online via Canvas |
| Classroom: | N/A |
| Prerequisites: | Completion of core GE, satisfaction of Writing Skills Test, and upper division standing. For students who began continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or co-requisite in a 100W course is required. |

GE/SJSU Studies Category: Area S

Course Format

The mode of instruction for this course is online. Reliable access to a computer and the internet will be required. All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://its.sjsu.edu/services/software/microsoft-students/index.html>

Canvas Course Page and E-mail

Copies of course materials will be posted on Canvas. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and any additional course materials. The majority of course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).

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.

E-mail Policy

Feel free to e-mail the instructor at any time (I check several times per day); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS132, Your Name, subject). The instructor **will not** respond to “no subject” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. E-mailed inquiries should be relatively short in nature. Students should request a time to chat (via Canvas) with me to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

GE Learning Outcomes

Upon successful completion of this course, students will be able to [GELO1-4]:

GELO1 describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;

GELO2 describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO3 describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and

GELO 4 recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes

Upon successful completion of this course, students will be able to [CLO1-6]:

CLO1 Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

CLO2 Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

CLO3 To provide an overview of race, gender, and class issues in the criminal justice system.

CLO4 Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

CLO5 Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

CLO6 Students should read, write, and contribute to discussion at a skilled and capable level.

Required Textbook (Available at the Spartan Bookstore; ISBN: 9781483374956)

Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality* (2nd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

Library Liaison

Silke.Higgins@sjsu.edu

(408) 808-2118

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

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty- five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Out-of-class written assignments must be submitted to Canvas unless otherwise noted by the instructor. Written assignments uploaded to Canvas must be in one of the following word processing file formats: Microsoft Word (*.doc or *.docx)..

Canvas Discussions

Students will be required to post original comments and replies to other students' comments in response to topics posted by the instructor in the *Discussions* component of Canvas. Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least (2) substantive posts, one original post and one reply to another student's post. See course schedule for topic posting dates, and check canvas. [CLO 2 and 5]

Quizzes on Canvas

Students should complete the readings prior to the date by which they appear on the syllabus. Quizzes will be completed online via Canvas, and will be available for specific windows of time. Once a student begins a quiz, a limited amount of time will be given to complete it. See the course agenda for more information. [CLO 4]

Exams

Students will be required to complete an online, essay-format midterm and final exam via Canvas covering assigned course readings. [CLO 1]

Research Paper

Each student will write a research paper examining a specific topic area relevant to the course. Students will choose a specific aspect of the general topic upon which to focus. which must be cleared by the instructor by the specified date on the course schedule. The purpose of the paper is not just to specifically test knowledge, but to also force critical thinking about an aspect of a chosen topic. This paper should be no more than 2,000 words (not including the cover page or references). A handout detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner. [CLO 3]

Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late assignment submissions will not be accepted without a documented, verifiable, and valid reason. Assistance with APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>

| Assignment/Exam | Exam/Due Date | Weight |
|-----------------------|--------------------------|--------|
| Participation | All term | 10% |
| Discussions on Canvas | See schedule | 10% |
| Quizzes on Canvas | See schedule | 10% |
| Midterm Exam (Canvas) | January 10 th | 20% |
| Research Paper | January 16 th | 25% |
| Final Exam (Canvas) | January 20 th | 25% |
| | | 100% |

A grade of “C” (i.e., at least 73%) is required to pass this course.

Department of Justice Studies Course Grade Determination

| Total Points | Grade | Total Points | Grade | Total Points | Grade |
|---------------|---------|----------------|---------|---------------|-------|
| 98.0 to 100 | A plus | 80.0 to 82.99 | B minus | 63 to 67.99 | D |
| 93.0 to 97.99 | A | 78 to 79.99 | C plus | 00.0 to 62.99 | F |
| 90.0 to 92.99 | A minus | 73.0 to 77.99 | C | | |
| 88.0 to 89.99 | B plus | 70 .0 to 72.99 | C minus | | |
| 83 to 87.99 | B | 68.00 to 69.99 | D plus | | |

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.

Overview of Participation – What constitutes participation for an online course?

In order to participate in an online course, one must: (1) regularly access the Canvas page for the course; (2) pay close attention to the module prerequisites (i.e., what must be accomplished before accessing the next module) and module completion requirements; (3) be very mindful of due dates and times for all time-restricted components of the course; and (4) carefully read the syllabus, fully read all announcements made by the instructor via Canvas, read all directions for course components. Beyond the completion of assigned readings, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in Canvas Discussions, to complete quizzes, and exams.

University Policies

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

JS132-01 / Race, Gender, Inequality & the Law, Winter 2017 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via an announcement on Canvas as early as possible.

Table 1 Course Schedule

| Week | Date | Agenda/Topics, Readings/Homework, Exams and Deadlines |
|-------------|-------------------|---|
| 1 | Tuesday 1/3 | Agenda/Topics: Course introduction/review of syllabus; Research Paper handout Reading for today: Syllabus; Research Paper handout; and Academic Integrity and Student Conduct policies |
| | Wednesday 1/4 | Agenda/Topics: Part I - Concepts/History Reading for today: Ch. 1, 2 , and 5 |
| | Thursday 1/5 | Agenda/Topics: Part I - History/Theories of Difference Reading for today: Ch. 8, 9, and 11 Canvas Discussion #1: Open from 1/5 (12:01 AM) though 1/5 (11:59 PM) Canvas Quiz #1: Open from 1/5 (12:01 AM) though 1/5 (11:59 PM) |
| | Friday 1/6 | Agenda/Topics: Part I - Theories of Difference; Part II - Identity Formation Reading for today: Ch. 12 and 15 Canvas Discussion #2: Open from 1/6 (12:01 AM) through 1/6 (11:59 PM). Canvas Quiz #2: Open from 1/6 (12:01 AM) through 1/6 (11:59 PM). |
| 2 | Monday 1/9 | Agenda/Topics: Part II - Identity Formation/ Identity Construction and Stigma Management; Clear paper topic with instructor via e-mail Reading for today: Ch. 16 and 26 Canvas Discussion #3: Open from 1/9 (12:01 AM) through 1/9 (11:59 PM). Canvas Quiz #3: Open from 1/9 (12:01 AM) through 1/9 (11:59 PM). |
| | Tuesday 1/10 | Midterm Exam (Parts I and II): Open from 1/10 (12:01 AM) through 1/10 (11:59 PM) |
| | Wednesday 1/11 | Agenda/Topics: Part III - The Family Reading for today: Ch. 30 and 32 |
| | Thursday 1/12 | Agenda/Topics: Part III - Education Reading for today: Ch. 33 and 35 |

| Week | Date | Agenda/Topics, Readings/Homework, Exams and Deadlines |
|------|-------------------|--|
| 2 | Friday 1/13 | Agenda/Topics: Part III - Employment and the Economy Reading for today: Ch. 36 and 37 Canvas Discussion #4: Open from 1/14 (12:01 AM) through 1/14 (11:59 PM). Canvas Quiz #4: Open from 1/14 (12:01 AM) through 1/14 (11:59 PM). |
| 3 | Monday 1/16 | <i>Dr. Martin Luther King, Jr. holiday - No posts</i> |
| | Tuesday 1/17 | Agenda/Topics: Part III - Health Care and Medicine/Media Reading for today: Ch. 40 and 44 |
| | Wednesday 1/18 | Agenda/Topics: Part III - Politics and Government; Part IV - Power and Privilege Unmasked Reading for today: Ch. 46 and 51 |
| | Thursday 1/19 | Agenda/Topics: Part V - Empowerment and Social Change Reading for today: Ch. 60 Canvas Discussion #5: Open from 1/19 (12:01 AM) through 1/19 (11:59 PM). Canvas Quiz #5: Open from 1/19 (12:01 AM) through 1/19 (11:59 PM). |
| | Friday 1/20 | Final Exam (Parts III, IV, and V): Open from 1/20 (12:01 AM) through 1/20 (11:59 PM) |