

San José State University
CASA/Justice Studies
JS211, Historical Issues in Justice Studies, 1, 29783, Spring, 2018

Course and Contact Information

Instructor: Sang Hea Kil, PhD, Associate Professor, Justice Studies

Office Location: MQH 512

Email: sangheakil@gmail.com; M, W, F 9am-12pm; T, Th 10am-4pm; Please be aware of my emails hours, as it will affect when I can respond.

Office Hours: Office Hours by in-person or by phone. Make your appointment using the online appointment system via the faculty website:
www.sjsu.edu/people/sang.kil

Class Days/Time/Location: T, 4.30-7.15 p.m. Health Building 405

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.

Course Format

This is a weekly seminar class, supplemented by Canvas for calendar and assignment due dates. There will be Internet connectivity and technology requirements for Canvas

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.

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 on the date due at 11.59pm. 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. All assignments will be submitted on canvas in either .doc or .docx format only. Failure to do so will result in 10% reduction in your grade. Misfiling an assignment will also result in a 10% reduction in your grade.

35% (BR) + 40% (FRP) +15% (OP)+10% (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 by chapters (include sections/parts as well if the author uses them to organize the chapters). Be sure that you (i) use short titles for chapters and book parts, (ii) use and explain key terms found in most of the chapter subheadings to help you determine the important information for inclusion (iii) and write in a manner so that someone who has not read the book clearly understands the scope and intention of the author's argument. 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 s17), and date due (not date written) in the upper right-hand corner. Provide an appropriate title for the book review. Avoid quotes and include bibliographic info. Paper requirements: 12 font, single spaced, 3 full pages required (do not exceed 3 pages), and no title page. Due on canvas by the date indicated or late policy applies.

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 1) help the class thoroughly and clearly understand the reading 2) formulate critical discussion questions and 3) guide a robust conversation of the readings among your peers. A one page, single spaced write-up of your lead discussion agenda is required. Avoid asking questions that are already answered in the readings and instead focus on questions that help to deepen or add breath to the reading's concepts. Remember the goal is to lead a robust, engaging discussion that includes all your peers in the class. APA format and citation are required. Please type your name, course info and date due (not date written) in the upper right-hand corner. Due on canvas by the date indicated or late policy applies.

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. Due on canvas by the date indicated or late policy applies.

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 as benchmarks (see the calendar below) so that I can provide meaningful feedback about the student's developing work on this paper. There is also opportunity for peer critique as a benchmark. Requirements- exactly 20 pages [not including the works cited page/title/abstract page] with c. 20-25 peer reviewed articles/book chapters/books, double spaced, 12 Font, and 1 inch margins all sides, APA citation style. Worth 90 points.

Five benchmarks, 2 points each for 10 total:

1-Thesis +bibliography benchmark

2-Title +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 due date.

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

Due on canvas by the date indicated or late policy applies.

Final Examination or Evaluation

The final research paper will be your culminating project for the class.

Grading Information

Grading: Assignments will be graded as described below:

A plus	97-100
A	94-96.9
A minus	90-93.9

The paper (or project) contains almost 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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

B plus	87-89.9
B	84-86.9
B minus	80-83.9

The paper (or project) contains some 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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

C plus	77-79.9
C	74-76.9
C minus	70-73.9

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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

D plus	67-69.9
D	64-66.9
D minus	60-63.9

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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

F	<60
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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. For quizzes, the grade scale is based on the number of questions answered correctly on a point system.

Classroom Protocol

Full participation (do not arrive late or leave early) as well as thoughtful contribution (do not dominate discussion, do not remain persistently silent, but do share developed insights) are strongly encouraged. 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

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	Introduction; review syllabus, pics, etc; Wages of whiteness; chapter 1-3; LD
2	2/6	Wages of whiteness; chapter 4-6; LD ch. 6 Thesis +bibliography benchmark due.
3	2/13	Wages of whiteness; chapter 7-8; LD ch. 7
5	2/20	Book Review 1 on Wages of Whiteness due
6	2/27	White by law; chapter 1-3; LD ch. 2-3
7	3/6	White by law; chapter 4-5; LD ch. 4; LD ch. 5 Title+Thesis+Outline+Bibliography benchmark due.
8	3/13	White by law; chapter 6-8; One Office Hour Appt benchmark due; LD
9	3/20	Book Review 2 on White by law due
10	3/27	Spring break
11	4/3	Racial Fault lines; Introduction-chapter 2; LD ch. 2
12	4/10	Racial Fault lines; chapter 3-5; Title+Thesis+10-page draft+bibliography benchmark due; LD
13	4/17	Racial Fault lines; chapter 6-7; review OP guidelines, LD
14	4/23	Book Review 3 on Racial Fault lines
15	5/1	Peer-Review of FRP [full, complete draft] due
16	5/8	OP due
Final Exam	5/22	5.15-7.30pm; FRP due