

San José State University
Department of Justice Studies
JS 132-01/61 Race, Gender, Inequality & the Law, Winter 2023

Course and Contact Information

Instructor:	Dina M. Kameda, M.S., M.A.
Office Location:	MacQuarrie Hall 508 (N/A Winter 2023)
Telephone:	(408) 832-9939 (cell phone – emergency only)
Email:	dina.kameda@sjsu.edu (best method of contact)
Office Hours:	Tuesdays and Thursdays 2:00 PM – 3:00 PM via Zoom or by appointment if needed (see Canvas for link)
Class Days/Time:	Asynchronous 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 completely online. Reliable access to a computer or other comparable device and the internet will be required. All written assignments will be submitted via Canvas Discussions or in the form of Microsoft Word documents which must be *.doc or *.docx file formats, unless otherwise specified.

Canvas Course Page and E-mail

All course materials will be posted on the Canvas course page. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and updates. The majority of downloadable 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 directly 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 attend Zoom office hours 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]:

1. 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;
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. 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
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]:

1. 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.
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
3. Provide an overview of race, gender, and class issues in the criminal justice system.
4. 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).
5. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
6. Read, write, and contribute to discussion at a skilled and capable level.

Required Textbooks

Barak, G., Leighton, P., & Cotton, A. (2018). *Class, race, gender, & crime: The social realities of justice in America* (5th Ed.). Lanham, MD: The Rowman & Littlefield Publishing Group, Inc. (ISBN: 9781442268852)

Zinn, H. (2015). *A people's history of the United States*. New York, NY: HarperCollins Publishers. (ISBN: 9780062397348)

Electronic editions of both required textbooks (immediate access) are available via [Vitalsource.com](https://www.vitalsource.com) and [Chegg.com](https://www.chegg.com); an electronic edition of *Class, race, gender, & crime* is available via [Amazon.com](https://www.amazon.com)

Additional Readings

Any additional readings will be available on the Canvas course page.

Library Liaison

Nyle.Monday@sjsu.edu

(408) 808-2041

<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.

Start Here Module

Students are required to complete and/or review all items listed under the Start Here Module. **Timely completion of the Start Here Module will count toward course participation.** See course schedule for due date.

Introduction Module

Students are required to complete and/or review all items listed under Introduction Module. **Timely completion of Introduction Module will count toward course participation.** See course schedule for due date.

VoiceThread Assignments

Students will be required to post original comments, and replies to other students' comments, in response to topics posted by the instructor as a VoiceThread assignments. Students will need to register for a free VoiceThread account to participate (<https://voicethread.com/howto/registering-for-a-new-account-2/>). 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 **three** substantive posts, **one** original post and a reply to **two** of your peer's posts. **Timely completion of VoiceThread assignments will count towards course participation.** See course schedule and check canvas. [CLO 1-6]

Social Justice Words and Images Project

You will be required to prepare a presentation project focused on multiple social justice issues, it will incorporate visual images and written text. While the written word can speak volumes, so can images of what constitutes our daily lives, especially during challenging times. **The project will require a minimum of 10 content slides (not including the cover slide or references slide) that addresses 5 distinct social justice issues. Each issue will be addressed with an image slide and a corresponding text slide. Choose at least one exemplary image that captures the issue, and include text on next slide that explains (a) what the image depicts, (b) its significance, and (c) why it was chosen. The text portion of the assignment must incorporate information from scholarly research for each slide.** A basic PowerPoint template is available on the Canvas course page. **Timely completion of the project will count toward course participation.** [CLO 1-5]

Past and Present Research Paper

You will be required to write an 8-to-10-page research paper based on at least one chapter of your choosing from the *A People's History of the United States* text. You will use a chapter of your choosing, more if you choose to, from the Zinn text as a historical basis for understanding a modern-day issue(s). Students have long been taught edited and at times incorrect versions of historical events that have implications for societal issues we experience today. Learning an accurate history of events provides one with the proper context for understanding and addressing modern-day issues. You are required to utilize information from the chapter(s) you choose and incorporate information about a related modern-day societal issue(s). Your goal is to show how historical information from the Zinn text helps to explain and potentially feeds into a modern-day issue(s). You must incorporate a **minimum of 8 scholarly sources** (i.e., journal articles). **The timely completion of the paper will count towards course participation.** See course schedule and check canvas. [CLO 1-6]

The general formatting requirements for the paper include a cover page, page numbering, 1" margins, strict double-spacing, and Times New Roman 12pt. font. The paper must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. It will be uploaded to Canvas must be in one of the following word processing file formats: Microsoft Word (*.doc or *.docx). [CLO 1-6]

Learning Objectives Assessment

Students will be required to complete the aforementioned VoiceThread assignments, and Social Justice Images Final Project, and research paper all of which will be used to assess mastery of learning objectives. [CLO 1-6]

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/Activities	Due Date	Weight
Start Here Module	January 4 th	5%
Introduction Module	January 4 th	5%
VoiceThreads	See schedule	25%
Social Justice Words and Images	January 17 th	25%
Past and Present Research Paper Participation	January 20 th	30%
		10%
		100%

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

Department of Justice Studies Course Grade Determination

Grade	Points	Percentage
<i>A plus</i>	98 to 100	98 to 100%
<i>A</i>	93 to 97.99	93 to 97.99%
<i>A minus</i>	90 to 92.9	90 to 92.9%
<i>B plus</i>	88 to 89.9	88 to 89.9 %
<i>B</i>	83 to 87.99	83 to 87.99%
<i>B minus</i>	80 to 82.9	80 to 82.9%
<i>C plus</i>	78 to 79.9	78 to 79.9%

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C</i>	<i>73 to 77.9</i>	<i>73 to 77.9%</i>
<i>C minus</i>	<i>70 to 72.9</i>	<i>70 to 72.9%</i>
<i>D plus</i>	<i>68 to 69.9</i>	<i>68 to 69.9%</i>
<i>D</i>	<i>63 to 67.9</i>	<i>63 to 67.9%</i>
<i>D minus</i>	<i>60 to 62.9</i>	<i>60 to 62.9%</i>

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 and viewing of lectures, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in discussions, and other assignments.

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/>

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Winter 2023 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

Date	Course Agenda, Readings/Assignments, and Due Dates
01/03/23 to 01/06/23	<p>Access and complete requirements for the Welcome to the Course! Start Here and Introduction modules by 11:59 PM, Wednesday, 01/04/23</p>
	<p>Access and complete requirements for Module 1: Crime Control and Criminology Reading: Ch. 1 <i>The Crime Control Enterprise and Its Workers</i> Ch. 2 <i>Criminology and the Study of Class, Race, Gender, and Crime</i> Lectures: Ch. 1 and Ch. 2</p>
	<p>Due Friday, 01/06/23: Complete requirements for VoiceThread #1 (Covers Ch. 1 and Ch. 2) by 11:59 PM (See Canvas for availability) Begin readings for next week (Ch. 3-6)</p>
01/09/23 to 01/13/23	<p>Access and complete requirements for Module 2: Inequality and Privilege (Part 1) Reading: Ch. 3 <i>Understanding Class and Economic Privilege</i> Ch. 4 <i>Understanding Race and White Privilege</i> Lectures: Ch. 3 and Ch. 4</p>
	<p>Access and complete requirements for Module 2: Inequality and Privilege (Part 2) Reading: Ch. 5 <i>Understanding Gender and Male Privilege</i> Ch. 6 <i>Understanding Privilege and the Intersections of Class, Race, and Gender</i> Lectures: Ch. 5 and Ch. 6</p>
	<p>Due Friday, 01/13/23: Complete requirements for VoiceThread #2 (Covers Ch. 3, Ch. 4, Ch. 5, and Ch. 6) by 11:59 PM (See Canvas for availability) Begin readings for next week (Ch. 7-10)</p>

Date	Course Agenda, Readings/Assignments, and Due Dates
01/16/23 to 01/20/23	01/16/23 MLK Holiday
	Access and complete requirements for Module 3: Law and Criminal Justice (Part 1) Reading: Ch. 7 <i>Victimology and Patterns of Victimization</i> Ch. 8 <i>Lawmaking and the Administration of Criminal Law</i> Lectures: Ch. 7 and Ch. 8
	Access and complete requirements for Module 3: Law and Criminal Justice (Part 2) Reading: Ch. 9 <i>Law Enforcement and Criminal Prosecution</i> Ch. 10 <i>Punishment, Sentencing, and Imprisonment</i> Lectures: Ch. 9 and Ch. 10
	Due Tuesday, 01/17/23: Social Justice Words and Images Final Project (Upload to Canvas by 11:59 PM as either a Microsoft PowerPoint or PDF)
	Due Thursday, 01/19/23: Complete requirements for VoiceThread #3 (Covers Ch. 7, Ch. 8, Ch. 9, and Ch. 10) by 11:59 PM (See Canvas for availability)
	Due Friday, 01/20/23: Past and Present Research Paper (Upload to Canvas by 11:59 PM as a Microsoft Word document)