

San José State University
Department of Justice Studies
JS 132, Race, Gender, Inequality and the Law, Section 82, Fall 2019

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	Virtual
Telephone:	(408) 246-1300
Email:	Maureen.lowell@sjsu.edu
Office Hours:	Virtual; Use Zoom for student meetings; Scheduled office hour: Tuesday 9-10:00 or by appointment
Class Days/Time:	Fully Online; Asynchronous with weekly modules
Classroom:	Online
Prerequisites:	Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
GE/SJSU Studies Category:	GE Area: S

Course Format

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical in-person or on-campus meetings or activities required.

Technology Intensive Online Course

Students will need a computer and reliable internet access with the bandwidth to stream YouTube videos and take online exams. Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams and quizzes. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student at all times.

Students will also need working speakers; this often requires a headset or headphones. Trouble hearing lectures to-date have all been resolved by the student changing computers or headsets. Headphones that come with smartphones are often, but not always, sufficient.

Students will need to be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All assignment submissions must be submitted in Canvas in the appropriate assignment. Assignments sent as email attachments are not counted as submitted. All communication is sent through Canvas either as announcements or emails. Students are responsible to staying up-to-date with class

communication. Students are encouraged to set Canvas notifications to send notices to other technology and email to ensure prompt and consistent access to course announcements, materials, and syllabus updates.

Canvas uses Turnitin.com for originality reports. All student assignments are run through this system to ensure originality of work. To ensure processing, students are required to submit assignments as Word documents(.docx). Other formats are not able to be consistently and reliably processed by Turnitin.com, an integrated component of Canvas. Students using Google docs or Pages will need to save documents in the .docx format. Failure to comply with this formatting requirement could result in late point deductions or a zero if the assignment is not able to be opened and fully processed for originality.

Course Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas. This [course](https://sjsu.instructure.com/courses/1354500) can be found at <https://sjsu.instructure.com/courses/1354500>.

Each week an announcement is sent notifying students that the week's module is available. This announcement provides a link to the week's overview page. The module overview provides an outline of reading, course material, assignments, and activities for that week. This overview provides a step-by-step process for successful completion of that module. The overview also includes any changes to the syllabus, including reading, due dates, or activities. Students are expected to stay current with all course material and activities. Following due dates alone is not sufficient to stay current or to reliably meet course expectations. Due dates are helpful reminders but are not sufficient for learning.

E-mail Policy

You are welcome to email me at any time with personal issues or concerns (I check email at least two times per day); however, please adhere to the e-mail guidelines below:

1. Use Canvas email when possible; it sends notifications to my phone and elevates student emails over other emails coming into my sjsu acct.
2. When use sjsu acct, 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). I 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 to reduce risk to computer infection.
3. 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.
4. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

Course Description

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays and lesbians and the disabled in education, employment, criminal justice and the family. Solutions for structured inequality in the U.S.

Course Goals & Learning Outcomes

Course materials and activities seek to bring this broad scope of issues and injustices into focus to begin to find ways to deconstruct and fundamentally address structured inequality in the U.S.

GE Learning Outcomes (GELO)

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

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;
 - *satisfied by Reflections R2 and R3, Discussions D4 and D5, Quizzes Q1 and Q2, Final Project P2, and specific items on the Final Exam*
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
 - *satisfied by Discussion D2, Quizzes Q1 and Q2, Paper P1, and specific items on the Final Exam*
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
 - *satisfied by Reflection R6, Discussion D4 and D5, Quizzes Q1 and Q2, Paper P1, and specific items on the Final Exam*
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
 - *satisfied by Reflections R4, R5, and R7; Discussion D3; Final Project P2; and specific items on the Final Exam*

Course Learning Outcomes (CLO)

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

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. (Aligns with GELO1)
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (Aligned with GELO2)
3. Provide an overview of race, gender, and class issues in the criminal justice system. (Aligns with GELO2)
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). (Aligns with GELO3)
5. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Aligns with GELO4)
6. Read, write, and contribute to discussion at a skilled and capable level. (Aligns with Department Writing Philosophy)

Department of Justice Study's 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. Writing is evaluated through the first quiz (Q1) and through the writing criteria included in course activity and the formal paper (P1 and P2) rubrics.

Required Texts/Readings

Textbook

Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality* (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

- ISBN: 9781483374956
- Available at the Spartan Bookstore and Amazon;

Casey M. E. & Robinson, S. M. (2017) *Neuroscience of Inclusion: New Skills for New Times*.

<http://www.outskirtpress.com>: Outskirts Press, Inc.

- ISBN: 978-1-4327-8722-6
- Available through the campus bookstore, Amazon, Barnes and Noble as well as other textbook distributors.

Other Readings

Additional articles and readings are posted on the course schedule at the end of this document. These assigned readings are subject to change with notice via Canvas. Changing will be noted in the weekly overview page. Access to and/or links to required reading beyond the textbook are available on Canvas™ in the weekly overview and through the SJSU library or online.

Library Liaison

Nyle Monday

Email: nyle.monday@sjsu.edu

Phone: (408)808-2041

See link for Justice Studies Research Guide in Canvas, in Module tab under Course Support Materials. This is a great resource for doing library research and writing papers. [The Justice Studies Research Guide](#) can also be found at <http://libguides.sjsu.edu/c.php?g=230074&p=3768470>.

Course Requirements and Assignments

Per University policy ([S16-9 found at http://www.sjsu.edu/senate/docs/S16-9.pdf](#)), “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In addition to course lectures and module materials, students complete weekly reading (combination of textbook chapters and articles) and graded module activities (including reflections, online discussions, and small group projects) designed to facilitate learning. These scores recorded under Participation. Course learning outcomes are further assessed through assignments (including a research paper and final project) and online quizzes.

Participation (35%)

Active engagement is required for successful completion of this course. This course uses a combination of reflections, online discussions, and small group activities to enhance learning and to assess progress toward course learning outcomes (CLOs). Participation activities are equally weighted.

Learning about race, gender and equality is less about learning facts. It is more about the journey of coming to understand more, not about knowing more. This research paper is intended to have you learn more about a critical topic so that you can understand more about how we can liberate ourselves from these constraining social constructs and find the threads that unite us in our diversity.

To that end, this course uses a series of reflections and discussions that are intended to help you become more clear about how you approach these issues and how you can come together to develop a richer understanding of how others see and are impacted by these social constructions.

Reflections

The first reflection will be to set personal learning goals and objectives for yourself in this class. Personal goals and objectives will be based on course learning outcomes as described in week one. You will reflect on these goals and objectives again in the final reflection (**R7**).

Reflection Journal (**R2-R6**). Each student will open a Google Doc that they will share with me on weeks where there is an assigned journal entry. Reflections 2-6 will be included in your reflection journal. Journal entries are designed to give students time to reflect on what the material means to them and how it applies personally and professionally.

Discussions

Discussions are used as weekly activities to either discuss an issue or to complete a group task. The first discussion (**D1**) is an opportunity to get to know each other through introductions.

The second discussion (**D2**) is designed to engage students creatively in learning terms, historical influences, and concepts being presented. Students create PhotoCollages to depict a term, event, or concept. This is done in small group to facilitate the creative process and increase learning. (GELO2; CLO2)

The third discussion (**D3**) spans weeks 9 and 10. In this discussion, students engage in creating a vision statement. This is a guided collaborative process that involves initial posts, inquiry, response to inquiries, and formulating a group vision to be submitted as a group to the class forum. Scores are based on individual contribution toward a collective outcome. (GELO4; CLO5)

The final discussions (**D4** and **D5**) provide a forum to reflect on final project presentations that will be shared with the class in weeks 14 and 16. (GELOs 1 and 3; CLOs 1 and 4)

Quizzes

There are two quizzes at the beginning of the semester (week 1) that are used to engage students in the course introduction and to self-assess readiness for writing and online learning. Any quizzes added during the semester would only be added to support learning outcomes, and therefore would count toward participation.

Projects (35%)

Projects involve deeper application of course material and student involvement in extending course learning. The research paper and final project are equally weighted within this category.

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 1,500-2,000 words or 6-8 pages (not including the cover page or references).

- Students will choose an area of study based on race, gender, class, or the intersection thereof.
- The Problem: Papers will present current research on a chosen issue of social injustice faced by people of a specific identity (e.g. race, gender, class, or the intersection of identities).
- Papers will specifically address:
 - how this inequity and injustice is perpetuated in the criminal justice system (GELO2; CLO3),
 - The history of social actions that have led to greater equality and social justice (GELO3; CLO4)

Information detailing the expectations, content, formatting, and submission requirements will be provided in Canvas by week 3. 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 and *must* be in one of the following word processing file formats: Microsoft Word (*.doc or *.docx).

Final Project

The final project can be solo or group. I encourage group work in this area because of the benefits of collaboration in addressing these complex social issues. Because of this, group projects are worth more points than solo projects; additional points are applied to the group process. If time management is an issue for you and disciplined contributions is a challenge, the group project may not be the best option.

This is a culminating project. Students will develop an educational presentation to:

1. Inform others about how identities are shaped by contexts of equality and inequality in the US (GELO1, CLO1).
2. Increase people’s awareness and decrease the negative effects of oppression by providing actionable ways that people can engage across diverse cultural, racial, and ethnic groups within the US (GELO 4; CLO5).

Students can work solo or in small project teams. Because of both the value and benefits of collaboration, group work is worth more points than solo projects.

Online Quizzes & Exams

Course learning outcomes will be assessed through two online quizzes intended to assess understanding of terms, theories, and models used to enhance critical thinking and scholarly inquiry in the areas of study. Quizzes will be online and will require Respondus Lockdown Browser. Additionally, course learning outcomes will be assessed in one take-home final, due on the scheduled final exam day. See [Course Schedule](#) below.

Final Examination or Evaluation

Per [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>), “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final exam is a take-home essay exam due by Friday, December 13, 2019.

Grading Information

Grading Policy and Late Submissions

Reflections follow at 5-point rubric available in the assignment page. Generally, reflection rubrics involve five categories with a simple binary: did you meet the criteria or not (0 or 1 pt). This scoring structure allows you to accurately self-evaluate your work prior to submission. Criteria include:

1. Did you submit your reflection on or before the due date;
2. Did you clearly and thoughtfully address the prompt;
3. Did you accurately apply course material in your reflection;
4. Did you link the new material to a personal experience or past knowledge;
5. Did you present your thoughts clearly and concisely (writing)?

Rubrics for scoring discussions are based on the requirements of the discussion and will be provided in the assignment. Rubrics employ criteria that is generally scored as a binary, either you get the point for meeting the criteria (1) or you don't (0). This scoring structure allows you to accurately self-evaluate your work throughout the process. Note that discussions have multiple due dates over the course of the week and a requirement to engage over multiple days rather than one sitting. The biggest challenge I see in online classes is students engaging in discussions effectively. Make note of discussion weeks and plan your week for multiple engagements with other students.

Discussion rubric criteria generally include:

1. Initial posts being submitted on or before the Thursday deadline;
2. Initial posts thoughtfully addressing the prompt provided;
3. Initial posts clearly and substantively referencing course material;
4. Response posts engaging with other students thoughtfully over 2-3 separate engagements,
5. Response posts including substantive and clear reference to the course material (reading and lectures);
6. Posts being clearly written with minimal to no writing errors.

The Research Paper (P1) will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a 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. Assistance with APA can be found at: <https://owl.excelsior.edu/>. A scoring rubric will be provided with the assignment. Read the rubric carefully before beginning your paper. This will help you organize and direct your efforts.

The Final Project will primarily be graded on required content. Those completely group final projects will have additional points for group process. Final grades on group projects will be a combination of individual grade and a group project score. More project instructions and scoring details will be available by midterm.

Point totals vary for online quizzes. Scoring for online quizzes will be based on the items. Any essay questions will be scored by hand within two days of the exam.

Late Policy and Make-ups

Late submission of the research paper will result in a 4-point deduction the first day and one point each day following, including weekends. Submissions will close one week after the deadline, unless special permission has been secured and documentation provided prior to the due date.

Reflections are not accepted for submission after the posted close date/time, typically Friday of the same week. Assignments such as discussions and quizzes will close on the deadline/due date. Students failing to complete the activity by these deadlines will receive a zero.

Please note, in Canvas there is a notation for *open date*, *due date* and *close date*. The close date for papers is not the due date. The close date includes the period following the due date during which late papers will still be accepted but late penalties assigned. Due dates are posted in the course schedule, weekly module overviews, and in the assignment. It is the student's responsibility to track due dates (including times). There is sufficient notation of these dates.

Make-ups for quizzes are not allowed except under extenuating circumstances where documentation can be provided. Arrangements will be made on a case-by-case basis. Late final exams will not be accepted.

Rewrite Policy

Students who receive a C- or lower on the research paper are given the opportunity to rewrite their paper. If a student qualifies, an email will be sent via Canvas informing the student of the grade along with a copy of my rewrite policy and contract. This email will request that the student contact me to schedule a Zoom meeting (required) to go over the areas needed for improvement, to schedule a due date, and complete the rewrite contract. It is the responsibility of the student to follow up within three days of the email or correspondence. Final grades after rewrite are scored as the average grade between the original and the resubmission. This offer is not extended on papers receiving a C or higher. It is also not offered for other writing assignments, such as reflections and discussion posts.

Extra Credit

I do not typically offer extra credit. If extra credit is offered, it will be based on accessibility for all online students and will be nominally announced in the Module Overview for the week.

Determination of Grades

Final grades are based on three Assignment Areas: Participation, Projects, and Exams. Make-up of these areas has been discussed previously and can be found in Canvas under the Assignment tab.

Weighting

1. Participation makes up 35% of your grade
2. Projects make up 35% of your grade, and
3. Exams make up 30% of your final grade.

This course employs the following grade scale.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

This is an asynchronous, fully online course. It is your responsibility to keep up with the material and all communications, complete weekly activities and submit assignments on or before due dates. Failure to do so will result in a lower grade and could jeopardize student success. Course material is available by the beginning of each week. Each week’s module begins with an overview page that outlines the learning objectives for that week and provides an outline for completing activities. An announcement is sent via Canvas Announcements when the module is available. Students are expected to read the Module overview within 24-hours of its posting. This overview will help you gauge the work for that week and plan accordingly. It is easy to fall behind in online courses. I encourage you to schedule a specific time each week that you will commit to this class to avoid it falling off your radar.

I would strongly suggest that students set up Canvas announcements to come to other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements. I would also suggest that you check into the course every 2-3 days, just to be sure that you stay apprised of changes and keep the course in your conscious attention.

Warning: online courses can create an out-of-sight/out-of-mind gap for students, which may negatively impact your success in this course. Students who have failed this course in the past simply fell behind – often early in the semester - because not enough time was allocated to participation and successful completion of weekly activities. You are expected to participate weekly and complete required activities, including assigned reading and lectures as well as participating in online discussions and completing reflections and quizzes by the posted deadlines.

Respect and Confidentiality

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and exercises are used for students to reflect on the readings, lectures, videos and data presented. Small group, online activities and individually written assignments enable students to examine their own attitudes, and cultural and family beliefs about abusive relationships. The goal of the on-line discussions is to engage in meaningful dialogue about critical issues and explore practical, creative and effective community and justice system responses for preventing and intervening in violence. It is the premise of this course that, through this critical discourse, we can move toward more effective strategies that are respectful of diverse perspectives and allow us to achieve greater justice and equality.

This course is fully online. As a note of caution: online formats necessarily eliminate all the benefits of face-to-face communication that allow us to gauge the reactions of others to our comments and can give the impression of anonymity. Further, the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on statements made or views expressed. Conversely, students who feel disrespected by posts are encouraged to express their experience, for the benefit of all, in a manner consistent with the same standards for awareness and

respect. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned.

All things shared in class discussions should be treated as confidential. Information and stories shared should not be shared with others. Comments within the class discussions is perfectly appropriate, but should not be shared outside this forum.

Communication

If you feel confused about course material, please do not hesitate to reach out. Weekly discussions are provided for questions. I am also available to schedule phone or Zoom meetings with students to clarify material and to support student success. To schedule a meeting, it is best to send an email.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

Warning. Because of the nature of the material, students may experience strong emotions. Emotions can trigger uncomfortable memories. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please take advantage of the University counseling center and/or talk to the instructor. More information about [counseling services](#) can be found at <http://www.sjsu.edu/counseling/>.

University Policies (Required)

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.

JS 132, Race, Gender, Inequality and the Law, Section 82, Fall 2019

Course Schedule

The following is a schedule for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice. Students will be notified through Canvas announcements and weekly module overviews of any changes.

Due dates for projects do not change, so that students can plan for these major deadlines. The final exam is scheduled based on University exam times, and so will also not change.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8.21.2019	Course Introduction and Overview
1		<p>Concept Map of the Social Construction of Discrimination and Marginalization</p> <p>Reading: Course Syllabus</p> <p>Ore, T. (2019) Part I: On Constructing Differences. In Ore, T. (Ed), The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed. (pp. 1-18). Boston: McGraw-Hill. (provided in Canvas)</p> <p>Weber, L. (2015) Reading I: Defining Contested Concepts. In Ferguson, S. J. (Ed.) Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed. (pp. 7-19). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Activities: Introductions Discussion (D1; Ungraded)</p> <p>Online Quiz (Q1) Course Orientation and Online Readiness</p> <p>Online Quiz (Q2) Plagiarism and APA Writing Quiz (Requires Respondus Lockdown Browser)</p>
2	8.26.2019	Considering Social Constructionism
2		<p>Reading: Omi, M. & Winant (2019) I: Racial Formations. In Ore, T. (Ed), The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed. (pp. 19-26). Boston: McGraw-Hill. (provided in Canvas)</p> <p>Sullivan, L., Meschede, T., Dietrich, L., Shapiro, T. M., Traub, A., Reutschlin, C., and Draut, T. (2019) In Ore, T. (Ed), The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed. (pp. 55-74). Boston: McGraw-Hill. (provided in Canvas)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Bornstein, K. (2019) 10: Naming all the Parts. In Ore, T. (Ed), The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed. (pp. 117-124). Boston: McGraw-Hill. (provided in Canvas)</p> <p><i>Textbook Reading:</i> Zuberi, T. (2001) Reading 6: Racial Domination and the Evolution of Racial Classification. In Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed (pp. 65-78). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Glenn, E. N. (1999) Reading 11: The Social Construction and Institutionalization of Gender & Race. In Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed (pp. 119-130). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Activities: Reflection on Personal Learning Goals and Objectives (R1)</p>
3	9.3.2019	Constructions of Inequality & Inequity
3	Labor Day 9.2.2019	<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Desmond, M. & Emirbayer, M. (2009) Reading 2: What is Racial Domination? (pp. 20-30). • Crawley, S. L., Foley, L. J., Shehan, C. L. (2008) Reading 3: Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages. (pp. 31-43). • Wendell, S. (1996) Reading 4: The Social Construction of Disability. (pp. 44-50). • Lerner, G. (1997) Reading 5: Rethinking the Paradigm: Class. (pp. 51-64) • Dill, B. T. & Zambrana, R. E. (2009) Reading 12: Critical Thinking About Inequality: An Emerging Lens. (pp. 131-140) • Acker, J. (2006) Reading 36: Inequality regimes: Gender, Class, and Race in Organizations (pp. 378-388) <p>Activities: Reflection Journal (R2): I AM Poem (GELO1; CLO1)</p> <p>Assignments: Research Paper (P1) due Week (GELO2 and 3)</p> <ul style="list-style-type: none"> • Students will choose an area of study on race, gender, or class. • Submit topic by Week 5 based on review of the literature. Submit topic proposal with annotated articles

Week	Date	Topics, Readings, Assignments, Deadlines
4	9.9.2019	Identity and Intersectionality
4		<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Rahman, M. (2015) Reading 13: Queer as Intersectionality: Theorizing Gay Muslim Identities. (pp. 141-148) • Ferguson, S. J. (Ed.). (2015). Part Two: Identities Matter: The Social Construction and Experience of Race, Gender, Sexuality, and Social Class. (pp. 161-165). • Markus, H. R. (2010) Reading 15: Who Am I? Race, Ethnicity, and Identity (pp. 167-176) • Howard, J. A. & Alamilla, R. M. (2001) Reading 16: Gender and Identity. (p. 177-185). • Garrouette, E. M. (2001) Reading 17: The Racial Formation of American Indians: Negotiating Legitimate Identities Within Tribal and Federal Law. (pp. 186-195) • Part Three: Social Institutions and the Perpetuation of Inequality. (pp. 313-317) • Anthias, F. (2014) Reading 55: The Intersections of Class, Gender, Sexuality, and Race. The Political Economy of Gendered Violence. (pp. 570-582) <p>Activities: Reflection Journal Entry (R3): Discuss your experience of identity and intersectionality based on applied concepts.</p>
5	9.16.2019	Costs of Inequity and Oppression
5		<p><i>Textbook</i> Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Growchowski, J. R. (2010) Reading 39: Social Determinants and Family Health. (pp. 405-414). • Blitstein, R. (2015) Reading 40: Racism's Hidden Toll. (pp. 415-422). • Wailoo, K. (2010) Reading 41: A Slow Toxic Decline: Dialysis Patients, Technology Failure, and the Unfulfilled Promise of Health in America. (pp. 423-432). • Kendall, D. (2005) Reading 42: Framing Class, Vicarious Living, and Conspicuous Consumption. (pp. 433-441). <p>Activities: Small Group Project and Discussion (D2): Collaging Historical influences, Concepts, and Terms (PhotoCollage) (GELO2; CLO2)</p> <ul style="list-style-type: none"> • Students will choose topic areas for collage. Each student will contribute a photo collage to the group.

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • PhotoCollage Concepts and Terms will be shared with the full class to use for review for Week 8 quiz.
6	9.23.2019	Inequality and the Law
6		<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2020). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Brown, H. (2013) Reading 45: race, Legality, and the Social Policy Consequences of Anti-Immigration Mobilization. (pp.465-477). • Alexander, M. (2010) Reading 46: The New Jim Crow. (pp. 478-481) • Stuart, F. and Benezra, A. (2018) Reading 53: Criminalized Masculinity: How Policing Shapes the Construction of Gender and Sexuality on Poor Black Communities. (pp. 545-557) • Franke, K. M. Reading 18: What Does a White Woman Look Like? Racing and Erasing in Law (p. 197-201). <p>Activities: Reflection Journal Entry (R4): Based on course material (readings and lectures), discuss how laws and social institutions create and perpetuate inequities and injustice and values you hold that contradict these processes (GELO4; CLO5)</p>
7	9.30.2019	Inequities and Social Institutions
7		<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2020). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Part Three: Social Institutions and the Perpetuation of Inequality (pp. 313-318) • Collins, P. Reading 30: It's All in the Family: Intersections of Gender, Race, and Nation • Meyer, D. Reading 32: The Home and the Street: Violence Against Queer People (pp. 339-348). • Moll, L.C. & Ruiz, R. Reading 34: The Schooling of Latino Children (pp. 359-366). • Sacks, P. Reading 35: Class matters (pp.367-377) <p>Activities: Review for Week 8 Quiz (Q3)</p>
8	10.7.2019	Inequities and Social Policy
8		<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2020). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Fitzgerald, D. S. & Cook-Martin, D. Reading 7: Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas • Katz, J. N. Reading 8: The Invention of Heterosexuality (pp. 89-99). • Flores-González, N., Aranda, E., & Vaquera, E. Reading 19: Doing Race: Latino Youth’s Identities and the Politics of Racial Exclusion (pp. 202-212). • Van Ausdale, D. & Feagin, J. R. Reading 20: Using Racial and Ethnic Concepts: The Critical Case of Very Young Children (pp. 213-221). • Bettie, J. Reading 21: Women Without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity (pp. 222-233) <p>Activities: Reflection Journal Entry (R5): Based on course material (readings and lectures), discuss how social policies create and maintain inequities and injustice. Discuss the values you hold that contradict these processes (GELO4; CLO5)</p> <p>Online Quiz (Q3)</p>
9	10.14.2019	Othering and the Neuroscience of Inclusion
9		<p>Reading: Casey M. E. & Robinson, S. M. (2017) Neuroscience of Inclusion: New Skills for New Times. http://www.outskirtpress.com: Outskirts Press, Inc.</p> <ul style="list-style-type: none"> • Chapter One: Why Good Intentions Are Not Enough (pp. 1-17) • Chapter Two: The Unconscious Brain and the Power of Appreciation (pp. 18-53) • Chapter Three: S.A.V.E. Communications: Outsmarting the Defensive Brain (pp. 54-74) <p>Activities: Small Group Project (D3): In small-group guided discussion, student teams will develop a vision statement (GELO4; CLO5).</p> <ul style="list-style-type: none"> • Begin by selecting a team leader that will agree to remind people of deadlines and agree to summarize the work of the team in the week 8. • Students will post their ideas for a more equitable and just society by applying concepts learned and personal reflection. Initial Posts due by <u>Thursday</u>. • Responding to initial posts, students will post one question to another student that invites deeper reflection. Inquiry Posts due by Sunday.
10	10.21.2019	Critical Conversations
10		<p>Reading: O’Neill, P., & Fariña, M. (2018). Constructing Critical Conversations in Social Work Supervision: Creating Change. Clinical Social Work Journal, 46(4), 298-309. (Article available in Canvas)</p> <p>Casey M. E. & Robinson, S. M. (2017) Neuroscience of Inclusion: New Skills for New Times. http://www.outskirtpress.com: Outskirts Press, Inc.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Chapter Four: Choosing Inclusion: In the Moment Awareness (pp. 75-100) • Chapter Five: Building a Larger Circle of We (pp. 101-126) <p>Activities: Small Group Project (D3 continued): Developing your vision statement</p> <ul style="list-style-type: none"> • Students will post a reply to inquiry posts on their thread by <u>Tuesday</u>. Teams are encouraged to post these replies sooner to allow more time for visioning. • Reading and reflecting on the full team thread, post your thoughts about key points raised in the discussion, reflecting your ability to hear and expand your ideas based on the thoughts and ideas of others. Posts due by <u>Thursday</u>. • Leader will summarize emergent ideas with the help and support of the team. These key ideas will be pulled together in a vision statement and supporting stories that will be shared with the full class in week 9. Vision Statements due by <u>Sunday</u> before midnight.
11	10.28.2019	Power & Privileged Unmasked
11		<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2020). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Part Four: Power and Privilege Unmasked (pp. 491-494) • Ferber, A. L. Reading 48: The Culture of Privilege: Color-Blindness, Postfeminism, and Christonormality (pp. 495-504). • Young, I. M. Reading 49: Five Faces of Oppression (pp. 505-514). • Cose, E. Reading 50: Rage of the Privileged (pp. 515-523) <p>Activities: Reflection Journal (R6): Apply what you have learned in the neuroscience of inclusion and critical conversations modules to the material covered in this week's reading and presentation. (GELO3; CLO4)</p> <p>Assignments: Final Projects (P2)</p>
12	11.4.2019	Social Change and Empowerment
12		<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2020). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> • Collins, P. H. Reading 56: Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection (pp. 587-597) • Kivel, P. Reading 57: How White People Can Serve as Allies for People of Color in the Struggle to End Racism (pp. 598-605).

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> Johnson, J. Rush, S. & Feagin, J. Reading 58: Doing Anti-Racism: Toward an Egalitarian American Society (pp. 605-613). Halley, J. & Eshleman, A. Reading 59: It's Getting Better: Queer Hope, Queer Courage (pp. 614-623) <p>Activities: Online Quiz (Q4)</p> <p>Assignments: Final Projects (P2)</p>
13	11.12.2019	Social Change and Empowerment
13	Veterans Day 11.11.2019	<p>Reading: <i>Textbook</i> Ferguson, S. J. (Ed.). (2020). Race, gender, sexuality & social class: Dimensions of inequality (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.</p> <ul style="list-style-type: none"> Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R., & Adamson, R. Reading 60: Policy Steps Toward Closing the Gap (pp. 624-633) <p>Assignments: Final Projects (P2)</p>
14	11.18.2019	Final Project (P2) Presentations
14		<p>Activities: Discussion of Project Presentations (D4)</p>
15	11.25.2019	THANKSGIVING – NO CLASS THIS WEEK
16	12.2.2019	Final Project (P2) Presentations
16		<p>Activities: Discussion of Project Presentations (D5)</p> <p>Reflection Journal Entry (R7): Final Reflection on Personal Learning Outcomes and how your work in this class has substantively transformed your awareness. Identify at least two actionable changes you will make because of this course.</p>
17	12.9.2019 <i>Last day of instruction</i>	Final Presentations and Preparation (Review)
Final Exam		Take-home exam due December 13, 2019 by 5:15PM