San José State University
Department of Justice Studies
JS 132-82 Race, Gender, Inequality & the Law, Fall 2020

Course and Contact Information

Instructor:	Dina M. Kameda, M.S., M.A.
Office Location:	MacQuarrie Hall 508
Telephone:	(408) 832-9939 (cell phone – emergency only)
Email:	dina.kameda@sjsu.edu (**preferred/best method of contact**)
Office Hours:	Tuesdays and Thursdays 9:15 AM – 10:00 AM; Wednesdays 11:30 AM -12:15 PM or by appointment via Zoom (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 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.

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 **<u>will not</u>** 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]:
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 Textbook (Available from the Spartan Bookstore, Amazon, and www.chegg.com; ISBN: 9781506365817)

Ferguson, S. J. (Ed.). (2020). *Race, gender, sexuality & social class: Dimensions of inequality* (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

Additional Readings

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 all items listed under the Start Here Module in order to gain access to the Module One: Introduction. Timely completion of the Start Here Module will count toward course participation.

Module One: Introduction

Students are required to complete all items listed under Module One in order to gain access to the remaining modules. Timely completion of Module One will count toward course participation.

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 (**3**) substantive posts, one original post and two replies to of your peer's posts. Timely completion of VoiceThread assignments will count towards course participation. See course schedule and check canvas. [CLO 1-6]

Research Paper

You will write a research paper examining a specific topic area relevant to the course. Students will choose specific aspects of a 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 aspects of a chosen topic. This paper should be no more than about 2,000 words (not including the cover page or references); however, it is expected to be a 7 to 8-page paper. Information detailing the expectations, content, formatting, and submission requirements will be available on Canvas. Timely completion of the paper will count toward course participation.

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]

Final Project: Images of Life PowerPoint Presentation

You will be required to prepare a PowerPoint presentation focused on multiple social justice issues. While the written word can speak volumes, so can images of what constitutes our daily lives, especially during these

challenging times. The project will require a minimum of 8 slides with each slide dedicated to a specific social justice issue. Each slide must contain one exemplary image that captures the issue, along with text that explains what the image depicts, its significance, and why it was chosen. An example slide will be provided along with a grading rubric. Timely completion of the presentation will count toward course participation. [CLO 1-5]

Learning Objectives Assessment

Students will be required to complete the aforementioned VoiceThread assignments, Research Paper, and Images of Life Final Project, 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	August 21st	5%
Module One: Introduction	August 28th	5%
VoiceThreads	See schedule	30%
Research Paper	November 24th	30%
Final Project: Images of Life	December 11th	20%
Participation		10%
		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 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/

JS132-82 Race, Gender, Inequality & the Law
Fall 2020 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
08/19/20 through 08/21/20	Access and complete requirements for the **Welcome to the Course! Start Here module by 11:59 PM, Friday, 08/21/20 (Required for access to Module 1)**
08/24/20 through 08/28/20	Access and complete the requirements for **Module 1: Introduction by 11:59 PM, Friday, 08/28/20 (required to access Module 2)** Begin thinking about a Research Paper topic Complete assigned readings for **Module 2**: 1 and 2 (Ferguson text); check Canvas for additional readings
08/31/20 through 09/04/20	Access and complete requirements for **Module 2 by 11:59 PM, Friday, 09/04/20** Complete assigned readings for **Module 3**: 5 and 8 (Ferguson text); check Canvas for additional readings
09/07/20 through 09/11/20	Access and complete requirements for **Module 3 by 11:59 PM, Friday, 09/11/20** *VoiceThread #1 (Modules 2 and 3)*: Initial post due by 11:59 PM, Thursday 09/10; Replies due by 11:59 PM, Friday 09/11 Complete assigned readings for **Module 4**: 9, 11, and 12 (Ferguson text); check Canvas for additional readings
09/14/20 through 09/18/20	Access and complete requirements for **Module 4 by 11:59 PM, Friday, 09/18/20** Complete assigned reading for **Module 5**: 15 and 16 (Ferguson text); check Canvas for additional readings
09/21/20 through 09/25/20	Access and complete requirements for **Module 5 by 11:59 PM, Friday, 09/25/20** *VoiceThread #2 (Modules 4 and 5)*: Initial post due by 11:59 PM, Thursday 09/24; Replies due by 11:59 PM, Friday 09/25 Submit paragraph description of chosen Research Paper topic: **upload to Canvas by 11:59 PM, Friday, 09/25/20** Complete assigned readings for **Module 6**: 26 (Ferguson text); check Canvas for additional readings
09/28/20 through 10/02/20	Access and complete requirements for **Module 6 by 11:59 PM, Friday, 10/02/20** Complete assigned readings for **Module 7**: 30 and 32 (Ferguson text); check Canvas for additional readings

Date	Course Agenda, Readings/Assignments, and Due Dates
10/05/20 through 10/09/20	Access and complete requirements for **Module 7 by 11:59 PM, Friday, 10/09/20** *VoiceThread #3 (Modules 6 and 7)*: Initial post due by 11:59 PM, Thursday 10/08; Replies due by 11:59 PM, Friday 10/09 Complete assigned readings for **Module 8**: 33 and 35 (Ferguson text); check Canvas for additional readings
10/12/20 through 10/16/20	Access and complete requirements for **Module 8 by 11:59 PM, Friday, 10/16/20** Complete assigned reading for **Module 9**: 36 and 37 (Ferguson text); check Canvas for additional readings
10/19/20 through 10/23/20	Access and complete requirements for **Module 9 by 11:59 PM, Friday, 10/23/20** Complete assigned reading for **Module 10**: 40 (Ferguson text); check Canvas for additional readings
10/26/20 through 10/30/20	Access and complete requirements for **Module 10 by 11:59 PM, Friday, 10/30/20** *VoiceThread #4 (Modules 8, 9, and 10)*: Initial post due by 11:59 PM, Thursday 10/29; Replies due by 11:59 PM, Friday 10/30 Complete assigned reading for **Module 11**: 44 (Ferguson text); check Canvas for additional readings
11/02/20 through 11/06/20	Access and complete requirements for **Module 11 by 11:59 PM, Friday, 11/06/20** Complete assigned reading for **Module 12**: 46 (Ferguson text); check Canvas for additional readings
11/09/20 through 11/13/20	Access and complete requirement for **Module 12 by 11:59 PM, Friday, 11/13/20** Complete assigned reading for **Module 13**: 49 and 60 (Ferguson text); check Canvas for additional readings
11/16/20 through 11/20/20	Access and complete requirement for **Module 13 by 11:59 PM, Friday, 11/20/20** *VoiceThread #5 (Modules 11, 12, and 13)*: Initial post due by 11:59 PM, Thursday 11/19; Replies due by 11:59 PM, Friday 11/20
11/23/20 through 11/24/20	**Finalize Research Paper** **Upload Research Paper to Canvas by 11:59 PM, Tuesday, 11/24/20**
11/30/20 through 12/04/20	Optional Final Project Check-ins on Zoom (dates and time TBA)
12/07/20	**Finalize Images of Life PowerPoint Final Project**
12/11/20	**Upload Images of Life PowerPoint Final Project to Canvas**