

**San José State University**  
**Justice Studies 211-80:**  
**Historical Issues in Justice Studies, Spring, 2022**

**Course and Contact Information**

<b>Instructor:</b>	Sambuddha Ghatak, Ph.D.
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<b>Office Hours:</b>	Mondays and Wednesdays 12:00-1:00 pm
<b>Class Days/Time:</b>	Monday 4:30 – 7:15 pm
<b>Classroom:</b>	Synchronous

**Course Format:** This is a weekly seminar class, supported by Zoom for synchronous classes and Canvas for calendar and assignment due dates. There will be Internet connectivity and technology requirements for Canvas

**Course Description (Required)**

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.

All course material, except for the course book, will be available through Canvas. (A word to the wise: Students who do not follow the course lectures in sequential order as the semester progresses, or do not take notes on the contents, or do not do the required course readings will find it impossible to get a good grade and may well end up failing this course. Cutting corners, which is never a good idea for students who are serious about learning, is likely to lead to disaster in an online course!) To reiterate, course materials such as the syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**Course Learning Outcomes (CLO) (Required)**

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

- 1: Understand the logic of injustice in the form of discrimination/exclusion by states and its implications.
- 2: Have an understanding of the historical background of injustice in the world.
- 3: Learn to engage in educated discourse on the conflicts between state security/economy and issues related to justice in its historical backdrop.

**Graduate PLOs**

- 1: Creating assignments that are engaging, meaningful, and challenging.

- 2: Providing students meaningful and relatively quick feedback.
- 3: Having high expectations for writing assignments.
- 4: Offering an academic experience that involves meaningful engagement with the professor and among the students to build an online community.

### **Required Texts/Readings (Required)**

#### **Textbook**

1. Roediger, D. R. (1999). *The wages of whiteness: Race and the making of the American working class*. Verso.
2. Haney-Lopez, I. (2006). *White by law: The legal construction of race*. NYU Press.
3. Almaguer, T. (2008). *Racial fault lines: The historical origins of white supremacy in California*. University of California Press.
4. Bose, S (2003) *Kashmir: Roots of Conflict, Paths to Peace*. Cambridge: Harvard University Press.

#### **Other Readings**

Other required readings will be posted on Canvas. The readings are subject to change by instructor.

### **Course Requirements and Assignments (Required)**

**Book Evaluation:** For three of the assigned books, you should prepare a 4-pages maximum evaluations. The evaluations must be typed, double- spaced, and in a font size no smaller than 11. Evaluations are required to be uploaded online through Canvas. When writing your review, keep in mind the following points: what are the important claims made by the author (thesis)? What has the author really shown (summary)? What are the strengths and weaknesses of the book? I will not accept any review after the deadline with proper documentation.

**Book Review:** You are supposed to write a 5 to 6 pages review of the book “*Kashmir: Roots of Conflict, Paths to Peace*” by S Bose. The book review is due on **May 13**.

**Research Paper:** Writing a research paper is a major part of this class. The students are required to select a topic in consultation with the instructor and write a research paper on a topic related to issues of injustice. The research paper should include among others a research question, literature review (at least 10 references), and a theory section. The final draft paper is due on **May 13**.

**Group Discussion:** On six Fridays, we will participate in a group discussion on the discussion board. You will write a half-page single spaced (12 font) response to the discussion topic. The response will be based on the readings related to the topic. You are supposed to read one response from other students and critique that in about five sentences each. You are required to upload your response by Friday 11:59 pm (Pacific Time) and the critiques to others’ responses must to made by Saturday 11:59 pm (Pacific Time). The critiques should be constructive and based on logic as well as evidence. Please write your full name on top of your response and critiques. The students will be divided into 2 groups, A and B. The students of group A will write responses to the topic on the first discussion, and group B will response-critique. There will be on a rotation basis, and repeat till the last topic.

**Participation.** The students will actively participate in the discussion of the assigned readings in every class.

## Grading Information (Required)

### Percent to Letter Grade Correspondence

A plus = 100-98%	A = 97-91%	A minus = 90%	B plus = 89- 88%	B = 87-81%	B minus = 80%	C plus = 79-78%
C = 77-71%	C minus = 70%	D plus = 69-68%	D = 67-61%	D minus = 60%	F = 59-0%	

## Determination of Grades

Book Evaluation: 30%

Book Review: 15%

Research Paper: 30%

Group Discussion: 20%

Participation: 5%

## Classroom Protocol

Students should always be respectful of other students. I will not tolerate insensitive, rude, or abrasive comments. I will also not tolerate sexist, racist, homophobic, or any type of remarks that hinder instead of promote class discussion. Please remember that you are a community of future professionals, and henceforth you are expected to interact with professionalism, courtesy, dignity, and ethical consideration for others.

## University Policies (Required)

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/>” You are responsible for university policies regarding, but not limited to, drop deadlines, plagiarism, and academic integrity.

## 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.

# JS 211-01, Historical Issues in Justice Studies, Spring, 2019,

## Course Schedule

*The schedule is subject to change with fair notice and the notice will be made available by email.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 31	Introduction
2	February 7	Wages of whiteness; chapter 1-2  Clair, M., & Denis, J. S. (2015). Sociology of racism. <i>The international encyclopedia of the social and behavioral sciences</i> , 19, 857-863.  Racial and Ethnic Differences in Perceptions of Everyday Discrimination
3	February 14	Wages of whiteness; chapter 3-5  <b>Discussion Topic 1 in Week 3</b>
4	February 21	Wages of whiteness; chapter 6-7
5	February 28	Wages of whiteness; chapter 8 TBD  <b>Book (Wages of Whiteness) Evaluation Due</b>  <b>Discussion Topic 2 in Week 5</b>
6	March 7	White by law; chapter 1-3
7	March 14	White by law; chapter 4-5  <b>Discussion Topic 3 in Week 7</b>
8	March 21	White by law; chapter 6-7
9	March 28	Campus Closed
10	April 4	White by law; chapter 8 TBD <b>Book (White by law) Evaluation Due</b>

		<b>Discussion Topic 4 in Week 10</b>
11	April 11	Racial Fault lines; Introduction-chapter 2
12	April 18	Racial Fault lines; chapter 3-4
		<b>Discussion Topic 5 in Week 12</b>
13	April 25	Racial Fault lines; chapter 5-7
		<b>Book (Racial Fault lines) Evaluation Due</b>
14	May 2	<i>Kashmir: Roots of Conflict, Paths to Peace</i>
15	May 9	<i>Kashmir: Roots of Conflict, Paths to Peace</i>
		<b>Discussion Topic 5 in Week 12</b>
	May 13	Research Paper Due Book Review <i>Kashmir: Roots of Conflict, Paths to Peace</i> Due