

**San José State University**  
**Department of Justice Studies**  
**JS 132-81 Race, Gender, Inequality & the Law, Summer 2019**

**Course and Contact Information**

<b>Instructor:</b>	Dina M. Kameda, M.S., M.A.
<b>Office Location:</b>	MacQuarrie Hall 508
<b>Telephone:</b>	(408) 832-9939 (cell phone – emergency only)
<b>Email:</b>	<a href="mailto:dina.kameda@sjsu.edu">dina.kameda@sjsu.edu</a> (preferred/best method of contact)
<b>Office Hours:</b>	Online via e-mail (direct or via Canvas), Canvas Q & A Café, or scheduled Canvas Chat
<b>Class Days/Time:</b>	Online via Canvas
<b>Classroom:</b>	N/A
<b>Prerequisites:</b>	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 **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 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 at the Spartan Bookstore and Amazon; ISBN: 9781483374956)

Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality* (2nd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

## Library Liaison

[Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

(408) 808-2118

<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 and Syllabus Quiz

Students will be required to complete a quiz covering introductory content posted on the Canvas course page, including the course syllabus. To pass the quiz, students must earn at least 5 out of 6 possible points. Students will be given 3 attempts to pass the quiz; only the highest score will be retained. Each quiz attempt will be restricted to 20 minutes.

### Canvas Discussions

Students will be required to post original comments and replies to other students' comments in response to topics posted by the instructor. Chosen topics will directly relate to course content. 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 adherence to the specified instructions for each assignment. In addition to interactive discussions, students will also be required to post responses to various topics using the posted *Reflection Journal*. See course schedule for topic posting dates, and check canvas. [CLO 2 and 5]

### 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 no more than 2,000 words (not including the cover page or references). Information detailing the expectations, content, formatting, and submission requirements will be provided in a timely manner.

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 3]

### Learning Objectives Assessment

Students will be required to complete the aforementioned Canvas Discussion assignments and a 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
Discussions on Canvas	See schedule	65%
Quizzes on Canvas	See schedule	5%
Research Paper	January 16 <sup>th</sup>	30%
		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, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in Canvas Discussions, to complete quizzes, 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/>

# JS132-81 Race, Gender, Inequality & the Law

## Summer 2019 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**

<b>Week</b>	<b>Date</b>	<b>Course Agenda, Readings/Assignments, and Due Dates</b>
1	07/08/19 through 07/12/19	<p>Access and complete requirements for the <b>Welcome to the Course! Start Here</b> module</p> <p>Access and complete requirements for the <b>Reflection Journal (Ongoing)</b> module</p> <p>Access and complete the requirements for <b>Module 1: Introduction</b></p> <p>Begin Module 2-5 assigned readings for next week: 1, 2, 5, 8, 9, 11, 12, 15, 16, and 26</p>
2	07/15/19 through 07/19/19	<p>Access and complete requirements for <b>Module 2</b> (required to access Module 3)</p> <p>Access and complete requirements for <b>Module 3</b> (required to access Module 4)</p> <p>Access and complete requirements for <b>Module 4</b> (required to access Module 5)</p> <p>Access and complete requirements for <b>Module 5</b> (required to access Module 6)</p> <p>Begin <b>Module 6-9</b> assigned readings for next week: 30, 32, 33, 35, 36, 37, and 40</p>
3	07/22/19 through 07/26/19	<p>Access and complete requirements for <b>Module 6</b> (required to access Module 7)</p> <p>Access and complete requirements for <b>Module 7</b> (required to access Module 8)</p> <p>Access and complete requirements for <b>Module 8</b> (required to access Module 9)</p> <p>Access and complete requirements for <b>Module 9</b> (required to access Module 10)</p> <p>Begin <b>Module 10-13</b> assigned readings for next week: 44, 46, 51, and 60</p>
4	07/29/19 through 08/02/19	<p>Access and complete requirements for <b>Module 10</b> (required to access Module 11)</p> <p>Access and complete requirements for <b>Module 11</b> (required to access Module 12)</p> <p>Access and complete requirements for <b>Module 12</b> (required to access Module 13)</p> <p>Access and complete requirements for <b>Module 13</b> (required to access Module 14)</p>
5	08/05/19 through 08/09/19	<p>Access and complete requirements for <b>Module 14</b></p> <p><b>Submit Research Paper: Final Project via Canvas, due by 11:59 PM on Friday, August 9th</b></p>