San José State University
Department of Justice Studies
JS 132 Race, Gender, Inequality & the Law, Section 80, Spring 2022

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 (**best method of contact**)
Office Hours:	Tuesdays and Thursdays from 10:00 AM to 11:00 AM or by appointment via Zoom (see Canvas course page)
Class Days/Time:	Online, asynchronous
Classroom:	Online, see Canvas course page
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 utilize 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 the required textbooks (immediate access) are available via Amazon.com, Vitalsource.com, and Chegg.com

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.

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 VoiceThreads and other assignments.

Video Lectures

Lecture videos corresponding to assigned textbook readings will be posted on the Canvas course page.

Start Here Module

Students are required to complete and/or review all items listed under the Start Here Module in order to gain access to the Introduction 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 in order to gain access to the remaining modules. 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]

Research Paper

You will be required to write an 8-10 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]

Final Project: Social Justice Words and Images

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]

Learning Objectives Assessment

Students will be required to complete the aforementioned VoiceThread assignments, Research Paper, and Social Justice Images 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	January 28th	5%
Introduction Module	February 4th	5%
VoiceThreads	See schedule	30%
Research Paper	April 15th	25%
Final Project	May 19th	25%
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

Grade	*Points*	*Percentage*
A plus	*98 to 100*	*98 to 100%*
A	*93 to 97.99*	*93 to 97.99%*
A minus	*90 to 92.9*	*90 to 92.9%*
B plus	*88 to 89.9*	*88 to 89.9 %*
B	*83 to 87.99*	*83 to 87.99%*
B minus	*80 to 82.9*	*80 to 82.9%*
C plus	*78 to 79.9*	*78 to 79.9%*
C	*73 to 77.9*	*73 to 77.9%*
C minus	*70 to 72.9*	*70 to 72.9%*
D plus	*68 to 69.9*	*68 to 69.9%*
D	*63 to 67.9*	*63 to 67.9%*
D minus	*60 to 62.9*	*60 to 62.9%*

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.

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 Race, Gender, Inequality & the Law, Section 80,
Spring 2022 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

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/26/22 through 01/28/22	**View:** Course introduction video Access and complete requirements for the **Welcome to the Course: Start Here! module by 11:59 PM, Friday, 01/28/21 (Required for access to the Introduction Module)**
2	01/31/22 through 02/04/22	**View:** Weekly overview video (posted via announcement) Access and complete requirements for the **Introduction Module by 11:59 PM, Friday, 02/04/21 (Required for access to the Ch. 1 Module)**
3	02/07/22 Through 02/11/22	**View:** Weekly overview video (posted via announcement) **Ch. 1 Module Reading**: *The Crime Control Enterprise and Its Workers* **View**: Ch. 1 video lecture
4	02/14/22 through 02/18/22	**View:** Weekly overview video (posted via announcement) **Ch. 2 Module Reading**: *Criminology and the Study of Class, Race, Gender, and Crime* **View**: Ch. 2 video lecture **VoiceThread #1 (Ch. 1 and 2)**: Post your response to the prompt by **11:59 PM, 02/16/22** **VoiceThread #1 (Ch. 1 and 2)**: Post a reply to **two** of your peer's posts **by 11:59 PM, 02/18/22**
5	02/21/22 through 02/25/22	**View:** Weekly overview video (posted via announcement) **Ch. 3 Module Reading**: *Understanding Class and Economic Privilege* **View**: Ch. 3 video lecture
6	02/28/22 through 03/04/22	**View:** Weekly overview video (posted via announcement) **Ch. 4 Module Reading**: *Understanding Race and White Privilege* **View:** Ch. 4 video lecture **VoiceThread #2 (Ch. 3 and 4)**: Post your response to the prompt by **11:59 PM, 03/02/22** **VoiceThread #2 (Ch. 3 and 4)**: Post a reply to **two** of your peer's posts **by 11:59 PM, 03/04/22**
7	03/07/22 through 03/11/22	**View:** Research Paper overview video (posted via announcement) **Research Paper Topic Submission**: **Upload to Canvas by 11:59 PM, Friday, 03/11/22**
8	03/14/22 through 03/18/22	**View:** Weekly overview video (posted via announcement) **Ch. 5 Module Reading**: *Understanding Gender and Male Privilege* **View:** Ch. 5 video lecture

Week	Date	Topics, Readings, Assignments, Deadlines
9	03/21/22 through 03/25/22	**View:** Weekly overview video (posted via announcement) **Ch. 6 Module Reading**: *Understanding Privilege and the Intersections of Class, Race, and Gender* **View:** Ch. 6 video lecture **VoiceThread #3 (Ch. 5 and 6)**: Post your response to the prompt by **11:59 PM, 03/23/22** **VoiceThread #3 (Ch. 5 and 6)**: Post a reply to **two** of your peer's posts **by 11:59 PM, 03/25/22**
10	03/28/22 through 04/01/22	**SPRING BREAK – NO CLASS**
11	04/04/22 through 04/08/22	**View:** Weekly overview video (posted via announcement) **Ch. 7 Module Reading**: *Victimology and Patterns of Victimization* **View:** Ch. 7 video lecture
12	04/11/22 through 04/15/22	**View:** Weekly overview video (posted via announcement) **Ch. 8 Module Reading**: *Lawmaking and the Administration of Criminal Law* **View:** Ch. 8 video lecture **Research Paper Due: Upload to Canvas by 11:59 PM, Friday, 04/15/22**
13	04/18/22 through 04/22/22	**View:** Final Project overview video (posted via announcement)
14	04/25/22 through 04/29/22	**View:** Weekly overview video (posted via announcement) **Ch. 9 Module Reading**: *Law Enforcement and Criminal Prosecution* **View:** Ch. 9 video lecture
15	05/02/22 through 05/06/22	**View:** Weekly overview video (posted via announcement) **Ch. 10 Module Reading**: *Punishment, Sentencing, and Imprisonment* **View:** Ch. 10 video lecture **VoiceThread #4 (Ch. 9 and 10):** Post your response to the prompt by **11:59 PM, 05/04/22** **VoiceThread #4 (Ch. 9 and 10)**: Post a reply to **two** of your peer's posts **by 11:59 PM, 05/06/22**
16	05/09/22 through 05/13/22	**Final Project Check-ins via Zoom (Days/Times TBA)**
17	05/16/22	**Final Project Work Day**
	05/19/22	**Social Justice Words and Images Final Project (Upload to Canvas 7:45 PM – 10:00 PM, as either a Microsoft PowerPoint or PDF)**