San José State University
Department of Justice Studies
JS 132, Race, Gender, Inequality and the Law, Section 81, Spring, 2022

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	Virtual
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Email:	Maureen.lowell@sjsu.edu
Office Hours:	Virtual, Thursdays at 9:00 AM Pacific Time (US and Canada) Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/89343727545?pwd=SFcxMU1GQUhHb1pQVkVLWCs1bkxkdz09 **Password**: JS.Lowell Or by appointment
Class Days/Time:	Fully Online, Asynchronous. Weekly modules are released each Monday with weekly due dates.
Classroom:	Canvas: https://sjsu.instructure.com/courses/1474347 (log-in required)
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 Description (Catalog)

Course explores the 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 Format

This course is delivered as an asynchronous, fully online course. This means that all instruction takes place online with no time-specific meetings and with no physical in-person or on-campus meetings or activities. Modules are released each Monday and are expected to be completed in the week released.

Technology Intensive Online Course

Students will need a computer and reliable internet access with the bandwidth to stream YouTube videos and take online exams. Use of phones and iPads for course work is not advised as there is not full functionality through these platforms. SJSU has a free equipment loan program available for students if access to an electronic device is a problem (See https://www.sjsu.edu/learnanywhere/equipment/index.php for details).

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, you should consider making arrangements 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. Headphones that come with smartphones are often 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 in acceptable file type. Assignments must be saved and submitted as Word docs (i.e. .doc, .docx). Please note, assignments sent in file formats that cannot be processed through Canvas or assignments sent to me through email are not counted as assignment submissions.

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 (i.e. .doc or .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 (e.g. SAVE AS function) documents in the .doc or .docx format before submitting. Failure to comply with this formatting requirement could result in late point deductions or a zero.

Course Messaging

Course materials such as the course syllabus, handouts, notes, assignment instructions, etc. can be found on *Canvas Learning Management System course login website at http://sjsu.instructure.com*. Students are responsible for checking-in regularly for messages. This JS132-81 course can be found at https://sjsu.instructure.com/courses/1474347.

All communication is sent through Canvas either as announcements or emails. A weekly module overview is provided each week with the new module. The module overview provides an outline of reading, course material, assignments, and activities for that week. The overview also includes any changes to the syllabus, including reading, due dates, or activities. Most weeks, a courtesy announcement is sent notifying students that the week's module is available and providing a link to the overview page.

Students are responsible for staying up-to-date with class communication. You are encouraged to set Canvas notifications to send notices to other technology and email to ensure prompt and consistent notification of course announcements, materials, and syllabus updates.

E-mail Policy

While I prefer general class questions and requests for clarification be posted in the online discussions provided (so that all students benefit), I don't want this to inhibit access to the information you need. To that end, if you are not comfortable posting your question in the discussion provided, 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 whenever possible; it sends notifications to my phone and SJSU email acct and elevates student emails over other emails coming into my SJSU acct.
2. When emailing me through my SJSU email, 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. If more time is needed, please request a time to meet via Zoom or phone.

Course Goals & Learning Outcomes

This course seeks to bring this broad scope of issues and inequities into focus to begin to find ways to deconstruct and fundamentally address structured inequality in the U.S. Through active participation, students will learn to recognize how deeply embedded inequality is in our social institutions, identify processes that create and maintain inequality, and explore ways to dismantle these institutionalized disparities to create new foundations on which to build a more just and equitable society.

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;
    - *Assessed through your reflection journal entry for Unit 3 and your research paper*
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
    - *Assessed through your reflection journal entries for Unit 1 and 2, and your research paper and final presentation.*
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
    - *Assessed through your reflection journal entry for Unit 5; Critical Moments in History presentation, reflection, and discussion;*
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
    - *Assessed through your reflection journal entry for Unit 4; your final presentation;*

All GE Learning outcomes are assessed through select questions on the unit quizzes and 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.

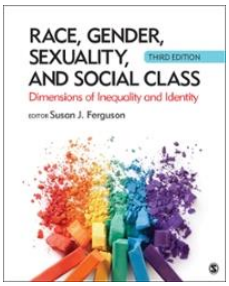
A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives–personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University 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 assessed through reflections, discussion, and the research paper.*

Error! Reference source not found. can be found as an addendum at the end of this document.

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;

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 fair notice via Canvas. Any changes 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

Library Research Guide

See link for Justice Studies Research Guide in Canvas, in Module tab under Course Support Materials: https://libguides.sjsu.edu/justicestudies

Course Requirements and Assignments

Per University policy, "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" (*S16-9 can be found at http://www.sjsu.edu/senate/docs/S16-9.pdf).*

Each week, Students are required to complete required reading, video lectures, and graded module activities designed to facilitate learning. Module Learning Activities include reflection journal entries, online discussions, and small group projects. Your learning progress is assessed through short practice and graded quizzes in each module. These scores are recorded under Participation. Course learning outcomes are assessed through major assignments, including a research paper, a final project, and two online exams.

There will be three areas of evaluation. The first is the Learning Activities. These activities are designed to promote learning and foster the process of engagement with new ideas and critical thinking. They include your reflection journal, discussions, and other short learning activities that will be incorporated into the lecture segments in the modules. This first area accounts for 35% of your final grade. The second area is the Assignments area. Assignments include your contribution to the Critical Moments in History Presentation and reflection, your research paper, and your final presentation. This area accounts for 35% of your final grade. The final area is Assessment. This area includes your unit quizzes and the final exam. This area makes up 30% of your final grade.

Learning Activities (35%)

Reflection Journal (25 points)
There is one reflection journal entry for each unit. The reflection journal entries you submit will represent your reflection on each unit or a module within that unit. Units are made up of three to four modules. Reflections are due by the last day of the module, but you can submit it any time during the unit, especially if one module particularly inspires you to reflect and write. The reflection journal activity will be opened in the first module of each unit and provide the prompt for that unit, which are based on the course learning outcomes (CLOs).

The purpose of your reflection journal entries is to promote learning, critical thinking, and integration. In these reflections you are required to explicitly reference and apply concepts that were raised in the unit modules through the reading and videos. This activity is a reflection in that it is your way of thinking about the ideas and concepts and theories and connecting with other knowledge and experience, and considering thoughtfully what the concepts mean to you.

Online Discussions (40 points)
1. Introductions (5 points)
2. Discussion of *Critical Moments in History* that will be based on the co-created presentation developed over the first eight weeks of the course (see assignments for the presentation activity). (10 points)
    a. Watch the presentation and discuss: how does this compilation of events sit with you? How does it contribute to your critical consciousness about inequality and oppression in the US and pathways forward.
3. Research Paper Writing Groups (15 points total)
    a. Introduction + Share one scholarly source that you plan to use for your paper (Research Group) (5 points)
    b. Post your draft thesis and the sources that offer the best support for your thesis (5 points)
    c. Response posts (5 points)
4. Final Presentations Discussion (10 points)

Module Learning Activities (10-20 points TBD)
These activities include short 5-minute writings or brief activities incorporated into the lecture segments that are intended to give you a moment to pause, reflect, and consolidate the material you are taking in.

Assignments (35%)

Critical Moments in History Presentation (25 points)
As we explore the harsh truths of our constructed oppression, marginalization, and dehumanization, it is equally important that we recognize the courageous acts that advanced and continue to advance respect, dignity, and human rights as moments of the light that shine through in the darkness lighting our way.

1. In this class project, you will contribute to a presentation that "describes 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) (GELO.3)
2. Add a slide any time by or before Week 8 (be sure to put name on slide)
3. Reflection on your contribution
    - After adding your slide to the shared presentation, write a short reflection on why this event or figure stood out to you and how it contributes to your understanding of how social action can lead to greater equality and social justice in the U.S. What do you want others to take away from your contribution?

Research Project: Paper and Presentation
You will complete a culminating project that involves a scholarly, source-based research paper and a recorded presentation. These two aspects of your final project have two goals, one is to document a critical social issue and the other is to present your vision for change that is informed by your learning in this course and your research. This project aligns with two of our course learning outcomes (CLOs). First, your paper will focus on how social, political, and/or economic processes within a social institution structure and contribute to inequalities in the U.S (CLO.2) and also how identities are shaped by cultural and societal influences within these contexts of inequality (CLO.1). That will your articulation of the conditions that need to be addressed. Your presentation will then focus on social, political, and/or economic processes that increase diversity and equality, and seek to overcome structured inequalities in the U.S (CLO.2) and constructive interactions between people from different cultural, racial, and ethnic groups within the U.S (CLO.5). The presentation is an articulation of your proposed path forward and a vision for hope and change that are informed by your learning and research.

Your research paper topic proposal is due in week 6. See module overview and assignment for details.

Assessments: Online Quizzes & Final Exam (30%)

There are five summative assessments, one online quiz at the end of each unit, and a take-home final exam (essay and short answer). Online exams will focus on key concepts, models, and processes for identifying and addressing inequities in the US.

Final Examination or Evaluation

University policy S17-1 (http://www.sjsu.edu/senate/docs/S17-1.pdf) *states that "*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 in this course is a take-home exam that covers each of the four GE Learning Outcomes. The exam is a short answer/essay format. Questions will be cumulative, drawing from key concepts from the semester. Specific requirements to length will be included in the exam instructions.

Grading Information

Grading Policy

Reflections follow at 5-point rubric available in the assignment page. Generally, reflection rubrics involve five categories based on a simple binary: did you meet the criteria or not (0 or 1 point). 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 (Sunday before midnight);
2. Did you clearly and thoughtfully and critically address the prompt;
3. Did you accurately reference and apply course material in your reflection;
4. Did you link the new material to a personal experience or past knowledge in your relfection;
5. Did you present your thoughts clearly and concisely (writing)?

Discussions are scored on a seven to ten-point rubric. 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.

Critical Note: 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 and on-time. Make note of discussion weeks and plan your week for multiple engagements with other students.

Discussion rubric criteria include (1 point each):

1. Show Up: Initial posts submitted on or before the Thursday deadline for initial posts;
2. Critical Thinking: Initial posts thoughtfully and critically address the discussion prompt provided;
3. Scholarship: Initial posts clearly and substantively reference course material;
4. Engagement: Response posts engage with other students respectfully and thoughtfully over 2-3 separate engagements,
5. Application: Response posts including substantive and clear reference to the course material (reading and lectures);
6. Extension/Connection: Posts contribute to and extend the learning by making provocative and respectful inquiries and connections to current events, prior learning, or personal or shared experience;
7. **Coherence**: Posts written clearly with minimal to no writing errors.

The ***Research Paper*** will be graded on content and adherence to APA writing requirements. Failure to address required content areas, poor writing mechanics, and citation errors will result in lower scores.
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 format can be found at: https://owl.excelsior.edu/.

The research paper is worth 50 points. 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 (P2) will be graded on content and presentation effectiveness (CLO6). A rubric will be provided with the assignment. The final project grade will reflect project presentation slides and the final recording as described above. The final presentation is worth 15 points.

Assessments

Point totals vary for online quizzes and exams. Scoring for online exams 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

Rubrics for reflections and discussions include points for on-time submission. Late submission of the research paper will result in a 4-point deduction the first day and one point each day following, including weekends. Submission of research papers will close one week after the deadline, unless special permission has been secured prior to the due date and documentation provided regarding extenuating circumstances beyond the student's control. Given the timing of final presentations, late presentations will not be accepted. No assignments or learning activities will be accepted after 5.15.2022.

Reflections are due on the Sunday of the assigned week. Late submissions will result in a one-point deduction (out of 5). Reflections will not be accepted after the posted close date/time, typically Friday of the week it is due.

Activities such as discussions, exams, and quizzes will close on the due date; no late submissions will be accepted. Scores for discussions include a point for on-time posts. See rubric in the assignment. Students failing to complete the activity by these deadlines will receive a zero on unmet criteria.

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/activities 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). Deadlines will be 11:59PM on the due date. There is sufficient notation of these dates in the module overview pages and the assignments.

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. Please note the deadline for the final is 10:00PM, based on the final exam schedule.

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, complete the rewrite contract, and to schedule a rewrite due date (usually one week from date of notice). 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, discussion posts, and the final project.

Extra Credit

Extra credit is available through regular participation in unit Collaboration Café discussions. Occasionally, extra credit opportunities are made available, but it is not standard practice. Watch for these in Module Overviews. Extra credit is not intended to make up for neglect of the course; it is meant to augment the learning process.

Determination of Grades

Final grades are based on four 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. Learning Activities make up 35% of your grade
2. Assignments make up 35% of your grade
3. Assessments make up 30% of your final grade.

This course employs the following grade scale.

Grade	*Percentage*
A plus	*96 to 100%*
A	*93 to 95%*
A minus	*90 to 92%*
B plus	*86 to 89 %*
B	*83 to 85%*
B minus	*80 to 82%*
C plus	*76 to 79%*
C	*73 to 75%*
C minus	*70 to 72%*
D plus	*66 to 69%*
D	*63 to 65%*
D minus	*60 to 62%*

"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

First, it is important to take seriously what and where our "classroom" is. Our classroom is virtual. It resides on the Canvas page. Coming to class virtually means, reading the overview page on Monday and then completing each page of the module. Pages include activities, reading segments (beyond the required articles and chapters), lectures, and videos. Failing to complete these pages is equivalent to missing class. Planning your schedule for the week should involve the mindset that you are "attending class", i.e. completing the assigned work, at a certain time, based on your schedule that week. Engaging with the activities, such as discussions or collaborative projects, is how we come together, albeit asynchronously, as a learning community and as a class. Please take note; there are deadlines during the week and modules are completed each week.

As 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 your success. The structure is intended to facilitate your learning.

Course material is released on Monday 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. A courtesy announcement is typically sent via Canvas Announcements when the module is available. You are expected to read the Module overview within 24-hours of its posting. This overview will help you gage the work for that week and schedule your "class time" accordingly. Pay attention to discussion due dates, as initial posts are typically due by Thursday of the week it is assigned. I expect that you are entering the module through the overview page.

I strongly discourage accessing the course through the "to do" list or Dashboard. These are great reminders but in no way constitute completion of the weekly modules. Trying to track the course through these portals is

misleading and leads to confusion. If you have questions about how to efficiently and effectively navigate this course online, please let me know by posting your question in the Help Forum discussion (preferred) or by Canvas email.

It is easy to fall behind in online courses. I encourage you to schedule a specific and consistent time each week that you will commit to this class to avoid having it fall off your radar or be pressed into time you don't have.

I would strongly suggest that you set up Canvas notifications to ping you on your devices, such as frequently accessed email or smartphones, so that you can stay up with any course announcements and reminders. 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. Be sure you allocate enough time to participate fully. To be successful, you need to participate weekly and complete assigned reading and lectures as well as participate in learning activities and online 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 learning activities 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 explore practical, creative and effective ways to disrupt inequity and establish just and equitable systems. It is the premise of this course that, through this critical discourse, we can achieve greater justice and equality with all people and for all people by the people.

Respect is imperative. This includes being mindful of potential microaggressions and diminishing comments. As a note of caution: online formats necessarily eliminate all the benefits of face-to-face communication that allow us to gage the reactions of others to our comments and can give the impression of anonymity. This is especially true in asynchronous online courses. Additionally, 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 outside this class. Comments within the class discussions is perfectly appropriate, but should not be shared outside this forum.

Communication

I am available by Canvas email, through the weekly Collaboration Café and/or Help Forum, through weekly office hours, and through scheduled appointments. I often respond within the day or by the next morning. I encourage you to reach out when you feel stuck or when you just want to connect. This is an important part of successful learning. You are not alone and I want to support your success and reduce any confusion.

If you feel confused about course material, please do not hesitate to reach out. Unit discussions are provided through the Collaboration Café where students can post questions, comments, or resource links, and help each other as questions arise. I too will respond to posts on a daily basis. 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 through Canvas.

Access Social Sciences: Student Success Center

The Student Success Center in the College of Social Sciences provides advising for undergraduate students. Students are invited to contact Access for Social Sciences at https://www.sjsu.edu/access/ 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 Access. Location: Clark Hall, Room 240 One Washington Square, San José, CA 95192-0107. Email: socsci-success@sjsu.edu; Phone: 408.924.5363 Access is currently only offering online services for fall 2020.

University Policies

Per University Policy S16-9 *(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/"

Links to these policies and resources will be available in the Getting Started Module on Canvas and will be briefly reviewed in the introductory lectures.

Highlights

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Accommodations for Students with Disabilities

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

Counseling and Psychological Services

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 let me know and/or take advantage of the University counseling center.

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

For more information about counseling services or to schedule an appointment visit the Counseling and Psychological Services website at http://www.sjsu.edu/counseling/.

JS 132, Race, Gender, Inequality and the Law, Section 81, Spring 2022

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.

Modules are available on Monday of each week. Initial discussion posts are due by Thursday of the discussion week. Activity and assignments due dates are typically Sunday by 11:59PM. Exceptions include initial discussion posts (due by Thursday), the final project, which is due on a Friday; and the final exam, which is due on a Thursday. Always note deadlines in specific assignments and plan accordingly.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1.26.2022	**Module 1: Course Introduction and Overview**
1		**Required Reading:** Syllabus Beginning with the end in mind: Collins, P. H. **Reading 56:** Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. In Ferguson, S. J. (Ed). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 587-597) Sage Publications, Inc. **Learning Activity:** Online Discussion **D1**: Introduction Discussion: • See Prompt in the discussion activity **Q1**: Orientation Quiz using Respondus Lockdown Browser DUE 2.6.2022 (Closes 2.20.22)
2	1.31.2022	**Module 2: Social Inequality**
2		**Required Reading:** Ferguson, S.J. (2020) Introduction to Race, Gender, Sexuality, and Social Class: Concepts, History, and Theories of Difference. In Ferguson, S. J. (Ed.) Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed. (pp. 1-5). Thousand Oaks, CA: Sage Publications, Inc. 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. **Learning Activity:** Reflection Journal Introduced **Assignment** Paper 1 and Final Project assignments introduced, process and due dates outlined

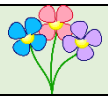
Week	Date	Topics, Readings, Assignments, Deadlines
		Research Paper assigned.
		Unit One: Social Construction of Inequality
3	2.7.2022	**Module 3: Defining Terms and Introducing Processes of Supremacy**
3		**Required Reading** Omi, M. & Winant (2019) I: Racial Formations. In Ore, T. (Ed), The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed. (pp. 19-26). Boston: McGraw-Hill. (provided in Canvas) Desmond, M. & Emirbayer, M. (2009) **Reading 2:** What is Racial Domination? In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 20-30). Thousand Oaks, CA: Sage Publications, Inc. 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. **Learning Activity** Reflection Journal **RJ.1:** Choose one of the modules in this unit, or write a culminating reflection on the unit ideas and concepts as a whole. See Prompt. Due by 2.20.2022. (include reading from Module 1 in your consideration) **Assignment** Plagiarism quiz (**Q3**) open; APA tutorial provided; Quiz due (3.13.2022)
4	2.14.2022	**Module 4: Transmission of Supremacy** Guest Speaker (recorded)
		Required Reading Crawley, S. L., Foley, L. J., & Shehan, C. L. (2008) **Reading 3:** Creating a World of Dichotomy: Categorizing sex and gendering cultural messages. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 31-43). Sage Publications, Inc. Fitzgerald, D. S. & Cook-Martin, D. **Reading 7:** Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 79-88). Sage Publications, Inc. Acker, J. (2006) **Reading 10**: Is Capitalism Gendered and Racialized? In Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed (pp. 110-118). Sage Publications, Inc. (segue to Institutionalized Inequality and inequity ***Recommended Reading***

Week	Date	Topics, Readings, Assignments, Deadlines
		Katz, J. N. **Reading 8:** The Invention of Heterosexuality. In Ferguson, S. J. (Ed.). (2015). Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed (pp. 89-99). Sage Publications, Inc. **Learning Activity** Class Presentation*: Critical Moments in History: Social actions that have led to greater equality and social justice* • Add to shared presentation between now and 3.20.2022 (Module 8) and submit a reflection on your choice of events (closes 3.25 for late submission) **Assignment** Begin researching topic ideas for research paper. Topic proposal due 3.6.2022
5	2.21.2022	**Module 5: A Legacy of Inequity and Disparity**
5		**Required Reading** Ferguson, S.J. (2020) **Part Three:** Social Institutions and the Perpetuation of Inequality. In Ferguson, S. J. (Ed.). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 313-317) Sage Publications, Inc. Dill, B. T. & Zambrana, R. E. (2009) **Reading 12**: Critical Thinking About Inequality: An Emerging Lens. In Ferguson, S. J. (Ed.). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 131-140). Sage Publications, Inc. Franke, K. M. **Reading 18**: What Does a White Woman Look Like? Racing and Erasing in Law. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (p. 197-201). Sage Publications, Inc. ***Recommended Reading*** 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. (Recommend pgs. 126-130 – Application) **Learning Activity** Reflection Journal **RJ.1** due by or before 2.27.22 (Module 5) **Formative Assessment** **Q2**: Unit One Practice Quiz **Assignment** Continue researching topic ideas for research paper. Topic proposal due 3.6.2022
		Unit Two: Institutionalizing Inequality
6	2.28.2022	**Module 6: Inequities in Education & Economics**

Week	Date	Topics, Readings, Assignments, Deadlines
6		**Required Reading** Rumberger, R. W. (2010). Education and the reproduction of economic inequality in the United States. Economics of Education Review, 29(2), 246-254. Acker, J. (2006) **Reading 36:** Inequality regimes: Gender, Class, and Race in Organizations. In Ferguson, S. J. (Ed.). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 378-388) Sage Publications, Inc. Sullivan, L., Meschede, T., Dietrich, L., Shapiro, T. M., Traub, A., Reutschlin, C., and Draut, T. (2019) The Racial Wealth Gap: Why Policy Matters. 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) **Learning Activity** Reflection Journal **RJ.2:** Choose one of the modules in this unit, or write a culminating reflection on the unit ideas and concepts. See Prompt. Due by 3.20.2022. **Assignment** Research Paper Topic proposal submitted by 3.6.2022; Writing Group assigned
7	3.7.2022	**Module 7: Health Disparities** Recorded Guest Interview (Fall 2020): Dr. Martina Kamaka

7		**Required Reading**
		
		Bailey, Zinzi D, Krieger, Nancy, Agénor, Madina, Graves, Jasmine, Linos, Natalia, & Bassett, Mary T. (2017). Structural racism and health inequities in the USA: Evidence and interventions. The Lancet (British Edition), 389(10077), 1453-1463.
		
		Growchowski, J. R. (2010) **Reading 39:** Social Determinants and Family Health. (pp. 405-414). Sage Publications, Inc.
		
		Blitstein, R. (2015) **Reading 40:** Racism's Hidden Toll. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 415-422). Sage Publications, Inc.
		
		Learning Activity
		Good week to post your event slide and submit your reflection (due 3.20.2002)
		
		Assessment
		Q3 APA & Plagiarism quiz due (3.13.2022)
		
		Assignment
		D2 Research Paper Group Discussion (open)
		• Initial post due by 3.20.2022
		  ○ Introduce yourself
		  ○ Post developing thesis and at least one scholarly source that supports your developing thesis
		• Response posts due by Friday 3.25.22 (note unique due date)

Week	Date	Topics, Readings, Assignments, Deadlines
8	3.14.2022	**Module 8: Race, Gender, and Class in the Criminal Justice System** Recorded Guest Interview (Fall 2020): Jon Belmar (Former Police Chief of St. Louis County during period in Ferguson, MO, involving the killing of Michael Brown and the subsequent acquittal of the officer involved.)
8		**Required Reading** Brown, H. (2013) **Reading 45:** race, Legality, and the Social Policy Consequences of Anti-Immigration Mobilization. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp.465-477). Sage Publications, Inc. Alexander, M. (2010) **Reading 46:** The New Jim Crow. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 478-481) Sage Publications, Inc. Stuart, F. and Benezra, A. (2018) **Reading 53:** Criminalized Masculinity: How Policing Shapes the Construction of Gender and Sexuality on Poor Black Communities. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 545-557) Sage Publications, Inc. **Learning Activity** Reflection Journal **RJ.2** due Module 8 (by 3.20.22) **Class Presentation***: Critical Moments in History: Social actions that have led to greater equality and social justice* Contribute to shared presentation by or before 3.20.2022 (Module 8) and submit a reflection on your choice of events **Assessment** **Q4**: Unit One & Two Online Quiz
		Unit Three: Shaping Identity
9	3.21.2022	**Module 9: Privileged**
9		**Required Reading** Ferguson, S. (2020) **Part Four:** Power and Privilege Unmasked. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 491-494) Sage Publications, Inc. Ferber, A. L. **Reading 48:** The Culture of Privilege: Color-Blindness, Postfeminism, and Christonormality. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 495-504) Sage Publications, Inc. Young, I. M. **Reading 49:** Five Faces of Oppression. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 505-514) Sage Publications, Inc.

Week	Date	Topics, Readings, Assignments, Deadlines
		Cose, E. **Reading 50:** Rage of the Privileged. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 515-523) Sage Publications, Inc. Zimbardo, Philip G, Breckenridge, James N, & Moghaddam, Fathali M. (2013). "Exclusive" and "Inclusive" Visions of Heroism and Democracy. Current Psychology, 32(3), 221-233. **Learning Activity** Reflection Journal **RJ.3:** Choose one of the modules in this unit, or write a culminating reflection on the unit ideas and concepts. See Prompt. Due by 4.10.2022. **D2 (continued)** Online Discussion **(**Research Group): Response posts due for discussion - sharing sources and how they are informing your thesis (use APA format for references and in-text citations) • Response posts due by FRIDAY 3.25.2022 **Assignment** Continue work on research paper ***Midterm Feedback Survey – Anonymous***
10	3.28.2022	 Spring Break
11	4.4.2022	**Module 10: Internalized Experience of Marginalization**
11		**Required Reading** *Reading requirements for this week will be reduced. See Module Overview for changes.* Ferguson, S. J. (Ed.). (2015). **Part Two:** Identities Matter: The Social Construction and Experience of Race, Gender, Sexuality, and Social Class. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 161-165). Sage Publications, Inc. Markus, H. R. (2010) **Reading 15:** Who Am I? Race, Ethnicity, and Identity. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 167-176) Sage Publications, Inc. Howard, J.A. & Alamilla, R.A. (2001) **Reading 16:** Gender and Identity. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 177-185) Sage Publications, Inc. Choose one of the following readings: 1. Rahman, M. (2015) **Reading 13:** Queer as Intersectionality: Theorizing Gay Muslim Identities. In Ferguson, S. J. (Ed.). (2015). *Race, gender,*

Week	Date	Topics, Readings, Assignments, Deadlines
		sexuality & social class: Dimensions of inequality, 3rd Ed (pp. 141-148) Sage Publications, Inc. 2. Garroulette, E. M. (2001) **Reading 17:** The Racial Formation of American Indians: Negotiating Legitimate Identities Within Tribal and Federal Law. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp.185-196) Sage Publications, Inc. 3. Flores-González, N., Aranda, E., & Vaquera, E. (2014) **Reading 19:** Doing Race: Latino Youth's Identities and the Politics of Racial Exclusion. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 202-212) Sage Publications, Inc. 4. Van Ausdale, D. & Feagin, J. R. **Reading 20:** Using Racial and Ethnic Concepts: The Critical Case of Very Young Children. In Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 213-221) Sage Publications, Inc. **Learning Activity** Reflection Journal **RJ.3** due Module 11 (by 4.10.22) **D3** *Critical Moments in History* online discussion • Watch the co-created class presentation (see module overview for link) • See prompt in the discussion assignment o Initial post due by Thursday, 4.21.2022 o Response posts due by Sunday, 4.24.2022 ▪ Please note that this is also the deadline for the final draft of your research paper. I encourage you to complete your response posts earlier. **Assignment** OPTIONAL Peer Review of Research Paper: Submit and Exchange • Submit by Tuesday 4/5 for exchange; papers assigned for review • Review assigned paper by Monday, 4.11.2022 **Assessment** Q4: Unit Three Online Practice Quiz
		Unit Four: Pathways to Equity, Inclusion, and Belonging
12	4.11.2022	**Module 11: Praxis and Social Justice**
12		**Required Reading** Part Five: Empowerment and Social Change. (pp. 583-586). In Ferguson, S. J. (Ed). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. Sage Publications, Inc.

Week	Date	Topics, Readings, Assignments, Deadlines
		Review from Module 1: Collins, P. H. **Reading 56:** Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. In Ferguson, S. J. (Ed). *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 587-597) Sage Publications, Inc. Pyke, K. (2010) **Reading 31:** An Intersectional Approach to Resistance and Complicity. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed* (pp. 329-338) Sage Publications, Inc. Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R., & Adamson, R. **Reading 60:** Policy Steps Toward Closing the Gap In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 624-633) Sage Publications, Inc. **Learning Activities** Reflection Journal **RJ.4:** Choose one of the modules in this unit, or a culminating reflection on the unit ideas and concepts. See Prompt. Due by 5.1.2022. **D3** Open for posts (Initial post due by 4.21 and Response posts due by 4.24) **Assignment** Research Paper **RP** FINAL DRAFT DUE 4.17.2022
13	4.18.2022	**Module 12: Allies & Anti-Racism**

13		**Required Reading**
		
		Kivel, P. **Reading 57:** How White People Can Serve as Allies for People of Color in the Struggle to End Racism. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 598-605) Sage Publications, Inc.
		
		Johnson, J. Rush, S. & Feagin, J. **Reading 58:** Doing Anti-Racism: Toward an Egalitarian American Society. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 605-613) Sage Publications, Inc.
		
		Learning Activity
		
		D3 *Critical Moments in History* online discussion
		• Watch the co-created class presentation (see module overview for link)
		• See prompt in the discussion assignment
		  ○ Initial post due by Thursday, 4.21.2022
		  ○ Response posts due by Sunday, 4.24.2022

14	4.25.2022	**Module 13: Hope for Sustainable Change**
14		**Required Reading**

Week	Date	Topics, Readings, Assignments, Deadlines
		Halley, J. & Eshleman, A. **Reading 59:** It's Getting Better: Queer Hope, Queer Courage. In Ferguson, S. J. (Ed.) *Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed*. (pp. 614-623) Sage Publications, Inc. Narvaez, D. (2019, April 21) Sustainable Wisdom: Indigenous Style. *Psychology Today*. Available at https://www.psychologytoday.com/us/blog/moral-landscapes/201904/sustainable-wisdom-indigenous-style **Learning Activity** Reflection Journal **RJ.4** due Module 14 (by 5.1.2022) **Assignment** Recorded Project Presentations **Due Friday, April 29, 2022** **Assessment** Unit Four Online Quiz due Monday, May 2, 2022
		UNIT FIVE: Transacting Equity & Inclusion
15	5.2.2022	**Project Presentations Day 1**
		Required Reading Leonard A. Jason, Olya Glantsman, Jack F. O'Brien, and Kaitlyn N. Ramian: Editors (2019) Introduction to Community Psychology. Licensed under a Creative Commons Attribution 4.0 International License. Chapter 14: Public Policy available at https://press.rebus.community/introductiontocommunitypsychology/chapter/public-policy/ **Assessment** **D4**: Online Class Discussion of presentations and implications for public policy Initial post due Thursday, May 5, 2022; Response posts due through Sunday, May 8, 2022. Discussion closes Sunday, May 8th at 11:59PM
16	5.9.2022	**Project Presentations Day 2**
		No new reading Watch student presentations **Learning Activity** Reflection Journal **RJ.5** due by 5.15.2022
17	5.16.2022	Take-home exam available at 5:00PM
Final Exam	Thursday, May 29, 2022	Take-home exam due **Thursday, May 20, 2021 by 10:00PM** (time based on assigned exam time for online exams)