

Students will also need working speakers; this often requires a headset or headphones. Headphones that come with smartphones are often, but not always, sufficient.

Students will need to be comfortable with Canvas TM, SJSU's learning

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 the research paper, guest speaker questions learning activity and online module and unit quizzes
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
Assessed through the research paper, the historical event collaborative project,
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 the final project, the biological sketch learning activity.
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
Assessed through the final project, guest speaker reflections, final project discussions.

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)

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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>

Reflections

Reflections are used to focus attention on key points from the reading and lectures and provide the forum for connecting

different cultural, racial, and ethnic groups within the U.S. (Aligns with GELO4). This is a culminating project. Students will present their projects during the last two class periods (see course schedule).

Final projects will involve two submission dates. One will be the draft presentation: for instance, a draft of your PowerPoint presentation, a short description of your thesis, and a description of how you plan to record your presentation.

Students will develop and submit a final presentation outline of key points and a recorded audio-visual presentation (video file mp4 or .mov or YouTube link or other effective audiovisual file format). Presentations will be linked on a page for all students to access and watch in weeks 15 and 16.

Project assignment details will be outlined in week 2.

Online Quizzes & Exams (25%)

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) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) 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 and Late Submissions

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);

Discussion rubric criteria include

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 the equivalent of missing class. Planning your schedule for the week should involve the mindset that you are attending class at a certain time. Engaging with the activities, such as discussions or collaborative projects, is how we come together, albeit asynchronously, as a learning community, a class.

So - 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.

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. An announcement is 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 gauge the work for that week and plan your scheduled “class time” accordingly. Pay attention to discussion due dates, as initial posts are due by Thursday of that week.

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 falling off your radar.

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 and successfully complete weekly class work. 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

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, 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.

If you feel confused about course material, please do not hesitate to reach out. Weekly discussions are provided for questions through the collaboration café when students are encouraged to help each other as questions arise. 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. I get notifications for Canvas emails.

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](https://www.sjsu.edu/access/) 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) (<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](http://www.sjsu.edu/gup/syllabusinfo/) 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, Fall 2020

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 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.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, August 19, 2020	Module 1: Course Introduction and Overview
1		Root 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). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 587-597) Sage Publications, Inc. Learning Activity:

Week	Date	Topics, Readings, Assignments, Deadlines
		D3: Online Class Discussion of presentations and implications for public policy
15	11.23.2020	Thanksgiving Week: No Classes
16	11.30.2020	Project Presentations Day 2
		Learning Activity Submit nominations for best in class. Citing critical elements of course material on disrupting and dismantling inequality and inequities, vote for the presentation that you feel would be most likely to create change in our systems that currently marginalize, disempower, and compromise the promise of all humans. Support your answer.
17	12.7.2020	Take-home exam available
Final Exam	Thursday, December 10, 2020	Take-home exam due Thursday, December 10, 2020 by 10:00PM

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By the end of Unit One, students will be able to present and discuss ways and processes through which inequality has been established and sustained in US society. Students will be able to provide both historical and current examples in their analysis.

Unit One learning objectives will be assessed through the Unit One quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and a short presentation of an historical condition that contributed to systemic inequality.

By the end of Unit Two, students will be able to discuss how social institutions establish and transmit inequality. Students will be able to give specific examples from our education, healthcare, economic and criminal justice systems.

Unit Two learning objectives will be assessed through the Unit Two quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and the submission of questions - informed by the reading, lectures and learning activities - for guest speakers.

By the end of Unit Three, students will be able to discuss the influence of lived experience on inequality and how identity and social transactions contribute to the perpetuation as both the oppressor and the oppressed, the privileged and the marginalized.

Unit Three learning objectives will be assessed through the Unit Three quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and through the biographical sketch of a person, present or historical, that advanced critical consciousness for a marginalized community.

By the end of Unit Four, students will be able to deconstruct systemic inequities and imagine and present pathways for change that are reasoned and informed by the scholarship and historical and current events. Unit Four learning objectives will be assessed through the Unit Four quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and through the vision for change discussion.