

San José State University  
**Department of Justice Studies**

**JS 132,**





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 reflection journal entries (all); the research paper (P1), and the final project (P2).*

## Required Texts/Readings

Textbook

## Participation (35%)

Active engagement is required for successful completion of this course. This course uses a combination of reflections, online discussions, and small group activities to enhance learning and to assess progress toward course learning outcomes (CLOs). Participation activities are equally weighted.

Learning about race, gender and equality is less about learning facts or knowing more and more about the journey of coming to understand more. Participation activities are intended to have you think critically about topics, concepts, and constructs so that we can liberate ourselves from constraining and oppressive aspects of our social construction. To that end, this course uses a series of reflections and discussions that are intended to help you become more clear about how to approach these issues, engage in critical dialogue, and come together to develop a richer understanding of how others see and are impacted by these social constructions.

## ***Reflection Journal (15%)***

The Reflection Journal includes a series of entries (RJ1-RJ6) over the semester. Each student will open a Google Doc that they will share with me on weeks where there is an assigned journal entry. Journal entries are designed to give students time to reflect on what the material means to them and how it applies personally and professionally. The first reflection will be to set personal learning goals and objectives for yourself in this class. Personal goals and objectives will be based on course learning outcomes as described in week one. You will reflect on these goals and objectives again in the final reflection (RJ6).

Reflections are due on Mondays by 5:00.

Journal entries include:

1. Reflection Journal Entry (RJ1) Personal Learning Goals for the course. (Choice; CLO6)
2. Reflection Journal Entry (RJ2): Promoting Critical Consciousness & Praxis (CLO5/GELO4; CLO6)
3. Reflection Journal Entry (RJ3) I AM poem (CLO1/GELO1; CLO6)
4. Reflection Journal Entry (RJ4) Social Stratification (CLO2/GELO2; CLO6)
5. Reflection Journal Entry (RJ5): Noticing Inclusion in Current Events (CLO4/GELO3; CLO6)
6. Reflection Journal Entry (RJ6): Final Reflection (CLO5/GELO4; CLO6)

## ***Discussions (15%)***

Discussions are used as module activities. There are six scheduled discussions. Initial posts are due by Friday at 5:00 of the discussion week. The discussion continues over the weekend and closes on Monday at 5:00.

Discussions are meant to engage the student over several days. They are not meant to be done in one sitting.

Discussions are intended to foster critical thinking

## Projects (35%)

Projects involve deeper application of course material and student involvement in extending course learning. Projects involve extensive library research and the scholarly use of research. There is a separate submission of the thesis and annotated bibliography for the paper and the topic and annotated bibliography of the final project. The research paper and final project are equally weighted within this category.

### ***Research Paper (CLO2/GELO2; CLO3/GELO2; CLO4/GELO3)***

Each student will write a 6 to 8-page research paper examining a specific topic area relevant to the course and learning outcomes for this assignment. The paper will address injustice in the US justice system (critical consciousness) and actions (praxis) for overcoming this systemic injustice. Papers will specifically address how this inequity and injustice is perpetuated in the criminal justice system (GELO2; CLO3) and the history of social actions that have led to greater equality and social justice (GELO3; CLO4).

Students are required to complete substantive library research and use at least six scholarly articles in the paper. Papers must follow APA format, including organization of the paper (i.e. cover page, running header, page numbers, font, spacing, margins, etc), in-text citation, and bibliographies in the reference page. This paper should be 1,500-2,000 words or 6-8 pages (not including the cover page or references).

Specifically:

- 1.

2. , QFUHDVH SHRSOHV DZ DUH QHVV by providing actionable ways that people can engage across diverse cultural, racial, and ethnic groups within the US (GELO 4; CLO5).

You will develop and submit a PowerPoint presentation 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

**Discussions** are scored on a 7-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, HLWKHU \RX JHW WKH SRLQW IRU P H H W O J S T U K R L F o u l y W t U L D accurately self-evaluate your work throughout the process.

Note that 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 Friday deadline;
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 inquiries and new connections that are respectful;
7. **Coherence** Posts written clearly with minimal to no writing errors.

The **Research Paper (PI)** will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a 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 0 0 1 36 413



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 overview V D Q G L Q W K H D V V L J Q P H Q W , W L V W K H V W X G H Q W ¶ V U H V . Deadlines will be 5:00PM on the due date. There is sufficient notation of these dates.

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.

### 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

I do not typically offer extra credit. If extra credit is offered, it will be based on accessibility for all online students and will be nominally announced in the Module Overview for the week.

### Determination of Grades

Final grades are based on three 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. Participation makes up 35% of your grade
2. Projects make up 35% of your grade, and
3. Exams make up 30% of your final grade.

This course employs the following grade scale.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

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

This is 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 student success. Course material is available by the beginning RI HDFK ZHHN (DFK ZHHN¶V PRGXOH EHJLQV ZLWK DQ RYHUYLH week and provides an outline for completing activities. An announcement is sent via Canvas Announcements when the module is available. Students 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 plan accordingly. It is easy to fall behind in online courses. I encourage you to schedule a specific time each week that you will commit to this class to avoid it falling off your radar.

I would strongly suggest that students set up Canvas announcements to come to other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements. 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 - because not enough time was allocated to participation and successful completion of weekly activities. You are expected to participate weekly and complete required activities, including assigned reading and lectures as well as participating in online discussions and completing reflections and 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 exercises 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 cultural and family beliefs about abusive relationships. The goal of the on-line discussions is to engage in meaningful dialogue about critical issues and explore pra fully 9 12 re9ne6 5lable b





Week	Date	Topics, Readings, Assignments, Deadlines
2	1.28.2020	Online Quiz (Q2) Plagiarism and APA Writing Quiz (Requires Respondus Lockdown Browser) (Participation & Engagement) Introduction:



Week	Date	Topics, Readings, Assignments, Deadlines
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Critical thinking is a core premise for how we can promote equity and justice in our societies. Based on the concepts learned in these first weeks, what are ways you can engage in critical consciousness and praxis? What is needed in this process?

Week	Date	Topics, Readings, Assignments, Deadlines
6	2.25.2020	Identity and Intersectionality
6		<p><b>Reading:</b>  Ferguson, S. J. (Ed.). (2015). <b>Part Two: Identities Matter: The Social Construction and Experience of Race, Gender, Sexuality, and Social Class.</b> In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 161-165). Sage Publications, Inc.</p> <p>Rahman, M. (2015) <b>Reading 13: Queer as Intersectionality: Theorizing Gay Muslim Identities.</b> In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 141-148) Sage Publications, Inc.</p> <p>Markus, H. R. (2010) <b>Reading 15: Who Am I? Race, Ethnicity, and Identity.</b> In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 167-176) Sage Publications, Inc.</p> <p><b>Internalized Oppression Reading</b></p> <p>Flores-González, N., Aranda, E., &amp; Vaquera, E. <b>Reading 19: Doing Race: / D W L Q R &lt; R X W K ¶ V , G H Q W L W L H V D O G W K H</b> In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 202-212) Sage Publications, Inc.</p> <p>Van Ausdale, D. &amp; Feagin, J. R. <b>Reading 20: Using Racial and Ethnic Concepts: The Critical Case of Very Young Children.</b> In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 213-221) Sage Publications, Inc.</p> <p>Bettie, J. <b>Reading 21: Women Without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity.</b> In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 222-233) Sage Publications, Inc.</p> <p><b>Activities:</b>  Reflection (RJ3) I AM poem (CLO1; CLO6)</p> <p>Compose four stanzas with at least four lines in each stanza. Each line of \ R X U S R H P Z L O O E H J L Q Z L W K <sup>3</sup>, D P ´</p> <p>The first stanza will reflect your gender identity; the second will reflect your racial identity (which may include ethnicity); the third will reflect your class identity; and the fourth stanza will reflect your multiple positions of privilege and/or oppression.</p> <p><b>Collaboration Café (CC4)</b></p> <p><b>Assignments:</b>  Thesis statement and annotated bibliography for paper 1 (P1a) due next week.</p>



Week	Date	Topics, Readings, Assignments, Deadlines
		Paper 1 (P1) due 3.16.20
7	3.3.2020	Social Costs of Inequity and Inequality
7		Reading: Growchowski, J. R. (2010) Reading 39: Social Determinants and Family Health. (pp. 405-414).

Week	Date	Topics, Readings, Assignments, Deadlines
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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.

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.

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.

**Activities:**

Reflection (RJ4) Social Stratification (CLO2; CLO6)

Discuss examples of social stratification. Not only do we construct categories, but we assign social value to these categories: privileging some and marginalizing others.

Discuss examples that you observe in your daily life. Provide specific examples and the ways that you see social stratification manifest and how it is maintained interpersonally and institutionally. What institutions perpetuate stratification and how?

Collaboration Café (CC5)

Review for Week 9 Quiz (Q3)

Assignment:

Week	Date	Topics, Readings, Assignments, Deadlines
10	3.24.2020	The Neuroscience of Inclusion
10		<p>Reading:</p> <p>Garrison, S. (2018) Reading 24: 2 Q W K H / L P L W V R I <sup>3</sup> 7 U D Q V  Authenticating Trans Identity Narratives. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 249-260) Sage Publications, Inc.</p> <p>Casey M. E. &amp; Robinson, S. M. (2017) Neuroscience of Inclusion: New Skills</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Activities:</b> Reflection Journal (RJ5) continued (GELO3/CLO4); Due next Monday, 4.13.2019, by 5:00PM</p> <p>Collaboration Café (CC7)</p> <p><b>Assignments:</b> Final Projects (P2)</p>
13	4.14.2020	Power & Privilege
13		<p><b>Reading:</b> Ferguson, S. (2020) Part Four: Power and Privilege Unmasked. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 491-494) Sage Publications, Inc.</p> <p>Ferber, A. L. Reading 48: The Culture of Privilege: Color-Blindness, Postfeminism, and Christonormality. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 495-504) Sage Publications, Inc.</p> <p>Young, I. M. Reading 49: Five Faces of Oppression. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 505-514) Sage Publications, Inc.</p> <p>Cose, E. Reading 50: Rage of the Privileged. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 515-523) Sage Publications, Inc.</p> <p><b>Activities:</b> Online Quiz (Q4) due by 4.20.2020</p> <p>Collaboration Café (CC8)</p> <p><b>Assignments:</b> Final Projects (P2)</p>
14	4.21.2020	Empowerment & Social Change
14		<p><b>Reading:</b> 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.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 598-605) Sage Publications, Inc.</p> <p>Johnson, J. Rush, S. &amp; Feagin, J. Reading 58: Doing Anti-Racism: Toward an Egalitarian American Society. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 605-613) Sage Publications, Inc.</p>

