

Dina M. Kameda, M.S., M.A.

MacQuarrie Hall 508 (N/A Spring 2021)

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Mondays and Wednesdays from 1:00 PM to 2:00 PM or by appointment via Zoom (see Canvas course page)

Online, asynchronous

Online, see Canvas course page

Completion of core GE, satisfaction of Writing Skills Test, and upper division standing. For students who began continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or co-requisite in a 100W course is required.

Area S

The mode of instruction for this course is completely online. Reliable access to a computer or other comparable device and the internet will be required. All written assignments will be submitted via Canvas Discussions or in the form of Microsoft Word documents which must be \*.doc or \*.docx file formats, unless otherwise specified.

All course materials will be posted on the Canvas course page. You are responsible for regularly checking your e-mail and Canvas regarding announcements, reminders, and updates. The majority of downloadable course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., web sites).

This course will cover an interdisciplinary, historical and comparative examination of justice concepts and controversies, including the state's role in promoting justice and perpetuating injustice; legitimate versus illegitimate violence; human rights, stateless persons, and the international community; the relationship between social justice and criminal justice.

Feel free to directly e-mail the instructor at any time (I check several times per day); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS132, Your Name, subject). The instructor \_\_\_\_\_ respond to “ ” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. E-mailed inquiries should be relatively short in nature. Students should utilize Zoom office hours to discuss more extensive inquiries. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

Upon successful completion of this course, students will be able to [GELO1-4]:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and
- 4.

Additional readings will be available on the Canvas course page.

[Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

(408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty- five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

In order to participate in an online course, one must: (1) regularly access the Canvas page for the course; (2) pay close attention to the module prerequisites (i.e., what must be accomplished before accessing the next module) and module completion requirements; (3) be very mindful of due dates and times for all time-restricted components of the course; and (4) carefully read the syllabus, fully read all announcements made by the instructor via Canvas, read all directions for course components. Beyond the completion of assigned readings and viewing of lectures, sufficient time must be spent contemplating the material for the purpose of being prepared to participate in VoiceThreads and other assignments.

### **Video Lectures**

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

### **Start Here Module**

Students are required to complete and/or review all items listed under the Start Here Module in order to gain access to the Introduction Module. Timely completion of the Start Here Module will count toward course participation. See course schedule for due date.

### **Introduction Module**

Students are required to complete and/or review all items listed under Introduction Module in order to gain access to the remaining modules. Timely completion of Introduction Module will count toward course participation. See course schedule for due date.

### **VoiceThread Assignments**

Students will be required to post original comments, and replies to other students' comments, in response to topics posted by the instructor as a VoiceThread assignments. Students will need to register for a free VoiceThread account to participate (<https://voicethread.com/howto/registering-for-a-new-account-2/>). Chosen topics will directly relate to readings. A set time frame will be in place for posting of comments and replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least substantive posts, original post and a reply to of your peer's posts. Timely completion of VoiceThread assignments will count towards course participation. See course schedule and check canvas. [CLO 1-6]

## **Research Paper**

You will write a research paper examining a specific topic area relevant to the course. Students will choose specific aspects of a general topic upon which to focus which must be cleared by the instructor by the specified date on the course schedule. The purpose of the paper is not just to specifically test knowledge, but to also force critical thinking about aspects of a chosen topic. This paper should be 8 to 10-pages (not including the cover page or references). Information detailing the expectations, content, formatting, and submission requirements will be available on Canvas. Timely completion of the paper will count toward course partici67-6 2dees

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

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

The following course schedule is subject to change; advance notice of any changes will be provided via an announcement on Canvas as early as possible.

9	03/22/21 through 03/26/21	<p>Weekly overview video (posted via announcement) : <i>Understanding Privilege and the Intersections of Class, Race, and Gender</i></p> <p>Ch. 6 video lecture</p> <p>: Post your response to the prompt by</p> <p>: Post a reply to of your peer's posts</p>
10	03/29/21 through 04/02/21	
11	04/05/21 through 04/09/21	<p>Weekly overview video (posted via announcement) : <i>Victimology and Patterns of Victimization</i></p> <p>Ch. 7 video lecture</p>
12	04/12/21 through 04/16/21	<p>Weekly overview video (posted via announcement) : <i>Lawmaking and the Administration of Criminal Law</i></p> <p>Ch. 8 video lecture</p>
13	04/19/21 through 04/23/21	<p>Final Project overview video (posted via announcement) : Upload to Canvas by 11:59 PM, Friday, 04/23/21</p>
14	04/26/21 through 04/30/21	<p>Weekly overview video (posted via announcement) : <i>Law Enforcement and Criminal Prosecution</i></p> <p>Ch. 9 video lecture</p>
15	05/03/21 through 05/07/21	<p>Weekly overview video (posted via announcement) : <i>Punishment, Sentencing, and Imprisonment</i></p> <p>Ch. 10 video lecture</p> <p>Post your response to the prompt by</p> <p>: Post a reply to of your peer's posts</p>
16	05/10/21 through 05/14/21	