

# San José State University

## Course and Contact Information

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working, I won't change anything. See the module overview each week for the specific activity. Deviations from the course schedule will be clearly announced.

*Online Discussions*

Online discussions involve a prompt and a process. These are provided in the discussion instructions in Canvas. Some discussions will involve an initial post and response to a two or more students that extends the ideas raised in that thread.

4. **Final Submission.** Final drafts will be submitted in the assignment.

Students will be assigned to writing groups to support the process, share resources, and provide peer feedback on progress toward assignment requirements.

**Final Project (25%)**

Students will present a final project that addresses a vision for change. This extends the research paper topic to address learning outcomes: 4. Describe social actions which have led to greater equality and social justice in the U.S. (Aligns with GELO3); and 5. Recognize and appreciate constructive interactions between people from 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; record using Zoom). 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**

**Reflections** follow at 5-point rubric available in the assignment page. Generally, reflection rubrics involve five



Reflections are due on the following 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 same week.

Activities such as discussions, exams, and quizzes will close on the due date; no late submissions accepted. 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 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**

Extra credit is available through regular participation in weekly Collaboration Café discussions. Occasionally, extra credit opportunities are made available, but it is not standard practice. Watch for these



<i>Grade</i>	<i>Percentage</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</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 Ftg0.1i6 7591Q9Qq0.00000912 0 612 792 re2.0

**Respect and Confidentiality**

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and learning activities









**Week**      **Date**

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Wailoo, K. (2010) <b>Reading 41:</b> A Slow Toxic Decline: Dialysis Patients, Technology Failure, and the Unfulfilled Promise of Health in America. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 423-432). Sage Publications, Inc.</p> <p><b>Learning Activity</b> R2: Reflection on guest speaker (CLO5; GELO4)</p> <p><b>Assignment</b> Paper 1 draft due</p>
8	3.15.2021	<p><b>Module 8: Race, Gender, and Class in the Criminal Justice System</b> 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.)</p>
8		<p><b>Required Pathway Reading</b> Brown, H. (2013) <b>Reading 45:</b></p>



Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 495-504) Sage Publications, Inc.</p> <p>Young, I. M. <b>Reading 49:</b> 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. <b>Reading 50:</b> 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>Zimbardo, Philip G, Breckenridge, James N, &amp; Moghaddam, Fathali M. (2013). "Exclusive" and "Inclusive" Visions of Heroism and Democracy. <i>Current Psychology</i>, 32(3), 221-233.</p> <p><b>Learning Activity</b> TBD</p> <p><b>Assignment</b> Paper 1 final submission for paper 1 due</p>
10	3.29.2021	<b>Spring Break</b>
11	4.5.2021	<b>Module 10: Internalized Experience of Marginalization</b>
11		<p><b>Required Pathway Reading</b></p> <p><i>Reading requirements for this week will be reduced. See Module Overview for changes.</i></p> <p>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>Markus, H. R. (2010) <b>Reading 15:</b> Who Am I? Race, Ethnicity, and Identity. 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>Howard, J.A. &amp; Alamilla, R.A. (2001) <b>Reading 16:</b> Gender and Identity. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 177-185) Sage Publications, Inc.</p> <p>Garroulette, E. M. (2001) <b>Reading 17:</b> The Racial Formation of American Indians: Negotiating Legitimate Identities Within Tribal and Federal Law. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp.185-196) Sage Publications, Inc.</p> <p>Van Ausdale, D. &amp; Feagin, J. R. <b>Reading 20:</b> Using Racial and Ethnic Concepts: The Critical Case of Very Young Children. In Ferguson, S. J. (Ed.). (2015). <i>Race,</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 213-221) Sage Publications, Inc.</p> <p><i>Additional Reading (OPTIONAL):</i></p> <p>Franke, M.F. (1996) <b>Reading 18:</b> What Does a White Woman Look Like? Racing and Erasing in Law. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 197-201) Sage Publications, Inc.</p> <p>Flores-González, N., Aranda, E., &amp; Vaquera, E. (2014) <b>Reading 19:</b> Doing Race:</p>



Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Assessment</b> Unit Four Online Quiz due Monday, May 3, 2021

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.