

San José State University  
Department of Justice Studies  
JS 13201/61 Race, Gender, Inequality & the Law Winter 2023

Course and Contact Information

Instructor: Dina M. Kameda, M.S., M.A.

Office Location: MacQuarrie Hall 58 (N/A Winter 2023)

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Office Hours: Tuesdays and Thursdays 2:00 PM – 3:00 PM via Zoom or by appointment if needed (see Canvas for link)

Class Days/Time: Asynchronous via Canvas

Classroom: N/A

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

GE/SJSU Studies Category: Area S

Course Format

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.

Canvas Course Page and Email

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).

Course Description

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

## E-mail Policy

Feel free to directly email 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 will not respond to no subject e-mails, or any email where the student is not identified in either the subject line or body of the email.
2. E-mailed inquiries should be relatively short in nature. Students should attend 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.

## GE Learning Outcomes

Upon successful completion of this course, students will be able to [GELO 1-4]:

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. recognize and appreciate constructive interactions between people from different cultural and racial, ethnic groups within the U.S.

## Course Learning Outcomes

Upon successful completion of this course, students will be able to [CLO 1-6]:

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. Provide an overview of race, gender, and class issues in the criminal justice system.
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).
5. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
6. Read, write, and contribute to discussion at a skilled and capable level.

## Required Textbooks

Barak, G., Leighton, P., & Cotton, A. (2018). *Class, race, gender, & crime: The social realities of justice in America* (5th Ed.). Lanham, MD: The Rowman & Littlefield Publishing Group, Inc. (ISBN: 9781442268852)

Zinn, H. (2015). *A people's history of the United States*. New York, NY: HarperCollins Publishers. (ISBN: 9780062397348)

Electronic editions of both required textbooks (immediate access) are available via VitalSource.com or Chegg.com, and an electronic edition of *Class, race, gender, & crime* is available via Amazon.com



### Past and Present Research Paper

You will be required to write an 8-to-10-page research paper based on at least one chapter of your choosing from the *A People's History of the United States* text. You will use a chapter of your choosing, more if you choose to, from the Zinn text as a historical basis for understanding a modern-day issue(s). Students have long been taught edited and often incorrect versions of historical events that have implications for societal issues we experience today. Learning an accurate history of events provides one with the proper context for understanding and addressing modern-day issues. You are required to utilize information from the chapter(s) you choose and incorporate information about a related modern-day societal issue(s). Your goal is to show how historical information from the Zinn text helps to explain and potentially feeds into a modern-day issue(s). You must incorporate a minimum of 8 scholarly sources (i.e., journal articles). The timely completion of the paper will count towards course participation. See course schedule and check canvas. [CLO 1]

The general formatting requirements for the paper include a cover page, page numbering, 1" margins, strict double-spacing, and Times New Roman 12pt. font. The paper must be written in formal English, with college-level writing mechanics, and APA style formatting, inclusive of in-text citations and references. It will be uploaded to Canvas must be in one of the following word processing file formats: Microsoft Word (\*.doc or \*.docx). [CLO 1-6]

### Learning Objectives Assessment

Students will be required to complete the aforementioned Voice Assignments, and Social Justice Images Final Project, and research paper of which will be used to assess mastery of learning objectives. [CLO 1]

### Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics on a paper (as per the syllabus)

<i>Grade</i>	<i>Points</i>	<i>Percentage</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>

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Date	Course Agenda, Readings/Assignments, and Due Dates
01/16/23 to 01/20/23	01/16/23 MLK Holiday
	<p>Access and complete requirements for Module 3: Law and Criminal Justice (Part 1)</p> <p>Reading</p> <p>Ch. 7 <i>Victimology and Patterns of Victimization</i></p> <p>Ch. 8 <i>Lawmaking and the Administration of Criminal Law</i></p> <p>Lectures: Ch. 7 and Ch. 8</p>
	<p>Access and complete requirements for Module 3: Law and Criminal Justice (Part 2)</p> <p>Reading</p> <p>Ch. 9 <i>Law Enforcement and Criminal Prosecution</i></p> <p>Ch. 10 <i>Punishment, Sentencing, and Imprisonment</i></p> <p>Lectures: Ch. 9 and Ch. 10</p>
<p>Due Tuesday, 01/17/23 Social Justice Words and Images Final Project (Upload to Canvas by 11</p>	