

**JS 132 Race, Gender, Inequality & the Law, Section 81,
San Jose State University-Department of Justice Studies
Fall 2022**

Course Information:

Instructor: Sarah Caligiuri

Office Location: Asynchronous via Zoom

Email: sarah.caligiuri@sjsu.edu

Office Hours: Fridays from 12:00PM to 1:00 PM PST

Time: Online, asynchronous

Classroom: Online, see Canvas course page

Prerequisites: 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.

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 Discussion or in the form of Microsoft Word documents which must be *.doc or *.docx file formats, unless otherwise specified.

Canvas Course Page and E-mail

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 (<https://get.adobe.com/reader/otherversions/>). Some course materials may need to be accessed via the internet (i.e., websites).

Course Description:

The 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.

Email Requirements:

1. When contacting the instructor by email, ensure that you include your name and course number in the subject line and use your university email rather than a personal email account.
2. Please keep email inquiries relatively short in nature. If more time is needed, please visit the regularly scheduled office hours or request a time to meet via Zoom or phone.
3. You are responsible for checking your email and Canvas on a regular basis.

GE Learning Outcomes:

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

Course Learning Outcomes

Upon successful completion of this course, students will be able to [CLO1-6]:

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 quality 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: 9781442268852)

Electronic editions of the required textbooks (immediate access) are available via Amazon.com, VitalSource.com, and Chegg.com

Additional Reading will be available on the Canvas course page.

Library Liaison

Nyle.Monday@sjsu.edu

(408) 808-2041

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

Assignment/Activities	Percent of Grade
Discussion Board	120 Points
Paper Assignment	40 Points
Midterm Research Paper	140 Points
Final Project; Social Justice Words & Images	100 Points
Total Points =	400 Points

COURSE REQUIREMENTS:

- View video lectures
- Canvas Discussion Board; participate in thoughtful & respectful class discussion
- Paper Assignment
- Midterm Research Paper
- Final Project

LATE ASSIGNMENTS:

Late / missed work, or exams: it is your responsibility to refer back to the syllabus to stay aware of module content and assignment due dates. All work is expected to be completed on time, as posted on the syllabus schedule. If you have a question about when an assignment is due, please email me. If you have a good reason for missing an assignment by its due date (e.g. illness, serious family emergency), please email the course instructor as soon as possible.

WORKLOAD & CREDIT HOUR REQUIREMENTS:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

COURSE ASSIGNMENTS & GRADING INFORMATION:

Your course grade will be based on the following:

Discussion Board:

Standards For Discussion:

- Your initial post must be a minimum of 150 words, a maximum of 300 words. You can receive a maximum of 8 points for each initial post.
- Your response to a post must be a minimum of 50 words, a maximum of 100 words. You can receive a maximum of 2 points to respond to a classmate's post.
- There will be a total of 12 discussion boards with the potential to earn up to 10 points each.

Students are expected to review and participate in the Canvas Discussion Board regularly even after they have participated in their own minimum required postings. It is absolutely necessary that students treat

one another and their instructors with the upmost respect. Posts that are less than respectful will be removed immediately. Inappropriate comments may be penalized with deduction of participation points. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course. Quality discussions and contributions are expected in order to advance the conversation into meaningful academic discussion. Do not contribute an initial response with a summary of a reading. Provide a thoughtful contribution that was inspired by the reading, anything less will not earn your participation points. Do not respond to classmates with simple responses (e.g. "I agree", "yes", "that's cool") and expect participation points. The discussion board is for meaningful academic exchanges, please be mindful of punctuation, spelling, grammar, fact checking, and to reference outside sources in the correct citation format.

These discussions are intended to be collaborative and a place for you to share your thoughts. While I expect the standards listed in the paragraph above, this is a DISCUSSION, not an essay. It's ok to share personal experiences to support your post; it is ok not to be completely sure of your answer; it is ok to discuss what you found interesting about the prompt subject, so long as you answer the prompt fully as well. [GELO1-4]

Paper Assignment:

Write a 3-Page paper choosing two topics within your required course text book(s) that are meaningful to you. Demonstrate your understanding of the topics and write a narrative on why you chose these topics. [GELO1-4]

Midterm Research Paper:

You will be required to write an 8-10 page research paper based on at least one chapter of *A People's History of the United States* text. You will use a chapter of your choosing, more if you chose to, from the Zinn text as a historical basis for understanding a modern-day issue(s). Students have long been taught edited and incorrect versions of historical events that have implications for social 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 chose and incorporate information about a related modern-day societal issues(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). See the course schedule and check Canvas. [CLO-1-6]

Use this text as a historical basis for understanding a modern-day issue(s).

Final Project: Social Justice Words and Images

You will be required to prepare a presentation project that is focused on multiple social justice issues. The project will require 5 separate social justice issues with 5 separate images that correlate to each respective topic. The presentation should have a total of 10 slides (not including the cover slide or reference slides). 5 of these slides should be images and 5 of these slides should be filled with text. The text should explain (1) what the image depicts (2) the social justice issue associated with the image, and (3) why the image was chosen. [CLO 1-5]

Extra Credit:

As opportunity allows, extra credit opportunities may arise. If so, they will be equitably accessible to all students.

GRADE SCALE:

A+= 98% to 100%	A = 93% to 97.99%	A- = 90% to 92.9%
B+ = 88% to 89.9%	B = 83% to 87.9%	B- = 80% to 82.9%
C+ = 78% to 79.9%	C = 73% to 77.9%	C- = 70% to 72.9%
D+ = 68% to 69.9%	D = 63% to 67.9%	D- = 60% to 62.0%
F= 59.9% and below		

INCOMPLETES:

An incomplete indicates that a portion of the required material has not been completed within the assignment due date. Earning credit is a possibility for unforeseen and justifiable reasons. It is the responsibility of the student to bring relevant information regarding the circumstances of the incomplete portion of class materials to the instructor along with the remaining course requirements.

TIPS FOR SUCCESS:

- Read all of the assigned materials
- Come to class every session
- Prepare for your Semester Final Paper
- Lesson Readings should be completed before class, always come prepared to engage in discussions on the readings
- Attend open office hours.

COURSE ETIQUETTE & ACADEMIC INTEGRITY:

It is your responsibility as a student in this course to be available to discussions surrounding sensitive topics while listening, understanding, and respecting your classmates. There may be moments when the instructor will need to address language and tone. Be advised that those corrections are not an accusation of character, as we all make mistakes in communication from time to time. Be gracious in accepting criticism. It is helpful to expect such corrections at some point in learning. If you do this, then you will be much more capable of navigating the course material.

I expect the most honorable behavior from you in all aspects of your conduct and communication. When contacting your instructors, please use precise and clear language. There may be times during the course where I will be receiving a lot of questions and comments, using concise language will make it easier for me to efficiently answer your questions in a timely manner.

COURSE CALENDAR:

Important Dates:

Week	Date	Assignment/Activity/Assigned Text & Readings
1.	Aug 22	Introduction week View Course Introduction Video View Module 1 and review content (Required for access to Module 2) Discussion Board earn participation points Due by Sunday, 11:59 PM, 8/28/22
2.	Aug 29	View Module 2 Weekly Overview View Video Lecture Read Chapter 1, Race Class Gender & Crime Read Chapter 1, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 9/4/22
3.	Sept 5	View Module 3 Weekly Overview View Video Lecture Read Chapter 2, Race Class Gender & Crime Read Chapter 2, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 9/11/22
4.	Sept 12	View Module 4 Weekly Overview View Video Lecture Read Chapter 3, Race Class Gender & Crime Read Chapter 3, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 9/18/22
5.	Sept 19	View Module 5 Weekly Overview View Video Lecture & Paper Assignment Overview Read Chapter 4, Race Class Gender & Crime Read Chapter 4, A People's History of the United States Discussion Board earn participation points **Select Topic for Paper Assignment Due by Sunday, 11:59 PM, 9/25/22
6.	Sept 26	View Module 6 Weekly Overview View Video Lecture Read Chapter 5, Race Class Gender & Crime Read Chapter 5, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 10/2/22 **Paper Assignment Due Friday, 10/7/22
7.	Oct 3	View Module 7 Weekly Overview View Video; Research Paper Overview Read Chapter 6, Race Class Gender & Crime Read Chapter 6, A People's History of the United States

		Discussion Board earn participation points **Research Paper Topic Submission Due Due by Sunday, 11:59 PM, 10/9/22
8.	Oct 10	View Module 8 Weekly Overview View Video Lecture Read Chapter 7, Race Class Gender & Crime Read Chapter 7, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 10/16/22
9.	Oct 17	View Module 9 Weekly Overview View Video Lecture Read Chapter 8, Race Class Gender & Crime Read Chapter 8, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 10/23/22
10.	Oct 24	View Module 10 Weekly Overview View Video Lecture Discussion Board earn participation points Due by Sunday, 11:59 PM, 10/30/22 **Research Paper Due Friday, 5:00PM, 10/28/22
11.	Oct 31	View Module 11 Weekly Overview View Video Lecture Read Chapter 9, Race Class Gender & Crime Read Chapter 9, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 11/6/22
12.	Nov 7	View Module 12 Weekly Overview View Video Lecture Read Chapter 10, Race Class Gender & Crime Read Chapter 10, A People's History of the United States Discussion Board earn participation points Due by Sunday, 11:59 PM, 11/6/22
13.	Nov 14	View Module 13 Weekly Overview View Final Project Overview Video
14.	Nov 21	Fall Holiday Week
15.	Nov 28	View Module 14 Weekly Overview View Video Lecture Conclusions and the Future Due by Sunday, 11:59 PM, 12/4/22 **Final Project Check Ins Via Zoom (TBA)
16.	Dec 5	Final Project Work Day

17.	Dec 12	**Social Justice Words and Images Final Project due Dec 14 Upload to Canvas 5:00 PM – 10:00 PM, as either a Microsoft PowerPoint or a PDF)
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UNIVERSITY POLICIES:

Per [University Policy S16-9](#) [pdf]

Academic Integrity

Please review the University’s policy at [Academic Integrity Policy F15-7](#) [pdf]

Accessibility

Please review the University’s policy at [Presidential Directive 97-03](#) [pdf]

Recording Classes

Please review the University’s policy at [University Policy S12-7](#) [pdf]

ADDITIONAL RESOURCES:

Student Technology Resources:

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) at as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
 - [The Spartan Floor](#) at the MLK Library at library.sjsu.edu/services/services (Fourth floor)
 - [Student Computing Services](#) at library.sjsu.edu/student-computing-services/student-computing-services-center
 - [Computers at the Martin Luther King Library](#) for the public at large at www.sjpl.org/wireless
 - Additional computer labs may be available in your department/college
- A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens, and monitors.
- For a copy of the texts, videos, and any other non-electronic materials.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. Visit the Writing Center website at sjsu.edu/writingcenter.