JS 132 Race, Gender, Inequality & the Law, Section 81,
San Jose State University-Department of Justice Studies
Spring 2023

Course Information:
Instructor: Sarah Caligiuri
Office Location: Asynchronous via Zoom
Email: sarah.caligiuri@sjsu.edu
Office Hours: Fridays from 10:00AM to 11:00 AM 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 *.dox file formats, pdf is also acceptable 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 utmost respect. Posts that are less than respectful will be removed immediately. Inappropriate comments may be penalized with a 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 the assigned 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 referencing 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 one or more chapters of your choosing, 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 the 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 issue). Your goal is to show how historical information from the Zinn text helps to explain and potentially feeds into 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% to100%	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 for 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 when 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.	Jan 25	Introduction week **View** Course Introduction Video **View** Module 1 and review content **(Required for access to Module 2)** **Discussion Board 1** earn participation points Due by Sunday, 11:59 PM, 1/29/23
2.	Jan 30	**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 2** earn participation points Due by Sunday, 11:59 PM, 1/5/23
3.	Feb 6	**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 3** earn participation points Due by Sunday, 11:59 PM, 2/12/23
4.	Feb 13	**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 4** earn participation points Due by Sunday, 11:59 PM, 2/19/23
5.	Feb 20	**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 5** earn participation points ****Select Topic for Paper Assignment** Due by Sunday, 11:59 PM, 2/26/23
6.	Feb 27	**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 6** earn participation points Due by Sunday, 11:59 PM, 3/5/23 ****Paper Assignment Due Friday, 3/3/22**
7.	Mar 6	**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 7 earn participation points ****Research Paper Topic Submission Due** Due by Sunday, 11:59 PM, 3/12/23
8.	Mar 13	**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 8** earn participation points Due by Sunday, 11:59 PM, 3/19/23
9.	Mar 20	**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 9** earn participation points Due by Sunday, 11:59 PM, 3/26/23
10.	Mar 27	**SPRING BREAK & Cesar Chavez Day**
11.	Apr 3	**View** Module 10 Weekly Overview **View** Video Lecture Due by Sunday, 11:59 PM, 3/9/23 ****Research Paper (Portal Opens 4/3/23, Due by Friday, 5:00PM- 11:59PM, 4/7/23)****
12.	Apr 10	**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 10** earn participation points Due by Sunday, 11:59 PM, 4/16/23
13.	Apr 17	**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 11** earn participation points Due by Sunday, 11:59 PM, 4/23/23
14.	Apr 24	**View** Module 13 Weekly Overview **View** Final Project Overview Video **Discussion Board 12** earn participation points Due by Sunday, 11:59 PM, 4/30/23 ****Final Project Check-Ins Via Zoom (TBA)**
15.	May 1	View Module 14 Weekly Overview View Video Lecture Conclusions and the Future Due by Sunday, 11:59 PM, 5/7/22

		Social Justice Words and Images Final Project available to upload in Canvas 5/5/23
16.	May 8	Module 15 ****Social Justice Words and Images Final Project due 5/12/23** **Upload to Canvas by 11:59 AM**

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.