

San José State University
Department of Justice Studies
JS 132, Race, Gender, Inequality and the Law, Section 81, Fall 2020

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
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Office Hours:	Virtual, Tuesday 9-10:00 or by appointment (Zoom: https://sjsu.zoom.us/j/92400689013?pwd=QmFGV0tmNTJQRHdjTXV5WjVzY0p0QT09) Password: Equity
Class Days/Time:	Fully Online; Asynchronous. Weekly modules are released each Monday with weekly due dates.
Classroom:	Canvas: https://sjsu.instructure.com/courses/1370807/pages/home-page
Prerequisites:	Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
GE/SJSU Studies Category:	GE Area: S

Course Description (Catalog)

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays and lesbians and the disabled in education, employment, criminal justice and the family. Solutions for structured inequality in the U.S.

Course Format

This course is delivered as an asynchronous, fully online course. This means that all instruction takes place online with no time-specific meetings and with no physical in-person or on-campus meetings or activities. Modules are released each Monday and are expected to be completed in the week released.

Technology Intensive Online Course

Students will need a computer and reliable internet access with the bandwidth to stream YouTube videos and take online exams. Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams and quizzes. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student at all times.

Students will also need working speakers; this often requires a headset or headphones. Headphones that come with smartphones are often, but not always, sufficient.

Students will need to be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All assignment submissions must be submitted in Canvas in the appropriate assignment in acceptable file type. Assignments sent in file formats that cannot be processed through Canvas or submitted as email attachments are not counted as assignment submissions.

Canvas uses Turnitin.com for originality reports. All student assignments are run through this system to ensure originality of work. To ensure processing, students are required to submit assignments as Word documents(.docx). Other formats are not able to be consistently and reliably processed by Turnitin.com, an integrated component of Canvas. Students using Google docs or Pages will need to save documents in the .docx format before submitting. Failure to comply with this formatting requirement could result in late point deductions or a zero if the assignment cannot be opened and fully processed for originality.

Course Messaging

Course materials such as the course syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Students are responsible for checking-in regularly for messages. This [course](https://sjsu.instructure.com/courses/1370807/pages/home-page) can be found at <https://sjsu.instructure.com/courses/1370807/pages/home-page>.

All communication is sent through Canvas either as announcements or emails. There is a weekly module overview. The module overview provides an outline of reading, course material, assignments, and activities for that week. The overview also includes any changes to the syllabus, including reading, due dates, or activities. A courtesy announcement is sent notifying students that the week's module is available.

Students are responsible for staying up-to-date with class communication. Students are encouraged to set Canvas notifications to send notices to other technology and email to ensure prompt and consistent access to course announcements, materials, and syllabus updates.

E-mail Policy

While general class questions and clarifications should be posted in the online discussions provided so that all students benefit, you are welcome to email me at any time with personal issues or concerns (I check email at least two times per day); however, please adhere to the e-mail guidelines below:

1. Use Canvas email when possible; it sends notifications to my phone and SJSU email acct and elevates student emails over other emails coming into my SJSU acct.
2. When emailing me through my SJSU email, 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). I will not respond to "no subject" e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail to reduce risk to computer infection.
3. E-mailed inquiries should be relatively short in nature. If more time is needed, please request a time to chat (via Zoom or phone).

Course Goals & Learning Outcomes

This course seeks to bring this broad scope of issues and inequities into focus to begin to find ways to deconstruct and fundamentally address structured inequality in the U.S. Through active participation, students will learn to recognize how deeply embedded inequality is in our social institutions, identify processes that create and maintain inequality, and explore ways to dismantle these institutionalized disparities to create new foundations on which to build a more just and equitable society.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

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;
 - *Assessed through the research paper, guest speaker questions learning activity and online module and unit quizzes*
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
 - *Assessed through the research paper, the historical event collaborative project,*
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
 - *Assessed through the final project, the biological sketch learning activity.*
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
 - *Assessed through the final project, guest speaker reflections, final project discussions.*

All GE Learning outcomes are assessed through select questions on the unit quizzes and the final exam.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

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. (Aligns with GELO1)
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (Aligned with GELO2)
3. Provide an overview of race, gender, and class issues in the criminal justice system. (Aligns with GELO2)
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). (Aligns with GELO3)
5. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Aligns with GELO4)
6. Read, write, and contribute to discussion at a skilled and capable level. (Aligns with Department Writing Philosophy)

Department of Justice Study's Reading and Writing Philosophy

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.

- *Writing is assessed through reflection journal entries (all); the research paper (P1), and the final project (P2).*

Learning Objectives by Unit can be found as an addendum at the end of this document.

Required Texts/Readings

Textbook

Ferguson, S. J. (Ed.). (2015). *Race, gender, sexuality & social class: Dimensions of inequality* (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

- ISBN: 9781483374956
- Available at the Spartan Bookstore and Amazon;

Other Readings

Additional articles and readings are posted on the course schedule at the end of this document. These assigned readings are subject to change with fair notice via Canvas. Any changes will be noted in the weekly overview page. Access to and/or links to required reading beyond the textbook are available on Canvas™ in the weekly overview and through the SJSU library or online.

Library Liaison

Nyle Monday

Email: nyle.monday@sjsu.edu

Phone: (408)808-2041

Library Research Guide

See link for [Justice Studies Research Guide](#) in Canvas, in Module tab under Course Support Materials: <https://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

Per University policy, “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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus” ([S16-9](#) can be found at <http://www.sjsu.edu/senate/docs/S16-9.pdf>).

Each week involves completion of required reading, course lectures, and graded module activities designed to facilitate learning. These include reflection journal entries, online discussions, and small group projects. Your learning progress is assessed through short practice and graded quizzes in each module. These scores are recorded under Participation. Course learning outcomes are assessed through major assignments, including a research paper, a final project, and two online exams.

Engagement & Participation (25%)

See the course schedule for specific dates for each of the unit learning activities. These activities are subject to change. Changes are made based on the needs of the class and how learning evolves over the semester. If it’s 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. Other discussions will involve a question posed to at least one student’s initial post. You then are required to reply to questions posed in your thread. Extension and inquiry discussions are two ways that we use online discussions to reflect and apply the ideas raised in lectures and reading.

Reflections

Reflections are used to focus attention on key points from the reading and lectures and provide the forum for connecting concepts with each other and with prior experience. Prompts for reflections are provided in the reflection instructions.

Module Quizzes

Practice and short, graded quizzes are incorporated into each module. The weekly module must be passed at 80% or higher to proceed to the next module. Quizzes ensure that students are understanding the key ideas presented in each module.

Other Module Learning Activities

Other learning activities may be used throughout the semester to introduce innovative approaches to learning. See the weekly module overview for details.

Collaboration Café (Extra Credit)

These discussions are offered each week as a way to encourage active community learning. While not graded, participation in these weekly conversations are the equivalent of meeting for coffee to discuss and apply learning. These discussions include questions anyone has about the material being presented, ideas the material evokes, or connections with current events. See instructions for details. Posts need to make clear reference to the course material. For instance, if you have a question, you will need to include what you did understand about the material and where the confusion came in or where you need further explanation, clarification, or example. Simply saying, "I don't understand," does not engage the us in the shared learning and does not give a clear description of where the help is needed. When applying current events, you will clearly reference and cite the course material and provide the current event that illustrates the point, providing a link to any external sources.

Research Paper (25%)

Students are required to write a 6 to 7-page research paper examining a specific institution and its history of inequality. Papers will address course learning outcomes: 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. (Aligns with GELO1) and 2. Describe historical, social, political, and economic processes producing structured inequalities in the U.S. (Aligned with GELO2). See assignment instructions for details.

Papers will be developed over several stages.

1. **Topic proposal.** First, students will submit paper topics, including the institution of focus. Students will focus on one of the following institutions: the education system, the criminal justice system, or the healthcare system. Based on early survey of the topic (including course reading and lectures), students will submit a proposal that includes the institution and a short reflection on ways that inequality has been established and perpetuated and its impact on marginalized communities.
2. **Thesis and annotated bibliography.** Students submit six proposed scholarly sources with annotation and highlighted key points. Based on research, include a thesis statement.
3. **Draft.** Students will submit a draft of their paper for peer review and instructor feedback. Peer reviewers will be provided a checklist for review.
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 or .mov or YouTube link or other effective audiovisual file format). 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>) states that “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 and Late Submissions

Reflections follow at 5-point rubric available in the assignment page. Generally, reflection rubrics involve five categories based on a simple binary: did you meet the criteria or not (0 or 1 point). This scoring structure allows you to accurately self-evaluate your work prior to submission. Criteria include:

1. Did you submit your reflection on or before the due date (Sunday before midnight);
2. Did you clearly and thoughtfully and critically address the prompt;
3. Did you accurately reference and apply course material in your reflection;
4. Did you link the new material to a personal experience or past knowledge;
5. Did you present your thoughts clearly and concisely (writing)?

Discussions are scored on a 7-point rubric. Rubrics for scoring discussions are based on the requirements of the discussion and will be provided in the assignment. Rubrics employ criteria that is generally scored as a binary, either you get the point for meeting the criteria (1) or you don't (0). This scoring structure allows you to accurately self-evaluate your work throughout the process.

Note that discussions have multiple due dates over the course of the week and a requirement to engage over multiple days rather than one sitting. The biggest challenge I see in online classes is students engaging in discussions effectively and on-time. Make note of discussion weeks and plan your week for multiple engagements with other students.

Discussion rubric criteria include (1 point each):

1. Show Up: Initial posts submitted on or before the Thursday deadline for initial posts;
2. Critical Thinking: Initial posts thoughtfully and critically address the discussion prompt provided;
3. Scholarship: Initial posts clearly and substantively reference course material;
4. Engagement: Response posts engage with other students respectfully and thoughtfully over 2-3 separate engagements,
5. Application: Response posts including substantive and clear reference to the course material (reading and lectures);
6. Extension/Connection: Posts contribute to and extend the learning by making provocative and respectful inquiries and connections to current events, prior learning, or personal or shared experience;
7. **Coherence**: Posts written clearly with minimal to no writing errors.

The **Research Paper** will be graded on content and adherence to APA writing requirements. Failure to address required content areas, poor writing mechanics, and citation errors will result in point deductions.

In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Assistance with APA format can be found at: <https://owl.excelsior.edu/>.

A scoring rubric will be provided with the assignment. Read the rubric carefully before beginning your paper. This will help you organize and direct your efforts.

The Final Project (P2) will be graded on content and presentation effectiveness (CLO6). A rubric will be provided with the assignment. The final project grade will include a graded rough draft of the project presentation and the final recorded presentation as described above.

Those participating in group final projects will have additional points for group process. Final grades on group projects will be a combination of individual grade and a group project score. More project instructions and scoring details will be available by midterm.

Exams

Point totals vary for online quizzes and exams. Scoring for online exams will be based on the items. Any essay questions will be scored by hand within two days of the exam.

Late Policy and Make-ups

Late submission of the research paper and the final project will result in a 4-point deduction the first day and one point each day following, including weekends. Submission of late research papers or final project will close one week after the deadline, unless special permission has been secured prior to the due date and documentation provided regarding extenuating circumstances beyond the student's control.

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.

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.

Determination of Grades

Final grades are based on three Assignment Areas: Participation, Projects, and Exams. Make-up of these areas has been discussed previously and can be found in Canvas under the Assignment tab.

Weighting

1. Participation makes up 25% of your grade
2. Research Paper makes up 25% of your grade
3. You Final Project Presentation makes up 25% of your grade, and
4. Exams make up 25% of your final grade.

This course employs the following grade scale.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</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 GPA of 2.0 in GE Areas R, S, & V shall be required of all **students**.”

Classroom Protocol

First it is important to take seriously what and where our “classroom” is. Our classroom is virtual. It resides on the Canvas page. Coming to class virtually means, reading the overview page on Monday and then completing each page of the module. Pages include activities, reading segments (beyond the required articles and chapters), lectures, and videos. Failing to complete these pages is the equivalent of missing class. Planning your schedule for the week should involve the mindset that you are attending class at a certain time. Engaging with the activities, such as discussions or collaborative projects, is how we come together, albeit asynchronously, as a learning community, a class.

So - as an asynchronous, fully online course - it is your responsibility to keep up with the material and all communications, complete weekly activities and submit assignments on or before due dates. Failure to do so will result in a lower grade and could jeopardize your success.

Course material is released on Monday of each week. Each week’s module begins with an overview page that outlines the learning objectives for that week and provides an outline for completing activities. An announcement is sent via Canvas Announcements when the module is available. You are expected to read the Module overview within 24-hours of its posting. This overview will help you gauge the work for that week and plan your scheduled “class time” accordingly. Pay attention to discussion due dates, as initial posts are due by Thursday of that week.

It is easy to fall behind in online courses. I encourage you to schedule a specific and consistent time each week that you will commit to this class to avoid having it falling off your radar.

I would strongly suggest that you set up Canvas notifications to ping you on your devices, such as frequently accessed email or smartphones, so that you can stay up with any course announcements and reminders. I would also suggest that you check into the course every 2-3 days, just to be sure that you stay apprised of changes and keep the course in your conscious attention.

Warning: online courses can create an out-of-sight/out-of-mind gap for students, which may negatively impact your success in this course. Students who have failed this course in the past simply fell behind – often early in the semester. Be sure you allocate enough time to participate fully and successfully complete weekly class work. To be successful, you need to participate weekly and complete assigned reading and lectures as well as participate in learning activities and online quizzes by the posted deadlines.

Respect and Confidentiality

This class combines reading, lectures and video segments to present the conceptual material. On-line discussions and learning activities are used for students to reflect on the readings, lectures, videos and data presented. Small group, online activities and individually written assignments enable students to examine their own attitudes, and explore practical, creative and effective ways to disrupt inequity and establish just and equitable systems. It is the premise of this course that, through this critical discourse, we can achieve greater justice and equality with all people and for all people by the people.

Respect is imperative. This includes being mindful of potential microaggressions and diminishing comments. As a note of caution: online formats necessarily eliminate all the benefits of face-to-face communication that allow us to gauge the reactions of others to our comments and can give the impression of anonymity. This is especially true in asynchronous online courses. Additionally, the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on statements made or views expressed. Conversely, students who feel disrespected by posts are encouraged to express their experience - for the benefit of all - in a manner consistent with the same standards for awareness and respect. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned.

All things shared in class discussions should be treated as confidential. Information and stories shared should not be shared with others outside this class. Comments within the class discussions is perfectly appropriate, but should not be shared outside this forum.

Communication

I am available by Canvas email, through the weekly collaboration café, through weekly office hours, and through scheduled appointments. I often respond within the day or by the next morning. I encourage you to reach out when you feel stuck or when you just want to connect. This is an important part of successful learning. You are not alone.

If you feel confused about course material, please do not hesitate to reach out. Weekly discussions are provided for questions through the collaboration café when students are encouraged to help each other as questions arise. I am also available to schedule phone or Zoom meetings with students to clarify material and to support student success. To schedule a meeting, it is best to send an email. I get notifications for Canvas emails.

Access Social Sciences: Student Success Center

The Student Success Center in the College of Social Sciences provides advising for undergraduate students. Students are invited to contact [Access for Social Sciences](https://www.sjsu.edu/access/) at <https://www.sjsu.edu/access/> for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out [Access](#). Location: Clark Hall, Room 240 One Washington Square, San José, CA 95192-0107. Email: socsci-success@sjsu.edu; Phone: 408.924.5363 Access is currently only offering online services for fall 2020.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Links to these policies and resources will be available in the Getting Started Module on Canvas and will be briefly reviewed in the introductory lectures.

Highlights

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Accommodations for Students with Disabilities

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

Counseling and Psychological Services

Warning. Because of the nature of the material, students may experience strong emotions. Emotions can trigger uncomfortable memories. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please let me know and/or take advantage of the University counseling center.

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

For more information about [counseling services](#) or to schedule an appointment visit the Counseling and Psychological Services website at <http://www.sjsu.edu/counseling/>.

JS 132, Race, Gender, Inequality and the Law, Section 82, Fall 2020

Course Schedule

The following is a schedule for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice. Students will be notified through Canvas announcements and weekly module overviews of any changes.

Due dates for projects do not change, so that students can plan for these major deadlines. The final exam is scheduled based on University exam times, and so will also not change.

Modules are available on Monday of each week. Initial discussion posts are due by Thursday of the discussion week. Activity and assignments due dates are typically Sunday by 11:59PM. Exceptions include the final project, which is due on a Friday, and the final exam, which is due on a Thursday. Always note deadlines in specific assignments.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, August 19, 2020	Module 1: Course Introduction and Overview
1		<p>Root Reading: Syllabus</p> <p>Beginning with the end in mind: Collins, P. H. Reading 56: Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. In Ferguson, S. J. (Ed). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 587-597) Sage Publications, Inc.</p> <p>Learning Activity: D1: Introduction Discussion</p>
2	8.24.2020	Module 2: Learning Pathways to Understanding Social Inequality
2		<p>Required Pathway Reading: Ferguson, S.J. (2020) Introduction to Race, Gender, Sexuality, and Social Class: Concepts, History, and Theories of Difference. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 1-5). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Weber, L. (2015) Reading I: Defining Contested Concepts. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 7-19). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Learning Activity: R1: Reflection and learning goals for the course</p> <p>Assessment Complete plagiarism tutorial</p> <p>Assignment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Paper 1 and Final Project assignments introduced Paper 1 assigned.
Unit One: Social Construction of Inequality		
3	8.31.2020	Module 3: Defining Terms and Introducing Processes of Supremacy
3		<p>Required Pathway Reading</p> <p>Omi, M. & Winant (2019) I: Racial Formations. In Ore, T. (Ed), The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed. (pp. 19-26). Boston: McGraw-Hill. (provided in Canvas)</p> <p>Zuberi, T. (2001) Reading 6: Racial Domination and the Evolution of Racial Classification. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 65-78). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Hammond, Massey, Garza (2020) African American Inequality in the United States. Harvard Business School. (permission pending)</p> <p>Learning Activity</p> <p>Based on what you are learning, research an historical event or era that established difference and stratification. You can choose from events introduced in the reading or an era of interest to you related to the prompt. Using Voice Thread, present a short account of how this event or era illustrates the creation of race, gender, or ethnic inequality. Specifically highlight the transmission of systemic inequities. Cite your source. This may involve a TedTalk or Podcast or other credible source. (CLO2; GELO2)</p>
4	9.8.2020	Module 4: Transmission of Supremacy Guest Speaker (recorded)
4	Labor Day 9.7.2020; module released on Tuesday	<p>Required Pathway Reading</p> <p>Fitzgerald, D. S. & Cook-Martin, D. Reading 7: Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 79-88). Sage Publications, Inc.</p> <p>Katz, J. N. Reading 8: The Invention of Heterosexuality. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 89-99). Sage Publications, Inc.</p> <p>Acker, J. (2006) Reading 10: Is Capitalism Gendered and Racialized? In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 110-118). Sage Publications, Inc. (segue to Institutionalized Inequality and inequity)</p> <p>Jordan, J.V. (2008) Commitment to Connection in a Culture of Fear. <i>Women & Therapy</i>, 31:2-4, 235-254, DOI: 10.1080/02703140802146423</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Formative Assessment Unit One Quiz</p> <p>Assignment Paper 1 Topic Due</p>
		Unit Two: Institutionalizing Inequality
5	9.14.2020	Module 5: A Legacy of Inequity and Disparity
5		<p>Required Pathway Reading</p> <p>Ferguson, S.J. (2020) Part Three: Social Institutions and the Perpetuation of Inequality. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 313-317) Sage Publications, Inc.</p> <p>Glenn, E. N. (1999) Reading 11: The Social Construction and Institutionalization of Gender & Race. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of Inequality, 3rd Ed</i> (pp. 119-130). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Dill, B. T. & Zambrana, R. E. (2009) Reading 12: Critical Thinking About Inequality: An Emerging Lens. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 131-140). Sage Publications, Inc.</p> <p>Franke, K. M. Reading 18: What Does a White Woman Look Like? Racing and Erasing in Law. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (p. 197-201). Sage Publications, Inc.</p> <p>Learning Activity Questions due for guest speakers in weeks 7 and 8 (CLO1; GELO1).</p> <p>Assignment Paper 1 thesis and annotated bibliography due</p>
6	9.21.2020	Module 6: Inequities in Education & Economics
6		<p>Required Pathway Reading</p> <p>Rumberger, R. W. (2010). Education and the reproduction of economic inequality in the United States. <i>Economics of Education Review</i>, 29(2), 246-254.</p> <p>Acker, J. (2006) Reading 36: Inequality regimes: Gender, Class, and Race in Organizations. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 378-388) Sage Publications, Inc.</p> <p>Sullivan, L., Meschede, T., Dietrich, L., Shapiro, T. M., Traub, A., Reutschlin, C., and Draut, T. (2019) The Racial Wealth Gap: Why Policy Matters. In Ore, T. (Ed), <i>The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed.</i> (pp. 55-74). Boston: McGraw-Hill. (provided in Canvas)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	9.28.2020	<p>Module 7: Health Disparities Recorded Guest Interview: Dr. Martina Kamaka</p>
7		<p>Required Pathway Reading</p> <p>Bailey, Zinzi D, Krieger, Nancy, Agénor, Madina, Graves, Jasmine, Linos, Natalia, & Bassett, Mary T. (2017). Structural racism and health inequities in the USA: Evidence and interventions. <i>The Lancet (British Edition)</i>, 389(10077), 1453-1463.</p> <p>Growchowski, J. R. (2010) Reading 39: Social Determinants and Family Health. (pp. 405-414). Sage Publications, Inc.</p> <p>Blitstein, R. (2015) Reading 40: Racism’s Hidden Toll. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 415-422). Sage Publications, Inc.</p> <p>Wailoo, K. (2010) Reading 41: 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 & social class: Dimensions of inequality, 3rd Ed</i> (pp. 423-432). Sage Publications, Inc.</p> <p>Learning Activity R2: Reflection on guest speaker (CLO5; GELO4)</p> <p>Assignment Paper 1 draft due</p>
8	10.5.2020	<p>Module 8: Race, Gender, and Class in the Criminal Justice System Recorded Guest Interview: 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>Required Pathway Reading</p> <p>Brown, H. (2013) Reading 45: race, Legality, and the Social Policy Consequences of Anti-Immigration Mobilization. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp.465-477). Sage Publications, Inc.</p> <p>Alexander, M. (2010) Reading 46: The New Jim Crow. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 478-481) Sage Publications, Inc.</p> <p>Stuart, F. and Benezra, A. (2018) Reading 53: Criminalized Masculinity: How Policing Shapes the Construction of Gender and Sexuality on Poor Black Communities. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 545-557) Sage Publications, Inc.</p> <p>Learning Activity D2: Discussion on policing based on guest speaker and other material</p> <p>Assessment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Unit Two Online Quiz
		Unit Three: Identity
9	10.12.2020	Module 9: Privileged
9		<p>Required Pathway Reading</p> <p>Ferguson, S. (2020) Part Four: Power and Privilege Unmasked. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 491-494) Sage Publications, Inc.</p> <p>Ferber, A. L. Reading 48: The Culture of Privilege: Color-Blindness, Postfeminism, and Christonormality. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 495-504) Sage Publications, Inc.</p> <p>Young, I. M. Reading 49: Five Faces of Oppression. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 505-514) Sage Publications, Inc.</p> <p>Cose, E. Reading 50: Rage of the Privileged. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 515-523) Sage Publications, Inc.</p> <p>Zimbardo, Philip G, Breckenridge, James N, & Moghaddam, Fathali M. (2013). "Exclusive" and "Inclusive" Visions of Heroism and Democracy. <i>Current Psychology</i>, 32(3), 221-233.</p> <p>Assignment Paper 1 final submission for paper 1 due</p>
10	10.19.2020	Module 10: Internalized Experience of Marginalization
10		<p>Required Pathway Reading</p> <p>Ferguson, S. J. (Ed.). (2015). Part Two: Identities Matter: The Social Construction and Experience of Race, Gender, Sexuality, and Social Class. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 161-165). Sage Publications, Inc.</p> <p>Markus, H. R. (2010) Reading 15: Who Am I? Race, Ethnicity, and Identity. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 167-176) Sage Publications, Inc.</p> <p>Flores-González, N., Aranda, E., & Vaquera, E. Reading 19: Doing Race: Latino Youth's Identities and the Politics of Racial Exclusion. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 202-212) Sage Publications, Inc.</p> <p>Van Ausdale, D. & Feagin, J. R. Reading 20: Using Racial and Ethnic Concepts: The Critical Case of Very Young Children. In Ferguson, S. J. (Ed.).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>(2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 213-221) Sage Publications, Inc.</p> <p><i>Additional Reading:</i></p> <p>Rahman, M. (2015) Reading 13: Queer as Intersectionality: Theorizing Gay Muslim Identities. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 141-148) Sage Publications, Inc.</p> <p>Bettie, J. Reading 21: Women Without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 222-233) Sage Publications, Inc.</p> <p>Learning Activity Biographical sketch of a person, present or historical, that advanced critical consciousness for a marginalized group or community. See assignment for submission requirements. (CLO4; GELO3)</p> <p>Assessment Unit Three Online Quiz</p>
Unit Four: Pathways to Equity, Inclusion, and Belonging		
11	10.26.2020	Module 11: Praxis and Social Justice
11		<p>Required Pathway Reading</p> <p>Part Five: Empowerment and Social Change. (pp. 583-586). In Ferguson, S. J. (Ed). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> Sage Publications, Inc.</p> <p><i>Review from Module 1:</i> Collins, P. H. Reading 56: Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. In Ferguson, S. J. (Ed). <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 587-597) Sage Publications, Inc.</p> <p>Pyke, K. (2010) Reading 31: An Intersectional Approach to Resistance and Complicity. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed</i> (pp. 329-338) Sage Publications, Inc.</p> <p>Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R., & Adamson, R. Reading 60: Policy Steps Toward Closing the Gap In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 624-633) Sage Publications, Inc.</p> <p>Learning Activity</p> <p>R3 Reflection: Your vision for change as informed or challenged by the reading and lectures and grounded in what inspires you and/or drives you.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Assignment</p> <p>Final Project Presentation slides or project outline due</p>
12	11.2.2020	Module 12: Allies & Anti-Racism
12		<p>Required Pathway Reading</p> <p>Kivel, P. Reading 57: How White People Can Serve as Allies for People of Color in the Struggle to End Racism. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 598-605) Sage Publications, Inc.</p> <p>Johnson, J. Rush, S. & Feagin, J. Reading 58: Doing Anti-Racism: Toward an Egalitarian American Society. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 605-613) Sage Publications, Inc.</p> <p>Learning Activity</p> <p>TBD</p>
13	11.10.2020	Module 13: Hope for Sustainable Change
13	Veterans Day Recognized	<p>Required Pathway Reading</p> <p>Halley, J. & Eshleman, A. Reading 59: It's Getting Better: Queer Hope, Queer Courage. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality & social class: Dimensions of inequality, 3rd Ed.</i> (pp. 614-623) Sage Publications, Inc.</p> <p>Narvaez, D. (2019, April 21) Sustainable Wisdom: Indigenous Style. <i>Psychology Today</i>. Available at https://www.psychologytoday.com/us/blog/moral-landscapes/201904/sustainable-wisdom-indigenous-style</p> <p>Assignment</p> <p>Recorded Project Presentations <u>Due Friday, November 13</u></p> <p>Assessment</p> <p>Unit Four Online Quiz due Monday, November 16</p>
14	11.16.2020	Project Presentations Day 1
14		<p>Required Pathway Reading</p> <p>Leonard A. Jason, Olya Glantsman, Jack F. O'Brien, and Kaitlyn N. Ramian: Editors (2019) Introduction to Community Psychology. Licensed under a Creative Commons Attribution 4.0 International License.</p> <p>Chapter 14: Public Policy available at https://press.rebus.community/introductiontocommunitypsychology/chapter/public-policy/</p> <p>Assessment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		D3: Online Class Discussion of presentations and implications for public policy
15	11.23.2020	Thanksgiving Week: No Classes
16	11.30.2020	Project Presentations Day 2
		Learning Activity Submit nominations for best in class. Citing critical elements of course material on disrupting and dismantling inequality and inequities, vote for the presentation that you feel would be most likely to create change in our systems that currently marginalize, disempower, and compromise the promise of all humans. Support your answer.
17	12.7.2020	Take-home exam available
Final Exam	Thursday, December 10, 2020	Take-home exam due Thursday, December 10, 2020 by 10:00PM

Learning Objectives by Unit

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.

Unit One learning objectives will be assessed through the Unit One quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and a short presentation of an historical condition that contributed to systemic inequality.

By the end of Unit Two, students will be able to discuss how social institutions establish and transmit inequality. Students will be able to give specific examples from our education, healthcare, economic and criminal justice systems.

Unit Two learning objectives will be assessed through the Unit Two quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and the submission of questions - informed by the reading, lectures and learning activities - for guest speakers.

By the end of Unit Three, students will be able to discuss the influence of lived experience on inequality and how identity and social transactions contribute to the perpetuation as both the oppressor and the oppressed, the privileged and the marginalized.

Unit Three learning objectives will be assessed through the Unit Three quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and through the biographical sketch of a person, present or historical, that advanced critical consciousness for a marginalized community.

By the end of Unit Four, students will be able to deconstruct systemic inequities and imagine and present pathways for change that are reasoned and informed by the scholarship and historical and current events. Unit Four learning objectives will be assessed through the Unit Four quiz. Feedback on progress toward these objectives will be assessed through practice quizzes and through the vision for change discussion.