

**San José State University**  
**Department of Justice Studies**  
**JS 132, Race, Gender, Inequality and the Law, Section 82, Spring 2020**

**Course and Contact Information**

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	Virtual
Telephone:	(408) 246-1300
Email:	Maureen.lowell@sjsu.edu
Office Hours:	Virtual; Use Zoom for student meetings; Scheduled office hour: Tuesday 9-10:00 or by appointment
Class Days/Time:	Fully Online; Asynchronous with weekly modules released each Tuesday
Classroom:	Online
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 Format**

This course is delivered as an asynchronous, fully online course. That is, all instruction takes place online, with no physical in-person or on-campus meetings or activities required.

**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. Trouble hearing lectures to-date have all been resolved by the student changing computers or headsets. 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. Assignments sent as email attachments are not counted as assignment submissions. All communication is sent through Canvas either as announcements or emails and/or in the weekly module overview. 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.

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>. You are responsible for regularly checking with the messaging system through Canvas. This [course](#) can be found at <https://sjsu.instructure.com/courses/1364279>.

Each week a courtesy announcement is sent notifying students that the week's module is available. This announcement provides a link to the week's overview page. 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. Students are expected to stay current with all course material and activities. Following due dates alone is not sufficient to stay current or to reliably meet course expectations. Due dates are helpful reminders but are not sufficient for learning.

This overview provides a step-by-step guide for successful completion of the module, and links to the lecture pages. Lecture pages are our virtual classroom. Completion of these is the equivalent of class attendance.

### **E-mail Policy**

While general class questions and clarifications should be posted in the online discussions provided, 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. Students should request a time to chat (via Zoom or phone) with me to discuss more extensive issues.
4. Students will be referred to the course syllabus with respect to questions that are addressed by simply reading the syllabus.

### **Course Description**

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 Goals & Learning Outcomes

Course materials and activities seek to bring this broad scope of issues and injustices into focus to begin to find ways to deconstruct and fundamentally address structured inequality in the U.S.

### 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 Reflection Journal entry RJ3; Discussion D5; Exams Q3, Q4, Q5; and the Final Project P2.*
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
  - *Assessed through Reflection Journal entry RJ4; Discussions D2, D3, D4; Exams Q3, Q4, Q5; and the Research Paper (P1)*
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 Reflection Journal entry RJ5; Discussion D6; Exams Q3, Q4, Q5; and the Research Paper (P1)*
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.
  - *Assessed through Reflection Journal entries RJ2 and RJ6; Discussion D1; Exams Q3, Q4, Q5; and the Final Project P2.*

### 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).*

## 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;

Casey M. E. & Robinson, S. M. (2017) *Neuroscience of Inclusion: New Skills for New Times*.

<http://www.outskirtpress.com>: Outskirts Press, Inc.

- ISBN: 978-1-4327-8722-6
- Available through the campus bookstore, Amazon, Barnes and Noble as well as other textbook distributors.

### 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 notice via Canvas. Changing 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](mailto:nyle.monday@sjsu.edu)

Phone: (408)808-2041

See link for Justice Studies Research Guide in Canvas, in Module tab under Course Support Materials. This is a great resource for doing library research and writing papers. [The Justice Studies Research Guide](#) can also be found at <http://libguides.sjsu.edu/c.php?g=230074&p=3768470>.

### Course Requirements and Assignments

Per University policy ([S16-9 found at http://www.sjsu.edu/senate/docs/S16-9.pdf](#)), “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.”

In addition to course lectures and module materials, students complete weekly reading (combination of textbook chapters and articles) and graded module activities (including reflections journal entries, online discussions, and small group projects) designed to facilitate learning. These scores are recorded under Participation. Course learning outcomes are further assessed through assignments (including a research paper and final project) and online exams.

## **Participation (35%)**

Active engagement is required for successful completion of this course. This course uses a combination of reflections, online discussions, and small group activities to enhance learning and to assess progress toward course learning outcomes (CLOs). Participation activities are equally weighted.

Learning about race, gender and equality is less about learning facts or knowing more and more about the journey of coming to understand more. Participation activities are intended to have you think critically about topics, concepts, and constructs so that we can liberate ourselves from constraining and oppressive aspects of our social construction. To that end, this course uses a series of reflections and discussions that are intended to help you become more clear about how to approach these issues, engage in critical dialogue, and come together to develop a richer understanding of how others see and are impacted by these social constructions.

## ***Reflection Journal (15%)***

The Reflection Journal includes a series of entries (RJ1-RJ6) over the semester. Each student will open a Google Doc that they will share with me on weeks where there is an assigned journal entry. Journal entries are designed to give students time to reflect on what the material means to them and how it applies personally and professionally. The first reflection will be to set personal learning goals and objectives for yourself in this class. Personal goals and objectives will be based on course learning outcomes as described in week one. You will reflect on these goals and objectives again in the final reflection (**RJ6**).

Reflections are due on Mondays by 5:00.

Journal entries include:

1. Reflection Journal Entry (RJ1) Personal Learning Goals for the course. (Choice; CLO6)
2. Reflection Journal Entry (RJ2): Promoting Critical Consciousness & Praxis (CLO5/GELO4; CLO6)
3. Reflection Journal Entry (RJ3) I AM poem (CLO1/GELO1; CLO6)
4. Reflection Journal Entry (RJ4) Social Stratification (CLO2/GELO2; CLO6)
5. Reflection Journal Entry (RJ5): Noticing Inclusion in Current Events (CLO4/GELO3; CLO6)
6. Reflection Journal Entry (RJ6): Final Reflection (CLO5/GELO4; CLO6)

## ***Discussions (15%)***

Discussions are used as module activities. There are six scheduled discussions. Initial posts are due by Friday at 5:00 of the discussion week. The discussion continues over the weekend and closes on Monday at 5:00. Discussions are meant to engage the student over several days. They are not meant to be done in one sitting. Discussions are intended to foster critical thinking and apply and extend concepts and course material.

Discussions include:

1. Discussion (D1) Personal introduction (CLO5)
2. Discussion (D2): Current Event Discussion (CLO2)
3. Discussion (D3) Terms, concepts, and models (CLO2)
4. Discussion (D4) Present findings from research paper in online, class discussion (CLO3/GELO2)
5. Discussion (D5) of Project Presentations (CLO1/GELO1)
6. Discussion (D6) of Project Presentations (CLO4/GELO3)

## ***Collaboration Café (5%)***

Nine Collaboration Café discussions are offered over the semester on weeks that do not have a formal graded discussion. You are required to participate in five of the nine for a total of 15 points (3 pts each).

## Projects (35%)

Projects involve deeper application of course material and student involvement in extending course learning. Projects involve extensive library research and the scholarly use of research. There is a separate submission of the thesis and annotated bibliography for the paper and the topic and annotated bibliography of the final project. The research paper and final project are equally weighted within this category.

### *Research Paper (CLO2/GELO2; CLO3/GELO2; CLO4/GELO3)*

Each student will write a 6 to 8-page research paper examining a specific topic area relevant to the course and learning outcomes for this assignment. The paper will address injustice in the US justice system (critical consciousness) and actions (praxis) for overcoming this systemic injustice. Papers will specifically address how this inequity and injustice is perpetuated in the criminal justice system (GELO2; CLO3) and the history of social actions that have led to greater equality and social justice (GELO3; CLO4).

Students are required to complete substantive library research and use at least six scholarly articles in the paper. Papers must follow APA format, including organization of the paper (i.e. cover page, running header, page numbers, font, spacing, margins, etc), in-text citation, and bibliographies in the reference page. This paper should be 1,500-2,000 words or 6-8 pages (not including the cover page or references).

Specifically:

1. Choose an oppressed, protected class (i.e. a group in the US that has been shown to be marginalized and/or oppressed or disadvantaged in the US justice system. This can be based on gender or sexual orientation, class, race, ethnicity, etc. Examples include African Americans in the criminal justice system, criminalization of gay men, specific immigrant groups codified as illegal aliens, specific race-based profiling, etc. You are encouraged to focus on current social issues. (CLO2)
2. Based on the literature (i.e. research), provide evidence of marginalization and unjust treatment of this group under the law. Include specific forms and manifestations of inequality, oppression, and injustice of this group in the justice system (CLO3);
  - a. Do not use journal articles and/or news media, except as illustration of the issues. Journalism media does not represent nor count toward required scholarly sources.
3. Discuss social movements or claims-makers who have worked to bring awareness to this injustice. Be specific. (CLO4/GELO3)

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 and *must* be in one of the following word processing file formats: Microsoft Word (\*.doc or \*.docx). Failure to submit papers in acceptable file format may result in late point deductions, as many other formats cannot be processed (or opened) in Canvas.

Schedule:

1. Information detailing the expectations, content, formatting, and submission requirements will be provided in Canvas by week 3.
2. The thesis statement and annotated bibliography will be due in week 6, 3/2/20 before 5:00PM.
3. Research papers (P1) will be due on or before Monday, 3/16/20 at 5:00PM

### *Final Project (CLO1/GELO1; CLO5/GELO4)*

This is a culminating project. Students will develop an educational presentation for a select audience to:

1. Inform others about how identities are shaped by contexts of equality and inequality in the US (GELO1, CLO1); and,

2. Increase people's awareness of the negative effects of oppression by providing actionable ways that people can engage across diverse cultural, racial, and ethnic groups within the US (GELO 4; CLO5).

You will develop and submit a PowerPoint presentation 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.

#### Schedule

- Details of the assignment will be available by week 9. See module overview for link to the assignment.
- Proposed topic, audience, and annotated bibliography due by Monday, 4.6.2020 at 5:00PM.
- Final Projects (**P2**) Due by Sunday 4.26.2020 at 5:00PM

The final project can be done individually or in groups. I encourage group work in this area because of the benefits of collaboration in addressing complex social issues such as social inequities and inequality. To account for the additional requirements of working together, group projects are worth more points than solo projects. Additional points are applied to the group process and equitable contributions. If time management is an issue for you and disciplined contributions is a challenge, the group project may not be the best option.

#### Online Quizzes & Exams

There are two quizzes at the beginning of the semester (week 1) that are used to engage students in the course introduction and to self-assess readiness for writing and online learning. Any quizzes added during the semester would only be added to support learning outcomes.

Course learning outcomes will be assessed through two online exams intended to assess understanding of terms, theories, and models used to enhance critical thinking and scholarly inquiry in the areas of study. Exams will be online and will require Respondus Lockdown Browser. Additionally, course learning outcomes will be assessed in one take-home final, due on the scheduled final exam day. See [Course Schedule](#) below.

#### Final Examination or Evaluation

Per [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>), "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

The final exam is a take-home essay exam due by Thursday, May14, 2020.

#### 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 (Mondays before 5:00PM);
2. Did you clearly and thoughtfully and critically address the prompt;
3. Did you accurately 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 Friday deadline;
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 inquiries and new connections that are respectful;
7. **Coherence:** Posts written clearly with minimal to no writing errors.

The **Research Paper (P1)** will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a point deduction. 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 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 primarily be graded on required content and presentation effectiveness (CLO6). 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 will result in a 4-point deduction the first day and one point each day following, including weekends. Submissions 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 Monday 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**

I do not typically offer extra credit. If extra credit is offered, it will be based on accessibility for all online students and will be nominally announced in the Module Overview for the week.

### **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 35% of your grade
2. Projects make up 35% of your grade, and
3. Exams make up 30% 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**

This is 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 student success. Course material is available by the beginning 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. Students 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 accordingly. It is easy to fall behind in online courses. I encourage you to schedule a specific time each week that you will commit to this class to avoid it falling off your radar.

I would strongly suggest that students set up Canvas announcements to come to other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements. 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 - because not enough time was allocated to participation and successful completion of weekly activities. You are expected to participate weekly and complete required activities, including assigned reading and lectures as well as participating in online discussions and completing reflections and 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 exercises 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 cultural and family beliefs about abusive relationships. The goal of the on-line discussions is to engage in meaningful dialogue about critical issues and explore practical, creative and effective community and justice system responses for preventing and intervening in violence. It is the premise of this course that, through this critical discourse, we can move toward more effective strategies that are respectful of diverse perspectives and allow us to achieve greater justice and equality.

This course is fully online. 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. Further, 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. Comments within the class discussions is perfectly appropriate, but should not be shared outside this forum.

## **Communication**

If you feel confused about course material, please do not hesitate to reach out. Weekly discussions are provided for questions. 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.

## **CASA Student Success Center**

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center 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 the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

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 take advantage of the University counseling center and/or talk to the instructor. More information about [counseling services](#) can be found at <http://www.sjsu.edu/counseling/>.

## **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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

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

## Course Schedule

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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 Tuesday of each week. Discussion posts are due by Friday at 5:00PM. Activity and assignments due dates are typically Mondays by 5:00PM. Exceptions include the final project (P2), which is due on a Sunday, and the final exam, which is due on a Thursday. Always note deadlines in specific assignments.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, January 23, 2020	<b>Course Introduction and Overview</b>
1		<p>Concept Map of the Social Construction of Discrimination and Marginalization</p> <p><b>Reading:</b> Course Syllabus</p> <p>Beginning with the end in mind: Collins, P. H. <b>Reading 56:</b> Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. In Ferguson, S. J. (Ed). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 587-597) Sage Publications, Inc.</p> <p>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 &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 1-5). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Weber, L. (2015) <b>Reading I:</b> Defining Contested Concepts. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 7-19). Thousand Oaks, CA: Sage Publications, Inc.</p> <p><b>Activities:</b> Discussion (<b>D1</b>) Personal introduction (CLO5)</p> <ul style="list-style-type: none"> <li>Introduce yourself, including your preferred pronouns and share where you see hope today – large or small - for equity and inclusion. (2 pts: one for initial post and one point for welcoming another student)</li> </ul> <p>Online Quiz (<b>Q1</b>) Course Orientation and Online Readiness (Participation &amp; Engagement)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Online Quiz ( <b>Q2</b> ) Plagiarism and APA Writing Quiz (Requires Respondus Lockdown Browser) (Participation & Engagement)
2	1.28.2020	<b>Introduction: Terms, Models and Theories to Facilitate Critical Analysis</b>
2		<p><b>Reading:</b>  Desmond, M. &amp; Emirbayer, M. (2009) <b>Reading 2:</b> What is Racial Domination? In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 20-30). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Crawley, S. L., Foley, L. J., Shehan, C. L. (2008) <b>Reading 3:</b> Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages. In Ferguson, S. J. (Ed). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 31-43). Sage Publications, Inc.</p> <p>Wright, E.O. (2001) <b>Reading 9:</b> Foundations of Class Analysis: A Marxist Perspective. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 100-109). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Glenn, E. N. (1999) <b>Reading 11:</b> The Social Construction and Institutionalization of Gender &amp; Race. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of Inequality, 3rd Ed</i> (pp. 119-130). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Ore, T. (2019) Part I: On Constructing Differences. In Ore, T. (Ed), <i>The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed.</i> (pp. 1-18). Boston: McGraw-Hill. (provided in Canvas)</p> <p><b>Activities:</b>  Reflection (<b>RJ1</b>) Personal Learning Goals for the course. (Choice; CLO6)</p> <ul style="list-style-type: none"> <li>• Based on the course learning outcomes, choose personal learning goals for yourself that you wish to work toward over the course of the semester. Identify the CLO/GLO that best aligns with your personal learning goal.</li> <li>• Due 2/3/2020 by 5:00PM</li> </ul> <p>Collaboration Café (<b>CC1; 3 pts</b>)</p>
3	2.4.2020	<b>Social Construction of Race, Gender, and Class</b>
3		<p><b>Reading:</b>  Omi, M. &amp; Winant (2019) I: Racial Formations. In Ore, T. (Ed), <i>The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed.</i> (pp. 19-26). Boston: McGraw-Hill. (provided in Canvas)</p> <p>Zuberi, T. (2001) <b>Reading 6:</b> Racial Domination and the Evolution of Racial Classification. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>class: Dimensions of inequality, 3rd Ed</i> (pp. 65-78). Thousand Oaks, CA: Sage Publications, Inc.</p> <p>Bornstein, K. (2019) <b>10</b>: Naming all the Parts. In Ore, T. (Ed), <i>The social construction of difference and inequality: Race, class, gender, and sexuality, 7th ed.</i> (pp. 117-124). Boston: McGraw-Hill. (provided in Canvas)</p> <p>Katz, J. N. <b>Reading 8</b>: The Invention of Heterosexuality. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 89-99). Sage Publications, Inc.</p> <p>Howard, J.A. &amp; Alamilla, R.M. (2001) <b>Reading 16</b>: Gender and Identity. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 177-185). Sage Publications, Inc.</p> <p><b>Activities:</b> Collaboration Café (CC2)</p> <p><b>Assignments:</b> Research Paper (P1) due Week (GELO2 and 3)</p> <ul style="list-style-type: none"> <li>• Students will choose an area of study on race, gender, or class.</li> <li>• Submit topic by Week 5 based on review of the literature. Submit topic, thesis statement, and annotated bibliography of articles (6-10)</li> </ul>
4	2.11.2020	<b>Social Construction of Inequality</b>
4		<p><b>Reading:</b></p> <p>Acker, J. (2006) <b>Reading 10</b>: Is Capitalism Gendered and Racialized? In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 110-118). Sage Publications, Inc.</p> <p>Dill, B. T. &amp; Zambrana, R. E. (2009) <b>Reading 12</b>: Critical Thinking About Inequality: An Emerging Lens. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 131-140). Sage Publications, Inc.</p> <p>Acker, J. (2006) <b>Reading 36</b>: Inequality regimes: Gender, Class, and Race in Organizations. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; 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> <p><b>Activities:</b> Reflection (RJ2): Promoting Critical Consciousness &amp; Praxis (CLO4, CLO6)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Critical thinking is a core premise for how we can promote equity and justice in our societies. Based on the concepts learned in these first weeks, what are ways you can engage in critical consciousness and praxis? What is needed in this process?</li> </ul> <p>Collaboration Café (CC3)</p> <p><b>Assignment:</b> Thesis statement and annotated bibliography for paper 1 (P1) due 3/2/20.</p>
5	2.18.2020	<b>Institutionalized Inequality and Inequity</b>
5		<p><b>Reading</b></p> <p>Lerner, G. (1997) <b>Reading 5:</b> Rethinking the Paradigm: Class. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 51-64). Sage Publications, Inc.</p> <p>Ferguson, S.J. (2020) <b>Part Three:</b> Social Institutions and the Perpetuation of Inequality. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 313-317) Sage Publications, Inc.</p> <p>Collins, P. <b>Reading 30:</b> It’s All in the Family: Intersections of Gender, Race, and Nation. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 319-328) Sage Publications, Inc.</p> <p>Meyer, D. <b>Reading 32:</b> The Home and the Street: Violence Against Queer People. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 339-348) Sage Publications, Inc.</p> <p>Moll, L.C. &amp; Ruiz, R. <b>Reading 34:</b> The Schooling of Latino Children. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 359-366) Sage Publications, Inc.</p> <p>Sacks, P. <b>Reading 35:</b> Class matters. In Ferguson, S. J. (Ed.). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp.367-377) Sage Publications, Inc.</p> <p><b>Activities:</b> Discussion (D2): Current Event Discussion (CLO2)</p> <ul style="list-style-type: none"> <li>• Initial Post: Analyze a current event in the US that illustrates the construction and perpetuation of inequality.</li> <li>• Response Post: Applying a concept that you learned in the reading or lectures to date, extend the post of another student.</li> </ul> <p><b>Assignments:</b> Thesis statement and annotated bibliography for paper 1 (P1a) due 3/2/20. Paper 1 (P1) due 3.16.20</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	2.25.2020	<b>Identity and Intersectionality</b>
6		<p><b>Reading:</b>  Ferguson, S. J. (Ed.). (2015). <b>Part Two:</b> Identities Matter: The Social Construction and Experience of Race, Gender, Sexuality, and Social Class. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 161-165). Sage Publications, Inc.</p> <p>Rahman, M. (2015) <b>Reading 13:</b> Queer as Intersectionality: Theorizing Gay Muslim Identities. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 141-148) Sage Publications, Inc.</p> <p>Markus, H. R. (2010) <b>Reading 15:</b> Who Am I? Race, Ethnicity, and Identity. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 167-176) Sage Publications, Inc.</p> <p>Internalized Oppression Reading</p> <p style="padding-left: 40px;">Flores-González, N., Aranda, E., &amp; Vaquera, E. <b>Reading 19:</b> Doing Race: Latino Youth’s Identities and the Politics of Racial Exclusion. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 202-212) Sage Publications, Inc.</p> <p style="padding-left: 40px;">Van Ausdale, D. &amp; Feagin, J. R. <b>Reading 20:</b> Using Racial and Ethnic Concepts: The Critical Case of Very Young Children. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 213-221) Sage Publications, Inc.</p> <p style="padding-left: 40px;">Bettie, J. <b>Reading 21:</b> Women Without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 222-233) Sage Publications, Inc.</p> <p><b>Activities:</b>  Reflection (<b>RJ3</b>) I AM poem (CLO1; CLO6)</p> <ul style="list-style-type: none"> <li>• Compose four stanzas with at least four lines in each stanza. Each line of your poem will begin with “I am”.</li> <li>• The first stanza will reflect your gender identity; the second will reflect your racial identity (which may include ethnicity); the third will reflect your class identity; and the fourth stanza will reflect your multiple positions of privilege and/or oppression.</li> </ul> <p>Collaboration Café (<b>CC4</b>)</p> <p>Assignments:</p> <p>Thesis statement and annotated bibliography for paper 1 (<b>P1a</b>) due next week.</p>



Week	Date	Topics, Readings, Assignments, Deadlines
		Paper 1 ( <b>P1</b> ) due 3.16.20
7	3.3.2020	<b>Social Costs of Inequity and Inequality</b>
7		<p><b>Reading:</b>  Growchowski, J. R. (2010) <b>Reading 39:</b> Social Determinants and Family Health. (pp. 405-414). Sage Publications, Inc.</p> <p>Blitstein, R. (2015) <b>Reading 40:</b> Racism’s Hidden Toll. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 415-422). Sage Publications, Inc.</p> <p>Wailoo,K. (2010) <b>Reading 41:</b> A Slow Toxic Decline: Dialysis Patients, Technology Failure, and the Unfulfilled Promise of Health in America. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 423-432). Sage Publications, Inc.</p> <p>Kendall, D. (2005) <b>Reading 42:</b> Framing Class, Vicarious Living, and Conspicuous Consumption. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 433-441). Sage Publications, Inc.</p> <p><b>Activities:</b>  Discussion (<b>D3</b>) Terms, concepts, and models (CLO2)</p> <ul style="list-style-type: none"> <li>• Contribute a slide to the terms and concepts collaboration presentation (Google Doc). In your slide, identify the term, theory, or concept in the title. In the text body include the definition provided in our course material (cite), a definition from one other source (cite), and a link to an illustration of the concept. This could be an article, a video, a song, etc. Some source that helps us learn the term or concept.</li> <li>• In the discussion, post what slide you added (reference the title) and a short insight about the term or concept that you gained from creating the slide. In other words, extend the learning beyond the term; help us make connections for learning this term or concept. <ul style="list-style-type: none"> <li>a. Initial post due by Friday, 3.6.2020 before 5:00PM</li> </ul> </li> <li>• Substantively reply to at least one other student post by connecting dots. You may reply with an example, a question, or something about the presentation of the term that surprised you. <ul style="list-style-type: none"> <li>a. Response post due by 5:00 on Monday 3.9.2020</li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Paper 1 (<b>P1</b>) due by or before 3.16.20 at 5:00PM</li> </ul>
8	3.10.2020	<b>Race, Gender, and Class in the Criminal Justice System</b>
8		<b>Reading:</b>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Fitzgerald, D. S. &amp; Cook-Martin, D. <b>Reading 7:</b> Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 79-88). Sage Publications, Inc.</p> <p>Franke, K. M. <b>Reading 18:</b> What Does a White Woman Look Like? Racing and Erasing in Law. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (p. 197-201). Sage Publications, Inc.</p> <p>Brown, H. (2013) <b>Reading 45:</b> race, Legality, and the Social Policy Consequences of Anti-Immigration Mobilization. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp.465-477). Sage Publications, Inc.</p> <p>Alexander, M. (2010) <b>Reading 46:</b> The New Jim Crow. In Ferguson, S. J. (Ed.). (2015). <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 478-481) Sage Publications, Inc.</p> <p>Stuart, F. and Benezra, A. (2018) <b>Reading 53:</b> 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 &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 545-557) Sage Publications, Inc.</p> <p><b>Activities:</b>  Reflection (<b>RJ4</b>) Social Stratification (CLO2; CLO6)</p> <ul style="list-style-type: none"> <li>• Discuss examples of social stratification. Not only do we construct categories, but we assign social value to these categories: privileging some and marginalizing others.</li> <li>• Discuss examples that you observe in your daily life. Provide specific examples and the ways that you see social stratification manifest and how it is maintained interpersonally and institutionally. What institutions perpetuate stratification and how?</li> </ul> <p>Collaboration Café (<b>CC5</b>)  Review for Week 9 Quiz (<b>Q3</b>)  <b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Paper 1 (<b>P1</b>) due by next week, 3.16.20, before 5:00PM</li> </ul>
9	3.17.2020	<b>Race, Gender, Class, Inequality and the Law</b>
9		<p><b>Reading:</b>  No new Reading  See next week’s reading requirement</p> <p><b>Activities:</b>  Discussion (<b>D4</b>) Present findings from research paper in online, class discussion</p> <p>Online Midterm Exam (<b>Q3</b>)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	3.24.2020	<b>The Neuroscience of Inclusion</b>
10		<p><b>Reading:</b>  Garrison, S. (2018) <b>Reading 24:</b> On the Limits of “Trans Enough”: Authenticating Trans Identity Narratives. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 249-260) Sage Publications, Inc.</p> <p>Casey M. E. &amp; Robinson, S. M. (2017) Neuroscience of Inclusion: New Skills for New Times. <a href="http://www.outskirtpress.com">http://www.outskirtpress.com</a>: Outskirts Press, Inc.</p> <ul style="list-style-type: none"> <li>• Chapter One: Why Good Intentions Are Not Enough (pp. 1-17)</li> <li>• Chapter Two: The Unconscious Brain and the Power of Appreciation (pp. 18-53)</li> <li>• Chapter Three: S.A.V.E. Communications: Outsmarting the Defensive Brain (pp. 54-74)</li> </ul> <p><b>Activities:</b>  Reflection (<b>RJ5</b>): Noticing Inclusion in Current Events (GELO3/CLO4; CLO6)</p> <ul style="list-style-type: none"> <li>• analyze a current event in the US in which you see equity and inclusion in practice.</li> <li>• Apply concepts from the material on the neuroscience of inclusion</li> <li>• Due by 5:00PM on Monday 4.13.2020</li> </ul> <p>Collaboration Café (<b>CC6</b>)</p> <p>(P2) Proposed topic, audience, and annotated bibliography due Monday, 4.6.2020.</p>
11	3.31.2020	<b>SPRING BREAK</b>
12	4.7.2020	<b>Praxis and Social Justice</b>
12		<p><b>Reading:</b>  Pyke, K. (2010) <b>Reading 31:</b> An Intersectional Approach to Resistance and Complicity. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed</i> (pp. 329-338) Sage Publications, Inc.</p> <p>O’Neill, P., &amp; Fariña, M. (2018). Constructing Critical Conversations in Social Work Supervision: Creating Change. <i>Clinical Social Work Journal</i>, 46(4), 298-309. (Article available in Canvas)</p> <p>Casey M. E. &amp; Robinson, S. M. (2017) Neuroscience of Inclusion: New Skills for New Times. <a href="http://www.outskirtpress.com">http://www.outskirtpress.com</a>: Outskirts Press, Inc.</p> <p style="padding-left: 40px;">Chapter Four: Choosing Inclusion: In the Moment Awareness (pp. 75-100)</p> <p style="padding-left: 40px;">Chapter Five: Building a Larger Circle of We (pp. 101-126)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Activities:</b> Reflection Journal (<b>RJ5</b>) continued (GELO3/CLO4); Due next Monday, 4.13.2019, by 5:00PM</p> <p>Collaboration Café (<b>CC7</b>)</p> <p><b>Assignments:</b> Final Projects (<b>P2</b>)</p>
13	4.14.2020	<b>Power &amp; Privilege</b>
13		<p><b>Reading:</b> Ferguson, S. (2020) <b>Part Four:</b> Power and Privilege Unmasked. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 491-494) Sage Publications, Inc.</p> <p>Ferber, A. L. <b>Reading 48:</b> The Culture of Privilege: Color-Blindness, Postfeminism, and Christonormality. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 495-504) Sage Publications, Inc.</p> <p>Young, I. M. <b>Reading 49:</b> Five Faces of Oppression. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 505-514) Sage Publications, Inc.</p> <p>Cose, E. <b>Reading 50:</b> Rage of the Privileged. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 515-523) Sage Publications, Inc.</p> <p><b>Activities:</b> Online Quiz (<b>Q4</b>) due by 4.20.2020</p> <p>Collaboration Café (<b>CC8</b>)</p> <p><b>Assignments:</b> Final Projects (<b>P2</b>)</p>
14	4.21.2020	<b>Empowerment &amp; Social Change</b>
14		<p><b>Reading:</b> Kivel, P. <b>Reading 57:</b> 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 &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 598-605) Sage Publications, Inc.</p> <p>Johnson, J. Rush, S. &amp; Feagin, J. <b>Reading 58:</b> Doing Anti-Racism: Toward an Egalitarian American Society. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 605-613) Sage Publications, Inc.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Halley, J. &amp; Eshleman, A. <b>Reading 59:</b> It's Getting Better: Queer Hope, Queer Courage. In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 614-623) Sage Publications, Inc.</p> <p>Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R., &amp; Adamson, R. <b>Reading 60:</b> Policy Steps Toward Closing the Gap In Ferguson, S. J. (Ed.) <i>Race, gender, sexuality &amp; social class: Dimensions of inequality, 3rd Ed.</i> (pp. 624-633) Sage Publications, Inc.</p> <p><b>Activities</b> Collaboration Café (CC9)</p> <p><b>Assignments:</b> Final Projects (P2) Due by Sunday 4.26.2020 at 5:00PM</p>
15	4.28.2020	<b>Final Project (P2) Presentations</b>
		<p><b>Activities:</b> Discussion of Project Presentations (D5)</p> <ul style="list-style-type: none"> <li>• Discuss 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 CLO1/GELO1)</li> </ul>
16	5.5.2020	<b>Final Project (P2) Presentations</b>
16		<p><b>Activities:</b> Discussion of Project Presentations (D6)</p> <ul style="list-style-type: none"> <li>• Discuss 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 CLO4/GELO3)</li> </ul> <p>Reflection Journal Entry (RJ6): Final Reflection (Aligns with CLO5/GELO4)</p> <ul style="list-style-type: none"> <li>• Discuss degree to which personal learning goals were met; and</li> <li>• Discuss how your work in this class has substantively transformed your awareness. Identify at least two actionable interpersonal or institutional changes you will make because of this course.</li> <li>• Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</li> </ul>
17	Monday, 5.11.2020	Take-home exam
Final Exam	Thursday, May 14, 2020	Take-home exam due Thursday, May 14, 2020 by 5:15PM