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# San José State University

## CoSS/Justice Studies 130

### Sex & Justice, Spring 2021

#### Course and Contact Information

<b>Instructor:</b>	Kevin Lynch
<b>Office Location:</b>	Online
<b>Telephone:</b>	(510) 798-5189
<b>Email:</b>	<a href="mailto:Kevin.lynch@sjsu.edu">Kevin.lynch@sjsu.edu</a>
<b>Office Hours:</b>	Monday-Wednesday 1:30-2:30 or by appointment <a href="https://sjsu.zoom.us/j/88093256722">https://sjsu.zoom.us/j/88093256722</a> (Links to an external site.)
<b>Class Days/Time:</b>	Tuesday-Thursday 6:00-7:15
<b>Classroom:</b>	Online and McQuarrie Hall 520
<b>Prerequisites:</b>	

#### Course Description

JS130 surveys the relationship between sexuality and social and criminal justice. Students explore the nature and extent of sexual offenses against adults and children. A critical examination of recent public policies aimed at managing sexual aggression is included.

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Pre/Co-requisite: Any 100W

#### Course Learning Outcomes (CLO)

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

CLO 1: Demonstrate an understanding of how sex and sexuality intersects with and is treated by various institutions of social and criminal justice.

CLO 2: Understand the framework of the class and how sex and justice will be taught.

CLO 3: Explore the nature of how sexual history and patriarchy and current law and attitudes about sex.

CLO 4: Understand the cultural, social, and political underpinnings of North American sexuality and how unseen forces shape our perceptions of sex crimes.

CLO 5: Demonstrate knowledge and familiarity with the material during class by contributing meaningfully and respectfully to class discussions.

CLO 6: Understand power dynamics of race and gender and how it relates to sexuality and justice.

CLO 7: Students should read, write, and contribute to discussion at a skilled and capable level.

#### Required Texts/Readings

Fradella and Sumner, Eds. 2016. *Sex, Sexuality, Law, and (In)justice*. Taylor & Francis. Book is available SJSU library OneSearch. Go to the library website and type in the title, sign-in and push all the buttons.

Additional articles and readings will be posted on Canvas.

#### Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison Nyle Monday, MLIS, Academic Liaison Librarian 4th Floor, King Library / Email: Nyle [Monday@sjsu.edu](mailto:Monday@sjsu.edu)

#### Course Requirements and Assignments

1. Group work includes discussions of presentations and readings.
2. Student groups will conceive, complete, and demonstrate a lesson plan, including the assigning and grading of work.
3. Students will write weekly summations and reflections on lectures and demonstrations in class.
4. Students will submit weekly critiques on selected readings, films, and lectures.
5. Midterms will be comprised of essay questions.
6. Students will present a creative project, poem, one-act play, power-point presentation, musical performance as part of the final or whatever else you can think of. Presentations should be cleared with me first. All projects should include a theory studied in class such as hegemonic masculinity, queer theory, essentialist, social interactionism, or new norms.
7. Final papers are also an option.

For final papers if you chose to do one:

8. Incorporate no. 7 above in your paper.
9. Cite eight sources, and four academic without using ANY from class assignments

10. Paper should be 10 to 12 pages excluding title page but including references. APA style, 12-point type.

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Assignment Requirements**

For written assignments:

11. Use proper grammar and spelling. Make sure to edit at least once and use spell check. Obvious misspelling will result in missed points.
12. Please put answers in your words. No cut and paste!
13. Make sure your answers come from the reading and not from Google.
14. In your answers, make sure you prove to me that you have DONE THE READING.
15. Make sure to send a word doc or pdf for ALL assignments. **Anything else will result in no points.**
16. Please do not submit assignments as big blocks of text! Have paragraphs!
17. **Do not have the same answers to your assignment questions! That is cheating and we will result in no credit for the assignment and expulsion from the class!**

San Jose State is gaining in its reputation as an academic institution. Your graduation from this school and major continues to look more impressive on a resume. This class should add to that reputation and academic rigor. Consequently, showing up on time, completing assignments on time and stretching your mind are fundamental requirements. Your effort will not only enhance your own academic and professional journey, but your earnestness also adds to the University as a whole. **Make sure to get class notes from someone else in class if you are absent. I will NOT provide you with notes if you are absent.**

### **Grading Information**

A student's final grade is based on the completion of group assignments and activities, in-class discussion and presentation, and online activities. The evaluation shall consist of Canvas assignments, creative project or final, class presentation, midterm exam, final exam, and participation in class. Examinations consist of multiple-choice questions derived from the reading assignments, group discussions and lectures.

### **Determination of Grades**

- Participation in class discussions
- Effort, insights, and command of material during written and oral exercises.
- Clear, concise writing with few or no grammatical or spelling errors in written assignments.

- No points will be rewarded for missed presentations or assignments without a documented reason.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>		<i>96 to 100%</i>
<i>A</i>		<i>93 to 95%</i>
<i>A minus</i>		<i>90 to 92%</i>
<i>B plus</i>		<i>86 to 89 %</i>
<i>B</i>		<i>83 to 85%</i>
<i>B minus</i>		<i>80 to 82%</i>
<i>C plus</i>		<i>76 to 79%</i>
<i>C</i>		<i>73 to 75%</i>
<i>C minus</i>		<i>70 to 72%</i>
<i>D plus</i>		<i>66 to 69%</i>
<i>D</i>		<i>63 to 65%</i>
<i>D minus</i>		<i>60 to 62%</i>
<b>Grading percentage</b>		
<b>Midterm 15%</b>		
<b>Final 15%</b>		
<b>Assignments: 30%</b>		
<b>Quizzes</b>		
<b>Assignments</b>		
<b>Participation: 10%</b>		
<b>Final project 30%</b>		
<b>Debates: Extra Credit</b>		
<b>TOTAL 100%</b>		

## **Classroom Protocol**

Readings about sexuality and justice can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the room without being questioned or penalized. Should you have any questions or concerns, feel free to contact the professor in person or anonymously. If you or a friend needs emotional support, please visit SJSU's Counseling and Psychological Services (CAPS) [www.sjsu.edu/counseling](http://www.sjsu.edu/counseling) service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300. Additional confidential services include Next Door: (408) 279-2962, [www.nextdoor.org](http://www.nextdoor.org), 234 E. Gish Road, Suite 200, San José CA 95112; YWCA Silicon Valley: 24 Hour Domestic Violence and Sexual Assault Support Hotline, (408) 2954011, [www.ywca-sv.org](http://www.ywca-sv.org), 375 S. Third Street, San José, CA 95112

*Classroom etiquette:* No electronic device use is allowed. Please take notes on paper, which has proven to increase retention of material. Use of cell phones or other devices will result in a reduction of your grade. Please tell friends and family that you will be unavailable via text or call during class time. Laptops and phones can be used during group work at specified times.

## **Zoom**

You are highly encouraged to turn on your camera during class. Seeing your face helps me to get to know you and is essential for building a classroom community. Your camera is also an accountability tool that can help you from becoming distracted during class. I understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions, regardless of whether you choose to use your camera. Feel free to contact me if you have questions or concerns regarding this matter.

*Zoom Classroom Etiquette :*

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.

Avoid video setups where people may be walking behind you, people talking/making noise, etc.

Avoid activities that could create additional noise, such as shuffling paper, listening to music, etc.

- **Position Your Camera Properly/** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

## **UNIVERSITY POLICY**

University Policies Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>”

Consent for Recording of Class and Public Sharing of Instructor Material University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus: “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s written/emailed permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share, or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Department’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 identify and ameliorate injustice in their personal, professional, and civic lives more effectively. 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.

**SJSU Writing Center:** The SJSU Writing Center is in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Facebook.

**E-mail Policy**

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

- 18. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **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.
- 19. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (\*.doc or \*.docx), Microsoft Works (\*.wps), or in rich text format (\*.rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission.

**Course Schedule**

Week	Day	Readings, Assignments & Deadlines
1	Thursday 1/27 Module 1 Introductio n, class goals	<b>Lecture &amp; Discussion:</b> <i>Introduction; Syllabus; goals.</i> <b>Personal essay due Sunday at 11:59</b> <b>Disclaimer</b>

2	Tuesday 2/1	<b>Lecture &amp; Discussion:</b> <i>Pedagogy of the Oppressed</i> , preface discussion. Preface – Culture, norms, critical consciousness, conscientizacao. Personal essay discussion. Repeat Disclaimer <i>Fraire preface due Saturday at 11:59</i>
2	Thursday 2/3	<b>Lecture &amp; Discussion:</b> Paideia presentation explanation. Group work explanation, Set groups.
3	Tuesday 2/8	<b>Lecture &amp; Discussion:</b> Fraire lecture. Cornel West on Paideia <b>Fraire chapter 2 Due Saturday, 11:59 pm</b> <b>Repeat Disclaimer</b>
3	Thursday 2/10	<b>Lecture &amp; Discussion:</b> Watch video, Gender, <i>Right, and Freedom of Speech</i> apply Fraire to assignment. Due <b>Saturday at 11:59 pm</b> . Cornell West and paideia.
4	Tuesday Module 2 History of Sex 2/15	<b>Lecture &amp; Discussion (CLO 2,3)</b> Group 1 presents questions on <i>Do Women have a Higher Drive Part I and History of Sex</i> article. Cornel West and Paideia <b>Due Saturday, 11:59 pm</b>
4	Thursday 2/17	<b>Lecture &amp; Discussion</b> <i>Do Women ...</i> Paideia presentations 1,2,3
5	Tuesday 2/22	<b>Lecture &amp; Discussion:</b> Group 1 presents answers on <i>Do Women</i> part I... Group 2 presents questions to Part II of <i>Do Women.</i> , van der Meer article. <b>Due Saturday, 11:59 pm</b>
5	Thursday 2/24	<b>Lecture &amp; Discussion:</b> <i>Do Women ...</i> Paideia 3,4,5
6	Tuesday 3/1 Module 3 Theory	<b>Lecture &amp; Discussion:</b> Group 2 presents answers and leads discussion on Part II. Group 3 presents <i>Codes of Gender</i> questions. <b>Due Saturday, 11:59 pm</b>
6	Thursday 3/3	<b>Lecture &amp; Discussion:</b> <i>Codes of Gender</i> Paideia 6,7,8
7	Tuesday 3/8	<b>Lecture &amp; Discussion:</b> Group 3 presents and answers and leads discussion on <i>Codes of Gender</i> . Group 4 presents questions on Chapter 1 Fredella and Sumner. <b>Due Saturday, 11:59 pm</b>
7	Thursday 3/10	<b>Lecture &amp; Discussion:</b> Social interactionism, feminism, modernism. Terms and theories. Which one suites you best? Group work Paideia 9
8	Tuesday 3/15	Group 4 presents answers on Chapter 1 in Fradella and Sumner. History of homophobia, Hegemonic and Inclusive theories Homework examples. Midterm preview
8	Thursday	<b>Lecture &amp; Discussion:</b> Midterm. Any questions about midterm. <b>Due Sunday night,</b>

	3/17	Paideia 11,12, 13
9	Tuesday 3/22	<b>Lecture &amp; Discussion:</b> Debate, groups 5,6,7: Modernism, social interactionism, feminism. (CLO 1,2,3,4,6)
9	Thursday 3/24	Theories summation lecture discussion. Midterm review. Paideia 14,15,16
10	Tuesday 3/29	SPRING BREAK
10	Thursday 3/31	SPRING BREAK
11	Tuesday 4/5 Module 3 Rape and rape culture and the law	Rape Culture discussion and lecture. <b>Chapter 2 due Saturday night. How does chapter 2 relate to race?</b>
11	Thursday 4/7	<b>Lecture &amp; Discussion:</b> Paideia 17, 18, 19. Rape and race discussion
12	Tuesday 4/12	<b>Lecture &amp; Discussion:</b> Paideia 17, 18, 19. "Rape Myths on Trial" "A Violent Defense" <b>Due Saturday night At 11:59 p.m.</b>
12	Thursday 4/14	<b>Lecture &amp; Discussion.</b> "Rape Myths on Trial" Paideia 20,21 "Rape on Campus" <b>Due Saturday night At 11:59 p.m.</b>
13	Tuesday 4/19	Paideia 22,23 (CLO 5) "Abortion" <b>Due Saturday at 11:59 pm.</b>
13	Thursday 4/21	<b>Lecture &amp; Discussion:</b> (CLO 2,3) Finish "Rape Myths" discuss, Abortion discussion and rape Myth's discussion Paideia 24, 25.

<b>14</b>	Tuesday Module 4 Activism 4/26	<b><u>Lecture &amp; Discussion:</u></b>  Flyers workshop, remaining Paideias, <b>Flyers due Saturday Night at 11:59.</b> (CLO 2,3,5)
<b>14</b>	Thursday 4/28	<b><u>Lecture &amp; Discussion:</u></b> Remaining Paideia's Flyers works shop
<b>15</b>	Tuesday 5/3	<b><u>Lecture &amp; Discussion:</u></b> Flyer distribution. <b>Due Saturday night, solutions</b>
<b>15</b>	Thursday Module 5 Solutions and presentatio ns. 5/5	<b><u>Lecture and Discussion:</u></b> Solutions Extra Credit: Solution presentations.
<b>16</b>	Tuesday 5/10	<i>Presentations.</i>
<b>16</b>	Thursday 5/12	<i>Presentations.</i>
17	Thursday 5/18	<b>FINAL</b>