

CRIMINAL JUSTICE & SOCIAL DIVERSITY

CRIJ 4385.04 (81473)

FALL 2017

**Department of Criminal Justice and Criminology
Sam Houston State University**

PROFESSOR: Mary Breaux, PhD

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CLASSROOM: The Woodlands Center-Room 140

CLASS HOURS: 11:00-12:20 (Monday and Wednesday)

OFFICE HOURS: By appointment

TEACHING ASSISTANT: Katherine Perez

REQUIRED TEXTBOOK:

Robinson, Matthew. *Race, Ethnicity, Crime, & Justice*. (2016) (ISBN-9781611636376). Carolina.

Parsons-Pollard, Nicolle. *Disproportionate Minority Contact: Current Issues & Policies*. 2nd Edition. (2017) (9781531002633). Carolina.

Other assigned scholarly readings: As assigned throughout course.

COURSE DESCRIPTION

This course is the study of how social diversity and inequality shape the way criminal behavior is defined and controlled through the application of the criminal law and criminal justice system. Attention is given to the disparity of criminal offending, victimization, and criminal justice processing across demographic groups as well as explanations for observed disparities. The course also explores subordinate group members as criminal justice professionals.

COURSE OBJECTIVES

At the end of this course, students will be:

- Provided with a broad understanding of how social diversity and inequality shape the way criminal behavior is defined and controlled through the application of the criminal law and criminal justice system.
- Able to think critically about issues involving the criminal justice system and social diversity
- Able to explain the disparity of criminal offending, victimization, and criminal justice processing across demographic groups and subordinate group members

COURSE REQUIREMENTS

- Course exams will be required and are based on textbook readings/lectures/presentations and other assigned scholarly reading materials throughout the course
- Course discussions are required and will provide scholarly discussion on materials covered throughout the course
- Course participation is necessary to fulfill the above requirements, as well as completing course exams

Course Grading:

Graded Assignments

- Course Discussion Participation and Attendance
- Exam I, Exam II, and Final Exam
- Written Group Assignments
- Presentations

Grades

The following table shows the assignment types contained in this course and the assigned weighting used to determine the final course grade.

Activity Types	Percentage of Final Grade
Group Classroom Participation/Attendance	10%
Exams (3)	60%
Written Group Assignments (3)	20%
Group Presentations (1)	10%
Total: 100%	

Letter grades for the course will be based on the following grading scale.

Letter Grade	Grade
A	100-90
B	89-80
C	79-70
D	69-60
F	59 or below

Group Classroom Participation/Attendance. (10% of final grade): Students are expected to complete assigned reading per syllabus schedule. Keeping up with readings will assist the student in participating in discussion topics. The participation grade will be based on active group discussion participation from student groups. Each group will be required to bring in a

current journal article or valid article surrounding current classroom topics and be able to analyze and critically evaluate ideas, arguments, and points of view about the article (see Blackboard for instructions on article discussion).

Exams. (60% of final grade) Three (3) exams will be based on the course material (each worth 20%). Each exam will consist of multiple choice, true/false questions, and/or essay type questions. The exams are non-cumulative and will cover assigned readings, videos, assignments, and lecture material. Exams are designed to assess knowledge, comprehension, and critical thinking skills.

Written Group Assignments. (20%) Students will form into a team of 5 to 6 to complete group written assignments for a total of three (3) written assignments (see Blackboard for instructions on written assignments).

Group Presentation. (10%) Students will form into a team of 5 to 6 to complete group presentation assignment for a total of one (1) final presentation (see Blackboard for instructions on presentation).

MAKE-UP EXAMS

There will no opportunities for make-up exams, unless extenuating circumstances occur.

Extra credit may be given at the instructor's discretion.

Please refer to the on-line resources:

STUDENT ACADEMIC POLICIES

Each student is required to do his or her own work in this course. ***I take academic dishonesty very seriously. Students who violate the academic honesty code will be failed in the course.*** For further information concerning Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy Days may be found at:

(<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>).

USE OF TELEPHONE AND TEXT MESSAGES IN ACADEMIC CLASSROOMS AND FACILITIES:

(<http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>).

A NOTE ABOUT THE SUBJECT MATTER OF CLASS MATERIAL:

Over the course of the semester we will cover various topics that may be considered controversial or emotionally charged. While these are very important topics, you may find that some of the material presented in class, or that is assigned for you to read, is disturbing because of the very nature of the topic. You may have some personal experience with the subject or know someone else who has had such experience. If you find yourself overwhelmed with feelings, I urge you to take one or more of the following actions:

- ✓ Call a trusted family member
- ✓ Call a trusted friend
- ✓ Talk with a trusted mentor or professor on campus
- ✓ Seek support, help, or assistance (for yourself or someone you) from any of the following local resources:
 - **SHSU Counseling Center** 936-294-1720 (<http://www.shsu.edu/dept/counseling/>)
 - **SHSU Psychological Services Center** 936-294-1210 (<http://www.shsu.edu/~clinpsy/psc/>)

Criminal Justice & Social Diversity
Syllabus

SCHEDULE OF ASSIGNMENTS

<u>DATES</u>	<u>TOPICS</u>	<u>READING ASSIGNMENTS/ ASSIGNMENTS</u>
8/23	Introductions/Review Syllabus	Introductions/Review Syllabus
8/28	<u>Robinson Textbook</u> Chapter 1-Introduction to Race and Ethnicity <u>Parsons-Pollard Textbook</u> Chapter 1-The Worsening Problem of Racial Disparity in U.S. Juvenile Justice Systems	Chapter 1-Robinson Chapter 1-Parsons-Pollard ➤ Group Article Discussion
8/30	<u>Robinson Textbook</u> Chapter 2-Introductioin to Criminal and Juvenile Justice <u>Parsons-Pollard Textbook</u> Chapter 2-Disproportionate Minority Contact (DMC): A Historical and Contemporary Perspective	Chapter 2-Robinson Chapter 2-Parsons-Pollard ➤ Group Article Discussion
9/4	HOLIDAY	HOLIDAY
9/6	<u>Robinson Textbook</u> Chapter 3-How Race and Ethnicity Impact the Criminal Law <u>Parsons-Pollard Textbook</u> Chapter 3-Measuring DMC: The Origins and Use of the Relative Rate Index	Chapter 3-Robinson Chapter 3-Parsons-Pollard ➤ Group Article Discussion
9/11	<u>Robinson Textbook</u> Chapter 4-Relationships between Race, Ethnicity, and Crime <u>Parsons-Pollard Textbook</u> Chapter 4-An Examination of the Effects of Race on Intake Decision-Making in Four Jurisdictions at Two Different Points in Time	Chapter 4-Robinson Chapter 4-Parsons-Pollard ➤ Group Article Discussion
9/13	<u>Robinson Textbook</u> Chapter 5-Policing in a Multicultural Society <u>Parsons-Pollard Textbook</u> Chapter 5-Assessing DMC Initiatives: A Case Study of Two States	Chapter 5-Robinson Chapter 5-Parsons-Pollard ➤ Group Article Discussion
9/18	US Department of Justice's Report on the Ferguson Police Department Discussion	➤ Group Article Discussion

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9/20	EXAM I	EXAM I
9/25	<u>Robinson Textbook</u> Chapter 6-The Courts in a Color-Blind Society <u>Parsons-Pollard Textbook</u> Chapter 6-Understanding Disproportionality and Child Welfare	Chapter 6-Robinson Chapter 6-Parsons-Pollard ➤ Group Article Discussion
9/27	Department of Family and Protective Services (Disproportionality Specialist Speaker)	Department of Family and Protective Services Disproportionality Specialist Speaker
10/2	<u>Robinson Textbook</u> Chapter 7-How Race and Ethnicity Impact Criminal Sentencing <u>Parsons-Pollard Textbook</u> Chapter 7-What's Fueling DMC? The Role of School Discipline Decisions on Disproportionality in the Juvenile Justice System	Chapter 7-Robinson Chapter 7-Parsons-Pollard ➤ Group Article Discussion
10/4	Juvenile Probation Representative (Focus-Disproportionality)	Juvenile Probation Representative (Focus-Disproportionality)
10/9	<u>Robinson Textbook</u> Chapter 8-Race, Ethnicity, and Corrections <u>Parsons-Pollard Textbook</u> Chapter 8-Criminal Justice, Race and the War on Drugs	Chapter 8-Robinson Chapter 8-Pollard-Parsons ➤ Group Article Discussion
10/11	Work outside classroom on research	Work outside classroom on research
10/16	<u>Robinson Textbook</u> Chapter 9-Race, Ethnicity, and the Death Penalty in America <u>Parsons-Pollard Textbook</u> Chapter 9-After Ferguson, a Familiar Era of Race, Crime, and Policing: The Impact of Law Enforcement on Persistent Race-Differentiated Arrest Rates	Chapter 9-Robinson Chapter 9-Pollard-Parsons ➤ Group Article Discussion ➤ Writing Assignment #1 Due

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10/18	<u>Robinson Textbook</u> Chapter 10-Race, Ethnicity, and Juvenile Justice <u>Parsons-Pollard Textbook</u> Chapter 10-Increasing Police Legitimacy Through Body-Worn Cameras	Chapter 10-Robinson Chapter 10-Pollard-Parsons ➤ Group Article Discussion
10/23	“The Death Penalty in North Carolina: A Summary of the Data and Scientific Studies.” Discussion	➤ Group Article Discussion
10/25	EXAM II	EXAM II
10/30	<u>Robinson Textbook</u> Chapter 11-Summary and The Future <u>Parsons-Pollard Textbook</u> Chapter 11-Privileged Mexicans: Race and Class Effects on Support for Crime Control	Chapter 11-Robinson Chapter 11-Parsons-Pollard ➤ Group Article Discussion
11/1	<u>Parsons-Pollard Textbook</u> Chapter 12-The Prison Industrial Complex: Contributing Mechanisms and Collateral Consequences of Disproportionality on African American Communities	Chapter 12-Parsons-Pollard ➤ Group Article Discussion
11/6	Chapter 13-Politics, Policy and DMC Communities: The Impact of Community Political Disempowerment on DMC	Chapter 13-Parsons-Pollard ➤ Group Article Discussion
11/8	<u>Parsons-Pollard Textbook</u> Chapter 14-Tackling the DMC Mandate: Researchers and Universities as Local Resources	Chapter 14-Parsons-Pollard ➤ Group Article Discussion
11/13	Work outside classroom on research	Work outside classroom on research

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11/15	Disproportionate Minority Contact (Community Partnerships) Discussion	<ul style="list-style-type: none"> ➤ Group Article Discussion ➤ Writing Assignment #2 Due
11/20	Assignment outside of classroom	Assignment outside of classroom
11/22	HOLIDAY	HOLIDAY
11/27	Group Presentations	Group Presentations <ul style="list-style-type: none"> ➤ Writing Assignment #3 Due ➤ Final Presentations Due
11/29	Group Presentations	Group Presentations
12/1	Group Presentations <i>Last Day of Class</i>	Group Presentations
<i>12/6</i>	<i>Final Exam (12:00-2:00)</i>	<i>Final Exam</i>

<http://www.shsu.edu/dept/registrar/calendars/final-exam-schedules.html>