

Department of Criminal Justice and Criminology
CRIJ 4385.07
Criminal Justice and Social Diversity
Fall 2017

Welcome to Criminal Justice and Social Diversity!!!

PROFESSOR: Maisha N. Cooper
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CLASS HOURS: Online/Virtual
CLASSROOM: Online/Virtual
OFFICE HOURS: Available via e-mail

TEXTBOOK(S): There are **two required** textbooks for this course.

(1) Barak, G., Leighton, P., & Flavin, J. (2010). *Class, race, gender, and crime: The social realities of justice in America* (4th ed.). Rowman & Littlefield Publishers. **ISBN-13:** 9781442220737 (**REQUIRED**)

(2) Gabbidon, S. L., & Greene, H. T. (2012). *Race and crime* (4th ed.). Sage Publications. **ISBN-13:** 9781483384184 (**REQUIRED**)

COURSE DESCRIPTION:

This course is designed to provide students with an understanding of how class, race, and gender interact with the dynamics of our Criminal Justice System. This class will provide information on both the historical perspective and current realities of the interplay between diversity and justice in America. Additionally, this course will discuss how race, class, gender, and crime are interrelated and how these four areas effect the social realities of today.

COURSE OBJECTIVES:

Upon completing this course, students will be able to:

1. Understand terminology related to Criminal Justice and Social Diversity (i.e. race, class, gender, and crime)
2. Understand theories explaining the interactions and treatment of minorities within the criminal justice system
3. Learn to think critically about social diversity and how diversity interplays with justice.
4. Be able to apply the material learned in this course to inform critical thinking, problem solving, and decision-making skills.

E-mails will be responded to within 24 hours with the exception of during the weekend

COURSE REQUIREMENTS:

Discussion Board Participation/Attendance (150 Points):

There will be 15 Discussion Questions (one per each week's session). You are expected to make a minimum of three posts to each week's Discussion Board Question. These will include your initial response to the question, and at least two comments on your classmates' response to the question. Your initial response should be submitted by 11:59pm [CST] on Wednesday night of each week's session. Your final comment to a classmate should be submitted by 11:59pm on Sunday night of each session. All comments should be contributions which advance the quality of the discussion. Please include citations (from textbook or article) when quoting or referencing a source. You will not receive full credit for incomplete discussions, so be sure to post at least three times to each Discussion Board.

Writing Assignment (50 Points):

There is one short writing assignment related to the course content. This assignment will involve a review of the historic Rodney King incident, and the findings of the Christopher Commission (a group tasked with reviewing the Rodney King incident). Students will be expected to compare the King incident to a similar current incident in a short, two page summary of both incidents. The paper should include a brief overview of the Christopher Commission Report (from King incident), and a comparison of the findings to present day policing initiatives. Further, students will be requested to research current reasonable alternatives to the use of deadly force which law enforcement officers might effectively use in their confrontations with violent individuals, and to list and explain at least two of these methods. Papers should be typed, double spaced, using Times New Roman or similar 12-point font, and APA (6th ed. or later) format for citations. A cover page and reference page should also be included (for a total of four pages).

Exams: There will be three exams given during this course and they will be worth 100 points each. The exams will consist of a variety of multiple choice, true/false, matching, and/or short answer questions over the required readings and materials covered in class. These exams will not be cumulative and further information will be provided by the Professor closer to the exam dates.

Make-up Exams:

Only under extreme circumstances will I provide a make-up exam to a student who has an excused absence and has notified me *prior* to missing the exam. If you are unable to contact me prior to missing the exam, you must notify me in writing within 5 days of the absence.

GRADING POLICY:

Discussion Boards (15)	150 (10 points each)
Exam I	100 points
Exam II	100 points
Exam III	100 points
Writing Assignment	50 points
Total	500 points

Grading Scale:

A = 450 – 500

B = 400 – 449

C = 350 – 399

D = 300 – 349

F = 299 and Below

STUDENT ACADEMIC POLICIES 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 TELEPHONES AND TEXT MESSAGES IN ACADEMIC CLASSROOMS AND FACILITIES: <http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

DISCLAIMER

The class schedule in this syllabus is subject to change. Announcements of any changes to the schedule will be made in class, via email, and/or posted in Blackboard. These announcements are considered proper notice of change.

COURSE TOPICS/SCHEDULE

****Students are responsible for the assignments as listed, unless otherwise instructed.**

****Links to the articles for each session are available when each session opens. Please notify the instructor, if an article is not accessible (or will not open).**

Session 1: Class, Race, and Gender Course Introduction

August 23 – August 27: Introduction

Readings:

- (1) Barak, Leighton, & Cotton: Introduction
- (2) Gabbidon & Greene: Chapter 1

Session 2: Class, Crime, & Justice

August 28 – September 3: Understanding Class: Wealth, Inequalities, & Corporate Power

Readings:

- (1) Barak - Chapter 3 or chapter titled, “Understanding Class and Economic Privilege”
- (2) Dunaway, R. Gregory, et al. 2000. “The Myth of Social Class and Crime Revisited: An Examination of SES and Adult Criminality.” *Criminology*, 38, pp. 589-632

Session 3: Economic Crisis & White-Collar Crime

September 4 – September 10: The Recession & White Collar Crime

Readings:

- (1) Shover, Neal and Peter Grabosky. 2010. “White Collar Crime and the Great Recession.” *Criminology and Public Policy*, 9, pp. 429-433. (Introduction to the Special Issue)
- (2) Levi, Michael. 2010. “Serious Tax Fraud and Noncompliance: A Review of Evidence on the Differential Impact of Criminal and Noncriminal Proceedings.” *Criminology and Public Policy*, 9, pp. 493-513. 6
- (3) Nguyen, Tomson H., and Henry Pontell. 2010. “Mortgage Origination Fraud and the Global Economic Crisis: A Criminological Analysis.” *Criminology and Public Policy*, 9, pp. 591-612.

Session 4: Understanding Race: Social Constructions & White Privilege

September 11 – September 17: Social Constructions of Ethnicity and Race

Readings:

- (1) Barak – Chapter 4 or chapter titled, “Understanding Race and White Privilege”
- (2) Phinney, J. (1996). “When We Talk About American Ethnic Groups, What do we Mean?” *American Psychologist*, 51, pp. 918-927.

Session 5: Immigration & Crime - ASSIGNMENT DUE - (Police Alternatives/Rodney King Incident – Summary/Recommendations). Due by 11:59 pm, Sunday.

September 18 – September 24: Contemporary Issues of Immigration & Crime

Readings:

- (1) Nielsen, Amie L., Matthew T. Lee, and Ramiro Martinez, Jr. 2005. "Integrating Race, Place, and Motive in Social Disorganization Theory: Lessons from a Comparison of Black and Latino Homicide Types in Two Immigrant Destination Cities." *Criminology*, 43, pp. 837-872.
- (2) Martinez, Ramiro Jr., Jacob I. Stowell, & Matthew T. Lee. 2010. "Immigration and Crime in an Era of Transformation: A Longitudinal Analysis of Homicides in San Diego Neighborhoods, 1980-2000." *Criminology*, 48, pp. 797-829.

Session 6: Gender, Crime, & Justice

September 25 – October 1: Male Privilege and the Gendered Reality of Crime

Readings:

- (1) Barak – Chapter 5 or chapter titled, "Understanding Gender and Male Privilege"

EXAM I (Exam opens at 12:00 am on 09/25/17, and closes at 11:59 pm on 10/01/17)

Session 7: Intersections & Integrations of Class, Race/Ethnicity, & Gender

October 2 – October 8: Summary Discussion of Class, Race/Ethnicity, & Gender

Readings:

- (1) Barak – Chapter 6 or chapter titled, "Understanding Privilege and the Intersections of Class, Race, and Gender"

Session 8: Class, Race, Gender, & Their Criminological Intersectionality

October 9– October 15: Interactive Model of Class, Race, & Gender

Readings:

- (1) Barak – Chapter 2 (Criminology and the Study of Class,...)
- (2) Gabbidon & Grenne – Chapter 3
- (3) Simpson, Sally S., and Lori Elis. 1995. "Doing Gender: Sorting Out the Caste and Crime Conundrum." *Criminology*, 33, pp. 47-81.
- (4) Burgess-Proctor, Amanda. 2006. "Intersections of Race, Class, Gender, and Crime: Future Directions for Feminist Criminology." *Feminist Criminology*, 1, pp. 27-47.

Session 9: Class, Race, Gender, & their Legal Intersectionality

October 16 – October 22: Relationship between Law and the Focus of this Course

Readings:

- (1) Barak – Chapter 8 or chapter titled, “Lawmaking and the Administration of ...”
- (2) Zatz, Marjorie S. 2000. “The Convergence of Race, Ethnicity, Gender, and Class on Court Decision-making: Looking Toward the 21st Century.” pp. 503-552 in Policies, Process, and Decisions of the Criminal Justice System: Criminal Justice 2000, Vol. 4, Julie Horney (ed.). Washington, D.C.: U.S. Department of Justice.
- (3) Doerner, Jill K., and Stephan Demuth. 2010. “The Independent and Joint Effects of Race/Ethnicity, Gender, and Age on Sentencing Outcomes in U.S. Federal Courts.” Justice Quarterly, 27, pp. 1-27.

Session 10: Class, Race, Gender, & Victimization

October 23 – October 29: Victimizations Relationship with Class, Race, & Gender

Readings:

- (1) Barak – Chapter 7 or chapter titled, “Victimology and Patterns of Victimization”
- (2) Gabbidon & Greene: Chapter 2

Session 11: Control of Race, Class, & Gender

October 30 – November 5: Control and Identification of Criminals

Readings:

- (1) Barak – Chapter 9 (Law Enforcement and...)
- (2) Gabbidon & Greene: Chapter 4 and Chapter 5

Session 12: The Sentencing and Imprisonment of Class, Race, & Gender

November 6 – November 12: Punishment’s Reality

Readings:

- (1) Barak – Chapter 10 (Punishment, Sentencing...)
- (2) Gabbidon & Greene: Chapter 6 and Chapter 8

*****EXAM II (Exam opens at 12:00 am on 11/06/17, and closes at 11:59 pm on 11/12/17.)**

Session 13: Diversity in the Justice-Related Service Occupations and Professions

November 13 – November 19: Class, Race, & Gendered Employment in CJ

Readings:

(1) Barak – Chapter 1

(2) Gabbidon, S., Greene, H. & Wilder, K. (2002). Still excluded? A Status of African American Scholars in the Discipline of Criminology and Criminal Justice.” Journal of Research in Crime and Delinquency, 41, pp. 384-406. 9

*******SHSU THANKSGIVING BREAK – NOVEMBER 22 - 24*******

Session 14: Crime, Justice, & Social Policy

November 20 – November 26: Equal, Restorative, & Social Justice

Readings:

Barak – Conclusion

Gabbidon & Greene: Conclusion

Session 15: Reflections

November 27 – December 3

Complete Final Discussion Board

Session 16: TAKE FINAL EXAM – December 4 – December 7

THE FINAL EXAM FOR THIS CLASS OPENS AT 12:00 am on Monday, December 4, 2017 and closes at 11:59pm on Thursday, December 7, 2017.