

**SAM HOUSTON STATE UNIVERSITY
DEPARTMENT OF
CRIMINAL JUSTICE AND CRIMINOLOGY**

**COURSE: CRIMINAL JUSTICE AND SOCIAL DIVERSITY (CRIME, JUSTICE
AND SOCIAL DIVERSITY)**

CRIJ 4385.05 (Online) - Writing Enhanced (Credit Hours: 3)

Professor: Brent Wilson, M.S., B.S.

Email: byw002@shsu.edu **Phone:** 832-620-7187

Semester/Year: Spring 2018 **Office:** Virtual

Class Day/Time: Online

Introduction

Research on criminal justice/criminology often points out the disparate rates at which minorities are involved in the criminal justice system. On the one hand, arrests, court appearances, and sentencing statistics demonstrate much higher proportions of minority involvement; on the other hand, disproportionately lower numbers of minorities have found employment in law enforcement, courts, corrections and academia. These startling facts have led some to question whether the American criminal justice system has latent class, racial/ethnic, and gendered biases that are historically rooted and continue to influence criminal justice policy.

The focus of this course will be on the perspective of those typically overlooked in the criminal justice system: the poor, racial/ethnic minorities, and women. By combining an experience-based understanding of minority communities and their interactions with the criminal justice system, with a harm-focused orientation on crime, this course will promote alternative frameworks for understanding minority issues. As a result, this course will challenge preconceived notions and confirm others. In the end, it is hoped that you will come away with a deeper, more holistic, understanding of minority issues which are rarely discussed in the academic context couched within criminal justice/criminology.

Course Objectives

1. Analyze the historical roots of how class, race/ethnicity, and gender have influenced and driven criminal justice policies and outcomes.
2. Explore theories, roles, and methods that are used in the explanation of minorities and their interaction with the criminal justice system, whether as offenders or employees.
3. Analyze information to identify the nature of the link between crime policies and class, race/ethnicity, and gender.
4. Discuss realistic and appropriate solutions to improve relationships between minorities and the criminal justice system.
5. Evaluate current events relating to minority interactions with the criminal justice system.

Required Texts

Barak, Gregg, Paul Leighton, and Jeanne Flavin. 2010. Class, Race, Gender, and Crime, (3rd or 4th edition is ok)

Reiman, Jeffrey, and Paul Leighton. 2013. The Rich Get Richer and the Poor Get Prison (9th or 10th edition is ok)

Articles (Links to University Online Library Included in Your Course Sessions – If Not, Attempt Internet – Do Not Pay for Articles on Internet – Abstract Only? – Read it!)

Burgess-Proctor, Amanda. 2006. "Intersections of Race, Class, Gender, and Crime: Future Directions for Feminist Criminology." *Feminist Criminology* 1: 27-47.

Daly, Kathleen. 2008. "Seeking Justice in the 21st Century: Towards an Intersectional Politics of Justice." *Sociology of Crime, Law, and Deviance* 11: 3-30.

Gabbidon, S., Greene, H. & Wilder, K. (2002). Still excluded? An update on the status of African American scholars in the discipline of criminology and criminal justice." *Journal of Research in Crime and Delinquency*, 41, 384-406.

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: 493-513.

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: 797- 829.

Nguyen, Tomson H., and Henry Pontell. 2010. "Mortgage Origination Fraud and the Global Economic Crisis: A Criminological Analysis." *Criminology and Public Policy* 9: 591- 612.

Phinney, J. (1996). When we talk about American ethnic groups, what do we mean? *American Psychologist*, 51, 918-927.

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: 837-872.

Schaefer, Diane. 2004. "Perceptual Biases, Graffiti, and Fraternity Crime: Points of Deflection that Distort Social Justice." *Critical Criminology* 12: 179-193.

Shover, Neal and Peter Grabosky. 2010. "White Collar Crime and the Great Recession." *Criminology and Public Policy* 9: 429-433. (Introduction to the Special Issue)

Sokoloff, Natalie J., and Ida Dupont. 2005. "Domestic Violence at the Intersections of Race, Class, and Gender." *Violence Against Women* 11: 38-64.

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.

Course Grading

Course requirements include the following independent measures of competency.

Also, this is a "W" course, which means that at least 50 percent of your course grade will derive from writing activities designed your master course objectives.

Possible Points (500):

1. Weekly Written/Discussion Participation = 70 points*
2. Assignments = 30 points (Three writing assignments/10 points each)
4. Course Paper = 100 points (7-10 pages, double-spaced, 12 pt. font, APA/MLA)
5. Exams = 300 points (3 exams to include the final exam worth 100 points each)**

Discussion Grades will NOT be entered until the end of the course!

Exams will always consist of short answer essay questions, and may include true/false, and/or multiple choice responses.

Course Grading Standard

A = 450-500

B = 400-449

C = 350-399

D = 330-384

F = 329 and Below

Assignments (Total of 30 Possible Points)

You will have three assignments related to the course content. These will be thought provoking, and will provide discussion material to go along with the textbooks. These will be simple, and are intended to explore some of the incidents involving race and violence in our current society, and are intended to enhance your Final Paper Project. One assignment will allow you to review the historic Rodney King incident and how the violence perpetrated on Mr. King might have been predicted and/or prevented. You will ponder whether there are workable alternatives to the use of deadly force that today's police forces might effectively use in their confrontations with violent individuals. You will review the findings of the Christopher Commission (a group tasked with reviewing the Rodney King incident), and include these in the short paper you will write for this assignment. Your task in all assignments is to go further and develop a set of recommendations that show innovation as well as imagination. Your Rodney King assignment should be at least two pages, utilizing Times New Roman or similar 12 font, APA or MLA format if applicable. Submit all in a doc or docx readable format.

Class, Race/Ethnicity, and/or Gender Incident Paper Guidelines for FINAL PAPER WHICH IS DUE IN SESSION 15

Overview

For the final course paper, which will relate to a Class, Race/Ethnicity or Gender Incident, you are asked to choose a recent incident or series of incidents in your hometown or state, in which class, race/ethnicity or gender were thought to be a factor in how the criminal justice system dealt with the issue. Try to stay as local to your city as possible in your choice of an incident or incidents. If this is not possible, then choose an incident from another city.

You are to imagine that you are a criminal justice consultant who has been asked by local government leadership to research the case and propose a set of strategies or interventions to prevent such an incident from taking place again. Note that you are not expected to investigate the case nor determine who is right or wrong in their actions. You are required to put your emotions aside. Within your paper, you are expected to deal with such factors as the reactions of the local community, law enforcement, and/or other criminal justice agencies or institutions (reactions to the incident...in regards to class, race/ethnicity, or gender).

Also include a comparison of your state or municipality crime statistics with those of the United States. Note especially those percentages or rates that are different from the national average. This analysis provides essential information for the analysis of the incident that you have selected. You may need to present your findings in tables, which you can attach to your project. You will submit a crime statistics project in Session 8, and include it in Paper.

Finally, you are expected to apply concepts and theories studied in this course to your analysis of the event(s), reactions to the event(s), and your recommendations.

Paper Objectives

To successfully complete the Class, Race/Ethnicity or Gender Incident project, you will be expected to:

1. Analyze your chosen incident, including descriptions of the reactions of community members, law enforcement, criminal justice agencies, and the media.
2. Recommend strategies or interventions that could prevent such incidents from happening again.
3. Compare crime statistics for the region where the incident took place to national averages, noting differences. (Use your stats from the assignment due in Session 8.)
4. Apply concepts and theories from the course toward your analysis of the incident.

5. State known facts about the incident and cite relevant research. Remember that you are to imagine that you are a criminal justice consultant who has been asked by local leadership to research the case and propose a set of strategies or interventions to prevent such an incident from taking place again. You are expected to write your paper from the viewpoint of a criminal justice consultant.

Attendance Policy

You are expected to make a minimum of two substantive postings per week (with the initial posting put forth by 11:59pm [CST] on Wednesday night of each week). Your discussion should be completed by 11:59pm on Sunday night of each week. Please note that your initial posts to the discussion questions must be a minimum of 200 words and, if they are not, you may not receive credit for that week's discussion. Your responses to your fellow classmates should be contributions that "add" to and advance the quality of the discussion. In a course, such as this, you should never leave your fellow classmate with a thought, question, or statement that does not force them/you to think beyond their/your current position. Discussions that feature responses of "Good job!" and "I agree" as the *only* response are not acceptable, and not a "writing enhanced" approach.

Make up Exams/ Illness

Make up exams will be given only if a student has [1] contacted the instructor prior to the exam; and [2] has a University recognized absence which includes illness documented by a physician, religious observance, and participation in University activities at the request of University authorities. Official documentation must be provided.

Academic Dishonesty

Students are expected to do their own work on all assignments and exams, unless otherwise noted. Some of your written coursework submitted may be evaluated by Turn-It-In.com for signs of plagiarism. Violations of academic integrity will result in a grade of "F" on parts of the course, a failure of the entire course, or a recommendation for suspension from the University. See policy at Dean of Student's Office (http://www.shsu.edu/~slo_www/)

Students with Disabilities

If you are visually, hearing or physically impaired, have a learning disability, and/or have a communication disorder that may affect your performance in this class, please notify the professor as soon as possible so that provisions may be made to better ensure that you will have an equal opportunity to meet the requirements of the class. Also see <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf> for the disabled student policy.

Student Absences on Religious Holy Day Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. /dept/academic-affairs/documents/aps/students/861001.pdf

Email

Emails sent through the University email system will be responded to via your student account. It is YOUR responsibility to check your emails regularly and to make sure you are receiving messages. **ALWAYS** place your full name, class number, and section number in the subject line, when sending an email to the instructor.

Writing Center

Located in Wilson 114, and normally open Monday-Thursday from 8 a.m. until 7 p.m. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in any subject. You can drop by to work with a tutor or call 936-294-3680 to schedule an appointment. Students are responsible for abiding by all published rules and regulations as printed in the "Undergraduate Catalogue, Student Guidelines," and in other official university publications.

Course Schedule

***Subject to change at the discretion of the professor to accommodate the pace of the class.**

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

Session 1: Class, Race, and Gender Course Introduction

January 17 – January 21 Introduction

Readings:

Barak, Leighton, & Flavin: (pgs. xi-xxxvi & skim the conclusions of book chapters) Reiman & Leighton:

Introduction

Session 2: Class, Crime, & Justice

January 22 – January 28 Understanding Class: Wealth, Inequalities, & Corporate Power

Readings:

Barak - Chapter 3

Hagan, John. 1992. "The Poverty of a Classless Criminology." *Criminology* 30: 1-19

Dunaway, R. Gregory, et al. 2000. "The Myth of Social Class and Crime Revisited: An Examination of SES and Adult Criminality." *Criminology* 38:589-632

Session 3: Economic Crisis & White-Collar Crime

January 29 – February 4 The Recession & White Collar Crime Readings:

Shover, Neal and Peter Grabosky. 2010. "White Collar Crime and the Great Recession." *Criminology and Public Policy* 9: 429-433. (Introduction to the Special Issue)

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: 493-513

Nguyen, Tomson H., and Henry Pontell. 2010. "Mortgage Origination Fraud and the Global Economic Crisis: A Criminological Analysis." *Criminology and Public Policy* 9: 591-612.

***February 1st is the last day to drop fall courses or labs with a "Q".**

Session 4: Understanding Race: Social Constructions & White Privilege

February 5 – February 11 Social Constructions of Ethnicity and Race

Readings:

Barak – Chapter 4

Phinney, J. (1996). When we talk about American ethnic groups, what do we mean? *American Psychologist*, 51, 918-927.

Session 5: Immigration & Crime - ASSIGNMENT DUE (POLICE ALTERNATIVES/RODNEY KING INCIDENT)

February 12 – February 18 Contemporary Issues of Immigration & Crime

Readings:

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: 837-872.

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: 797-829.

Session 6: Gender, Crime, & Justice - ASSIGNMENT DUE (INCIDENT SELECTION/CHOOSE THE TOPIC FOR YOUR FINAL PAPER)

February 19 – February 25 Male Privilege and the Gendered Reality of Crime

Readings:

Barak – Chapter 5

EXAM I (Exam opens at 12:00 am on 02/19/18 and closes at 11:59 pm on 02/25/18)

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

February 26 – March 4 Summary Discussion of Class, Race/Ethnicity, & Gender

Readings:

Barak – Chapter 6

Session 8: Class, Race, Gender, & Their Criminological Intersectionality -
ASSIGNMENT DUE (CRIME STATS) *Submit in Session 8 AND as an attachment to
your Final Paper.*

March 5 – March 11 Interactive Model of Class, Race, & Gender

Readings:

Barak – Chapter 1 and Reiman - Appendix II

Simpson, Sally S., and Lori Elis. 1995. "Doing Gender: Sorting Out the Caste and
Crime Conundrum." *Criminology* 33: 47-81.

Burgess-Proctor, Amanda. 2006. "Intersections of Race, Class, Gender, and Crime:
Future Directions for Feminist Criminology." *Feminist Criminology* 1: 27-47.

SPRING BREAK
March 12th-March 18th
NO CLASS

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

March 19 – March 25 Relationship between Law and the Focus of this Course

Readings:

Barak – Chapter 8

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.

Daly, Kathleen. 2008. "Seeking Justice in the 21st Century: Towards an Intersectional
Politics of Justice." *Sociology of Crime, Law, and Deviance* 11: 3-30.

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: 1-27.

Session 10: Class, Race, Gender, & Victimization

March 26 – April 1 Victimization Relationship with Class, Race, & Gender

Readings:

Barak – Chapter 7

Sokoloff, Natalie J., and Ida Dupont. 2005. "Domestic Violence at the Intersections of Race, Class, and Gender." *Violence Against Women* 11: 38-64.

Session 11: Control of Race, Class, & Gender

April 2 – April 8 Control and Identification of Criminals Readings:

Barak – Chapter 9 and Reiman – Chapter 1

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

April 9 – April 15 Punishment's Reality Readings:

Barak – Chapter 10 and Reiman – Chapter 3

EXAM II (Exam opens at 12:00 am on 04/09/18, and closes at 11:59 pm on 04/15/18)

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

April 16 – April 22 Class, Race, & Gendered Employment in CJ Readings:

Barak – Chapter 2

Gabbidon, S., Greene, H. & Wilder, K. (2002). Still excluded? An update on the status of African American scholars in the discipline of criminology and criminal justice." *Journal of Research in Crime and Delinquency*, 41, 384-406.

Session 14: Crime, Justice, & Social Policy

April 23 – April 29 Equal, Restorative, & Social Justice Readings:

Barak - Conclusion and Reiman - Appendix I

Criminal Justice or Criminal Justice Readings:

Reiman - Conclusion

Session 15

Prepare for Final:

April 30 – May 6

!FINAL PAPER DUE! *BE SURE TO FOLLOW FINAL PAPER GUIDELINES*

Session 16: ALL PROJECTS DUE/ TAKE FINAL EXAM

May 7 (Mon) – May 10 (Thurs)

SHSU FINAL EXAMS WEEK

YOUR FINAL EXAM WILL OPEN MAY 7th (MON), AT 12:00 AM AND CLOSE MAY 10th (THUR) AT 11:59 PM – REMEMBER TO SAVE YOUR RESPONSES OFTEN, BUT DO NOT SUBMIT EXAM UNTIL YOU ARE DONE – YOU WILL HAVE 3 HOURS – FINAL EXAM IS NOT COMPREHENSIVE.