

SAM HOUSTON STATE UNIVERSITY

Department of Criminal Justice and Criminology

CRIME, JUSTICE AND SOCIAL DIVERSITY

CRIJ 4385 (Online) - Credit Hours: 3

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Semester/Year: Spring 2018 January 17 – May 4, 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 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 anticipated 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 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.

Prerequisites: CRIJ 2361, CRIJ 2362, CRIJ 3378 .

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 Text

Multiculturalism and the Criminal Justice System, (1st ed. 2015) Hanser, R. and Gomila, M.
ISBN: 13: 978-0-13-215597-7

Course Grading

Course requirements include the following independent measures of competency:

Possible Grade Points (1,000);

1. Discussion Participation @ 14; up to 25 points per or a total of 350 points
2. Writing Assignments @ 7 written essays, worth up to 50 points each or a total of 350 points
3. Term Paper: worth up to 100 points.
4. Final Exam: worth up to 200 points: 100 questions @ 2 points per). The Final Exam will consist of short-answer, essay, multiple choice, or True and False questions.

Course Grading Standard

A = 900 – 1,000

B = 800 – 899

C = 700 – 799

D = 600 – 699

F = 599 or less

Incompletion of Course

There is NO provision for granting a student of 'I' or incomplete.

Term Paper (Up to 100 points)

You are expected to complete a scholarly paper showing your mastery of the subject you elect to write about. That subject may be from any of the chapters (or multiple chapters) in the textbook, or a current issue closely related to the material in the textbook.

The construct of the paper must follow this general APA style: (a) Cover page: 4 lines, centered on a plain white page; Line 1 – The name of your paper, Line 2 – Your name, Line 3 – Course name and number (include section), Line 4 – Date of submission.

(b) Abstract consisting of about 250 words.

(c) 7 – 8 pp. of written text. Most of the paper should be original thinking on your part that is supported by materials you've extracted from at least 5 (five) independent resources. Your resources should consist of media articles (print or electronic), journal articles, books, or research articles. A minimum of 7 FULL pages – meaning to the bottom of the page.

(d) Works Cited (or Reference) page. Each resource used should be properly identified on this page.

If you have a copy of 6th edition *Publications Manual* (APA) it would behoove you to review it (especially when you list citations, either in-text or on the works cited page. OR, download a copy of Russ Dewey's APA crib sheet from www.wooster.edu/psychology/apa-crib.html. At a minimum, you should have a running head and the pages should be numbered appropriately.

Writing Assignments (Total of 350 Possible Points)

You will have 7 (seven) written essays related to the course content. These will be thought provoking, and will provide discussion material to go along with the textbooks. These are intended to explore some of the issues involving race, ethnicity, and gender in the criminal justice system. You have the opportunity to select topics of your own choosing on subjects found in the textbook. You may deviate from the broad material presented in your textbook if you present material which is thought-provoking and challenges the status quo.

All papers must be APA style, using Times New Roman font with 12-point type. Each paper will contain a minimum of two full pages of typed material. You must reference a minimum of two resources exclusive of your assigned textbooks. No cover page is required but the following information must be in the upper left-hand corner of the first page; student name, course name/number, the paper's sequential number and the date submitted. Your references must be listed properly on an attached last page. All papers must be in a doc or doc.x readable format. If there is no submission ability in Blackboard, your work may be submitted to me through campus email at jsl001@shsu.edu.

Basically, after reading the assigned material, you will write a synopsis of the material in your own words. Your essay will be supplemented with information extrapolated from two independent sources on the internet or from a library. The resources must be used in a manner which supports or defends your position.

Discussion Board Attendance Policy (Total of 350 Possible Points)

You are expected to make a minimum of three substantive postings per week (with your initial posting put forth by 11:59pm [CST] on Wednesday night of each week [you will likely lose points if posted late] The exception is the first week, where your first post is due Friday at the normal time). Your discussion responses should be completed by 11:59pm on Sunday night of each week (posting your responses at the end of the day on Sunday will likely not allow your classmates an opportunity to respond to you, therefore you may lose overall points). Please note that your initial post to each discussion questions must be a minimum of 150 words, and if not, you may not receive credit for that week's discussion. Your response(s) to your fellow classmates should be contributions that "add to" and advance the quality of the discussion. If, in any post you wrote "statistics say..." or "according to the data," etc. you MUST include your resource to qualify your statement(s), if not qualified, it may cost you points.

In a course, such as this, you should never leave your fellow classmate with a thought, question, or statement that does not force them or you to think beyond their/your current position. Discussions that feature responses of: "Good job!" and "I agree" as the only responses are not acceptable.

Lateness and Make-up Exams

Your assigned work (excluding discussion board participation) may be accepted with a possible reduction of total points. The only examination is the final and there is no provision for "make-up."

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/academicaffairs/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. **NOTE:** as I am instructing multiple sections of this class; always place your full name, class number, and section number in the subject line, when sending an email to the instructor, otherwise I may be unable to respond.

Writing Center

Located in Wilson 114, and normally open Monday-Thursday from 8 a.m. until 7p.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.

Grading Schedule

Grading will be done at the conclusion of the semester. The instructor reserves the right to grade on a "curve" to the greater benefit of the class. Accumulated points, not necessarily on a pre-set scale, will determine the students' grades, as effort, perseverance, and commitment are keys to success.

General Attendance Policy

In order for you to earn the best possible grade and derive the most benefit from the material offered in this course, student should plan to spend approximately 4 hours each week in writing and reading materials required in this course, challenging your classmates when you think appropriate as well as planning for your term paper and preparing yourself for your final examination. Although there is no way to track that; it will reveal your commitment in how you respond to discussion question and your written essays.

Course Schedule

Session 1: January 17 – January 21, 2018:

Readings: Chapter 1: *Minorities, Diversity, Multiculturalism, Globalization, and the Criminal Justice System.*

Discussion Board: How will proposed deportation of individuals identified under DACA (Deferred Action for Childhood Arrivals) impact the American court system?

Session 2: January 22 – January 28, 2018:

Readings: Chapter 2: *Assimilation, Acculturation, Stereotyping, and Classism in a Democratic Society*

Essay Assignment 1 is due by 11:59pm January 28, 2018

Discussion Board: In this chapter, America being a ‘melting pot’ is discussed. Some people have suggested America is more of a ‘fruit salad.’ Waves of immigrants from the early 20th century wished to totally assimilate into the America way-of-life. Some immigrant groups in the 21st century often refuse to assimilate and wish to cling to their customs and culture from their previous domicile. How will American society (in particular the criminal justice system) be affected?

Session 3: January 29 – February 4, 2018:

Readings: Chapter 3: *Minorities Based on Age and Disability*

Discussion Board: This chapter discusses the “Memphis Model” of crisis intervention by police and mental health care providers. Discuss your thoughts on the effectiveness of this model and research if your community is using this model or is there another model being followed by first-responders.

Session 4: February 5 – February 11, 2018:

Readings: Chapter 4: *Minorities Based in Gender and Sexual Preference*

Essay Assignment 2 is due at 11:59pm, February 11, 2018

Discussion Board: Discuss your thoughts on the current wave of sexual harassment and sexual assault charges being made against media personalities, media and political figures in the United States. Have members of the criminal justice system (judges, law enforcement executives, or prison wardens) been accused of these types of offenses? Have police officers and prison guards been accused of these offenses by their respective prisoners or inmates?

Session 5: February 12 – February 18, 2018:

Readings: Chapter 5: *Cultural Competence and Intercultural Communication*

Discussion Board: Should American criminal justice practitioners be required to speak a second language? If so, should they be compensated for this competency? Or should the American criminal justice system adopt a policy of “English First,” since English is the de facto language of government and commerce in the United States.

Session 6: February 19 – February 25, 2018:

Readings: Chapter 6: *Law Enforcement and Minorities: Specific Demographic Groups, Victims, and Offenders*

Essay Assignment 3 is due by 11:59pm, February 25, 2018

Discussion Board: Discuss your thoughts on the victimization of Americans based on their ethnicity, race, and religious affiliation. Who (group) has been the highest victimized within each category? Research the FBI’s Uniform Crimes Report (UCR)/NIBRS as a basis for your response.

Session 7: February 26 – March 4, 2018:

Readings: Chapter 7: *Law Enforcement and Minorities: Community Relations, Hiring, and Training*

Discussion Board: What are the benefits of having a more diverse law enforcement agency? How will that possibly affect relations with the community? Do you see a downside?

Session 8: March 5 – March 11, 2018:

Readings: Chapters 8: *The Courts and Minorities* and Chapter 9: *Minorities in the Court System*

Essay Assignment 4 is due by 11:59pm, March 11, 2018

Discussion Board: Discuss your thoughts on the “Implicit Association Test” (IAT) and how it affected implicit biases in the courtroom.

March 12 – March 18, 2018; Spring Break: No class activities.

Session 9: March 19 – March 25;

Chapter 10: *Corrections, Classism, Poverty and Minority Groups*

Essay Assignment 5 due by 11:59pm, March 25, 2018

Discussion Board: Discuss the current correlation between the American penal system and minority citizens.

Session 10: March 26 – April 1, 2018;

Readings: Chapter 11: *Corrections and Minorities: Minorities, Gang Affiliation, Gender and Staff Issues*

Discussion Board: Discuss the historical correlation between government confinement and minority offenders.

Session 11: April 2 – April 8, 2018;

Readings Chapter 12: *Juvenile Minority Wellness and Health Disparities, Gender, Sexual Identity, Youth Culture, and Social Class*

Essay Assignment 6 is due 11:59pm, April 8, 2018

Discussion Board: Discuss your thoughts on the premise; The nation's juvenile detention centers are ill-equipped to handle transgender teens, leaving them vulnerable physical and psychological trauma.

Session 12: April 9 – 15, 2018;

Readings: Chapter 13: *Types of Juvenile Offending, Gang Affiliation by Race and Gender, and Disproportionate Minority Contact in the Juvenile System*

Discussion Board: Discuss your thoughts on the “disproportionate minority contact” (DMC) in the American juvenile justice system.

Session 13: April 16 – April 22, 2018;

Readings: Chapter 14: *Cultural Competence Training, Assessment and Evaluation of Cultural Competence, and Evidence-Based Practices in Culturally Competent Agencies*

Essay Assignment 7 is due by 11:59pm, April 22, 2018

Discussion Board: What is “evidence-based practice” (EBP). How does this apply to the needs of an organization?

Session 14: April 23 – April 29, 2018

Readings: Chapter 15: *Future Multicultural Trends in Criminal Justice*

Discussion Board: Where do you see how the criminal justice system will improve in future relations with minority individuals and groups?

Session 15: April 30 – May 6

Prepare for Final Examination

Term paper is due by 11:59pm, May 6, 2018

May 6 – 10, 2018

Final Examination Administered May 6, 2018 at 11:59 pm until May10, 2018 at 5:00 pm
(CST)