



Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: **CRIMINOLOGY AND CRIMINAL JUSTICE**

COLLEGE: **DESIGN AND SOCIAL INQUIRY**

RECOMMENDED COURSE IDENTIFICATION:

PREFIX CCJ COURSE NUMBER 6669 LAB CODE (L or C) _____

OBTAINED PROPOSED COURSE NUMBER FROM *RISA POLANSKY AT RPOLANSK@FAU.EDU*

COMPLETE COURSE TITLE: **CLASS, RACE, AND GENDER IN CRIMINAL JUSTICE**

EFFECTIVE DATE

(first term course will be offered)

FALL 2012

CREDITS: **3**

TEXTBOOK INFORMATION: **1. CLASS, RACE, GENDER, AND CRIME: THE SOCIAL REALITIES OF JUSTICE IN AMERICA BY GREGG BARAK, PAUL LEIGHTON, JEANNE FLAVIN. ROWMAN & LITTLEFIELD, 2010 2. RACE AND CRIMINAL JUSTICE BY HINDPAL SINGH BHUI, SAGE, 2008 3. CRIME CONTROL AND WOMEN: FEMINIST IMPLICATIONS OF CRIMINAL JUSTICE POLICY BY SUSAN L. MILLER. SAGE PUBLICATIONS, 1998**

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: **THIS COURSE IS AN EXAMINATION OF HOW CLASS, RACES, AND GENDER STRUCTURE EXPERIENCES WITHIN THE CRIMINAL JUSTICE SYSTEM. IT EXPLORES CLASS, RACE, AND GENDER IN TERMS OF CRIMINAL VICTIMIZATION, PATTERNS OF OFFENDING, AND ROLES WITHIN EACH PART OF THE CRIMINAL JUSTICE SYSTEM—POLICE, COURTS, AND CORRECTIONS.**

PREREQUISITES *: **NONE**

COREQUISITES*: **NONE**

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: **NONE**

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: **PHD IN CRIMINOLOGY, CRIMINAL JUSTICE, OR SOCIOLOGY**

Faculty contact, email and complete phone number:
 Dr. Rachel Santos, rboba@fau.edu, 561-297-3240

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.
 Sociology

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

Date:

ATTACHMENT CHECKLIST

♦ **Syllabus** (see guidelines for requirements: <http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)

♦ **Written consent** from all departments affected by new course

Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

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School of Criminology and Criminal Justice
CCJ 6669 CLASS, RACE, AND GENDER IN CRIMINAL JUSTICE (3 Credits)
Dr. Rachel Boba Santos

Syllabus

Office:	SO 213
Office Hours:	1:30 to 3:30 pm on Class days or by appointment
Office Phone:	561-297-3240
Email:	rboba@fau.edu
Required Books:	<ol style="list-style-type: none">1. <i>Class, Race, Gender, and Crime: The Social Realities of Justice in America</i> By Gregg Barak, Paul Leighton, Jeanne Flavin. Rowman & Littlefield, 20102. <i>Race and Criminal Justice</i> By Hindpal Singh Bhui, Sage, 20083. <i>Crime Control and Women: Feminist Implications of Criminal Justice Policy</i> By Susan L. Miller. Sage Publications, 1998

Course Description: This course is an examination of how class, race, and gender structures experiences within the criminal justice system. It explores the relationships among class, race, and gender in terms of criminal victimization, patterns of offending, and roles within each part of the criminal justice system—police, courts, and corrections.

Class Objectives: The following are the learning objectives for this class. At the end of successfully completing this course, students will be able to:

- Understand the underlying theories that frame class, race, gender, and crime
- Evaluate how class impacts crime and the criminal justice system
- Examine the role of race in crime and the criminal justice system
- Understand how gender impacts victimization and offending in the criminal justice system
- Understand the nature of crime and victimization rates in the context of class, race, and gender
- Apply theory and critical thinking to understanding the complex relationships among class, race and gender in crime and the criminal justice system

Class Professionalism: You are responsible for your success in this class. All interaction should be done with professionalism in your attitude, behavior, appearance, correspondence, and in the quality of your work. You should act as though you are working with colleagues in a criminal justice agency or a research organization.

Use of Technology: Emails sent to the professor should ALWAYS be sent from your MYFAU account (the professor will not respond to other email addresses). You should sign your full name at the end of each email and treat them as professional memoranda using correct capitalization, punctuation, grammar, etc. In addition, you are responsible for the successful delivery of any electronic correspondence to the professor or on Blackboard. That is, you should not assume the professor has received your email until you receive a response, and you should always double check Blackboard when you post anything. Technology not working is not an excuse for missing an assignment, so you should allow plenty of time BEFORE an assignment is due to account for any problems that may arise with the technology. When the professor sends you an email request or responds to your email, you should always send a reply confirming you have received the email as well.

OWL Card: You must have an OWL Card to access the FAU Library (through EZproxy) from home.

Class Requirements: The total number of points in the class is 500. A description of the point allocation is included in the following pages.

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Participation (20 points): Participating online, in class discussion, and in group work is important in a graduate level course. A professional level of discussion is expected of all students. This includes asking questions of other class members and challenging each other's points of view. All arguments should be supported with facts or theory and are not just "your opinion." In any discussion, courtesy toward classmates and the professor is expected, including not interrupting, making one's point short, not dominating or cutting off others. Participation points will be given at the end of the course based on your in class and Blackboard participation.

Main Conclusion Assignments (150 points): There are peer reviewed journal article readings selected weeks of the class. In these assignments, you will prepare a write up of two main conclusions of each chapter that is assigned for the week. There are five of these types of assignments worth 30 points each for a total of 150 points. See course schedule below for specific due dates and readings. These will be turned into Blackboard before 6:00 pm on the day they are due. No late assignments will be accepted, which means any assignment turned in on Blackboard after 6:00 pm on the due date or not turned into Blackboard will receive a zero. An additional handout will provide the specific guidelines for completing these assignments.

In Class Assignments (50): At the beginning of selected classes (see schedule below), the professor will provide you with one to two critical thinking questions based on the readings you have done in the class up to that date, but will focus primarily on the reading assignments due that week. The questions will be handed out at the beginning of class, and you will have 20-30 minutes (depending on the questions) to hand write the answers using any articles or resources you have on hand. Each assignment is worth 10 points for a total of 50 points and will be graded on the thoughtfulness and substance of your answer. Please bring notebook paper to use for these answers and write legibly, as an illegible answer can not be graded. There are no make ups for these assignments, if you miss class. If you arrive late to class, you will only get the remaining time to complete your answer (i.e., not the full 20 or 30 minutes).

Paper (280 points): The class paper will include a comprehensive, organized literature review on a topic dealing with class, race, and/or gender in the criminal justice system that presents two sides of an issue (e.g., pro and con). As part of the paper, you will choose a side and provide evidence why you think it is better. You may use a topic that is covered in class as well as other related topics approved by the professor. The following are four distinct tasks that make up the paper assignment (see due dates for each in the class schedule below):

1. **Paper Topic Approval (no points):** All paper topics must be approved by the professor, and can only be changed with permission of the professor. Guidelines for the process of your paper topic approval will be provided in a separate handout.
2. **Outline and References (50 Points):** You will prepare an outline and list of references for your paper topic in the middle of the semester once your topic has been approved. More information will be provided about the guidelines for this assignment at a later time.
3. **Final Paper (200 Points):** The final paper will be about 20 and 25 pages and will utilize between 15 and 20 references. It will be due on the final day of class. More information will be provided about the guidelines of the paper at a later time.

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4. *Paper Abstract (30 points):* You will write a brief overview of your paper (between 300 and 500 words) summarizing each side of the issue you selected as well as the position you have taken and why. More information will be provided about the guidelines of the paper at a later time.

Course Schedule: The following is the schedule for the course that includes the required reading for each week and when the three types of assignments are due. All assignments are to be submitted in Blackboard by 6:00 pm on Monday of the week they are due.

Week 1

Readings: None

Assignment Due: None

Week 2

Readings

Barak et al. Chapter: Criminology and the Study of Class, Race, Gender, and Crime

Bhui Chapter: Introduction

Miller Chapter: Introduction

Assignment Due: None

Week 3

Readings

Barak et al. Chapter: Criminal Justice Work and the Crime Control Enterprise

Bhui Chapter: Policy, Practice and Experience

Assignment Due: Main Conclusion Assignment #1

Week 4

Readings

Barak et al. Chapter: Understanding Class and Economic Privilege

Barak et al. Chapter: Understanding Privilege and the Intersections of Class, Race, and Gender

Assignment Due: In Class Assignment #2

Week 5

Readings

Barak et al. Chapter: Understanding Race and White Privilege

Bhui Chapter: Key Concepts and Theories about 'Race'

Bhui Chapter: Criminology, Contemporary Society and Race Issues

Assignment Due: Final Paper Topic Approval

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Week 6

Readings

Barak et al. Chapter: Understanding Gender and Male Privilege
Miller Chapter: Women, Public Policy and Social Control
Miller Chapter: Civil Forfeiture of Property

Assignment Due: Main Conclusion Assignment #3

Week 7

Readings

Barak et al. Chapter: Victimology and Patterns of Victimization
Miller Chapter: The Victimization of Women as Innocent Owners and Third Parties

Assignment Due: In Class Assignment #4

Week 8

Readings

Barak et al. Chapter: Law Making and the Administration of Criminal Law
Barak et al. Chapter: Law Enforcement and Criminal Prosecution

Assignment Due: Paper Outline

Week 9

Readings

Bhui Chapter: Policing and Race Equality
Bhui Chapter: Policing Racist Hate Crime

Assignment Due: Main Conclusion Assignment #5

Week 10

Readings

Miller Chapter: The Tangled Web of Feminism and Community Policing
Miller Chapter: Investigating the Impact of the 'War on Drugs' on the Incarceration of Black Females

Assignment Due: In Class Assignment #6

Week 11

Readings

Barak et al. Chapter: Punishment, Sentencing, and Imprisonment
Bhui Chapter: Prisons and Race Equality

Assignment Due: Main Conclusion Assignment #7

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Week 12

Readings

Bhui Chapter: The Probation Service and Race Equality
Miller Chapter: Incarcerated Mothers and Children's Visitation Programs
Miller Chapter: Parenting through Prison Walls

Assignment Due: In Class Assignment #8

Week 13

Readings

Miller Chapter: Masculinities, Violence and Communitarian Control
Bhui Chapter: Racism, Ethnicity and Drug Misuse
Bhui Chapter: Asylum Seekers, Refugees and Criminal Justice

Assignment Due: Main Conclusion Assignment #9

Week 14

Readings

Bhui Chapter: Foreign National Prisoners
Bhui Chapter: Minority Muslim Communities and Criminal Justice
Bhui Chapter: Stigmatized UK Faith Identities Post 9/11 and 7/7

Assignment Due: In Class Assignment #10

Week 15

Readings

Bhui Chapter: Gender, 'Race' and the Criminal Justice Process
Miller Chapter: Gender, Class and Race in Three High Profile Crimes

Assignment Due: None

Week 16

Readings: None

Assignment Due: Paper Abstract and Final Paper

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Bibliography (Recommended Readings)

- Brunson, R. K., & Miller, J. (2006). Gender, race, and urban policing: The experience of African American youths. *Gender & Society, 20* (4), 531-552.
- Doerner, Jill K., & Demuth, S. (2010). The independent and joint effects of race/ethnicity, gender, and age on sentencing outcomes in U.S. Federal Courts. *Justice Quarterly, 27* (1), 1-27.
- Gabbidon, S.L., Higgins, G.E., & Potter, H. (2011). Race, gender, and the perception of recently experiencing unfair treatment by the police: Exploratory results from an all-black sample. *Criminal Justice Review, 36* (1), 1-21.
- Haynie, D.L., & Armstrong, D.P. (2006). Race- and gender-disaggregated homicide offending rates. *Homicide Studies, 10* (1), 3-32.
- Lambert, E.G., Paoline, E. A., Hogan, N.L., & Baker, D.N., (2007). Gender similarities and differences in correctional staff work attitudes and perceptions of the work environment. *Western Criminology Review, 8* (1) 16-31.
- Like-Haislip, T.Z., & Warren, P.Y. (2011). Routine inequality: Violent victimization at the intersection of race and ethnicity among females. *Violence & Victims, 26* (1), 88-102.
- Michel, C., & Cochran, J.K. (2011). The effects of information on change in death penalty support: Race- and gender-specific extensions of the Marshall Hypotheses. *Journal of Ethnicity in Criminal Justice, 9* (4), 291-313.
- Stroshine, M.S., & Brandl, S.G. (2011). Race, gender, and tokenism in policing: An empirical elaboration. *Police Quarterly, 14* (4), 344-365.

Grading: The grading scale is as follows:

93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	59 – 0	F

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Syllabus subject to change.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Acadmic_Integrity.pdf.

Continuation in the program requires satisfactory progress toward degree completion. Evidence of such progress includes maintenance of an overall 3.0 cumulative GPA. For each course, no grade lower than “C-” is acceptable to fulfill program requirements. Students who do not maintain the required 3.0 cumulative GPA are placed on academic probation during the semester immediately following the one in which their cumulative GPA dropped below 3.0. Failure to regain a 3.0 cumulative GPA within two successive semesters thereafter will result in dismissal from the program. Students may also be dismissed at any time that they are not making satisfactory progress toward completion of the degree.

The grade of “Incomplete” will be given only in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. If a majority of the course cannot be completed, the incomplete will not be given. The student must be passing the course in order to receive an incomplete. The work must be made up within the next semester or it will automatically convert to the grade received without credit for the incomplete work. “Incompletes” do not erase any grades already earned.

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) in Boca Raton, SU 133 (561-297-3880); in Davie, MOD1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) and follow all OSD procedures.

Recording of classes will not be allowed without permission from the professor or as part of disabilities requirements.