**Florida Atlantic University**

**School of Criminology & Criminal Justice**

**CCJ 4662: RACE, ETHNICITY & CRIMINAL JUSTICE**

**Fall 2017 – 3 Credits**

*Ignorance and prejudice are the handmaidens of propaganda. Our mission, therefore, is to confront ignorance with knowledge, bigotry with tolerance, and isolation with the outstretched hand of generosity. Racism can, will, and must be defeated.*

Kofi Annan

*Crime seems to change character when it crosses a bridge or a tunnel. In the city, crime is taken as emblematic of class and race. In the suburbs, though, it's intimate and psychological – resistant to generalization, a mystery of the individual soul.*

 Barbara Ehrenreich

**Instructor:** *Vaughn J. Crichlow, PhD, LLB*

**Meeting time and Location:** *Tuesday and Thursday 12:30 pm – 1:50 pm; GS 109*

**Office Hours:** *Monday: 9:30 am – 11:30 am; Wednesday: 9:30 am – 11:30 am; Or by appointment*

**Contact Phone Number:** 561-297-4171

**Email:** *vcrichlow@fau.edu*

**Welcome!**

*Dear Students, This could be the most important course you will ever take. I expect it to enrich your learning experience by increasing your capacity for critical thinking and problem-solving, and also challenge your personal prejudices and beliefs. There may be moments of intensity and even controversy, but my hope is that in the end you will be proud of what you have achieved.*

*In our time, we have seen numerous reports of racial conflict and tragic incidents involving race and criminality almost on a daily basis. There is a heated national and global discourse about problems of racial disparities in systems of justice and in the treatment of undocumented immigrants. The field of criminology and criminal justice cannot ignore these issues. We must engage them head on!*

*With these issues in mind, this course is designed to provide an overview of the contemporary response to race and crime in the United States. The study of race, ethnicity, crime (and class) must be grounded in a critical, reflexive framework that allows for rigorous debate about social inequality, its origins, and its consequences. We will explore the social construction of racial identity, racial and ethnic relations in society, racial differences in crime and violence, and racial and ethnic disparities in the justice system. This understanding will help to equip us with the necessary tools for eradicating racism.*

*I commend you for your courage in signing up for this journey. I look forward to helping you achieve your educational goals. If you have any questions or concerns, please feel free to send me an email or stop by during office hours. – VJC*

**Course Description**

This course utilizes a variety of theoretical and empirical readings to examine three interconnected domains surrounding the intersection of race, ethnicity, class, crime, and criminal justice. It explores racial and ethnic relations in society, racial differences in crime and violence, and racial and ethnic disparities in the justice system. It draws on social and legal research to examine the social construction of racial identity, the causes of racial differences in offending, and the consequences of race and ethnicity in criminal case processing. The goal of the course is to provide a foundation for critically assessing the often controversial issues surrounding race, ethnicity, crime, and criminal justice in society.

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Recognize the social construction of race in America and how it influences social institutions.
2. Discuss the history of racial oppression, discrimination and conflict in America and how it has contributed to institutional racism and other social problems.
3. Identify theoretical perspectives that can explain problems with criminality as well as the criminalization of racial and ethnic minorities.
4. Explain the intersectionality of race, ethnicity, class, crime and criminal justice.
5. Recognize that racial disparities in and of themselves do not necessarily amount to racism.
6. Assess the extent to which police, courts and corrections agencies produce unbiased outcomes and serve the needs of all communities regardless of race, ethnicity and class.
7. Discuss the role of politics in shaping policies that create a suspect class of citizens and perpetuate inequality.
8. Identify ways to address racial disparities in the criminal justice system.

**Course Delivery Mode**

This course will be delivered mostly in person, however, there will be some online content. You must log into Blackboard with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. [Link to Office of Information Technology Help](http://www.fau.edu/oit/accounts/index.php).

The course is organized into units with dates provided for each unit. Dates and durations for each unit may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning unit to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent unit.

**Required Text and Materials**

Gabbidon, S. L. & Greene, H. T. (2015). Race and Crime, 4th Edition. Los Angeles: SAGE Publications. ISBN-13: 978-1483384184.



**Minimum Technical Skills Requirements for This Course**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Blackboard (including taking tests, attaching documents, etc.).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Creating and posting to a discussion board, blog, or wiki.
9. Searching the FAU library and websites.

**Course Assessments, Assignments, Grading Policy, and Course Policies**

***Reflective Journal (10%):*** Students must create a journal based on their personal reaction to prompts pertaining to class race, ethnicity and criminal justice. Students are encouraged to be creative. A journal entry can be in the form of a video or a written response. Students must submit two journal entry assignments. The journal is worth 10% of the final course grade. **Further instructions will be posted on Blackboard.**

***Assessments (50%):*** There will be face-to-face and online assessments throughout the semester for 50% of the total grade. Assessments will be based on assigned readings, as well as information presented during class discussions and presentations. The assessments may comprise open-book tests, quizzes, timelines, concept maps, descriptive charts and short papers. The instructions for the assessments will be handed out in class.

***News Media Critique/Presentation (20%):*** This assessment requires a 15-minute presentation (The presentation will be timed by the instructor). Students will be given the option of working in groups of 2 or 3 persons (maximum). Students who do not find group members to work with during the first two weeks of class will be asked to do a solo presentation. Students must select content from respected news media sources (e.g., NPR, New York Times, Washington Post, Atlantic Monthly, CNN, Fox News), regarding race and crime. Students must do the following: Explain how your selected content is applicable to race and crime. Critique at least two news media sources. Compare and contrast how each news source depicts the relevant content. Students are advised to select sources with opposing views or opinions on the same incident. Students must present their findings in class with visual aids (e.g. audio, video or PowerPoint). This project is worth 20% of the final course grade. **Any visual content used must be submitted on Blackboard by 11:59 pm on the night before the presentation.** **Instructions will be posted on Blackboard.**

***Final Project/Written Speech (20%):*** Students must submit a written Speech (800-1200 words). This paper is worth 20% the final course grade: Imagine you are a United States Senator and Chairman of a Subcommittee that examines issues pertaining to Race, Ethnicity and Criminal Justice Reform. You have been invited to speak at a social justice event hosted by FAU. In your speech, provide a summary of a selected issue(s) covered in this course. Clearly identify the criminal justice institution(s) involved along with a detailed description of the problems and challenges related to your selected issue(s). Present at least two recommendations that your subcommittee will focus on for addressing this issue. **Further instructions will be posted on Blackboard.**

**Grading Scheme** Your final grade will be based on the following weighted distribution:

|  |  |
| --- | --- |
| **Requirements** | **Percentage** |
| ***Reflective Journal***  | 10 |
| ***Assessments – Online Quizzes*** | 10 |
| ***Assessments – Face-to-Face Assignments*** | 40 |
| ***News Media Critique/Presentation*** | 20 |
| ***Final Project/Written Speech*** | 20 |
| **Total** | **100** |

**Grading Scale** Your final grade will be based on the following scale:

|  |  |
| --- | --- |
| **Grade** | **Percentage** |
|  A | 93.0 – 100 % |
|  A- | 90.0 – 92.9 % |
|  B+ | 87.0 – 89.9 % |
|  B | 83.0 – 86.9 % |
|  B- | 80.0 – 82.9 % |
|  C+ | 77.0 – 79.9 % |
|  C | 73.0 – 76.9 % |
|  C- | 70.0 – 72.9 % |
|  D+ | 67.0 – 69.9 % |
|  D | 63.0 – 66.9 % |
|  D- | 60.0 – 62.9 % |
|  F | Below 59.9 % |

**Course Outline** Schedule of topics and assignments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **TOPIC** | **READINGS** | **ASSIGNMENTS** |
| 1 | 8/22 | Introduction to Course | Syllabus |  |
|  | 8/24 | Unit 1: Overview of Race and Crime | Chapter 1 |  |
| 2 | 8/29 | Unit 2: Extent of crime and victimization | Chapter 2  | **Journal Reflection 1 Due on August 29 @ 11:59 pm** |
|  | 8/31 | Unit 3: Biology, Race and Crime and other Theories | Chapter 3 |  |
| 3 | 9/5 | Unit 4 (Part 1): Policing: Historical Overview of Race and Policing |  |  |
|  | 9/7 | Unit 5 (Part 2): Policing: Contemporary issues in Race and Policing | Chapter 4 |  |
| 4 | 9/12 | **Assessment 1** |  |  |
|  | 9/14 | Unit 6 (Part 1): Courts, Race and Ethnicity | Chapter 5 |  |
| 5 | 9/19 | **Online Day (No Face-to-Face Meeting):** Unit 6 (Part 2): Courts, Race and Ethnicity | Chapter 5 | **Online Assessment** |
|  | 9/21 | Unit 7 (Part 1): Sentencing, Race and Ethnicity | Chapter 6 |  |
| 6 | 9/26 | Unit 7 (Part 2): Sentencing, Race and Ethnicity | Chapter 6 |  |
|  | 9/28 | **Assessment** 2 |  |  |
| 7 | 10/3 | Unit 8 (Part 1): Legal and Historical Overview of Race and The Death Penalty  | Chapter 7 |  |
|  | 10/5 | **Presentations 1** |  |  |
| 8 | 10/10 | **Online Day (No Face-to-Face Meeting):**Unit 9 (Part 2): Legal and Historical Overview of Race and The Death Penalty  | Chapter 7 | **Online Assessment** |
|  | 10/12 | **Presentations 2** |  |  |
| 9 | 10/17 | Unit 10 (Part 1): Mass Incarceration in America  | Chapter 9 |  |
|  | 10/19 | Unit 10 (Part 2): Mass Incarceration in America  | Chapter 9 |  |
| 10 | 10/24 | **Online Day (No Face-to-Face Meeting)**: Unit 11 (Part 1): Native Americans, Crime & Victimization  | Readings available online | **Online Assessment** |
|  | 10/26 | Unit 11 (Part 2): Native Americans, Crime & Victimization  | Readings available online |  |
| 11 | 10/31 | **Presentations 3** |  |  |
|  | 11/2 | Unit 12 (Part 1): Immigration: Victims, Offenders & Stereotypes  |  |  |
| 12 | 11/7 | Unit 12 (Part 2): Immigration: Victims, Offenders & Stereotypes  |  |  |
|  | 11/9 | **Assessment 3** |  |  |
| 13 | 11/14 | **Presentations 4** |  |  |
|  | 11/16 | **No class (Academic Conference)** |  |  |
| 14 | 11/21 | **No class (Academic Conference)** |  | **Final Project Due on November 21 @ 11:59 pm** |
|  | 11/23 | **No class (Thanksgiving)**  |  |  |
| 15 | 11/28 | **Presentations 5** |  |  |
|  | 11/30 | Unit 13 Final Reflection and Assessment  |  | **Journal Reflection 2 Due on November 30 @ 11:59 pm** |

**Missed Assessments**

Assessments can only be made up in the event of religious conflict, serious illness, or death in the family. Students must always email in advance or make-up requests will not be considered. Consistent with university policy, the instructor will accommodate students’ religious observance days by re-scheduling any exams that conflict with those observances. In the case of an illness, students will need to present documentation from a medical professional stating that the student’s illness prevented them from taking the exam on the date in question. Documents that are not dated and do not indicate the severity of the illness will not be accepted. Documentation is required in the case of a death in the family. Make-up assessments may be comparable, but not identical to the original assessment.

**Late Assignments Policy**

Late work will generally not be accepted for any reason. However, University approved activities will be taken into account at the instructor’s discretion.

**Incomplete Grade Policy**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Code of Academic Integrity Policy Statement**

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 [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

[Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

 **Netiquette and Classroom Etiquette Policy**

**Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the FAU statement on Netiquette at:

[Link to Netiquette policy](http://www.fau.edu/oit/student/netiquette.php)

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct:

[Link to Student Conduct](http://www.fau.edu/studentconduct/) Policy

**Communication Policy**

**Expectations for Students**

* Announcements
	+ You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
* Email
* You are responsible for reading all of your course email and responding in a timely manner.
* Course-Related Questions
	+ Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

**Instructor’s Plan for Classroom Response Time & Feedback**

* Email Policy
	+ Except for Saturdays, Sundays, and holidays, the instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.
* Assignment Feedback Policy
	+ Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
* Course-Related Questions
	+ Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

**Support Services and Online Resources**

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| --- | --- |
| Office of Information Technology Online Help Desk:  | [Link to FAU Help Desk](http://helpdesk.fau.edu/) |
| FAU Libraries:  | [Link to FAU Library](http://www.fau.edu/library/) |
| Center for Learning and Student Success:  | [Link to FAU Center for Learning](http://www.fau.edu/class) |
| University Center for Excellence in Writing:  | [Link to FAU Excellence in Writing](http://www.fau.edu/UCEW)  |
| Math Learning Center:  | [Link to FAU Math Center](http://www.math.fau.edu/MLC) |
| Office of Undergraduate Research and Inquiry:  | [Link to FAU Undergraduate Research](http://www.fau.edu/ouri) |
| Student Accessibility Services: | [Link to FAU Student Accessibility Services](http://www.fau.edu/sas)  |
| Office of International Programs and Study Abroad:  | [Link to FAU International Programs](http://www.fau.edu/goabroad)  |
| Freshman Academic Advising Services:  | [Link to FAU Freshman Advising](http://www.fau.edu/freshmanadvising) |

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

**Selected University and College Policies**

**Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: [Link to Student Accessibility Services](http://www.fau.edu/sas).

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](http://www.fau.edu/registrar/registration/faqs.php)