

## Course Syllabus

---

### Course Information

CRIM 4315.001 Race, Ethnicity and Justice  
Fall 2017  
Tuesdays and Thursdays, 1:00pm – 2:15pm in FO 3.222

---

### Professor Contact Information

<i>Professor</i>	Dr. Lynne M. Vieraitis
<i>Office Phone</i>	972-883-6901
<i>Email Address</i>	<a href="mailto:lynnev@utdallas.edu">lynnev@utdallas.edu</a>
<i>Office Location</i>	Greene Hall 2.120
<i>Office Hours</i>	Tuesdays and Thursdays, 2:30pm-3:15pm and by appointment

---

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisite: [CRIM 3302](#) or [CRIM 3303](#).

---

### Course Description

Examines how race and ethnicity pose differential risks for criminal behavior in conjunction with differential justice system responses to crime and criminals in minority communities.

---

### Student Learning Objectives/Outcomes

- Understand the major theoretical perspectives on race, ethnicity, crime and criminal justice.
  - Promote student engagement in scholarship through the readings of scholarly articles and books.
  - Engage in critical thinking through reading, films, discussion, and written assignments designed to have students apply and critique perspectives and knowledge about the sources and consequences of differential involvement in crime and in the application of justice.
- 

### Required Textbooks and Materials

1. Rowe, Michael. 2012. *Race & Crime*. Sage Publications.
2. Mahzarin R. Banaji and Anthony G. Greenwald. 2016. *Blindspot: Hidden Biases of Good People*. Bantam Books.
3. Mohamed, A. Rafik and Erik D. Fritsvold. 2010. *Dorm Room Dealers: Drugs and the Privileges of Race and Class*. Lynne Rienner Publishers.

4. Rios, Victor M. 2017. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press.
5. Goffman, Alice. *On the Run*. 2014. University of Chicago.
6. Articles TBA.

*Anderson, Elijah. 2015. "The White Space." Sociology of Race and Economy 1 (1): 10-21.*

*Tonry, Michael. 2008. "Crime and Human Rights—How Political Paranoia, Protestant Fundamentalism, and Constitutional Obsolescence Combine to Devastate Black America: The American Society of Criminology 2007 Presidential Address." Criminology 46 (1): 1-34.*

### **Assignments & Academic Calendar (Subject to Change based on class progression)**

Week 1-2 (8/22-8/31): Introduction to Class—review syllabus; Introduction to the Course; What are race and ethnicity?

#### **DUE THURSDAY, AUGUST 24<sup>TH</sup> Assignment 1: Letter of Introduction**

Each student will write a letter of introduction to the class. We will read them in class so that you get to know your classmates.

Film and Discussion: *Skin Deep*

Read Chapter 1: Race & Crime

#### **DUE TUESDAY, AUGUST 29<sup>TH</sup> Assignment 2: Critical Review #1 *Blindspot*, p. xi-93.**

Film and Discussion: *American Denial: The Truth is Deeper Than Black and White*

Week 3-4 (9/5-9/14): History of Racism

#### **DUE TUESDAY, SEPTEMBER 5 Assignment 3: Critical Review #2 *Blindspot*, p. 94-209.**

Film and Discussion: *I am Not Your Negro*

Read Anderson's "The White Space." Available on e-Learning.

Week 5-6 (9/19-28): Patterns of Criminal Involvement: Offending & Victimization

Read Chapter 3: *Race & Crime*

Read Chapters 4 & 5: *Race & Crime*

Read Chapter 6: *Race & Crime*

#### **DUE THURSDAY, SEPTEMBER 21<sup>ST</sup> Assignment 4: Critical Review #3 *Dorm Room Dealers: Drugs and the Privileges of Race and Class* p. 1-98.**

Film and Discussion: *How to Make Money Selling Drugs*

**DUE TUESDAY, SEPTEMBER 26<sup>TH</sup> Assignment 5: Critical Review #4 Dorm Room Dealers: Drugs and the Privileges of Race and Class p. 99-184.**

Week 6-7 (10/3-10/12): Theories of Crime & Criminality

Read Chapters 2 – 3: *Race & Crime*

Film and Discussion: *Crips and Bloods: Made in America*

Week 8-9 (10/17-10/26): Criminal Justice System: Police

Read Chapters 7-8: Race & Crime

Read Tonry's "Crime and Human Rights..." Available on eLearning

**DUE THURSDAY, OCTOBER 19<sup>TH</sup> Assignment 6: Critical Review #5 Human Targets: Schools, Police and the Criminalization of Latino Youth**

**DUE TUESDAY, OCTOBER 24<sup>TH</sup> Assignment 7: Critical Review #6 Human Targets: Schools, Police and the Criminalization of Latino Youth** Assignment 6: Critical Review #5

Film and Discussion: Trulia, Texas

Week 10-11 (10/31-11/2): Courts

Film and Discussion: *The Central Park Five*

**DUE THURSDAY, NOVEMBER 2<sup>ND</sup> Assignment 8: Critical Review #7 On the Run: Fugitive Life in an American City**

Week 12-13 (11/7-11/9): Incarceration

**DUE TUESDAY, NOVEMBER 7<sup>TH</sup> Assignment 9: Critical Review #8 On the Run: Fugitive Life in an American City**

Film and Discussion: *Slavery by Another Name*

Week 14 (11/14-16): Presentations

**DUE TUESDAY, NOVEMBER 14<sup>TH</sup> SHORT PAPER AND PRESENTATION**

Week 15 THANKSGIVING BREAK

Week 16 (11/28-12/5): TBA

**Film Discussion Leader** (Choose 1 of the 6 films from Weeks 3 – 13): You may work individually or in a group of no more than 3 students. Develop at least three questions based on the film’s main ideas and lead a class discussion. No more than one group per film. Films are assigned on a first come, first serve basis. Details will be announced in Week 2. Due dates vary.

**Short Paper and Presentation (4 pages):** Identify a social problem or injustice as it relates to race, ethnicity and crime/criminal justice that has been raised in class lectures, discussions, films or readings. Explain the problem and your proposed solution. You must cite at least 2 but no more than 4 empirical articles published in peer-reviewed journals to support your claims, i.e., why it is it a problem and what we should do about it. The purpose is to use science to demonstrate how to solve a problem. You will give a short, approximately 5-8 minutes, presentation of your paper in class.

---

### **Grading Policy**

*(including percentages for assignments, grade scale, etc.)*

Assignments	45 points
Film Discussion Leader	10 points
Paper & Presentation	25 points
Participation:	<u>20 points</u>
	100 points

Excellent Work = A = 94 - 100; A- = 90-93 points

Good Work = B+ = 87-89; B = 84-86; B- = 80-83 points

Average Work = C+ = 77-79; C = 74-76; C- = 70-73 points

Below Average Work = D+ = 67-69; D = 64-66; D- = 60-63 points

Unacceptable Work = F = < 60 points

Grades will be based on assignments (45%), a short paper and presentation (25%), film discussion leader (10%), and class participation (20%). Class participation will include attendance (you can’t participate if you are not in class), and your informed (i.e., you’ve read and thought about the assigned readings prior to class time) contributions to our discussions.

### **Critical Reviews**

The critical review is a well synthesized summary of the major points of the assigned reading and your thoughtful reaction. These assignments will help you prepare for class discussion so that you are able to identify specific themes, problems, or critical issues raised by the readings and discuss your thoughts about it. Papers must be 2-3 typed pages and are graded 0-5 points.

All take-home assignments must conform to the following guidelines. Failure to do so will negatively impact your grade.

*Form:* The papers must be double-spaced with 1” margins. Please use normal 12-point font. Include a cover page with the title of your paper, name, and date. **STAPLE your work.** Use APA format for references within the text and on a reference page (a reference page is

necessary if you use outside sources). You do not need to include a reference page if you are using course materials only, but you should follow proper format for citations in the text of your paper, especially if you use quotes.

*Grading:* Papers will be evaluated on the basis of your understanding of the material, the strengths of your arguments, clarity (i.e. grammar, spelling), originality, and format. In general, if you simply write how you feel about an issue without reference to course materials, or simply rewrite material from the text or notes without reflection, you can expect to earn a D or a low C, at best. "A" and "B" papers contain persuasive arguments, reference course materials and display an understanding of concepts, which are well communicated through organization, proper grammar, etc.

### **Grading Criteria for Essays**

#### Superior Essay Answers = A

- Answer the question! Provide a comprehensive discussion of the issue.
- Make use of lecture notes, the text, and other course materials.
- Effective organization (i.e. complete sentences, good paragraph construction, etc.)
- Are thoughtful, insightful.

#### Above-Average Essay Answers = B

- Refer to the important concepts but fail to elaborate or explain thoroughly. I need to know that you know what a concept means!
- Make use of lecture notes, the text, and other course materials
- Evidence of solid organization but could benefit from more effective composition
- Contain a minimal amount of extraneous material

#### Average Answers = C

- Refer to some important concepts but overlook others
- Contain extraneous material; the discussion wanders off course
- Reveal problems with composition-poor paragraph construction, some incomplete sentences

#### Poor Answers = D or F

- Fail to answer the question
- Fail to describe key concepts or reveal a lack of understanding of key concepts
- Fail to make use of lecture notes, text, and other course material
- Are disorganized, confusing, and muddled

All assignments are due in class at the beginning of class on the due date. **DO NOT e-mail your assignments to me.** There are no make-up assignments; therefore, if you miss an assignment (for whatever reason) you will receive a "zero." All students are required to keep an electronic copy of their assignments as I may ask for them throughout the semester.

## Course & Instructor Policies

*(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)*

1. We will engage in conversation, not arguments, about race, ethnicity, and justice. So, take your time, think before you speak, listen to others, speak *with*, not *at* each other, and treat others with respect, even if you don't agree with them.
2. The goal is to engage in challenging conversations about the subject without being so "nice" we bore each other, or without being so "mean" we stifle each other.
3. Read and make an honest effort to understand the assigned readings. If it becomes apparent that students are not reading the assigned materials, I will give quizzes and incorporate them into the grading system.
4. Be open-minded about the possibility of learning something from the readings, films and your peers.
5. This is a reading and writing intensive course.
6. Yes, I realize that stuff happens, however, it is amazing how much of it happens the last week of the semester. If a situation arises that leads to problems in class it is your responsibility to notify me as soon as possible so that we can explore appropriate responses or accommodations.
7. NO RECORDING DEVICES ALLOWED IN CLASS.
8. ALL CELL PHONES, PAGERS, ETC. MUST BE TURNED OFF BEFORE YOU ENTER THE CLASSROOM. FAILURE TO DO SO MAY NEGATIVELY IMPACT YOUR PARTICIPATION GRADE.

---

## Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

"As a Comet, I pledge honesty, integrity, and service in all that I do."

---

## UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***