**Diversity Issues in Criminal Justice**

**CJUS 2600**

**Spring 2012**

**Instructor Information Course information**

Adam Trahan, Ph.D. Class Location: BLB 180

Chilton Hall, Office 273K

Department of Criminal Justice Meeting Schedule: TuTh: 12:30-1:50

University of North Texas

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**Course Description**

This course will explore the relationships, and lack thereof, between various demographic characteristics and crime. We will address these relationships from both theoretical and empirical perspectives. A primary component of this course will be dispelling popular myths and replacing them with evidence-based information. For instance, popular culture would have us believe that there is a significant relationship between class and crime (e.g., poorer populations commit a disproportionate amount of crime), which is not entirely true. In fact, class often determines what *type* of crime people commit, not *whether* they will commit crime(s). We will also explore the relationship(s) between race, class, gender and crime. Most importantly, though, we will study the concept of intersectionality, which teaches us that we cannot study race, class, and gender as if they were independent constructs. Instead, these demographics intersect and affect the lives of people in important ways.

**Course Goals**

Students who successfully complete this course will be able to:

1. Explain how class, race, and gender intersect and effect the public’s lived experiences with crime and justice.
2. Understand the importance of diversity in the ownership and operation of criminal justice systems.
3. Identify and explain how disadvantage influences patterns of crime and victimization.
4. Understand how discrimination develops and effects the administration of justice in our society.

**Reading Materials**

Barak, G., Leighton, P., & Flavin, J. (2007). *Class, race, gender, & crime: The social*

*realities of justice in America* (3rd ed). Lanham, MD: Rowman & Littlefield.

**Course Requirements and Grading**

Your final grade will be determined based on your performance on four exams. You also have the option of completing assignments for “extra credit.”

 4 exams @ 50 points each = 200 total possible points

**Exams:** All four exams will be comprised of 50 multiple choice questions. No exam, including the final, is comprehensive. That is, each exam will test your understanding of the chapters and corresponding lecture material covered in the days leading up to the exam. See the end of this syllabus for a schedule of readings and exams.

**Extra credit:** You may write one reading reflection paper throughout the term. Of course, you do not *have* to write one. This is an optional extra credit assignment. If you do elect to complete this assignment, the paper should be three-to-five pages in length and will be worth a maximum of five points. In this paper, you should critique and analyze the readings to be discussed the day you turn it in. You should reflect on the implications it provides and discuss them in some larger context. Please feel free to discuss your ideas for these papers with me. Also, please be creative. Extra credit papers must be turned in in class. I will not accept papers submitted via email, turned into the CJUS office, slipped under my door, or any method other than handed to me in class.Papers must be stapled and typed in 12-point, times new roman font with 1 inch margins. You can write only one paper over each chapter. The last day to turn in extra credit is May 3.

**Final Semester Grades**

Final semester grades will be awarded using the following scale:

 Final Grade Total Points Earned

A 180-200

B 160-179

C 140-159

D 120-139

 F 0-119

**Class Policies**

**Attendance and Participation**

Coming to class on a regular basis is imperative to doing well in this course. Being absent from class will preclude you from adequately understanding key concepts and materials, which will inevitably result in lower grades. Attendance will be taken each day after class begins. It is your responsibility to sign the attendance sheet.

Your participation in class discussions is an important component of this course. The topics we will cover are often highly contentious and I expect you to have strong opinions. Students who are unwilling to participate and take the activities seriously should drop the course and allow students who are interested the chance to be involved. I also expect that your opinions will, at times, conflict heavily with those of your fellow students. You should not hesitate to express your disagreements with others, including me. You are, however, **required** to do so respectfully. Class discussions will be conducted in the spirit of academic inquiry, which is predicated upon a passionate desire to understand diverse experiences and perspectives.

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Make-Up Exams**

All make-up exams will be taken May 8 immediately following the final exam, no exceptions. Make-up exams will be comprised of several essay questions. **There are no make-ups for the final exam.**

**Academic Dishonesty/Integrity**

All students are required to conduct themselves with utmost honesty and integrity in all aspects related to this course. Any act of academic dishonesty will not be tolerated and may result in failing the course. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion – the unauthorized collaboration with another person in preparing work offered for course credit.

**Grade Appeals**

Please keep all your graded work. You cannot, under any circumstance, dispute a grade on an exam or assignment if you cannot provide the original copy. Should you have any discrepancy with a grade you receive, you must submit a written complaint and meet with me within one week of receiving the grade. Bring the original copy of the exam or assignment to this meeting. Written complaints must address specific comments and/or grading criteria. Filing an appeal does not guarantee that your grade will be changed.

**Disabled Student Policy**

Any student in this class may request learning assistance by submitting a written statement that describes the nature of your impairment and any specific accommodations you may need. I expect that most needs can be met quite easily by speaking with me. However, should you need additional assistance please contact the Dean of Students’ Office at <http://www.dos.unt.edu/index.html> or by calling (940) 565-2648.

**Student Behavior in the Classroom:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct.  The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**Tentative Course Schedule**

\* Note: All reading assignments must be completed by the first class period each week.

Week One: 1/17, 1/19

Topic: Introduction and Orientation

Week Two: 1/24, 1/26

Topic: Criminology and Class, Race, Gender, and Crime

Readings: Read through Chapter 1 (p.41).

Week Three: 1/31, 2/2

Topic: Criminal Justice Work

Readings: Read through Chapter 2 (p.60).

Week Four: 2/7, 2/9

Topic: Understanding Class and Economic Privilege

Readings: Read through Chapter 3 (p.79)

Week Five: 2/14, 2/16

Topic: Conclude unit 1.

Exam: Exam 1 will be administered on 2/16. Study the Preface, Introduction, chapters 1, 2, and 3 and corresponding lecture material.

Week Six: 2/21, 2/23

Topic: Understanding Race and White Privilege

Readings: Read through Chapter 4 (p.93).

Week Seven: 2/28, 3/1

Topic: Understanding Gender and Male Privilege

Readings: Read through Chapter 5 (p.120).

Week Eight: 3/6, 3/8

Topic: Understanding Privilege and the Intersections of Class, Race, and Gender

Readings: Read through Chapter 6 (p.144).

Week Nine: 3/13, 3/15

Topic: Conclude unit 2.

Exam: Exam 2 will be administered on 3/15. Study the book chapters 4, 5, and 6

and corresponding lecture material.

Week Ten: 3/20, 3/22

Spring break, no classes

Week Eleven: 3/27, 3/29

Topic: Victimology and Patterns of Victimization

Readings: Read through Chapter 7 (p.174).

Week Twelve: 4/3, 4/5

Topic: Lawmaking and the Administration of Criminal Law

Readings: Read through Chapter 8 (p.200).

Week Thirteen: 4/10, 4/12

Topic: Law Enforcement and Criminal Prosecution

Readings: Read through Chapter 9 (p.225).

Week Fourteen: 4/17, 4/19

Topic: Conclude unit 3.

Exam: Exam 3 will be administered on November 18. Study the book chapters 7, 8, and

9 and corresponding lecture material.

Week Fifteen: 4/24, 4/26

Topic: Punishment, Sentencing, and Imprisonment

Readings: Read through Chapter 10

Week Sixteen: 5/1, 5/3

Topic: Correcting Inequality and Injustice

Readings: Read through “Conclusion”

\* The final exam will be administered May 8 from 10:30 to 12:30