

University of Houston-Clear Lake
Department of Criminology
Fully On-line
Fall 2013



Race and Justice
CRIM 4335.01 (23411)

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Office Hours:

- Mondays 6:00 p.m. - 7:00 p.m. (UHCL)
- Thursdays 6:00 p.m. – 7:00 p.m. (Pearland)
- Other times may be arranged. Please call or e-mail a few days in advance. Administrative meetings are held on Wednesdays therefore limited availability may exist on this day.

Availability:

- On-line availability is on-going throughout the semester.
- Please email professor within the **Blackboard course** message center. Faculty **responses will be provided within a 72 hour (3 day)** time frame.
- In cases of emergency, students are encouraged to please contact me on my cell phone.

Required Texts:

- (1) Gabbidon, S., & Greene, H. T. (2013). *Race and Crime 3rd* Ed. Thousand Oaks: Sage.
- (2) Penn, E. B., Greene, H. T., & Gabbidon, S. L. (2005). *Race and Juvenile Justice*. Carolina Academic Press.

*Other readings may be assigned during the course at the Professor's discretion.

Applied Critical Thinking Statement:

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.

***Connections are the primary focus of this course.**

Description of Course/Course Overview:

This course in "Race and Justice" is a critical thinking course that requires students to think, ask and write responses that produce stimulating discussion based in scholarly findings as presented within the context of the course materials. Students are encouraged to internalize the many topics associated with the course and integrate those into class discussions and assignments as well as incorporate this knowledge in practical application in the workforce. It is important to know that the study of race variables in connection to crime in the United States have two distinct histories and is among the hottest topics of debate in criminology, as such a respect for the varied differences that exist naturally throughout society is required in language use in this on-line course. Social science inquiry has consistently found the significance of race throughout society in the areas of; education, employment, housing, income as well as personal interaction. Discovering the predominance of race in society in general and criminal justice specifically, will allow students to better analyze, criticize, and interpret scholarly literature fairly, significantly and with clarity preconceived notions about racial and ethnic groups in the United States.

How Critical Thinking is Present in Criminology:

Since Criminology is the scientific study of the nature, extent, causes, control, and prevention of criminal behavior in both the individual and in society, critical thinking about these variations and their relationship to other environmental, biological and psychological factors is necessary and expected. This examination requires the ability to accurately analyze data and observations to produce significant and fair conclusions that lead to precise future implications in practice and policy. While studying the varied distribution and causes of crime, criminologists mainly rely on quantitative methods whereby critical thinking is also utilized. Thus, in an attempt to accurately demonstrate

knowledge with clarity in Criminology, students will integrate critical thinking components throughout this course.

Student Learning Outcomes/Objectives (SLOs):

The course has five objectives:

- (1) Students will be able to demonstrate, with clarity, an increased understanding of the use and concept of race in the United States;
- (2) Students will be able to demonstrate a depth of clarity of information surrounding the history of each of the racial/ethnic groups in the United States;
- (3) Students will be able to explain with precision and draw inferences and conclusions from different theoretical explanations of criminal behavior;
- (4) Students will be able to logically integrate perceptions of race with theoretically supported data in their discussion of crime, criminal justice system involvement, and victimization of each racial/ethnic group that affect the relevancy of future implications, consequences and practical application in our society; and
- (5) Students will be able to accurately interpret and critique scholarly literary research findings of current conclusions related to race/ethnicity and the justice system.

Major Activities Promoting Critical Thinking

Exams	SLO (1,2,3,4,5)
Quizzes	SLO (1,2,3,4,5)
Discussions and Participation	SLO (1,2,3,4,5)
Book Review	SLO (1,2,3,4,5)

Book Review Description:

Each student is required to conduct a review of the book “*Race and Juvenile Justice*” By Penn, Greene, and Gabbidon. Examples of book reviews can be found in the online scholarly databases for “Criminology” through the use of UHCL’s Library web page. Students are required to find examples of book reviews using the library resources and scholarly Criminology and Social Science data bases.

The book review accounts for 20% of the final course grade and is designed for students to demonstrate mastery of the course content through the application of knowledge gained to write an informed review. This review will measure student’s ability to accurately interpret content and make logical inferences as evidenced by the precise knowledge, comprehension, application, analysis, synthesis and critical evaluation of “*Race and Justice*” in American society. In this review, students are required to

demonstrate, with clarity, an increased understanding of the use and concept of race in the United States, demonstrate a depth of understanding of information surrounding the history of each of the racial/ethnic groups in the United States, identify with precision and draw inferences and conclusions from different theoretical explanations and criminal behavior, logically integrate perceptions of race with theoretically supported data affecting the relevancy of future implications, and accurately interpret and critique scholarly literary research findings of current conclusions related to race/ethnicity and the justice system as outlined in the required text under review.

While there are several steps to writing a book review, the most important and valuable academic exercise is that students first, read the book and second locate examples of a scholarly book review. Once you have done this, the book review process becomes very clear to the self-motivated learner. As there are several examples and styles of book review, this academic exercise is designed to tap into your individual creativity which is guided by examples of reviews published in scholarly venues. Please contact the Library to assist in your online access of UHCL databases. Students enrolled in this course are required to read, review and present comments on the required text in a scholarly manner.

Some helpful tips are found below:

1. Start the review with the Book Cover and table of contents. Discuss thoroughness and the inclusion of relevant chapter topics.
2. End the review with general comments regarding the entire Book. Tone, language, readability, organization of chapters.
3. Discuss each chapter and provide your thought on how the chapter was organized, reading difficulty, and inclusion of information and whether or not the presentation of content was clear, concise, logical, thorough, and relevant. that was clear and concise
4. Discuss, in your opinion what would have made the book better i.e. organization, graphics, need for additional content perhaps on a cutting edge topic.
5. Discuss the audience for the book. For example, was the book appropriate for college level students? Undergraduate? Graduate? Explain why?
6. Were the chapters organized in a consistent and understandable manner

Book Review:

An example of the format for the book review will be provided in Blackboard and can be found at: <http://cjr.sagepub.com/content/30/1/97.citation>

Instructional Methods:

This critical thinking course will depend on students' reading, note taking and active class discussion BASED ON THE READINGS to produce commentary and final products of work that demonstrate depth of understanding a breath of knowledge regarding the relationship between race and crime in the United States . In other words, your personal experiences are important, but in an academic setting there must be a firm grounding in the literature. As the instructor, I am not interested in “coffee cup” answers and discussion. What are “coffee cup” answers and discussion? They are statements that are based on personal accounts and equate to conjecture. They usually begin with: “ I think...” “ I have a friend...”;“This happened to me...” or something similar.

Instead we will strive for answers that begin with: “Based on the literature...” “According to (name of the researcher, journal, publication or theory)... “Data indicates...” By following this instructional method the class will grow through a thorough knowledge of the literature and its proper application.

Learning on-line is very different than the traditional face-to-face format. It does involve adjustments and the development of Intellectual Traits including: clarity, precision, relevance, accuracy, depth, breath, logic, significance and fairness! For the course please remember to read all assignments, review the slide presentations and participate in the Discussion Board after each chapter. When you finish a chapter ask yourself these three questions:

- Have I learned the terms, concepts, and theoretical ideologies presented?
- Do I have a firm accurate grasp of how the content connects with my understanding of the course objectives?
- Am I ready to be evaluated on what I have learned?

***This class depends on the dedication of each student to spend no less than *three* hours per week learning and discussing what he/she has learned in the Blackboard classroom environment.**

Importance of Library Resources:

The Neumann library is located in the Bayou Building on the campus of the University of Houston- Clear Lake. The library is filled with resources and research tools that will prove vital to your success in this course as well as other academic pursuits. Please be aware of the electronic resources available through the library. The Internet is filled with opinion papers based solely on conjecture and feelings, rather than fact and research. You will not be permitted to use such rudimentary literature. In this course you will be required to use academic citations from search engines such as EPSCO Host, ProQuest and ERIC. Please visit the library in order to learn more about these and other resources available to you.

Evaluations:

There are 4 Units. There is an exam for each Unit. There are 9 Chapters. For each chapter there is 1 Quiz. Please work through the quizzes for each chapter prior to taking the Unit Exams. The quiz and exam format is designed to assist students in their study critical thinking habits, analyses, discussion and logical review of the course content, and an increased understanding of and ability to demonstrate connectivity between criminological theory explanations of crime and race as discussed within the readings and course materials.

Exam Unit 1	Multiple Choice-----	10%
Exam Unit 2	Multiple Choice-----	10%
Exam Unit 3	Multiple Choice-----	10%
Exam Unit 4	Multiple Choice-----	10%
Chapter Quizzes-----		20%
Scholarly Book Review-----		20%
Discussion Board & Participation-----		20%

- Students will answer at least 2 Discussion questions posted each week. In addition, students will respond to 2 of their classmates posts which makes a total of 4 substantive discussion posts and responses to classmates each week x 15 weeks = 60 posts during the course (“substantive” means that you will agree or disagree, kindly, while providing supportive facts, details, and examples to questions and classmates). To assist with this use (SEEI):
 - State (Simply note the point)
 - Elaborate (In other words...)
 - Exemplify (For example...)
 - Illustrate (It’s like....comparison, metaphor, analogy)
- Typically, substantive responses are about 40 words supporting your comments. **Students must post 4 posts in each week for full credit consideration.**
- **Students will not receive credit for posting more responses in later weeks.**
- **Students must post responses on 3 separate days each week for full credit consideration. Course flexibility allows students to choose which 3 days they want to post. Posts must be made in the week the topic is covered.**

- **On-line weeks go from Monday to Sunday. Each Monday starts a new week.**
- **Students will not receive full credit when all posts occur on the same day.**

Total-----100%

Grading Scale:

Exceptional Scholarship at the Undergraduate Level

A -----100-95

A- -----94-90

Competent Achievement at the Undergraduate Level

B+ -----89-87

B -----86-83

B- -----82-80

Minimally Acceptable at the Undergraduate Level

C+ -----79-77

C -----76-73

C- -----72-70

Unacceptable at the Undergraduate Level

D+ ----- 69-67

D ----- 66-63

D - ----- 62-60

Failing

Below 60 = F

Reporting Assessment Results: Each student's performance on the Book Review will be reported in terms of:

Excellent: 90% - 100%

Acceptable: 70% - 89%

Unacceptable: 0% - 69%

Instructor's Statements:

- I. The university environment is one in which open dialogue should take place. Therefore, all students will be respectful of the views and comments presented in class.
- II. Students are advised that the instructor will tolerate no form of cheating, plagiarism or dishonesty. Please refer to the *University of Houston- Clear Lake Catalog* for specific information. **Please cite all work!** Yes, this includes **ALL** written work, discussion, and assignments for this course. Any and all

violations will be handled in accordance with university policy. When in doubt please ask the instructor!

- III. Students with disabilities and in need of special assistance please consult the Coordinator of Health Disabilities Services, at (281) 283-2627, and then discuss the accommodations needed with the instructor. This must be done within the first week of class.
- IV. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center.
- V. Students who have a special situation due to a religious obligation, illness or personal circumstance must inform the instructor at the beginning of the semester in the first week of class **in the course's "messages" link.**
- VI. Each student should acquire contact information from two or more students so that lecture notes, assignments, and other pertinent information can be obtained in the event of an absence. You can do this in the forum when we conduct introductions on day one. The instructor does not give notes to students on an individual basis.
- VII. While I am here to assist you with your academic success, students are responsible for their own academic career. Please be aware of add/drop, withdrawal, and other policies as stated in the *University of Houston- Clear Lake Catalog*. **If you experience and emergency situation that hinders your ability to complete the required course work, please contact me as soon as possible.**
- VIII. An "I" grade is for an incomplete due to an emergency situation that occurs toward the end of the course, provided the student was making satisfactory progress before the emergency arose. An "I" will be given in only the rarest situations! If such an occasion does materialize all assignments must be completed by May 1, 2014. Please refer to the section titled: "Incomplete Grade and Incomplete Grade Contract" of the *University of Houston- Clear Lake Catalog* for further information.
- IX. **There are no extra credit assignments or grades given in this course.**
- X. Let us make the class informative and fun.

Tentative Course Outline

Please note that the following is the desired course outline. The instructor reserves the right to change the schedule found below. Each student is responsible for changes as announced during the course. The instructor will announce changes on the “Announcement” Section of the course page on Blackboard.

Week 1: Orientation August 26, 2013

Meet and Greet: Introduce yourself on-line (See instructions found in the Announcement Section of the course page on Blackboard)
Review Syllabus
Get Acquainted with Course Librarian

Week 2: Chapter 1: Overview of Race and Crime September 2, 2013

2 DQs

2 Participation Posts

Week 3: Chapter 2: Extent of Crime and Victimization September 9, 2013

2 DQs

2 Participation Posts

Week 4: Chapter 3: Theoretical Perspectives on Race & Crime September 16, 2013

2 DQs

2 Participation Posts

Week 5: Chapter 4: Policing September 23, 2013

2 DQs

2 Participation Posts

Exam 1

Week 6 Chapter 5: Courts September 30, 2013

2 DQs

2 Participation Posts

Week 7: Chapter 6: Sentencing October 7, 2013

2 DQs

2 Participation Posts

- Week 8:** **Chapter 7: The Death Penalty** October 14, 2013
2 DQs
2 Participation Posts
Exam 2
- Week 9:** **Chapter 8: Corrections** October 21, 2013
2 DQs
2 Participation Posts
- Week 10:** **Chapter 9: Juvenile Justice** October 28, 2013
2 DQs
2 Participation Posts
- Week 11:** **Contemporary Issue 1** November 4, 2013
2 DQs
2 Participation Posts
- Week 12:** Contemporary Issue 2 November 11, 2013
2 DQs
2 Participation Posts
Exam 3
- Week 13:** Contemporary Issue 3 November 18, 2013
2 DQs
2 Participation Posts
Book Review 1st half of Class
- Week 14:** Contemporary Issue 4 November 25, 2013
2 DQs
2 Participation Posts
Book Review 2nd half of Class
- Week 15:** Contemporary Issue 5 December 2, 2013
2 DQs
2 Participation Posts
Final Exam

Congratulations! You made it to the Final Week of Class!!!