

RACE, CRIME, AND JUSTICE

C J 414

Professor: **Dr. Robert J. Durán**
Email: rjduran@nmsu.edu
Class Hours: T&TR: 2:35-3:50
Class Room: Garcia Residence Hall 241B
Office: Breland Hall Room 141
Office Phone: 575-646-2371

Office Hours: August 21st – September 18th **T** 5:20-5:50; **T&TR** 10:30-11:45; 1:15-2:15
September 22nd - December 12th **W** 2:00-5:30; **TR** 4:00-5:30

Course overview

I consider this course the most important class within the Criminal Justice department. Race, Crime, and Justice is designed to provide you with an overview of the contemporary response to race and crime in the United States. The study of race and crime must be grounded in a critical, reflexive framework that allows for—and encourages—rigorous debate, particularly about social inequality, its origins, and its consequences. This area of study must also be inclusive of a variety of other dimensions of social inequality (including inequalities by gender and class). Such a class encompasses a politically guided desire toward eradicating racism.

Official communication to you will often come through your NMSU e-mail box. Please access it regularly, or forward it to your current use address, as your success in college may ride on your ability to respond quickly. WebCT will contain all course information <http://salsa.nmsu.edu/>. You can also access this link on your my.nmsu.edu.

Required Readings:

Cole, David. 2003. *Enemy Aliens: Double Standards and Constitutional Freedoms in the War on Terrorism*. New York: New Press.
Haney López, Ian F. 2003. *Racism on Trial: The Chicano Fight for Justice*. Cambridge, MA: The Belknap Press of Harvard University Press.
Walker, Samuel, Cassie Spohn, Miriam DeLone. 2007. *The Color of Justice: Race, Ethnicity, and Crime in America*. Belmont, CA: Thomson Wadsworth.

Course Requirements

Attendance: Attendance at all class meetings is expected. I will allow four absences. Any absence past four will result in a 50 point reduction, per absence, in your overall grade. Missing 10 or more classes will result in a failing grade. Moreover, lack of attendance decreases your ability to participate in class.

Readings: To ensure that you have the background information necessary for class discussions, all assigned readings need to be completed before class. Reading is essential for this class.

Presentation: You will be required to present information related to race and crime based upon one research article cited in the readings or an article approved by the professor. I will hand out a sign-up sheet. We will have one to two presentations a class. You will be given 7 minutes to present your information. Your presentation should cover the research topic, methods, and

findings. Choose a theme that relates to Race, Crime, and Justice and the topic we are covering during that week. No PowerPoint, instead provide a handout with the main points presented. Include a citation for the article.

Bi-Weekly Papers (Total of 6): Every two weeks I want you to choose a theme covered in the reading that you found interesting and write a summary that includes your analysis. Write a 3 page paper with citations regarding this topic and your analysis. The paper should be set up according to this format:

Use 12 point font, one inch margins, and set page to double spaced

Write an introduction paragraph to describe what you will cover in your paper.

Write two paragraphs stating the topic and research data on this topic.

Write two paragraphs analyzing this idea.

Write one paragraph conclusion.

Dates Due: September 4, September 18, October 2, October 16, October 30, and November 13. These assignments will help prepare you to write an excellent final paper.

Class participation: Your presence in class and active participation in discussion is mandatory. I strongly emphasize the knowledge building that occurs in the classroom. This is our arena to speak how we feel and engage with people who have different opinions. I want to hear from every student in the class about what they think and why. In addition to class participation, I will utilize WebCT to encourage weekly discussions beyond the classroom. I will look for comprehension of the class material and knowledge accumulated during your educational and life experiences. I expect well thought out and explained answers. If you write something, be aware of whether you can empirically prove your statements. I grade participation by the quality of contributions made to the class. Cite your sources, if any, and minimize your usage of quotes. At a minimum these should be no less than one paragraph in length.

Negative Participation: There is no reason for rude or disrespectful comments. I will not tolerate sexist, racist, or demeaning language in class, WebCT, or in bi-weekly papers. If you feel like a nap, want to play on your cell phone, hold side conversations, fail to read, or engage in some other activity that wastes our time don't bother coming to class! I document negative participation into your overall grade. Disruptive behavior that conflicts with the course will result in a warning to change the behavior. If this behavior cannot be corrected by the third warning you will be administratively dropped from the course.

Small Research Paper: Racial Genealogical Demographic Project

DUE DATE: October 7

The written portion of the paper should be twelve pages in length separate from the 2 appendixes. Use 12 point font, half inch margins, and set page to double spaced. The first five pages of this paper will be genealogical/historical, and the second five pages demographic. You can include personal thoughts either at the end or within each section. I consider your personal thoughts in conjunction with reading material concepts as analysis. The analysis is an essential part of your paper and the most heavily graded. The first appendix will be your family tree, and the second appendix your demographic printout.

1. Your Family

The purpose of this section is to learn about your family history and their racial and ethnic experiences. Interview five family members and ask them questions regarding ancestry, crime,

law, immigration, and personal experiences with race in the United States. Document your interview on a piece of a paper during the interview. Use your family information to create a pedigree chart which will allow you to visualize your family. You can print out a pedigree chart from www.familysearch.org and fill in the necessary information. You can describe things such as how long your family has been in the United States, how it was growing up, what they were involved with, and/or how race/ethnicity has impacted their life. You can include how your family ancestry and oral histories have impacted your perception of self and identity.

2. Demographic

The purpose of this section is to learn about the social environment in which you have lived. Choose an address that has impacted your life the most (i.e., length of time, formative period in life) and Google American Factfinder

(<http://factfinder.census.gov/home/saff/main.html?lang=en>). Once you arrive at this website, enter your address information on the bottom left hand corner under Address Search. Use 2000 Census data. Once the address is found click on Census Tract. Click Ok.

Scroll Down to Summary File 1 (SF 1) 100 Percent Data. Click on Profile of General Demographic Characteristics. Print this sheet.

Under Summary File 3 (SF 3) Sample Data click on Profile of Selected Social Characteristics. Print this sheet.

Under Sample File 3 click on Selected Economic Characteristics. Print this sheet.

You now have the data to compare with your personal experiences. Please verify census tract information with professor. Use this combined information to describe your personal thoughts and experiences living in the neighborhoods which you outlined. Describe racial and ethnic integration into your neighborhood. Was there a lot of crime? Was race a factor while living in your community?

Final Research Paper: For your final assignment, you will be required to write a 10-15-page (body of paper) research paper that deals with some aspect of Race, Crime, and Justice. This format is designed to allow a great deal of latitude and encourage serious thinking about the subject matter in relation to you own interests and or research. The completed paper is due by 1 p.m. on May 8th. Everyone will need to gather several additional research articles and data to complete this assignment. I expect you to incorporate the knowledge you have acquired from lecture and the required readings.

A 1-2 page description of your preliminary thoughts about your paper topic is due the eighth week of the semester (October 21). This is an ungraded assignment, but will serve as an opportunity for you to get early feedback from me about your paper ideas (and for you to get started on you paper). You cannot change your paper topic without prior approval from instructor.

Late policy for writing assignments: Work turned in late is an inconvenience to me, as it requires me to adjust my grading schedule. I will deduct 2% for each day late.

Cheating on a test, plagiarizing chapter questions or an assignment is **UNACCEPTABLE** and will result in a zero grade for that assignment. Please consult the student handbook: http://www.nmsu.edu/~vpss/SCOC/student_hand_book.html

Plagiarism is using another person's work without acknowledgment, make it appear to be one's own. Any ideas, words, pictures, or other intellectual content taken from another course must be acknowledged in a citation that gives credit to the source. This is irrespective of the origin of the

material, including the Internet, other students' work, unpublished materials or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy.

Even with a citation, failure to put quotation marks around direct quotations also constitutes plagiarism, because it implies that the writing is your own. Material should either be paraphrased or clearly designated as a quotation. Note that replacing words with synonyms, changing verb tense or other minor alterations do not qualify as paraphrasing.

Feel free to call Jerry Nevarez, Director of Institutional Equity, at 505-646-3635 with any questions you may have about NMSU's Non-Discrimination Policy and complaints of discrimination, including sexual harassment.

Feel free to call Michael Armendariz, Coordinator of Services for Students with Disabilities, at 505-546-6840 with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

As the professor, I reserve the right to change any part of the class. Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.

Grading

Presentation	100 points
Six Bi-Weekly papers (50 points each)	300 points
Small Paper	200 points
Discussion	200 points
Research Paper	200 points

FALL SCHEDULE

Week 1 **Theme: Introduction to the Course and Race & Crime in the United States**
August 21 Syllabi and Introductions

Week 2 **Theme: The Present Crisis**
August 26 Walker et al., Chapter 1: Race, Ethnicity & Crime: The Present Crisis (pp.1-14).

August 28 Walker et al., Chapter 1: Race, Ethnicity & Crime: The Present Crisis (pp.14-24).
Haney-López, Prologue, Introduction, Chapter 1: The Chicano Movement Cases

Week 3 **Theme: Victimization and Offending Data**
September 2 Walker et al., Chapter 2: Victims and Offenders: Myths and Realities about
Crime (pp. 44-51).
Haney-López, Chapter 2: Proving Mexicans Exist

September 4 Walker et al., Chapter 2: Victims and Offenders: Myths and Realities about
Crime (pp. 52-70).

Haney-López, Chapter 3: The Mexican Race in East L.A.

Mini-Paper DUE (1)

Week 4 Theme: Two Societies

September 9 Walker et al., Chapter 3: Race, Ethnicity, Social Structure, and Crime (pp. 77-91).

September 11 Walker et al., Chapter 3: Race, Ethnicity, Social Structure, and Crime (pp. 92-105).
Haney-López, Chapter 4: Judges and Intentional Racism

Week 5 Theme: Occupied & Neglected Zones

September 16 Walker et al., Chapter 4: Justice on the Street? The Police and Racial and Ethnic Minorities (pp. 106-117).
Haney-López, Chapter 5: Race and Racism as Common Sense

September 18 Walker et al., Chapter 4: Justice on the Street? The Police and Racial and Ethnic Minorities (pp. 118-153).

Mini-Paper DUE (2)

Week 6 Theme: Prosecutorial Power

September 23 Haney-López, Chapter 6: Law Enforcement and Legal Violence

September 25 Walker et al., Chapter 5: The Courts: A Quest for Justice During the Pretrial Process

Week 7 Theme: Small Research Paper Due

September 30 Walker et al., Chapter 6: Justice on the Bench? Trial and Adjudication in Criminal Court (pp. 201-219).

October 2 Walker et al., Chapter 6: Justice on the Bench? Trial and Adjudication in Criminal Court (pp. 219-226).
Haney-López, Chapter 7: The Chicano Movement and East L.A.

Mini-Paper DUE (3)

Week 8 Theme: Resistance Movement

October 7 Haney-López, Chapter 8: From Citizens to Brown Berets

October 9 Haney-López, Chapter 9: Inventing Chicanos, Epilogue

Week 9 Theme: In Search of Justice

October 14 Walker et al., Chapter 7: Race and Sentencing: In Search of Fairness and Justice (pp. 231-255).
Cole, Foreword

October 16 Walker et al., Chapter 7: Race and Sentencing: In Search of Fairness and Justice (pp. 255-280)

Cole, Introduction

Mini-Paper DUE (4)

Week 10

October 21 Cole, Chapter 1: Their Liberty, Our Security, An Overview
Cole, Chapter 2 : The Disappeared
Cole, Chapter 3: Ethnic Profiling

October 23 Cole, Chapter 4: Patriots and Enemies
Cole, Chapter 5: Targeting Citizens
Cole, Chapter 6: Crossing the Citizen-Noncitizen Divide

Week 11 Theme: McCleskey v. Kemp

October 28 Walker et al., Chapter 8: The Color of Death: Race & the Death Penalty (pp. 290-319).

October 30 Walker et al., Chapter 8: The Color of Death: Race & the Death Penalty (pp. 319-333).
Cole, Chapter 7: Enemy Aliens and Enemy Races

Mini-Paper DUE (5)

Week 12 Theme: The Chosen Criminal Justice Solution

November 4 Walker et al., Chapter 9: Corrections in America: A Colorful Portrait:
Corrections vs. College: Minorities in Society (pp. 341-352)

November 6 Walker et al., Chapter 9: Corrections in America: A Colorful Portrait:
Corrections vs. College: Minorities in Society (pp. 352-369)

Week 13 Theme: Institutionalizing Future Leaders

November 11 Walker et al., Chapter 10: Minority Youth and Crime: Minority Youth (pp. 375-390).

November 13 Walker et al., Chapter 10: Minority Youth and Crime: Minority Youth (pp. 390-413).

Mini-Paper DUE (6)

Week 14

November 18 Cole, Chapter 13: Legitimacy and Double Standards

November 20 Cole, Chapter 14: The Bill of Rights as Human Rights

Week 15 Thanksgiving Holiday

November 26 No School

November 27 No School

Week 16 Theme: Conclusion

December 2 Walker et al., Chapter 11: The Color of Justice
Cole, Conclusion.

December 4 Final Wordz

Final Paper Due: December 11th by 4:00 p.m.