

RACE, ETHNICITY AND CRIME

CRIJ 4300-001 CRIN 13810

The University of Texas at El Paso

Fall 2018

Instructor

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Office Hours: After class, or by appointment

Course Time; Location

Wednesdays, 6:00pm – 8:50pm; Liberal Arts Building

Required Texts

- Gabbidon, S. L and Greene, H.T. (2016). *Race and Crime (4th Ed.)* Los Angeles, CA: Sage Publications.
- Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press

Course Description

This course will provide an overview of overarching topics in the interaction of race and criminal justice (e.g. policing, courts, sentencing, corrections, juvenile justice) as well as a focused review and discussion of specific contemporary topics (e.g. immigration, the Black Lives Matter movement). This course will incorporate sociology, psychology and history in an effort to better understand factors that affect the interaction of race and criminal justice, and will also incorporate material from across the political spectrum. Finally, assuming that many students will eventually work in the criminal justice field, the course will discuss how students can be more effective criminal justice professionals when race and criminal justice interact. It is hoped that by taking this course students will examine their existing beliefs on race and the criminal justice system, whatever those beliefs may be, and allow these beliefs to evolve where appropriate.

Learning Outcomes

Students will learn:

- 1) Various viewpoints on major topics in the interaction of race and the criminal justice system.
- 2) Research relevant to these major topics.
- 3) Landmark events and people in the history of the interaction of race and the criminal justice system.
- 4) Factors and viewpoints on specific current topics in the interaction of race and the criminal justice system.

- 5) Strategies criminal justice professionals can use to be sensitive to the factors at play when race and the criminal justice system interact.
- 6) To become more comfortable discussing issues of race and criminal justice with others.

Communication

E-mail is the best way to communicate with me. I will do my best to respond to your messages within 24 hours, but it may occasionally take me longer to respond. Please limit calling me at the number provided in class to emergency situations.

Blackboard

Everything you need for this class can be found on Blackboard. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard *regularly*.

Disability Accommodations

If you have a disability and require accommodation, please contact the Center for Accommodations and Support Services at 915-747-5148 or via email (case@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

The University Writing Center

Students are encouraged to use the University Writing Center if they would like help improving their writing. The University Writing Center is located in the Library, Room 227. The University Writing Center is open Monday -Thursday 9:00 am - 5:00 pm, Friday 9:00 am -2:00 pm, and Sundays 12:00 pm - 5:00pm. Appointments are recommended well before the deadline, but they will take walk-ins.

Please be clear about what the Writing Center is and what it is not. Specifically, the Writing Center is a resource students can use to *become better writers*. It is not intended as a place you can take your paper, have it proofread and then be guaranteed an 'A' on your paper. Put another way, it is not a 'car wash' for your papers. Becoming a better writer takes consistent effort over a long period of time. In many ways, you can think of becoming a better writer like learning a second language. It takes time, effort and practice. Just as it would not be rational to think you could drop by 'The French Center' and walk out an hour later speaking fluent French, it is not rational to think you can drop by The Writing Center for an hour and walk out with a great paper.

Finally, regardless of if you receive help through the Writing Center or not, you are responsible for the final content of your paper. All papers will be graded in the same manner as discussed more thoroughly below regardless of if they were first brought to the Writing Center. In other words, telling me "but I took it to the Writing Center!" will have no effect on your grade for any written assignments.

Withdrawal From / Dropping Of The Course

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

- a) For students who drop a course within the first 2 weeks *before the official census date (September 12, 2018)*, the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.

- b) Dropping a course *after the official census date (September 12, 2018), but before the course drop date (November 2, 2018)* will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.
- c) If the course is dropped *after the course drop date (November 2, 2018)* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
- d) UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
- e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify Dr. Nabors at: esnabors@utep.edu . Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Academic Dishonesty

Academic dishonesty in any form will not be tolerated. Per UTEP policy, academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

If I suspect you of engaging in academic dishonesty, I will contact the Office of Student Conduct and Conflict Resolution (OSCCR) regarding my suspicions. OSCCR staff will investigate the situation, decide if you have engaged in academic dishonesty, and will issue what punishment they find appropriate. This process will include asking me what I think your punishment should be. I WILL recommend, at a minimum, that you fail the class.

Course Policies

Attendance

Class Attendance

I strongly advise you attend class.

Although I will not “take attendance” each time you do not come to class is a class in which you do not participate. And 30% of your grade is class participation.

In addition, college is about more than reading the book. If it wasn't, we'd just give you a list of books to read and once you were done you'd get a diploma. Rather, college is about learning to share ideas, learning to learn from others, learning to ask questions, learning to say when the answer you get still does not help, learning to pay attention over a protracted period of time even if it doesn't involve Facebook, and numerous other “meta-skills” that only happen when you are interacting with people. This is all **particularly true** for this class. No matter what you want to do after college, developing these skills now will greatly benefit you later.

Attendance At The Exam

As explained below, this class only has one “exam” and it will be ridiculously short (you will have 20 minutes to take it and that is likely way more time than you will need).

It is your responsibility to ensure you are able to take the exam on the day it is scheduled (December 5, 2018). The reasons I will make exceptions to the exam schedule are a) observance of religious holidays, b) participation in UTEP-sponsored activities (e.g. sports competitions), and c) military duty. *If you expect to miss the exam for any of these reasons, you must alert me by the end of the first week of the semester and submit relevant documentation. Students in one of these situations will be required to take the exam **before** the rest of the class.*

In *extremely rare* situations, students who miss an exam due to a dire emergency (e.g. death of a family member, serious illness) may be allowed to take an examination after the rest of the class. If this applies to you, you must notify me via e-mail as soon as possible and subsequently provide written documentation of the emergency. If you do need to reschedule an exam because of a dire emergency, you will be expected to do so quickly.

Students who need to take an examination for either of the broad reasons above, and whether they are taking it before or after the rest of the class, may be given an alternate examination (i.e. one different from what the rest of the class takes).

Late Written Assignments

All written assignments are due at 6:00 pm on the night they are due. Turning a written assignment in between one second and 23:59:59 (twenty-three hours, fifty-nine minutes and fifty-nine seconds) late will result in decreasing your score by ten points. Turning a written assignment in between 24 hours and 47:59:59 (forty-seven hours, fifty-nine minutes and fifty-nine seconds) late will result in decreasing your score by twenty points. Written assignments turned in 48 hours or more late will receive a score of zero.

If you bring your written assignment to class on the day it is due but turn it in late, you can still turn it in to me just understand you will have ten points deducted from your score.

If your written assignment is not ready by class time, you will need to e-mail it to me.

Classroom courtesy

Nobody can learn if they are distracted by inconsiderate behavior from those around them. As such, it is very important that everyone exhibit appropriate, courteous behavior while in class. This includes, but certainly is not limited to,

- 1) Refraining from side conversations. Although questions and comments are absolutely encouraged, these should be shared with the whole class in an orderly manner. Turning to the person next to you and having a conversation is terribly distracting not only to those around you but to me as well.
- 2) Leaving your phone alone. It is really distracting to those around you – and me – when you check your phone during class.

Be aware that people also tend to greatly overestimate how well they are hiding that they are checking their phone. The truth is nobody's lap is *that* interesting and the 'Facebook scroll finger flick' is a motion humans only make when checking an app.

Mankind has existed for millennia without smartphones. Even without Snapchat we were able to build the Pyramids, develop written language, and land on the Moon. Keep the tradition alive. Ignore your phone.

(I do recognize you may have family emergencies that require you to be accessible during class time. If you have such a situation, I'm fine with you having your phone available but please step outside of class to answer any calls or respond to texts.)

Situations Not Specifically Addressed Above

Situations not specifically addressed in this syllabus will be addressed on a case-by-case basis. I will consult with other faculty, and reaching the decision on how to address the situation will be based on what is fair to all involved parties including the student at the center of the issue, myself, and other students in the course.

Determination of Grade

Your grade will be based on the following:

- **Class Participation (30%)**

In many ways I think the most important thing each of you can do in this class is both talk and genuinely listen to others. I obviously cannot grade you on listening, but class participation will constitute 30% of your grade.

“How are you going to grade class participation?” There will not be a minimum number of times per class, or over the course as a whole, that you will be expected to talk. Rather, your grade for class participation will be based on my general impression of how often you speak in class, and the general quality of your comments. I will essentially always have an impression of where you fall on this, and if you want to know where you are at any given time in the course, and what you can do to improve your standing, all you will have to do is ask me. But it will be up to you to ask me. It is possible that everybody can get the full 30% for this, but it is also possible that people could get none of the 30% for this.

- **Three Short Class Response Papers (10% for each paper, for a total of 30%)**

Each of you will have to write three short (4-5 pages) response papers of your choosing out of nine possible paper topics (see below). The paper will be due the week AFTER we cover that topic in class. ***Each of you needs to e-mail me what three topics you want to do your papers on by the end of next week (September 7, 2018). If you fail to do so on time you will be assigned paper topics.***

Why are these due after the class when we cover the topic? Isn't that asking people to not do the reading? I thought about this, and decided that ultimately if you write the paper beforehand it is more likely you will just stick to your original position and will not listen to others in class which goes against the overarching goal of the course. As such, the papers are due the week AFTER we discuss the topic in class so as the papers can reflect any evolution of your thoughts that happens as a result of class discussion. That being said, if you fail to show and/or talk in the class when we discuss the topic you are writing a paper on you can be confident that will not reflect well on you when it comes to your class participation grade.

All written assignments should be in 12-point, Times New Roman font, double-spaced with standard one-inch margins. If you need to cite anything, you should use American Psychological Association citation style.

- **Scenario-based paper (30%)**

Due December 12, 2018. Details of this paper are given in Appendix A of this syllabus. Raise your hand if this is the first syllabus you have ever had with an Appendix.

This written assignment should be 7-10, double-spaced pages in length, in 12-point, Times New Roman, font with one-inch margins. If you need to cite anything, use American Psychological Association (APA) citation style.

- **Exam on History Topics (10%)**

On December 5, 2018 there will be a Fill In The Blank “exam” about the ten people/events we cover for the History Topics throughout the semester. This will consist of a description of the person or event, and then you have to write who or what is described. Yes, it will be that easy.

- **Optional Extra Credit Assignment (up to an extra 10%)**

“He should offer extra credit” is a criticism I have received on my evaluations (I really do read those) so I now offer extra credit. But you will earn that extra credit. If you want to do one of the History Topic presentations for up to ten extra percentage points on your final grade (i.e. out of 100%) you can, but you will read the book that I assign you, will need to make the Powerpoint presentation, and will need to have a 15-20 minute presentation and be able to answer questions. Basically, you are going to do what I would have done. It is extra credit, it is not free credit.

If more than one person wants to do a particular presentation you will need to work together, and will each get the same final amount of the possible ten percentage points.

Finally, any such presentations will need to be sent to me at least two weeks before they are presented in class so I can review them.

***** How The Written Assignments Will Be Graded *****

The ability to write well is one of the core skills that anyone who attends college should develop and it is my hope that I can help each of you become better writers. Toward this goal, I have written a *Guide To Improving Your Writing* which is posted on Blackboard. Everyone is required to read this guide and will be held responsible for all information in it. Please feel free to ask me questions about anything in it you do not understand. In addition, clarity of writing and grammar (including spelling) WILL affect your grade on all four written assignments.

Here is how the written assignments will be graded.

I will assign an initial score (out of 100) for the overall quality of the points you make in your assignment. This is essentially “how well did you answer the question that lies at the heart of the assignment?” The ‘best’ paper will receive an initial score of 100, with other initial scores assigned relative to the paper that earns the 100.

After this score is assigned, I will then deduct points for lack of clarity and poor grammar in the following way:

A 1-point reduction for each sentence that I consider to be unclear in that I have to read it twice to understand what you are saying. In addition, there will be a 1-point reduction for each simple sentence that reduces the overall stylistic quality of the paper. I understand that sometimes simple sentences improve the clarity of written material. I really do. I do not, however, want people turning in assignments that are a string of simple sentences in an effort to ensure each individual sentence can be understood. My goal here is to push

you to become better writers, and turning in a paper filled with simple sentences does not move us toward that goal. These ‘clarity reductions’ will be capped at 10 points so as a poorly written paper will be reduced by one letter grade.

There will also be a 1-point reduction for each of the specific errors listed in Section B of the *Guide To Improving Your Writing*. Because these specific errors are truly very easy to avoid there will be no cap for these reductions.

*** “Do you curve your grades?”

Yes, in the following ways.

For the written assignments, and as explained above, the paper(s) which answer the question at the heart of the assignment the best will receive an initial score of 100 with other papers receiving initial scores relative to that paper. This effectively ‘curves’ the scores for the written assignments. Please note, deductions for poor writing and grammatical errors will be deducted from this initial score as explained above.

For the History Exam somebody will get the highest score. Whatever additional points, if any, it takes to get that highest score to 100 will be added to everyone else’s score as well.

Because these ‘curves’ are worked into each assignment, there is no ‘curve’ for your final score for the class.

Grade Breakdown

90 – 100 % = A

80 – 89.99... % = B

70 – 79.99... % = C

60 – 69.99...% = D

0 – 59.99...% = F

You will receive a score of 0 – 100 on each of the six components of your grade (Class Participation, First Short Paper, Second Short Paper, Third Short Paper, the Scenario-Based paper and the History Exam). Your final grade for the class will be calculated with the following formula:

$$[U(.30) + V(.10) + W(.10) + X(.10) + Y(.30) + Z(.10)] = \text{Final Grade}$$

Where U = score for Class Participation

V = score on First Short Paper

W = score on Second Short Paper

X = score on Third Short Paper

Y = score on The Scenario-Based Paper

Z = score on History Exam

I will not round up. In order to get a grade you MUST get the minimum score listed above for that grade, i.e. an 89.7 is a B, not an A.

Course Schedule

Adjustments to the course schedule and assignments may occur. Given the fluid nature of the topics, adjustments to assignments for the Black Lives Matter Movement and Immigration classes in particular very well may change. Adjustments will be announced in class and via Blackboard.

August 29, 2018

Topic: Syllabus, Guide To Improving Your Writing, Introduction

September 5, 2018

Topic: Important Psychological Constructs

September 12, 2018

Topic: Overview of Race and Crime

Reading: Chapter 1 of *Race and Crime*

Paper Topic: We pride ourselves on being “a nation of immigrants” yet there is a strong pattern in American history of treating immigrant groups poorly. Why do you think that is? [Paper due September 19, 2018.]

History Topic: The Lynching of Ed Johnson

September 19, 2018

Topic: Rates of Crime and Victimization

Reading: Chapter 2 of *Race and Crime*

Paper Topic: Do you think arrest rates accurately reflect racial group crime rates? In other words, are members of different racial groups arrested at an appropriate rate for the crimes they commit? What would you say to people who disagree with you? [Paper due September 26, 2018.]

History Topic: The Scottsboro Boys Case

September 26, 2018

Topic: Theoretical Perspectives on Race and Crime

Reading: Chapter 3 of *Race and Crime*

Paper Topic: If every theory of criminal offending has notable flaws or fails to explain a notable proportion of crime, why do you think people still tend to advocate for just one theory? [Paper due October 3, 2018.]

History Topic: The Lynching of Emmett Till

October 3, 2018

Topic: Policing

Reading: Chapter 4 of *Race and Crime*

-- <https://www.theatlantic.com/politics/archive/2015/06/baltimore-police-slowdown/394931/>

Paper Topic: Use of police body cameras is often heralded as the best solution to inappropriate police behavior. Do you think body cameras are the best solution to inappropriate police behavior? Why or why not? [Paper due October 10, 2018.]

History Topic: The Lynching of Schwerner, Chaney and Goodman

October 10, 2018

Topic: Courts

Reading: Chapter 5 of *Race and Crime*

Paper Topic: Butler (1995) argued that African-American jurors should nullify convictions for non-violent drug offenders. Do you agree or disagree with him? [Paper due October 17, 2018.]

History Topic: Malcolm X and The Nation of Islam

October 17, 2018

Topic: Sentencing

Reading: Chapter 6 of *Race and Crime*

Paper Topic: In her book “War on Cops” Heather MacDonald points out that the sentencing scheme for methamphetamine remains the same 100:1 ratio to powder cocaine as crack cocaine used to be, that the majority of those convicted for distribution of methamphetamine are White, with a strong plurality being Hispanic, and very few African-Americans, but nobody describes the methamphetamine sentencing as anti-White or anti-Hispanic. Why do you think that sentencing scheme has not been fought as racially discriminatory? Recently many liberal commentators have noted that the widespread abuse of opioids, which are largely abused by Whites, has been viewed as a healthcare problem and not a criminal problem. What do you think explains these seemingly disparate reactions? [Paper due October 24, 2018.]

History Topic: The Black Panther Party and COINTELPRO

October 24, 2018

Topic: The Death Penalty

Reading: Chapter 7 of *Race and Crime*

History Topic: The Attica Prison Riot

October 31, 2018

Topic: Corrections

Reading: Chapter 8 of *Race and Crime*

Paper Topic: Many American prisons are staffed by rural Whites but incarcerate people of color from urban areas. Some have argued this leads to a conflict of cultures that leads to numerous problems (e.g. unnecessary aggression from staff toward inmates, poor communication between the two groups, indifference to inmate problems). What do you think corrections agencies can do to address this possible cultural divide? [Paper due November 7, 2018.]

History Topic: Bernhard Goetz and The Central Park Jogger Case

November 7, 2018

Topic: The Black Lives Matter Movement

Watching:

- <https://www.youtube.com/watch?v=jWwNkL92l6o>

Reading:

- Review the Table of Contents, and look further into anything else you want for the following two reports
 - https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/doj_report_on_shooting_of_michael_brown_1.pdf
 - https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf
- Then read the following four articles.
 - “The Police Officer’s Dilemma: A Decade of Research on Racial Bias In The Decision To Shoot.” By Correll, Hudson, Guillermo and Ma. in *Social and Personality Psychology Compass*, May 2014, p. 201 – 214.
-- Can be retrieved through the UTEP Library website.
 - <http://www.nber.org/papers/w22399.pdf>
 - https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/07/18/police-shootings-and-race/?utm_term=.6207e2a27f7b
 - https://www.washingtonpost.com/news/wonk/wp/2017/01/05/study-more-black-cops-wont-stop-police-killing-of-black-citizens/?utm_term=.437fe0f6e5c6
- And I would be remiss if I did not tell you this exists . . .
 - <https://www.washingtonpost.com/graphics/national/police-shootings-2016/>

Paper Topic: So which is it? Do Black Lives Matter or do All Lives Matter? [Paper due November 14, 2018.]

History Topic: The Tawana Brawley & Charles Stuart Racial Hoax Cases

November 14, 2018

Topic: Immigration

Reading:

- Read all of the following:

- <https://www.whitehouse.gov/the-press-office/2017/01/27/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

- <https://www.whitehouse.gov/the-press-office/2017/03/06/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

- Peruse (until you feel you can talk about them)

- <https://www.nafsa.org/File/amresource/fourthcircuitupholdsban20170525.pdf>

- https://www.supremecourt.gov/opinions/17pdf/17-965_h315.pdf

- Then watch this:

- <https://www.nytimes.com/video/us/100000005962386/trump-zero-tolerance-immigration-policy.html>

- Then read all of the following:

- <https://www.politifact.com/truth-o-meter/article/2018/jun/06/what-you-need-know-about-trump-administrations-zero/>

- <http://www.cnn.com/2017/07/28/us/ms-13-gang-long-island-trump/index.html>

- <https://www.nytimes.com/interactive/2018/03/30/upshot/crime-immigration-myth.html>

[immigration-myth.html](https://www.nytimes.com/interactive/2018/03/30/upshot/crime-immigration-myth.html)

- <https://www.nytimes.com/2018/05/24/us/politics/trump-crackdown-student-visas.html>

History Topic: The OJ Simpson Trial

November 21, 2018

Topic: Juvenile Justice

Reading: Chapter 9 of *Race and Crime*.

November 28, 2018

Topic: *The New Jim Crow* and alternate viewpoints of high rates of African-American incarceration.

*** *You will need to be done reading "The New Jim Crow" by this class* ***

December 5, 2018

Topic: Being a Better Criminal Justice Professional

*** *History Topics Exam* ***

Appendix A Scenario-Based Paper

The City of Rock Ridge, Missouri

The city of Rock Ridge, Missouri is located near the southern border of the state and has a population of approximately 120,000. Rock Ridge's population is 58% White, 32% African-American, 8% Hispanic and 2% Asian and Native American. Most of Rock Ridge's African-American population lives on the north side of town in an area known as Bartville named after a former African-American Sheriff of Rock Ridge. Rock Ridge's White population lives across the rest of the city, and its Hispanic population is similarly scattered across the city although typically in pockets with a high concentration of Hispanics.

Rock Ridge has one of the highest crime rates in the state. Specifically, of the forty-five counties in the state its murder rate (murders per 100,000 in the population) is the 6th highest, its other violent crime rate (also per 100,000) is the 3rd highest in the state, and its property crime rate (also per 100,000) is the 7th highest in the state. Approximately 70% of the murders committed in Rock Ridge are committed in Bartville and the surrounding area, as are approximately 60% of the violent crimes. Victim reports indicate African-Americans commit such crimes at essentially equivalent rates (i.e. approximately 70% of murders and 60% of violent crimes). Arrest rates, however, are somewhat disproportional to the rates reported by victims as African-Americans are 82% of those arrested for murder and 75% of those arrested for violent crimes. Property crimes are more evenly distributed across the city, with approximately 40% reported in Bartville and the remaining 60% distributed across the rest of the city. Of those arrested for property crimes, 59% are African-American. For all types of crimes, Whites make up the vast majority of the rest of those arrested, with Hispanic, Asian and Native American arrest rates constituting a negligible amount of the arrests.

Rock Ridge has historically been economically disadvantaged. Its median household income is in the bottom-third for the state and bottom-quarter for the country, and its average level of education (11.7 years) is one of the lowest in the state with one of the highest percentages of citizens without a high school diploma. There is, however, a notable difference in income and education level between Rock Ridge's White and African-American population. Specifically, compared to African-Americans, Whites' annual household income is \$7,000 higher, Whites have an average level of education of 12.3 years and a notably higher percentage of Whites have a high school diploma.

The High-Speed Rail Hub

Four years ago, however, Rock Ridge was selected to be the site of a central hub for a new high-speed, rail system intended to link major cities in the Midwest. The hub opened six months ago and brought approximately 4,000 high-paying jobs in the high-speed rail technology sector to Rock Ridge, essentially all of which were filled by people from outside Missouri including a high percentage from Asia and the Middle East. Once awarded the rail hub Rock Ridge saw a significant increase in construction of both homes and retail centers intended to cater to the incoming, higher-income staff for the rail hub. Most of these construction jobs have been filled by Hispanics, leading to a dramatic increase in Rock Ridge's Hispanic population as five years ago its Hispanic population was estimated to be around 2% of the city. With the incoming staff for the rail hub Rock Ridge has also seen its first Buddhist temple and Islamic mosque.

History of Race and Crime in Rock Ridge

Rock Ridge has historically had some of the poorest interracial relationships in the state. For instance, the above noted African-American Sheriff for Rock Ridge, Sheriff Bart Little, was appointed by the governor shortly after the end of the Civil War in what historians now acknowledge was an attempt by the then governor to bring about White unrest with the hope that such unrest would cause Federal troops to withdraw from the town. "Sheriff Bart," as he is still referred to around town, was run out of Rock Ridge by a White mob and was believed to have fled to California although that is unconfirmed. More notably, however, he was the last African-American to hold public office in Rock Ridge.

Rock Ridge was also the site of a very infamous lynching in 1912 in which a prominent African-American landowner, Moses Carmichael, was killed by a mob who stormed Carmichael's house, removed him by force after he shot and killed three people in the mob, and burned his body in front of the County Courthouse. Newspaper accounts of the lynching estimated that 15,000 White citizens gathered around the courthouse to watch the lynching, and that the mayor spoke to the crowd shortly before Carmichael was killed encouraging the mob to "protect the White race" by ensuring African-Americans were "kept in their place as God himself has ordained they should be." African-American folklore holds that Carmichael spat in the mayor's face shortly before he was set afire, and that the mayor kept Carmichael's severed right hand on his desk in city hall.

In 1915 the city of Rock Ridge constructed a memorial to those who volunteered to fight for the Confederate army on the site of the Carmichael lynching. The memorial was removed in 2010, largely in an effort to be selected as the site for the rail hub, but every year since the memorial was removed someone has planted a Confederate flag on the site on General Stonewall Jackson's birthday. Rock Ridge police have consistently reported they are unable to determine who is placing the flag stating only it has been done by "unknown persons." In an effort to call attention to the continued claimed inability to determine who was placing the Confederate flag, Wilson Goode, the President of the NAACP chapter for Rock Ridge placed an African National Congress flag in front of the county jail in the early hours of Nelson Mandela's birthday in 2016. Goode was subsequently arrested and convicted for misdemeanor destruction of public property after several video cameras covering the courthouse area captured him placing the ANC flag.

Recent Problems Affecting Rock Ridge's Immigrant Population

On several days over the past three months fliers have been left on the windshields of cars in the rail hub employee parking lot stating that all employees of the rail hub must be US citizens and any non-citizen working at the hub is eligible to be deported for violating US labor law. The fliers have the seal of the Immigration and Custom Enforcement agency, but are not from the agency and are not accurate. They have, however, caused some distress among the immigrant workers at the hub. Similar fliers have also been left on cars in the parking lot at the Buddhist temple and Islamic mosque in Rock Ridge.

In addition, ICE agents have been making regular sweeps of the construction sites in Rock Ridge and temporarily detaining any workers who are suspected to be in the country illegally. ICE agents have been assisted by Rock Ridge police in making these sweeps with the current Sheriff of Rock Ridge explaining that he believes "all laws must be enforced and failure to do so invites crime and lawlessness." At the same time, there are reports from the construction companies that some of their Hispanic workers have been followed home by groups of two or three White men in cars and some of these workers have subsequently had bricks thrown through their windows at home. When Rock Ridge police have

attempted to investigate these reports, however, the workers have all denied that anything like that has happened.

The Shooting of Henry Gathers

Two weeks ago 25 year old Henry Gathers, an African-American, was shot and killed by a Rock Ridge police officer, John Taggart, during a traffic stop. The shooting is still under investigation, but Taggart reports that because Gathers was acting nervously he told Gathers to step out of his car and as he was doing so made a “sudden aggressive movement” toward Taggart to include reaching for the Officer’s gun and in response Taggart shot Gathers five times killing him instantly. Gathers’ family has vehemently denied that he would have made such a movement toward Taggart, noting Gathers had recently become engaged. Initial toxicology reports indicate that Gathers was legally inebriated at the time of the shooting with a blood-alcohol-content level of .084 when .08 is the legal limit to drive.

Word of the Gathers shooting quickly spread over social media, including pictures taken by passing motorists of Gathers’ body lying in the street. That night a few dozen peaceful protestors marched through downtown Rock Ridge, but the protests became more aggressive beginning the second night with protestors making various antipolice statements and by the third night police were hit with rocks and bottles of water thrown by the protestors. In response to this escalation, on the fourth night of protests the Rock Ridge police deployed three armored vehicles with water cannons that can knock adults standing within 20 feet of the vehicles to the ground. When protestors refused to leave the streets at the start of a 9:00 pm curfew, the armored vehicles were deployed and several protestors were injured by either the water cannons or in the rush of people evading the cannons. Since that night there has been a steady volley of thrown objects, to include on three different nights Molotov cocktails that exploded on the vehicles, and a response of water cannons and riot control police on foot being used to clear the streets of Rock Ridge.

The Protestors

The protests seem to be without a clear leadership group and, in fact, the protestors’ demands are unclear. Interviews with the press and police observation of social media suggest two primary groups of protestors; African-Americans protesting Gathers’ shooting and allegations of police brutality in general, and immigrant workers protesting both the ICE immigration sweeps of construction sites but also the apparent inability of the Rock Ridge police to find whoever is leaving the fliers on cars at the rail hub, Buddhist temple and Islamic mosque.

Much of the protest has been fueled by social media, with general strategies for protesting being shared both during the day but also at night in the midst of protests. Social media has also spurred numerous rumors which have proven to not be true but which have, nonetheless, served to increase tension between the protestors and police. These rumors include that autopsy reports show Gathers was shot a sixth time while lying on the ground, that officer Taggart is a known White supremacist, and that an unnamed “black power group” has offered \$100,000 for anyone who can kill Officer Taggart.

In addition to the protestors from Rock Ridge, others have come from around the country to express their views on the situation. Included in these are Harry Callahan, a retired San Francisco police detective and well known advocate for strict policing of high crime communities who has Tweeted “if you don’t want to get shot, don’t drive drunk and fight cops” and Charlie Smith, a well known advocate for tighter border

security and immigration quotas who has Tweeted “China has two things: the world’s fastest growing economy and a wall. Coincidence?” Also in Rock Ridge are T.D. Abernathy, an African-American pastor of a megachurch in Atlanta, Georgia who has called for Americans to come to Rock Ridge and participate in various acts of civil disobedience so as to “flood the jails of Rock Ridge,” and Samir Kamalipour an immigrant-rights activist who has announced he will begin a hunger strike in three days if no arrests are made in the reported intimidation of the Hispanic construction workers in Rock Ridge.

Your Job

You were just hired by the mayor of Rock Ridge, Howard Johnson, to guide the city through this crisis. He specifically wants to know a) what factors have contributed to the civil unrest in Rock Ridge, and b) what can the city do to quell the unrest and prevent such problems in the future.

Mayor Johnson has given you until 6:00 pm on December 12, 2018 to submit your report. Mayor Johnson is kind of a fickle guy, so he expects your report to be in Times New Roman font, 12-point, double-spaced with one-inch margins and if you need to cite anything use American Psychological Association citation style.

Appendix B

How To Look Up Articles On The UTEP Library Website

For this class you will need to look up several readings through the UTEP library. I'm not going to lie, this can be slightly confusing as each journal is a little different. But I promise you, all of the readings I've said can be found through the UTEP Library website can, in fact, be found there. So why don't I just give you the pdfs of the readings? Two reasons: 1) It is important for you to know how to look up articles through a library search engine, 2) the UTEP library tracks how many people retrieve articles from journals and those journals that do not get a lot of traffic may get dropped. Given that these are good journals they should get "credit" for having something that students needed to read. Democracy through clicks.

1) If searching from your device, you'll first need to log on to the UTEP library website. To do that, go to:

<https://lib.utep.edu/patroninfo~S0>

and enter your regular username and password. Once logged on, go back to the UTEP Library homepage (there's a link in the upper right-hand corner of the remote log on screen).

If you're searching from a computer at the UTEP library you can skip to Step 2.

2) Sometimes you can find a reading by just looking up the title of the reading under the "Books and Journals" search window. (I know it makes no sense that a journal article can be found under Books and Journals but sometimes it happens.) Just type in the title of the reading, hit search, and see if a pdf of the reading comes up. If so, just save the pdf.

3) If that does not work, look up the title of the journal in the same "Books and Journals" search window on the library home page.

4) That should lead you to the catalog entry for the journal itself. Under that entry, you should see an option for electronic access to the full text for a range of the journal that includes the volume you need. Click on that option.

5) Each journal is a little different as to what happens next, but what you are looking for is access to the specific volume you need for that journal. Once you find the volume, it should give you a list of all the articles in that volume. Find the article you need, then save the pdf.