



**The University of Texas at El Paso**

**Department of Criminal Justice**

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**CRIJ 5339: RACE ETHNICITY IN CRIMINAL JUSTICE SYSTEM**

**CRN: 16499; FALL 2024**

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Office hours: By appointment

Office location: Education building, 111J

Course meeting time: T 6:00pm – 8:50pm MST

Course location: Education Building 114

## **COURSE DESCRIPTION**

This graduate seminar will review landmark aspects of the intersection of race and ethnicity in criminal justice system in the United States. We will draw on theory and research from various perspectives to understand substantive issues underlying the causes and consequences of inequality in criminal justice system. Particular attention will be paid to the socio-historical construction of race and ethnicity, crime patterns, segregation and racial structure, intergenerational inequality, intersectionality, and disparities in criminal justice processing and punishment. This course will also delve into scholarly debates surrounding the study of these issues. The overarching goal of this seminar is to lay the groundwork for students to understand and critically assess the complex relationships between race/ethnicity and criminal justice outcomes.

## **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

By the end of this course, students will be able to:

1. Understand how race/ethnicity is constructed and the role of race/ethnicity in American society and public policy.
2. Critically examine theoretical and empirical approaches taken in research on race/ethnicity, crime, and criminal justice processing.
3. Identify gaps in knowledge on race/ethnicity and criminal justice and develop directions for future research.

## UTEP EDGE

This course is designed with the UTEP Edge in mind. In this class, students will focus on improving several specific Edge Advantages: confidence in your knowledge of race/ethnicity in criminal justice system, critical thinking, communication skills, leadership, and global awareness.

To learn more about the UTEP EDGE: <https://www.utep.edu/edge/>

## REQUIRED MATERIALS

### Books:

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.
- Glaser, J. (2014). *Suspect race: Causes and consequences of racial profiling*. Oxford University Press, USA.
- Tonry, M. (2011). *Punishing race: A continuing American dilemma*. Oxford University Press.
- Ramirez, M. D., & Peterson, D. A. (2020). *Ignored racism: White animus toward Latinos*. Cambridge University Press.
- Wilson, W. J. (2012). *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.

### Required Articles:

- Barnes, J. C. (2018). A constructivist view of race in modern criminology. *Journal of Criminal Justice, 59*, 81-86.
- Blumer, H. (1958). Race Prejudice as a Sense of Group Position. *The Pacific Sociological Review, 1*, 3-7.
- Burt, C.H. (2017). *This again? Homogenizing racism, dismissing structure, and adding biology: A response to Walsh & Yun*. Retrieved from <https://calliehburt.wordpress.com/blog/>.
- Geller, A., Goff, P. A., Lloyd, T., Haviland, A., Obermark, D., & Glaser, J. (2021). Measuring racial disparities in police use of force: methods matter. *Journal of quantitative criminology, 37*(4), 1083-1113.
- Hollis, M. E., & Jennings, W. G. (2018). Racial disparities in police use-of-force: A state-of-the-art review. *Policing: An International Journal, 41*(2), 178-193.
- King, R. D., & Wheelock, D. (2007). Group threat and social control: Race, perceptions of minorities and the desire to punish. *Social Forces, 85*, 1255-1280.
- Sorensen, J. R., Marquart, J. W., & Brock, D. E. (1993). Factors related to killings of felons by police officers: A test of the community violence and conflict hypotheses. *Justice Quarterly, 10*(3), 417-440.
- Walsh, A., & Yun, I. (2018). Examining the race, poverty, and crime nexus adding Asian Americans and biosocial processes. *Journal of Criminal Justice, 59*, 42-53.

- Zatz, M. S., & Rodriguez, N. (2006). Conceptualizing race and ethnicity in studies of crime and criminal justice. In R. D. Peterson, L. J. Krivo, & J. Hagan (ed.), *The many colors of crime* (pp. 39-53). New York: New York University Press.

## COURSE ASSIGNMENTS AND GRADING

Your grade in this course will be determined by 1) class participation, 2) discussion questions/leading discussion, 3) presentation, and 4) a final paper.

### *Class Participation*

You are expected to read the assigned readings prior to class and attend class ready to discuss them, even when you are not the discussion leader that day. As a graduate seminar, the success of this course will depend on student contributions. Therefore, I strongly encourage students to bring reading notes to class will be helpful as we engage in a critical dialogue about research and policy regarding race and ethnicity in criminal justice system. Your class attendance, participation (quality and quantity), and effort will account for 10% of your final grade.

### *Discussion Questions and Leading Discussion*

Students are required to submit discussion questions in advance of every class session beginning Week 2 (i.e., word document submitted via Blackboard on Sundays by noon (12:00pm)). Students should include FIVE discussion questions prompted from the designated readings that aim to stimulate interesting discussion among the group. These questions should be primarily research-focused, although I also welcome policy-oriented discussion.

Two students will lead discussion on the material assigned for that week. Please keep it informal. The role of the discussion leader is to provide a one-page overview memo of the key ideas, concerns, and criticisms associated with the reading material and to raise insightful points for discussion regarding strengths, weaknesses, and contributions of the assigned readings. This memo should be submitted via Blackboard on Sunday by noon. Discussion leaders don't need to submit discussion questions but are required to prepare discussion questions using five discussion questions that were submitted from other students (a set of discussion questions are going to be provided from Dr. Cheon by 9:00am on Mondays). Pick as many as discussion questions and provide them to me no later than 3:00pm on the day prior to discussion. I will then post the final discussion questions on Blackboard. I will then post the final discussion questions on Blackboard.

Discussion leaders use these questions to initiate the discussion but expect that other students will raise questions themselves as well. It is important that we have engaging and thoughtful discussions during every class session. At the end of the first-class meeting, students will submit topic preferences.

Keys to successfully leading discussion:

- 1) Meet with the other discussion leaders assigned for your session prior to class.
- 2) Select a set of questions that you (as a group) want to ask, keeping in mind what you want to get out of the discussion.

- 3) Have an agenda for the discussion and carry out that agenda. All of you will go on to be leaders. Identifying what you want to get out of a discussion and designing an approach to meet this goal is an important element of graduate education.
- 4) Treat the discussion session as a debate. For example, one of you may take the position of an advocate and the other critic. This is a helpful exercise because the ability to defend a certain idea/argument requires an understanding of what of that goes beyond a basic description.
- 5) Call on people to answer. Remember, it is your class for the take, so take charge.
- 6) Call on me for input. I am a resource to be used.

*Final Paper and Presentation*

Each student will be expected to write a 10-page double-spaced paper using APA format. This final paper will be the front-end to an original research paper that would be submitted to a peer-reviewed journal. Your paper will address any topic related to race and ethnicity in criminal justice system. In doing so, you will apply one of the theoretical perspectives we discuss to explain this variation. Your paper will contain introduction, theoretical framework, review of prior research, and current focus. You will submit your final paper by **11:59pm on December 8th**. Your paper will account for 40% of your final grade. Late papers are penalized 10% for each day over the due date.

To help you work on your paper, I will ask you to identify your topic and submit a brief description by October 29th. I will not grade your submission but will provide my feedback and comments.

Your presentation of this paper to the class will be in the format of a conference presentation (minus the actual results of the study). My hope is that you could develop the “method” and “results” sections later and hopefully have a full manuscript ready for submission to a peer-reviewed journal in a future. You will present your study **in class on December 3rd**. Your presentation will be evaluated by your peers which will account for 50% of full grade of presentation.

Please refer to the Writing Center if you need assistance with your written assignments. The University Writing Center is located in Library, Room 227. It is a great place to receive help with editing your written papers, and with APA style assistance. They are open M-Th 9:00-5:00 pm, Fr 9:00-2:00 pm, and Sundays 12:00-5:00pm. Appointments are recommended well before the deadline, but they will take walk-ins.

*Grade Distribution:*

Class participation .....	10%
Discussion questions.....	20%
Leading discussion .....	20%
Final paper presentation.....	10%
Final paper .....	40%
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Total.....	100%

### *Grade Scale*

Grad	Percentage
A	Above 90%
B	80% – 89.99%
C	70% – 79.99%
D	60% – 69.99%
F	Below 59.99%

### *Policy on Late or Missed Assignments:*

You are required to notify me before the due date if an urgent situation arises and an assignment will not be submitted on time. Please follow the appropriate university policies to request an accommodation for religious practices or to accommodate a missed assignment due to university-sanctioned activities.

Late assignments will only be permitted at the discretion of the instructor and will be contingent upon two requirements being met:

- a. Valid documentation of an emergency (e.g., physician's note)
- b. Notification PRIOR to the due date

## **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

## **COURSE POLICIES**

### *General*

This class will feature lectures, discussions, and a variety of activities to promote learning. To succeed in the class, it is essential that you keep up with readings, lectures, and assignments.

The grade you earn in this course will be based on the amount of effort you exert. If you need a specific grade for this course, be proactive and contact me as early and often as possible. I will make every effort to assist you in achieving your goals.

### *Dissemination Policy*

All the materials in this course, aside from that in the assigned text, should be considered as my intellectual property and, as such, under copyright protection. This includes my lectures, exams, written assignments, and notes. These are intended for your use during this course and may not be disseminated to anyone outside of the course without my explicit written permission.

### *Class Recordings*

Students may NOT record any portion of the course meetings without first obtaining my permission. This includes audio and video recordings. If permission is granted, these recordings cannot be shared with others outside of this course unless required by UTEP.

### *Email Policy (Contacting the Instructor)*

There are two ways you can contact me in this course. 1) Through your institutional email address. 2) Through the “send email” function under the course tools tab in Blackboard. I expect you to identify yourself within the body of the email. I also expect you to compose emails using standard word and sentence structure (i.e., no acronyms, slang, etc.). In other words, do not email me as if you are texting your friends.

I will do my best to respond to your emails within 24 hours under most circumstances from Monday through Friday. I will also do my best to check my email at least once on Saturdays and Sundays; however, at times I may not be able to respond over the weekends. Please plan accordingly.

### *Course Drop Policy*

If circumstances arise to where a student must drop this course, it is the student’s responsibility to initiate the course drop. It is also the student’s responsibility to determine how dropping courses may affect his or her 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) If a course is dropped within the first 2 weeks before the “official census date”:
  - a. the course will not appear on the transcript and
  - b. the course will not count toward the 6-course drop limit.
- b) If a course is dropped after the official census data but before the “course drop date”:
  - a. the student will receive a “W” in the course
  - b. the drop will show on transcripts but will not lower GPA
  - c. the drop will count toward the 6 class drop limit
- c) If the course is dropped after the “course drop date” or if the student just stops coming/taking tests, etc.:
  - a. UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.
  - b. the drop will count against the 6 class 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 me at: [tedickinson@utep.edu](mailto:tedickinson@utep.edu). Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

### *Incomplete Grade Policy*

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### *Accommodations Policy*

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### *Scholastic Integrity*

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### *A Note about Sexual Misconduct*

What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP's Title IX Coordinators can be found here:

<http://utep.edu/titleix/Title%20IX%20Coordinators%20.html>

## **COURSE RESOURCES**

UTEP provides a variety of student services and support:

### *Technology Resources*

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### *Academic Resources*

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### *Individual Resources*

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.



Or please refer to the QR code below for a listing of campus resources.



## COURSE SCHEDULE

\* Students are responsible for reading all the required materials on the dates listed below.

\* I reserve the right to adjust the course syllabus as needed. Students are required to regularly check their UTEP email and Blackboard to look for communication of syllabus revisions.

### **Week 1:** August 27 (Tuesday)

Class Introduction; Overview of the Syllabus

### **Week 2:** September 3 (Tuesday)

Topic: The Socio-Historical Construction of Race

Required Reading:

- Blumer (1958)
- King & Wheelock (2007)
- Zatz & Rodriguez (2006)

### **Week 3:** September 10 (Tuesday) – Fall Census Day (September 11)

Topic: Urban Poverty, Segregation and Racial Structure I

Required Reading:

- Wilson (2012): Chapters 1 – 4

### **Week 4:** September 17 (Tuesday)

Topic: Urban Poverty, Segregation and Racial Structure II

Required Reading:

- Wilson (2012): Chapters 5 – 7 & Afterword

### **Week 5:** September 24 (Tuesday)

Topic: Disparities in Criminal Justice Processing & Punishment: Mass Incarceration I

Required Reading:

- Alexander (2012): Chapters 1 – 3

### **Week 6:** October 1 (Tuesday) – via zoom

Topic: Disparities in Criminal Justice Processing & Punishment: Mass Incarceration II

Required Reading:

- Alexander (2012): Chapters 4 – 6

### **Week 7:** October 8 (Tuesday)

Topic: Disparities in Criminal Justice Processing & Punishment: Public Policy

Required Reading:

- Tonry (2011): Chapters 1 – 6

**Week 8: October 15 (Tuesday)**

Topic: Disparities in Criminal Justice Processing & Punishment: Racial Profiling I

Required Reading:

- Glaser (2015): Chapters 1 – 4

**Week 9: October 22 (Tuesday)**

Topic: Disparities in Criminal Justice Processing & Punishment: Racial Profiling II

Required Reading:

- Glaser (2015): Chapters 5 – 8

**Week 10: October 29 (Tuesday) – Fall Drop/Withdrawal Deadline (November 1)**

Topic: Race and Police Use of Force

Required Reading:

- Sorensen, Marquart, & Brock (1993)
- Hollis & Jennings (2017)
- Geller et al. (2021)

\* A brief description of final paper due

**Week 11: November 5 (Tuesday)**

Topic: Ethnicity and Social Control I

Required Reading:

- Ramirez & Peterson (2020): Chapters 1 – 4

**Week 12: November 12 (Tuesday) – ASC Annual Meeting**

Writing day – work on final paper

**Week 13: November 19 (Tuesday)**

Topic: Ethnicity and Social Control II

Required Reading:

- Ramirez & Peterson (2020): Chapters 5 – 8

**Week 14: November 26 (Tuesday) – Thanksgiving**

Thanksgiving holiday

**Week 15: December 3 (Tuesday)**

Topic: Current Debates in Research on Race and Ethnicity in CJ System: student final paper presentation

Required Reading:

- Walsh & Yun (2018)
- Burt (2017)
- Barnes (2018)

**Week 16: December 8 (Sunday)**

\*Final paper due