

Department of Criminal Justice
Minorities and the Criminal Justice System
California State University, Fullerton
Fall 2007

General Information:

Instructor: Raymond E. Foster, MPA
Day/Time: Thursday, 7PM to 9:45 PM
Location: H228
Office Hours: Thursday, 6PM to 7PM
Office Location: TBA
Office Telephone: 909.599.7530
Email: raymond@hitechcj.com
Website: <http://www.hitechcj.com/minoritiesandcriminaljustice>

Course Objectives:

This course provides an overview and discussion of the themes and issues surrounding the relationship between minority groups and the criminal justice system. The course focuses on overt, institutional and subtle racism and discrimination and its relationship to the criminal justice system. Subjects will include personnel and organizational policies, policing, corrections, juveniles and the courts.

Learning Goals:

1. Place the issues of race and gender in the criminal justice system in a broader societal context by examining the historical developments of race and gender issues.
2. Explore the criminal justice system responses to minority groups
3. Understand the extent and differences in the nature and cause of crime by and against minority groups.
4. Develop an awareness and understanding of different cultures.

Required Readings:

(The following texts are available at the Titan Bookstore)

With Justice for All: Minorities and Women in Criminal Justice, Janice Joseph, The Richard Stockton College of New Jersey, Dorothy L. Taylor, University of Miami: 2003 ISBN No. 0-13-033463-4 / Prentice Hall

Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society, 3/E Robert M. Shusta, Deena R. Levine, Herbert Z. Wong, Philip R. Harris: 2005 ISBN No. 0-13-113307-1 / Prentice Hall 2/e

(The following readings are available at the course website)

What is a Minority Group? Based on Richard T. Schaefer, Racial and Ethnic Groups 5 - 10 (1993).

Creation and Consequences of Minority Group Status, Based on Richard T. Schaefer, Racial and Ethnic Groups 18 – 34 (1993).

What is Race? Ian F. Haney Lopez, The Social Construction of Race: Some Observations on Illusion, Fabrication, and Choice, 29 Harvard Civil Rights-Civil Liberties Law Review 1-62, 6-7, 11-17 (Winter, 1994)

Language of Closet Racism: An Illustration, Paul Gorski (2004)

Defining Race Racism and Racial Discrimination, Vernellia R. Randall, Professor of Law, The University of Dayton, School of Law

Institutional Racism, Vernellia R. Randall, Professor of Law, The University of Dayton, School of Law

Domestic Violence Handbook, U.S. Department of Agriculture Safety, Health and Employee Welfare Division

What is Community Orientated Policing?, Community Orientated Policing Services, Department of Justice

Course Requirements:

The following responsibilities apply to all students:

1. Attend class and take notes.
2. Read and prepare to discuss the assigned reading by the dates identified in the course syllabus.
3. Prepare five “reaction papers” to subjects identified by the instructor.
4. Complete a project paper.
5. Prepare and deliver a presentation.
6. Complete a mid-term examination.
7. Complete the final examination.

Method of Evaluation:

Reaction Papers	25% (5% each)
Website Presentation	10%
Mid Term Examination	15%
Project Paper	20%
Final	20%
Participation	10%
Semester Total	100%

Grades:

In accordance with University Policy Statement (UPS) 300.020 the +/- system of grading will be used in this course:

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76%
D+	67-69%
D	64-66%
D-	60-63%
F	Below 60

Additional Information:

Final Examination – The final examination will consist of two essay questions **and will be cumulative**. Five potential final questions, two of which will be the final examination, are listed on the course website. Although this is not an “open book” test, students may use any notes they took during class or while studying for the final examination. They must be the students notes – refer to the syllabus section on ethical conduct for further information.

Extra Credit – None.

Attendance - Within the university setting, students are expected to attend class on a regular basis and participate in topic discussion to enhance the overall learning experience. As participation is directly related to attendance, **students missing four (2) class session will not receive any credit for attendance/participation**. Attendance will be recorded by a class roster that will be passed among the students during each class. It is the students responsibility to sign the roster.

Participation Credit – Participation is ten percent of the student’s final grade. Participation will be measured by the use of a 1) “student participation log;” 2) attendance recorded on a sign-in sheet; and, 3) participation in the online threaded discussion. The participation log is available for download on the course website. The students are expected to obtain the log and keep a record of their participation. The log must be handed in at the time of the final; and, it may be periodically requested by the instructor for review. Attendance will be tracked by a sing-in sheet. It is the student’s responsibility to sign-in for each class meeting. More information and hyperlinks to the threaded discussion are available on the course website.

Project Paper - Students will be required to write a typed, 5-7 page analysis of a course related issue identified by the instructor. The student will have a choice of ten issues which are listed on the course website. At a minimum, it is expected that the students will produce an academically sound and properly formatted work (APA format is strongly encouraged). The instructor will provide more information concerning Issue Paper expectations during class. The papers are graded on content as well as exposition.

Mid-Term Examination – The mid-term examination consists of 50 short answer, true/false and multiple choice questions. It will cover all readings to the date indicated on the syllabus; including supplemental web-based readings; and, lecture and PowerPoint presentations.

Website Presentations – Each student will be assigned to conduct a review of a specific website. They will then provide a ten minute presentation on that website, as well as a one-page briefing paper. The student shall provide a copy of the briefing paper to each member of the class.

Reaction Papers – Students will be required to write five typed, 1-2 page reactions to subjects identified by the instructor. The instructor will provide more information concerning Issue Paper expectations during class. The papers are graded on content as well as exposition. The due dates of the reaction papers are listed on the syllabus and course website. Late papers will lose one letter grade per week. Papers more than three weeks late will not be accepted.

Ethical Conduct - Students should be aware that there are severe consequences for violations of academic ethical conduct. Primarily, we are concerned with cheating and plagiarism. Students who are determined to have cheated or committed plagiarism will face disciplinary action as identified within CSUF regulations. For additional clarification of cheating and/or plagiarism, refer to the CSUF website or the instructor.

Website - The course has four companion websites. The first was developed and is maintained by the instructor. At that website the students will find hyperlinks to the readings, important course downloads (such as the syllabus and class log) and hyperlinks to other course related multimedia presentations (such as PowerPoint presentations, short videos, etc). The second website is the threaded discussion forum. It is also linked off of the primary site. The third website is the companion to the main text book. As part of the course orientation, the websites will be reviewed. Blackboard will be used as a means to communicate grades.

Date	Week One	Reading	Supplemental Reading
23-Aug	Course Orientation, Introduction		
	Definitions, Group Development	Shusta 1	What is a Minority Group?
	Week Two		
30-Aug	Group Development, Continued	Shusta 2	Creation & Consequences of Group Status
	Website Presentation	Shusta 3/4	What is Race?
	Week Three		
6-Sep	Diversity in Law Enforcement		
	Women in Law Enforcement P1	Joseph 6	
	Week Four		
13-Sep	Victimization	Joseph 2/3	
	Impact of Gender in Court Decisions P2	Joseph 13	
	Week Five		
20-Sep	Asian/Pacific Americans and Justice	Shusta 5	Language of Closet Racism
	African Americans and Justice	Shusta 6	Defining Race Racism & Racial Discrimination
	Week Six		
27-Sep	Latino/Hispanic Americans and Justice	Shusta 7	Institutional Racism
	Middle Eastern Groups and Justice, P3	Shusta 8	(e)racing the Fourth Amendment
	Week Seven		
4-Oct	Domestic/Partner Violence	Shusta 9	Joseph CH11
			Domestic Violence Awareness Handbook
	Week Eight		
11-Oct	Community Orientated Policing	Joseph 1/11	-
	Mid Term	Joseph 5	What is Community Policing?
	Week Nine		
18-Oct	Juvenile Justice	Joseph 12	
	Juvenile Justice, P4	Joseph 14	
	Week Ten		
25-Oct	Police Arrest Decisions	Joseph 7	Pretextual Stops Injustice for Minority Drivers
	Police Arrest Decisions (Cont'd),	Joseph 4	
	Week Eleven		
1-Nov	Police Arrest Decisions		
	Racial Profiling, P5	Shusta 14	Sounding Black: Court-Sanctioned Racial
	Week Twelve		
8-Nov	Racial Profiling (Cont'd)		
	Hate Crimes	Shusta 12/13	Responding to Hate Crimes
	Week Thirteen		
15-Nov	Corrections	Joseph 8	
	Corrections (Cont'd)	Joseph 10	
	Week Fourteen		
22-Nov	Recess No Class		
	Week Fifteen		
29-Nov	Hate Crimes		
	Current Issues/Trends	Shusta 16	
	Week Sixteen		
6-Dec	Current Issues/Trends (Cont'd)		
	Final Review		
13-Dec	Week Seventeen - Final Per Schedule		