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# CJ 7313: Race, Ethnicity and CJ

**Fall 2021**

**6:30-9:20pm (Tuesday)**

**Hines - Room 203**

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**Dr. Scott Bowman**

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**Office Hours – Tuesday (5:00pm – 6:00pm) & by appt.**

## Academic Substance

### ***Course Description:***

This course is an examination of the relationships among race/ethnicity, class (socioeconomic status), and the criminal justice system. Although this is a criminal justice course, you will also find that it includes a discourse in history, political science, sociology, and economics. This is attributable to the contemporary complexities of how race/ethnicity and class/socioeconomic status are constructed (and deconstructed), as well as their intersectionalities and those of gender, age, and other demographics.

All too often, race/ethnicity is used as nothing more than a supplemental variable in research data analysis, without much consideration for either the person that is interpreting the variable or a robust knowledge of the communities that are being discussed. Moreover, there are times when races/ethnicities/nationalities/etc. are simply “removed” from the analysis – whether it be for convenience, a lack of researcher knowledge, or simply determining that the groups are not “worthy of analysis.”

For this doctoral-level course, there are two primary areas of focus: 1) a careful consideration of “the self” and what biases, stereotypes, interests, concerns, etc. each of you “bring to the table” as it pertains to the issues of race, class, and crime / the criminal justice system (particularly as a researcher) and 2) carefully developing and examining a broad understanding of the data, trends, etc. that are found upon initial examination of the phenomena. Therefore, we will spend a considerable portion of the course examining the way(s) in which race/ethnicity and class/socioeconomics are formed, determining the degree to which race, ethnicity, class, and/or socioeconomics matter, and examining other concepts

that may better strengthen this examination – as well as you as a person and what you bring to your own data collection, analysis, and interpretation.

We will examine various components of the criminal justice system and the outcomes that are produced along racial/ethnic and class/socioeconomic lines. Systems such as: the police, the courts, sentencing, the death penalty will be examined in considering how race/ethnicity and class/socioeconomics creates disproportionate outcomes. In addition, we will also consider how gender, age, geographic location, and other demographics further expand the outcomes. Finally, we will consider other variables that are external to the criminal justice system, yet have a direct influence on its practices, such as historiography, the media, politics, and racial attitudes

As doctoral students, it should go without saying that you will need to dedicate yourself to the readings and to regular class attendance. You will need to do readings on time, actively participate in the development of ideas both during class, and allow enough time to think through your writing assignments. I sincerely wish you all to do well in this course and you are encouraged to drop by during our office hours or make an appointment if you have questions or concerns.

### ***Course Materials:***

The *one* text listed below are required for this semester:

**Moran, R. & Carbado, D. (2008). *Race Law Stories*. Foundation Press.**

**Walker, S., Spohn, C. & DeLone, M. (2018) *The color of justice: Race, ethnicity and crime in America (6<sup>th</sup> ed.)*. Belmont: Wadsworth Thompson Learning.**

**Zuberi, T. & Bonilla-Silva, E. (2008). *White methods, white logic: Racism and methodology*. Rowman & Littlefield.**

Additional Readings (provided)

The texts are available for purchase at the Texas State Bookstore (and pretty much everywhere else). *You are also responsible for and may be tested upon any other materials shown or discussed in class, such as handouts, films, web sites, etc.*

### ***Assigned Reading:***

Required reading largely consists of the primary texts (i.e., *The Color of Justice*) and additional readings placed in CANVAS (i.e., *Book Chapters/Journal Articles*). Typically, students will be required to read one or more chapters per week plus selected articles from the reader that are assigned in class. Chapters average about 30 pages in length, and when combined with articles from the reader, present a minimum of about 100-150 pages of assigned reading each week.

### ***Course Objectives:***

#### **Structural Course Objectives**

- mastery of key theoretical concepts of race, ethnicity, privilege, power, and criminal behavior
- recognize the intersectionalities of class, gender, geographic location, etc.
- development of critical thinking, listening, and writing skills
- ability to apply theoretical concepts of race, ethnicity and justice to the larger society
- engaging discussions and critical writing assignments

### **Shared Course Objectives**

#### **Multicultural Policy Statement**

Texas State believes that freedom of thought, innovation and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability are inconsistent with the purposes of the university.

Therefore, the shared objectives of the course will provide and/or expect:

- each individual have the welcomed opportunity to speak on any (course related) issue – without interruption.
- all individuals are free to speak without the repercussion of personal attack- *especially when sharing a personal narrative.*
- individuals take moment(s) throughout the semester to use their “sociological imagination” (Mills) – allowing themselves to imagine themselves from the perspective of others.
- individuals recognize that the discourse of race is truly not an independent discourse and that the subject(s) of class, gender, age, geographic location, etc. should also be freely incorporated into the discussion.
- recognize that, despite their particular affiliation in any group, no individual (including me) “speaks for” or is “an expert” on a particular group based simply on their affiliation, nor should they (including me) feel responsible to do so.
- that *you challenge yourself and your classmates throughout the course.*

CANVAS:

This is Texas State’s on-line source for class information. In addition to the above texts, students should have an email account and be able to access blackboard. For example, I will post additional information on assignments, general information, website links for class, and test study guides. You can also check

your grades throughout the semester. For help with your email account or computer questions, please speak to me via telephone, e-mail or office hours.

**Course Requirements:**

I understand that there are times when you will need to take telephone calls during class. Feel free to excuse yourself during class. However, ringing phones and pagers are a distraction to both the lecture and to your classmates.

Attendance: You are all adults. There will not be any formal attendance policy. Class will start and end (relatively) promptly each class period.

\*Students who miss class due to athletic or other University events are required to follow official TEXAS STATE policies if they wish to make up assignments, tests, etc. Those who fail to do so will not be accommodated.

Assessments: There will be two assessments (week 6 and week 10) during the semester, consisting solely of (semi) short essay questions. I will allow for a make-up exam only with documented medical excuse or documented family emergency. If you read the material, take good notes, and attend classes regularly you should be in great shape for the exams.

Papers: There will be two papers during the semester – one due during the middle of the five weeks and one due at the end of the semester. The paper will be approximately **17-20 pages** long (+/-1) of written work. More information will be provided during the semester regarding the specifics of the paper.

***Plagiarism: My sincere hope and expectation is that this would not be an issue at this level. Quoted and paraphrased passages must be cited appropriately in your written work. Copying sentences or whole sections of another's work from web sites or other materials is considered plagiarism and will be grounds for disciplinary action, if not dismissal, from the university. This is not limited to research papers – this is also relevant in the presentation of homework assignments, etc.***

***Also, and along these lines, please make sure to familiarize yourself with the Academic Integrity Policy as outlined in the most current Texas State Student Handbook. This policy deals not only with issues such as plagiarism and other behaviors considered to be violations of academic integrity, but also provides guidelines regarding the various sanctions that accompany these types of actions. Also, should you require accommodation from Disability Resources you must register with that office to receive those services.***

Grades: Total

Test 1 @ 100 pts	100
Test 2 @ 100 pts	100
Paper 1 @ 100 pts	100
Paper 2 @ 100 pts	100

Total 400 points

## Grading Scale

400-360 A

359-320 B

319 & below C

**A "C" is a graduate level course is considered "failing"**

**Grade disputes must be submitted in writing one week after the grade is given, with clear and substantial reasons for changing the grade.**

Written and Oral communication will be evaluated in the following way:

A: Outstanding. Superior. Written work is presented at the college level, using standard English and an acceptable style guide. Meets all course expectations promptly. Shows clear grasp of concepts and participates regularly and enthusiastically in class and group discussions.

B: Very Good. Clearly above average. Written work is presented at the college level using standard English and an acceptable style guide with only few minor flaws. Meets course expectations promptly. Shows adequate grasp of concepts and participates regularly and enthusiastically in class and group discussions.

C: Good. Average. Written work is presented at the college level using standard English and an acceptable style guide with many minor flaws. Shows a reasonable grasp of concepts and participates in class and group discussions.

D: Below expectations. Writing is marred by major mechanical problems. Does not meet course expectations promptly. Fails to participate regularly in class and group discussion.

E: Far below expectations. Written work consistently falls below college level, even when revised. Fails to report to Writing Center or seek other appropriate help. Consistently late in meeting course expectations, and fails to participate in class and group discussions.

# Semester Course Outline

## Week 1 – Introduction to the Course

Syllabus

## Week 2 – The Legal Construction of Race (pt.1)

“Race Law Stories”, (ch. 1, 2, 3, 6, 8)

## Week 3 – The Legal Construction of Race (pt.2)

“Race Law Stories”, (ch. 5, 9,12,14,16)

## Week 4 – The Social Construction of Race

Course introduction & Overview of syllabus

Bonilla-Silva, E. “Racism Without Racists” (ch. 1-3)

Omi M. & Winant, H. “Racial Formation” (pg. 53-76) from *Racial Formation in the United States*.

Carpenter, S. “Buried Prejudice: The Bigot in your Brain” (pg. 1-5)

DuBois, W. “On Crime”, from *The Social Theory of W.E.B. DuBois*.

McIntosh, P. - Privilege – *Unpacking the Invisible Knapsack*

## Week 5 – Racialized Categories

Chapter 1 & 2 – “Race, Ethnicity and Crime: American’s Continuing Crisis” and “Victims and Offenders”  
*The Color of Justice*

Chavez, L. “The Latino Threat: Constructing Immigrants, Citizens, and the Nation.” (ch. 1-2)

Morin, J. “Latino/a Rights and Justice in the United States: Perspectives and Approaches” (ch. 1-2)

Wu, F. "The Model Minority: Asian American 'Success' as a Race Relations Failure."

Liu, J. "Asian Paradigm Theory and Access to Justice"

Armstrong, T., Guilfoyle, M., Melton, A. "Native American Delinquency" and Nielson, M. "Major Issues in Native American Involvement in the Criminal Justice System" (pg. 293-302) from *Native Americans, Crime and Justice*. (pg. 75-88).

Ross, L. "Worlds Collide: New World, New Indians" from *Inventing the Savage: The Social Construction of Native American Criminality*. (pg.12-33)

### Week 6 – Class Matters

Chapter 3 – "Race, Ethnicity, Social Structure and Crime" *The Color of Justice*

Conley, D. "Forty Acres and a Mule: Historical and Contemporary Obstacles to Black Property Accumulation" from *Being Black, Living in the Red: Race, Wealth and Social Policy in America*.

Massey, D. "The Construction of the Ghetto" from *American Apartheid: Segregation and the Making of the Underclass*."

Braveman, et al, "Socioeconomic Status in Health Research: One Size Does Not Fit All"

Isenberg, N. "White Trash: The 400 Year Untold History of Class in America" (ch 9-10).

Film – Race: The Power of Illusion (part III)

### Week 7 – Politics of Race, Crime, and Justice

O'Reilly, "Demographer", "Accidentals", "Quota Kings" and "Rectors and Souljas"

Cole, D. "The Costs of Inequality"

Rumbaut et al, "Immigration and Crime and the Criminalization of Immigration"

O'Brien, et al. "The Politics of Refuge: Sanctuary Cities, Crime, and Undocumented Immigration"

Wadhia, S. "National Security, Immigration, and the Muslim Ban"

Week 8 – Race, Crime, and the Media

Miller, J. et al. "The Caucasian Evasion"

Gilens, M. "Poor People in the News"

Glassner, B. "Crime in the News" and "Black Men"

Berg, C.R. "The Minority Experience Through the Lens of the American Media: Eight Counter-Stereotyping Strategies"

Hurley, R. et al, "Viewer Ethnicity Matters: Black Crime in TV News and its impact on Decisions Regarding Public Policy"

Week 9

**EXAM 1 (Online Assessment)**

**Assignment 1 Due**

Week 10 – Race, Class and Policing

"The Color of Justice" (ch. 4)

Barker, M. "The Jurisdictional Challenges to Native Social Control." from *Policing in Indian Country* (pg. 54-79).

Hyatt, N. "Section 8 Is the New N-Word: Policing Integration in the Age of Black Mobility"

Cole, D. "Policing Race and Class"

Wilbanks, W. "The Police and Racial Discrimination"

Khan, K. and Martin, K. "Policing and Race: Disparate Treatment, Perceptions, and Policy Responses"

Week 11 – Race, Class and the Courts

Chapter 5 & 6 – "The Courts" and "Justice on the Bench" *The Color of Justice*

Kennedy, R. "Race, Law and Suspicion: Using Color as a Proxy" from *Race, Crime and the Law*.



Kennedy, R. "Race, and the Composition of Juries: Setting the Ground Rules" from *Race, Crime and the Law*.

Kennedy, R. "Race, and the Composition of Juries: The Peremptory Challenge" from *Race, Crime and the Law*.

Wilbanks, W. "Prosecution and Racial Discrimination"

Cole, D. "No Equal Justice" (ch. 2)

### Week 12 – Race, Class, and Sentencing

Chapter 7 and 8 – "Race and Sentencing" and "The Color of Death" *The Color of Justice*

Reiman, J. A "Crime by Any Other Name" & "...And the Poor Get Prison"

Ulmer, J.T. & Bradley, M.S. "Punishment in Indian Country: Ironies of Federal Punishment of Native Americans"

Wilbanks, W. "Sentencing and Racial Discrimination"

Cole, D. "A Muted Trumpet" and "Judgement and Discrimination"

### Week 13 – Race, Class, and Corrections

Chapter 9 – "Corrections in America", *The Color of Justice*

Alexander, M. "The rebirth of caste", "the lockdown", & "the color of justice"

Abarez, S.E. "Latinos and the U.S. Criminal Justice System: The Road to Prison"

Urbina, M.G. "Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making it Outside."

### Week 14 – Race and Methodology (pt. 1)

"White Logic, White Methods" (ch. 1, 2, 3, 5, 6, 7)

Week 15 – Race and Methodology (pt. 2)

“White Logic, White Methods” (ch. 9, 11, 12, 14, 16, 19)

Week 16

**EXAM 2 (Online Assessment)**

**Assignment 1 Due**