In this course we will be examining the intersection between race and crime in the American criminal justice system. In order to achieve this goal, we will be taking a look at the role that race plays in policing, courts, and corrections. We will expand our discussions to include race and the death penalty. One area which we will examine is race data. We will look at race from a crime data perspective and discuss relevant issues and findings. One area we
will examine is the race of offenders and victims. The role that the media plays in helping us "define" the roles that race plays in the criminal justice system will also be explored.

**COURSE OBJECTIVES**

- Understand how race and ethnicity are central to understanding crime and criminal justice in America.
- Be familiar with the difference between race and ethnicity.
- Discuss the difference between disparities and discrimination with regard to race and ethnicity.
- Understand the different theoretical explanations for the racial and ethnic gap in offending and victimization.
- Understand the nature and extent of inequality in American society with respect to racial and ethnic minorities.
- Be familiar with the most important issues related to police and people of color.
- Explain the role race plays within the Courts.
- Explain racial disparity in sentencing.
- Explain the role race plays in the death penalty.

**CLASS FORMAT**

Students are expected to attend class. Students are also expected to come to class prepared to discuss the assigned readings. Classes will be a combination of lecture and classroom discussion and debate. There may be several weeks where we may view relevant videos/video clips and then discuss the issues raised in those particular media.

**REQUIRED BOOKS**

The Color of Justice: Race, Ethnicity, and Crime in America, 5th Edition Samuel Walker; Cassia C. Spohn; Miriam DeLone
STATEMENT ON CLASSROOM CLIMATE
The success of this class is dependent not only on my abilities as an instructor to communicate information and ideas, but also on our ability as a class to work together to create an environment that is conducive to active learning. The Department, as well as the University, expects the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. The University of Maryland’s Code of Academic Integrity defines classroom disruption as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” Examples include coming late to class, repeatedly leaving and entering the classroom without authorization, excessive talking, persisting in speaking without being recognized, allowing cell phones to ring, talking on a cell phone and receiving and sending text messages. None of this behavior will be tolerated. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants or with me will be subject to being referred to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

USE OF TECHNOLOGY
In this class, students will not be allowed to use their personal computers to take class notes. Students will also be prohibited from using their mp3 players, cell phones, tablets or any other type of technology during class. If these devices are seen and/or used during class, the student(s) will be asked to leave the class immediately. If these devices are seen and/or used during an exam, the exam will be collected from the student
and the student will no longer be allowed to continue taking the exam. The exam score will be noted as a zero.

*Exception:* Students will be allowed to use electronic devices (like tablets) to access the e-version of the textbook. However, if at any time the professor learns that students are using the device for other reasons, the students will no longer be permitted to access this device for the remainder of the semester.

**CLASS CANCELLATIONS**
In the course outline you will find there are no scheduled dates where classes have been identified as cancelled. If for any reason a class needs to be cancelled at the last minute, a notice will be posted through the class email list. Staff will also post a notice on or near the Classroom door.

**INCLEMENT WEATHER**
In the event of inclement weather or other emergency conditions, you should follow delays and closures for the "Universities at Shady Grove or USM Shady Grove Center," rather than any individual participating USM institution. Closures and delays will be sent over the e2Campus notification system, as well as being reported on local radio and television news stations. You may also call USG at 301-738-6000 for recorded updates related to closures or delays. I would highly suggest that students The Universities at Shady Grove e2Campus system allows the University to contact you during an emergency by sending text messages to your: E-mail (school, personal, or other) Cell phone, Pager, Blackberry type device. See: [http://www.shadygrove.umd.edu/campus-services/public-safety/campus-alerts](http://www.shadygrove.umd.edu/campus-services/public-safety/campus-alerts)

**ATTENDANCE GUIDELINES**
Regular and consistent attendance in this class is expected from registered students. University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students must submit the request in writing and supply appropriate documentation. Campus Senate policy requires students who are absent for a Major Student Grading event, due to illness/injury, to furnish documentary support to the instructor. I require students to contact me by email or by phone prior to class time in which you indicate that you have an illness or an injury. You must provide written documentation of the illness from the Health Center or an outside health care provider verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities. This documentation must be provided immediately upon your return to class. You will not be allowed to turn in missed assignments or make up quizzes, tests or papers if you have not provided this documentation. Documentation not presented to me in a timely manner will not be accepted. In addition, if it is found that you have falsified the documentation provided, I will refer you to the University’s Student Conduct Office. If a student has missed a single lecture, Campus Senate police allows that I accept as an excused absence a self-signed note from the student. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. A self-signed note will not apply to missing a major Scheduled Grading Event.

RELIGIOUS OBSERVANCES
While the University does excuse absences for religious observances, it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance and prior notification is especially important in connection with final examinations, since failure to reschedule a final examination period before the conclusion of the final examination period may result in loss of credits during the semester. Therefore, by September 15, 2015, students must provide me in writing a request for a make-up exam if I have indicated a date on this syllabus that you are unable to make due to a specific religious observance on a specific date. Please refer to the Online Undergraduate Catalog Policy on Religious Observance.

STUDENTS WITH DISABILITIES
I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form. This form must be presented to me no later than September 15, 2015. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation which has been reviewed by DSS after September 15, 2015.

ELMS
The University of Maryland uses Canvas via the Enterprise Learning Management Systems, (ELMS). The ELMS website is www.elms.edu. We will use ELMS in this course for posting grades, class announcements and class notes. After assignments are due and exams are given, grades will be posted on ELMS in a reasonable period of time. The instructor will also post class notes on ELMS for students to review. It should be noted that while notes will be posted, these notes are only a sketch of what will be discussed in class and are not to be
considered a replacement for attending class and taking notes for oneself.

**ACADEMIC INTEGRITY**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation and plagiarism. For more information of the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

The following statement must be signed and/or written on every exam and assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

**COPYRIGHT**
Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor’s permission is illegal.

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course
materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

ONLINE COURSE EVALUATIONS
Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

ASSIGNMENTS
Reading Assignments: Each student is responsible for reading assignments as outlined below as well as in the syllabus and being fully prepared to participate in classroom discussions. Students will be selected at random to answer questions and participate in classroom discussion.

Homework Assignments: Assignments are due as noted in the Course Outline section of the syllabus or as discussed in class. The requirements of each assignment will be outlined in class.

1-Journal Articles: Evaluation of assigned journal articles (details will be on ELMS).

2- The Space Traders: After reading Derrick Bell’s essay, “The Space Traders” (I will provide a copy of the essay in class) write a response to Professor Bell addressing the following: (1) Whether the scenario presented is plausible or incredible; (2) Identify two historical events (pre-2000) and two current events (post-2000) that support your answer to the first question. Make sure to answer
both parts. This paper must be 4-6 typed pages. You must include a bibliography using APA format.

3- Group Research Project: Each group will select a topic related to race and crime. I will organize the class into groups and inform each student of their group members.

Each group must be prepared to address the following questions:

a. Why is the issue important; how is society affected by this issue?

b. What recent research has been done on the topic?
   1. Locate at least three recent journal articles or books and summarize their findings.
   2. Locate at least three recent newspaper/magazine articles on your topic and summarize their findings.
   3. Are there any agencies which address this specific issue? If so, select at least one agency. Specifically, how does the agency address your topic area? Examine whether the agency is effective or ineffective. If no agency exists, what steps are being taken by the state or municipality to address this problem? Is the federal government involved in this issue?

4. What are the future implications of this issue? Is the problem likely to increase or decrease? Provide research to support your answer.

5. At the conclusion of your group project presentation, each group will submit a literature review including a minimum of three academic sources from each student.

4 -Midterm: There will be a midterm exam based on the weekly text readings. NO MAKE-UP EXAMS will be given unless a legitimate and documented excuse plus notification to me prior to the exam are given, and the exam must be made up within one week of the missed examination.
5-FINAL EXAM: There will be a final exam based on the weekly text readings. The Date for this exam will be announced when Final Exam dates are announced by the University. NO MAKE-UP EXAMS will be given.

GRADING:
Class Participation = 10%
Space Traders = 10%
Homework Assignments = 15%
Group Research Project = 15%
Midterm = 25%
Final Exam = 25%
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Additional Information</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;Tue., Sep. 1</td>
<td>Introduction and overview to the course&lt;br&gt;<em>Syllabus review</em>&lt;br&gt;Topic 1:&lt;br&gt;<em>Introduction- Race, Ethnicity, and Crime</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 1 (Walker, Spohn, &amp; Delone)</td>
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<td><strong>Week 2</strong>&lt;br&gt;Tue., Sep. 8</td>
<td>Topic 1:&lt;br&gt;<em>Finish up Chapter 1</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 1 (WSP)</td>
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<td><strong>Week 3</strong>&lt;br&gt;Tue., Sep. 56</td>
<td>Topic 2:&lt;br&gt;<em>Victims and Offenders</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 2 (WSP)</td>
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<td><strong>Week 4</strong>&lt;br&gt;Tue., Sep. 22</td>
<td>Topic 3:&lt;br&gt;<em>Race, Ethnicity, Social Structure, and Crime</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 3 (WSP)&lt;br&gt;SPACE TRADERS assignment is due</td>
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<td><strong>Week 5</strong>&lt;br&gt;Tue., Sep. 29</td>
<td>Topic 4:&lt;br&gt;The Police and Race</td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 4 (WSP)</td>
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<td><strong>Week 6</strong>&lt;br&gt;Tue., Oct. 6</td>
<td>Topic 5:&lt;br&gt;<em>More on the Police and Race</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 4 (WSP)</td>
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<td><strong>Week 7</strong>&lt;br&gt;Tue., Oct. 13</td>
<td><strong>MID-TERM EXAM</strong></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read over Chapters 1 through 4</td>
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<td><strong>Week 8</strong>&lt;br&gt;Tue., Oct. 20</td>
<td>Topic 6:&lt;br&gt;<em>The Courts and Race- Pretrial</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 5 (WSP)</td>
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<td><strong>Week 9</strong>&lt;br&gt;Tue., Oct. 27</td>
<td>Topic 10:&lt;br&gt;<em>The Court Trial and Adjudication and Race</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 6 (WSP)</td>
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<td><strong>Week 10</strong>&lt;br&gt;Tue., Nov. 3</td>
<td>Topic 11:&lt;br&gt;<em>Race and Sentencing</em></td>
<td><strong>Class Preparation:</strong>&lt;br&gt;Read Chapter 7 (WSP)</td>
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<td>Week 11</td>
<td>Tue., Nov. 10</td>
<td>Topic 12: *The Death Penalty &amp; Race</td>
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<td>Week 12</td>
<td>Tue., Nov. 17</td>
<td>Topic 13: *Corrections and Race</td>
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<td>Week 13</td>
<td>Tue., Nov 24</td>
<td>Topic 14: *Minority Youth and Race</td>
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<td>Week 14</td>
<td>Tue., Dec. 1</td>
<td>Topic 15: *Racial and Ethnic Disparities Where do we stand? *Group Presentations</td>
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<tr>
<td>Week 15</td>
<td>Tue., Dec. 8</td>
<td>*Group Presentations</td>
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**FINAL EXAM WEEK:** 12-14th through 12-19th

**Our Date to Be Announced**

**Other Readings**


