

RACE, CLASS, GENDER & DELINQUENCY

CRIJ 4311

SECTION 060 | SPRING 2024 | 01/16/2024 – 05/04/2024

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“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

— Martin Luther King, Jr. (1929-1968)
Letter from the Birmingham Jail
In the Atlantic Monthly, August 16, 1963

INSTRUCTOR

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OFFICE HOURS

Individual assistance is always available by virtual appointment via Zoom

The best way to contact me is via Patriot Email, or by using the messaging function on Canvas.

► THIS COURSE IS TAUGHT FULLY ONLINE

Please access all course materials and resources through Canvas. We will be using Canvas as our primary means of class communication. Be sure to edit your Canvas profile to configure when and how to receive notifications. In order to be successful, you will need to complete all online components of the course. If you need help, please do not hesitate to contact me. To help you stay organized, a course schedule is provided for you on Canvas.

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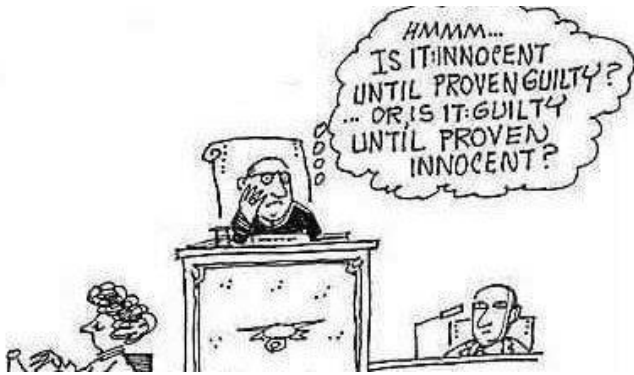
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A WORD FROM PROFESSOR COGER



Our culture is largely characterized by ingratitude and injustices. As your professor, it is my responsibility to teach my perspective in class. I will not seek to change the minds or beliefs of any of you. I will seek to help you understand the experiences of others. No one is an expert in everything, so we can learn from the collective insights that we all bring to the online classroom. I fervently believe that teaching matters and that students can actively learn. I hope you will join me on this journey, and together we can develop a relationship of trust between us. That is my invitation for you today. I want to invest in the faith of the next generation.

Each class is different. Sometimes we need a little help from one another to learn how to study for a test or complete an assignment. Remember, if you have any questions, comments, or concerns, please let me know. You can always reach out to me if you have a concern that needs to be resolved one-on-one. I welcome any feedback you are willing to offer. I hope you enjoy this class!

Professor Coger

"A CLASS IS A PROCESS, AN INDEPENDENT ORGANISM WITH ITS OWN GOALS AND DYNAMICS. IT IS ALWAYS SOMETHING MORE THAN EVEN THE MOST IMAGINATIVE LESSON PLAN CAN PREDICT."

— Thomas P. Kasulis

We're all
 [redacted] until
 proven [redacted].

STUDENT EXPECTATIONS

- ▶ PLEASE BE ACTIVE AND PARTICIPATE IN CLASS.
- ▶ Listen and respect others.
- ▶ Be comfortable taking risks.
- ▶ Complete all assignments.
- ▶ Be open to growing and learning in new ways.
- ▶ Discuss class concerns early.
- ▶ Be prepared for class by reading the reference material.

INSTRUCTOR EXPECTATIONS

- ▶ BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING.
- ▶ Listen, respect and value students' perspectives.
- ▶ Respond swiftly and effectively to student concerns.
- ▶ Grade objectively, consistently, and in a timely manner.
- ▶ Be prepared for class.
- ▶ Accommodate differences in students' learning.

COURSE BASICS

► A BIT ABOUT THE COURSE

The structure and expectations for this “participatory learning” course differ substantially from the norm. Where are we going in this class? Think for a moment about how the dynamics of race, class, gender, and delinquency impact people’s lives—in schools, jobs, health, and many other important domains of life. What dictates the roles we play? Understanding these social realities is vital both to criminal justice and to society as a whole. Together, we will have the opportunity to learn how race, class, gender, and delinquency operate both separately and in combination to influence individual experience in and of the criminal justice system and larger society. You will complete the course with the ability to make sense and nonsense about crime, communities, and justice in light of these social realities. Your efforts in this class will help you understand who you are in new ways and prepare you to think in a critical and discriminating manner.

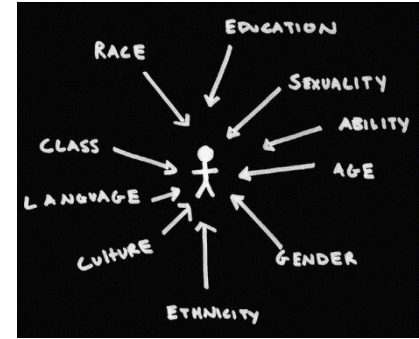
Why is this course relevant? I am so glad you asked! This course is designed to evaluate how race, class, gender, and other diversity issues impact juvenile delinquency and adult criminal patterns, responses to delinquent and criminal activity, and decision making within the criminal justice system. Special attention will be given to questions of racial profiling, mass incarceration, and the question of discrimination in criminal justice. Additionally, the course focuses on these demographic features through a critical criminology lens that examines how the structural factors of the American economic, political, social, and criminal justice systems impact the likelihood of criminality for underprivileged populations.

So to sum it up, your “Big Question” raised in this course is: How can the criminal justice system satisfy the need for a rethink of crime relating to race, class, gender, and delinquency? This question is one we will come back to over and over again, look at from every angle, and try to piece together some sort of understanding to make sense and nonsense about the criminal justice system.

OUTCOMES

► WHAT YOU WILL LEARN ALONG THE WAY

Criminologists think a lot about how to make valid criminological arguments on the areas of crime and criminal justice. This course is designed to help you develop these habits of mind. Specifically, you will learn to:



IMPORTANT DATES

January 15 – No Classes

Dr. Martin Luther King, Jr. Holiday

January 16

15-Week session begins

January 29

Census Date

February 1

Summer 2024 registration begins

March 11-15 – No classes

Spring Break

March 25

Last drop date

April 1

Fall 2024 registration begins

April 29-30, May 1-3

Final Exams

BIG QUESTION

HOW CAN THE CRIMINAL JUSTICE SYSTEM SATISFY THE NEED FOR A RETHINK OF CRIME RELATING TO RACE, CLASS, GENDER, AND DELINQUENCY?

- **UNDERSTAND** the different experiences that people of color, men and women, juveniles, and those from under-privileged backgrounds within the criminal justice system.
- **EXPLAIN** the intersectionality of the different demographic features above and how they play a role in privilege vs. disadvantage for individuals within the criminal justice system.
- **IDENTIFY** the historical events and legislation that have played a role in creating privilege and disadvantage within the criminal justice system.
- **ACHIEVE** foundational knowledge of how these events will impact future generations of individuals in regards to privilege, disadvantage, and breaking free of the revolving door of the criminal justice system.

Though the course will be challenging, if you fully engage, work diligently throughout the semester, and continually practice your critical thinking skills, this course may well shape how you understand, think about, and act in the world.

ASSIGNMENTS

► HOW YOU WILL KNOW YOU ARE LEARNING

In all sorts of ways! Throughout the course, you will have multiple opportunities to explore a variety of issues, engage in critical thinking, form and develop arguments, and share what you learn through application and critical thinking exercises. Assessments will consist of learning activities designed to evaluate knowledge and abilities to accomplish the intended learning outcomes. We will, for example, have frequent quizzes, active learning activities, other similar exercises, and exams. In addition, the following activities will help guide you through the learning process and help you measure your progress as you move toward deeper understanding.

ONLINE CLASS ENGAGEMENT. Learning is hard! Meaningful learning—the kind of learning that lasts well beyond the test—is really hard. You will have to struggle through complex ideas, reconcile misconceptions, take risks, and continually practice the skills you learn. At times this will be frustrating, but the more you engage, the more you will learn. I welcome the opportunity to discuss with you ways for you to meet your own engagement goals.

At a minimum, engagement in the course means that you read assigned work; prepare for and participate actively in every learning activity; and complete all class work to the best of your ability.

Deep engagement, the kind that leads to important learning (and the kind you should strive for) involves:

- Remaining consistently engaged through the semester
- Connecting your assignments to relevant criminological events
- Being constructive and collegial, especially when you disagree with someone
- Taking a critical but open approach to different or new ideas
- Focusing on the big themes of the course

Periodically throughout the semester, I will offer you constructive feedback on your assignments. This will include specific comments and suggestion for improvement.

SYLLABUS SCAVENGER HUNT. Where can you look for important information? Getting you to read this document and refer to it, however, can be challenging. To that end, I have created a scavenger hunt in which you will use the syllabus to find the answers to questions to ensure that you have actually read the syllabus. The purpose of this application is to familiarize you with the content of the syllabus, class format, policies, and so on. By requiring this activity you as a student are responsible for your own learning. You will know where to find the answers to questions about the course and are aware of the guidelines relating to this class. This assignment will be worth 20 points toward your final grade.

BIO SHEET. Ready to break the ice? This activity will introduce a humble icebreaker to get you engaged and to loosen you up in our online classroom. We will kick off the new semester with an icebreaker and topic starter to socialize, stimulate, and prime you for success in this course. These quick icebreaker questions help establish a positive environment and provide an opportunity for me to get to know you, both critical to the retention and success of students. This assignment will be worth 20 points toward your final grade.

READING CHECK QUIZZES. To check your reading comprehension and assess how well you are digesting the information, you will be given a short quiz based on the scheduled readings to help you more fully analyze the readings and prepare for class. As already mentioned above, this course is built on the expectation that students want to be active learners, and keeping up with the reading empowers you to take full advantage of coursework and lectures. You are not permitted to work on quizzes together. Doing so will be considered cheating.

You may use your textbook and notes during reading check quizzes. However, the quizzes are timed; you will have 15 minutes to complete 10 questions. Each quiz will consist of multiple choice and true/false questions derived from the text. So, you will need to read the reference material before starting the quiz. Students that try to take the quizzes without reading the course material usually run out of time looking for the answers in the text. Only one attempt will be allowed. Each quiz will be worth 10 points toward your final grade.

ACTIVE LEARNING ACTIVITIES. You will be required to complete active learning activities that correspond with the materials presented in lecture for the week. These will be online activities that will be completed individually. You will be provided with instructions for each activity, and they will differ based on what is required for the week. Each active learning activity, no matter the assignment, will be worth 10 points toward your final grade. Please refer to the course schedule to see the format in which these activities will take place. Completion of learning activities shows active learning and engaged presence, similar to attendance and participation in a face-to-face course. I will provide a detailed assignment description for each activity on Canvas. Rubrics will be provided for each assignment when appropriate.

eCROSSWORD PUZZLES. To strengthen your understanding of key terms, you will be required to complete online crossword puzzles as part of your scheduled reading assignment to help improve your memory and reasoning skills in preparation for exams. After all, textbooks tend to be boring. We will use crossword puzzles with straightforward clues not only for entertaining, but also to provide a feeling of achievement, increased vocabulary and spelling proficiency, and a creative outlet to improve logical and strategic thinking. These will be online activities that will be completed individually. This reflection assignment corresponds with the materials presented in the text. Each crossword puzzle will be worth 20 points toward your final grade. Additional details, including the formatting and grading rubric, will be provided.

EXAMS. There will be three exams in this course. These exams are designed to access the knowledge and skills you develop during this semester. In other words, they are your opportunity to demonstrate how much you have learned. Each exam will be worth 100 points toward your final grade. Each exam will consist of five parts: multiple choice and true/false questions, matching, fill-in-the-blank, and short answer responses. You will take these exams online and they will be timed. You may not collaborate on or discuss the exam with anyone. Also, you may not use artificial intelligence (AI) or other tools to answer quiz or exam questions. All of the exams are non-cumulative.

You will not be able to make-up exams simply because you forgot, overslept or were unprepared. **Do not** wait until the last possible minute to take the online exam. If you have Canvas issues, it is your responsibility to get those fixed before the exam occurs. Unless there is a widespread outage, individual technology issues may not be accepted as an excuse for an incomplete exam.

HOMEWORK PASS. No matter how well organized you are, sometimes life interferes with your plans and you end up missing an assignment due date, messing up on a submission, or had a busy night and could not quite finish. I have created the Homework Pass system for that reason. The Homework Pass allows you to miss one 10-point assignment without penalty or make-up. You will receive one Homework Pass at the beginning of the semester. In this course, the Homework Pass can be applied to reading check quizzes and active learning activities only. If you decide to apply your Homework Pass to one of these assignments, you will receive full points for that assignment. To receive credit, email me and let me know what assignment you would like to apply the Homework Pass towards.

ASSESSMENT

► HOW I WILL DETERMINE YOUR GRADE

Assessments are meant to evaluate how much you have learned in the course, and to help me understand how you are learning based on my teaching. I can get a picture of not just how you are doing in the course but also why you are forming specific knowledge about the course. Your grade for the course will consist of points and will be based on how well you demonstrate your learning in the following ways:

Components:	TOTAL
Syllabus Scavenger Hunt	20
Bio Sheet	20
Reading Check Quizzes (10 at 10 points each)	100
Active Learning Activities (10 at 10 points each)	100
eCrossword Puzzles (3 at 20 points each)	60
Exit Ticket	20
Exams (3 at 100 points each)	300
TOTAL POINTS POSSIBLE	620

In a points-based system, each assignment is given a point value. Your final grade will be determined by adding up all the points earned and comparing it to a grading standard.

FINAL GRADES

The following scale will be used when calculating final grades:

- A 555 or more points
- B 493 – 524 points
- C 431 – 498 points
- D 369 – 430 points
- F Less than 369 points

Although the basic requirements and evaluation criteria are explained above, I will share additional details as the semester progresses. If you have any questions before then, please let me know.

► A FEW THINGS TO HELP YOU ALONG THE WAY

As professor, I am the most important resource available to you! Contact me to discuss any aspect of the course or any difficulties you may be experiencing. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic responsibilities, and I will work with you to ensure your best possible performance in the course.

If a disability might hinder your engagement with or performance in this class, please consult with me as soon as possible. I will work with you, and help you work with the University's many resources, to maximize your learning in this course. However, because of privacy issues, it is your responsibility to begin these conversations.

"GOOD COMMUNICATION IS AS STIMULATING AS BLACK COFFEE, AND JUST AS HARD TO SLEEP AFTER."

— Anne Morrow Lindbergh

SPOTLIGHT

► A FEW COURSE POLICIES

Due dates are firm, but extensions requested ahead of time are normally granted for extenuating circumstances. In all cases, later work is preferable to plagiarism, which is considered a violation of the honor code. What is plagiarism? Generally speaking, it is any attempt to take credit for work done by another person. All historians, including undergraduates, must rely on the work of others to shape their own knowledge and interpretations. In their writing, they must acknowledge the importance of other works through footnotes and/or direct textual references to influential books, articles, and ideas. Failure to acknowledge the work of others, or transposing sentences, words, and concepts into your own work without using quotation marks or citations can result in plagiarism. Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If

you have any questions about what may constitute plagiarism, please consult with me. There is no penalty for honest inquiry or confusion!

LATE WORK AND MAKE-UP EXAMS. The relationship between exams and assignments and extenuating circumstances will arise. Life happens and can be messy at times. I expect you to make every effort to complete course assignments and take required exams as scheduled. Given all this, it is almost a certainty that you will miss exams and other required activities. If you know in advance you will miss such a requirement, please let me know. If you are ill or other legitimate circumstances cause you to miss a required graded activity, please let me know as soon as possible. If I am notified within 24 hours of the event **and** provided documentation, I will gladly give you a make-up quiz or extend an assignment deadline. For reference, legitimate reasons for absence include, but are not limited to: illness of the student or a close relative, traumatic events, accident, court appearance, military duty, broken auto, hazardous weather, or UT Tyler University-related activities (e.g., athletics, forensics, etc.). Vacations, regularly scheduled doctor's appointments, and work schedules do not qualify as exceptional reasons and will not be accepted as an excused absence. Please note, it is very bad form to invent illnesses suffered by grandparents!

As a general rule, I do not accept late assignments. I highly encourage you to start working on your assignments early. Please pay particular attention to due dates for all assignments. As a reminder, technological issues are not considered acceptable reasons for submitting late work or exams, and do not automatically qualify you for an extension or a "do-over" for the assignment. You should always back up your work and have a plan for submitting assignments even in the case of computer problems or loss of Internet access. To avoid confusion, **I do not accept assignments submitted via email.**

PLAGIARISM. Plagiarism is a huge concern for college students. While some forms of plagiarism are intentional, often plagiarism results from lack of understanding about what constitutes plagiarism and awareness of how to avoid plagiarized material. If you plagiarize in my class, you will automatically fail the assignment and possibly the entire course as that is within my discretion as a professor.

EMAIL AND COMMUNICATION POLICY. We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures and assignments, I welcome you to contact me. The best way to contact me is via Patriot Email, or by using the messaging function on Canvas. I check my email regularly and will respond promptly and courteously to student email within 48 hours during the business week and business hours. Email responses during late hours and the weekend are not a guarantee, so last minute questions for assignments may not receive answers if they are sent during those times. Please include CRIJ 4311 in the subject line so I know that it is class related. Please use professionalism when emailing faculty members and address them by their designated title (e.g. Professor Cogger). Also, you are responsible for checking your student email account daily as I frequently email students.

ACADEMIC INTEGRITY. All assignments created for this class should be original to this class (it is unethical to submit work you completed for another class), must be your own work, and must be your own writing. When and where you employ the work of others, do so responsibly and cite your sources.

If you ever feel pressured to comply with someone else's academic integrity violation, please let me know as soon as possible. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!**

STUDENT ACCESSIBILITY. I am committed to providing a learning environment in which all students can succeed. All accommodations requested through UT Tyler Student Accessibility and Resource (SAR) Office will be honored. And if you see ways the course can better accommodate a diversity of students, please let me know.

"THOSE ARE MY PRINCIPLES, AND IF YOU DON'T LIKE THEM...WELL, I HAVE OTHERS."

— Julius Henry "Groucho" Marx

REQUIRED TEXTS

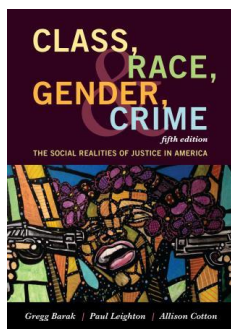
► WHAT YOU WILL BE READING

The texts I have selected for you to read approach the study of crime and crime control in the context of being and becoming persons of "race, class, gender, and delinquency." Teaching about these topics in criminal justice and criminology classrooms can be challenging. Professors may face resistance when they ask students to examine how gender impacts victimization, how race affects interactions with the police, how socioeconomic status shapes experiences in court or how sexuality influences treatment in the criminal justice system. As you read this textbook, you will not only be learning criminological content but also exploring how individuals are shaped by (an in turn shape) larger criminological forces. We will be largely using one required text, but there will be other readings posted online for the semester. We will read the good stuff, and draw on these sources during class to explore the larger themes and important people and events that raise issue with some of the beliefs, policies, and procedures that undermine social justice in America.

This is the required textbook:

- Barak, G., Leighton, P., & Cotton, A. (2018). *Class, race, gender, and crime: The social realities of justice in America* (5th ed.). Rowman & Littlefield.

As a core organizational principle committed to economic affordability, you are free to choose the textbook format that best suits your needs. Formats include:



ISBN: 978-1-4422-6885-2 • Paperback

ISBN: 978-1-4422-6887-6 • Hardback

ISBN: 978-1-4422-6889-0 • eBook

COURSE CALENDAR

“WHEN THE TASK IS DONE BEFOREHAND, THEN IT IS EASY. IF YOU DO IT HURRIEDLY AND CARELESSLY, IT MUST BE HARD.”

— (Cleary, 1989, p. 5)

► WHAT YOU WILL BE DOING

The following times and topics are tentative and may shift slightly to foster a more effective learning environment. Nothing will be made due earlier than indicated but some things may be pushed back or eliminated altogether, depending on time. All changes will be announced and posted on Canvas. The course week extends from Sunday to the following Saturday with the exception of the final week, which ends on Friday. **Graded assignments are due on Saturdays by 11:59 p.m.** All deadlines refer to Central Standard Time (CST).

→ *January 15 — Dr. Martin Luther King, Jr. Holiday; all offices closed—No classes*

Week 1	January 16 – 20 Introduction to the Course
Welcome	Review Course Syllabus
Reference Material	Introduction: Crime, Inequality, and Justice
What’s Due?	Syllabus Scavenger Hunt, Bio Sheet
	► Graded assignments are due by 11:59 p.m. on Saturday, January 20

Week 2	January 21 – 27
Reference Material	Chapter 1: The Crime Control Enterprise and Its Workers
What’s Due?	Chapter 1 Reading Check Quiz, Active Learning Activity
	► Graded assignments are due by 11:59 p.m. on Saturday, January 27

→ *January 29 — Census Day*

→ *February 1 — Registration for Summer 2024 begins*

Week 3	January 28 – February 3
Reference Material	Chapter 2: Criminology and the Study of Class, Race, Gender, and Crime
What’s Due?	Chapter 2 Reading Check Quiz, Active Learning Activity
	► Graded assignments are due by 11:59 p.m. on Saturday, February 3

Week 4	February 4 – 10
Reference Material	Chapter 3: Understanding Class and Economic Privilege

What's Due?	Chapter 3 Reading Check Quiz, Active Learning Activity ▶ Graded assignments are due by 11:59 p.m. on Saturday, February 10
Week 5	February 11 – 17
Reference Material	Introduction, Chapters 1 – 3
What's Due?	eCrossword Puzzle 1, Exam 1 ▶ Exam and graded assignment are due by 11:59 p.m. on Saturday, February 17
Week 6	February 18 – 24
Reference Material	Chapter 4: Understanding Race and White Privilege
What's Due?	Chapter 4 Reading Check Quiz, Active Learning Activity ▶ Graded assignments are due by 11:59 p.m. on Saturday, February 24
Week 7	February 25 – March 2
Reference Material	Chapter 5: Understanding Gender and Male Privilege
What's Due?	Chapter 5 Reading Check Quiz, Active Learning Activity ▶ Graded assignments are due by 11:59 p.m. on Saturday, March 2
Week 8	March 3 – 9
Reference Material	Chapter 6: Understanding Privilege and the Intersections of Class, Race, and Gender
What's Due?	Chapter 6 Reading Check Quiz, Active Learning Activity ▶ Graded assignments are due by 11:59 p.m. on Saturday, March 9
→ <i>March 11 – 15 Spring Break for faculty and students; No classes</i>	
Week 9	March 17 – 23
Reference Material	Chapters 7: Victimology and Patterns of Victimization
What's Due?	Chapter 7 Reading Check Quiz, Active Learning Activity ▶ Graded assignments are due by 11:59 p.m. on Saturday, March 23
→ <i>March 25 – Last day to withdraw from one or more classes</i>	
Week 10	March 24 – 30
Reference Material	Chapters 4 – 7
What's Due?	eCrossword Puzzle 2, Exam 2

► **Graded assignments are due by 11:59 p.m. on Saturday, March 30**

→ *April 1 — Registration for Fall 2024 begins*

Week 11

Reference Material

What's Due

March 31 – April 6

Chapter 8: Lawmaking and the Administration of Criminal Law

Chapter 8 Reading Check Quiz, Active Learning Activity

► **Graded assignments are due by 11:59 p.m. on Saturday, April 6**

Week 12

Reference Material

What's Due?

April 7 – 13

Chapters 9: Law Enforcement and Criminal Prosecution

Chapter 9 Reading Check Quiz, Active Learning Activity

► **Graded assignments are due by 11:59 p.m. on Saturday, April 13**

Week 13

Reference Material

What's Due?

April 14 – 20

Chapters 10: Punishment, Sentencing, and Imprisonment

Chapter 10 Reading Check Quiz, Active Learning Activity

► **Graded assignments are due by 11:59 p.m. on Saturday, April 20**

Week 14

Reference Material

What's Due?

April 21 – 27

Conclusion: Crime, Justice, and Policy

eCrossword Puzzle 3, Exit Ticket

► **Graded assignments are due by 11:59 p.m. on Saturday, April 27**

→ *April 29 – 30, May 1 – 3 Final Exams*

Week 15

Reference Material

What's Due?

April 29 – 30, May 1 – 3 Final Exams Week

Chapters 8 – 10, Conclusion

Exam 3

► **Exam 3 is due by 11:59 p.m. on Friday, May 3**

"WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM."

— *Albert Einstein*