

ETHNC/SOC 5663: SOCIAL INEQUALITY, CRIME, CRIMINAL JUSTICE, & THE LAW (CEL*)

Fall 2019, T 12:25 – 3:20 PM; AEB 360

Hybrid online and face-to-face instruction—Class meets every other Tuesday

Instructor: Dr. Ed A. Muñoz, Ph.D.

Preferred Pronouns: He/Him/His

E-Mail: ed.munoz@utah.edu

GC 4219 Office Hours: R 1:30 – 3:00 P.M.

Virtual Office Hours: M 9:00 – 10:30 A.M.

Phone: 581-5886; 581-5206 (Message)

Required Texts:

Cunneen, Chris and Juan Tauri. 2015. *Indigenous Criminology*. Chicago, IL: University of Chicago Press. ISBN: 9781447321767.

Durán, Robert J. 2018. *The Gang Paradox: Inequalities and Miracles on the U.S.-Mexico Border*. New York, NY: Columbia University Press. ISBN: 9780231181075.

Lopez, Vera. 2017. *Complicated Lives: Girls, Parents, Drugs, and Juvenile Justice*. New Brunswick, NJ: Rutgers University Press. ISBN: 978-0-8135-8654-0.

Orozco Flores, Edward. 2018. *“Jesus Saved an Ex-Con”: Political Activism and Redemption after Incarceration*. New York, NY: NYU Press. ISBN: 9781479864546.

Potter, Hillary. 2015. *Intersectionality and Criminology: Disrupting and Revolutionizing Studies of Crime*. New York, NY: Routledge Taylor and Francis Group. ISBN: 9780415634403.

Ritchie, Andrea J. 2017. *Police Violence Against Black Women and Women of Color*. Boston, MA: Beacon Press. ISBN: 978-080708898-2.

Van Cleve, Nicole Gonzalez. 2016. *Crook County: Racism and Injustice in America’s Largest Criminal Court*. Redwood City, CA: Stanford University Press. Cloth ISBN: 9780804790437; Digital ISBN: 9780804799201.

*Selected readings on Canvas

Purpose of the Course: This course provides an in-depth look at various manifestations of social inequality and their impact on crime, criminal justice, and the law. Intersectional effects of race, class, and gender inequality on crime, its control, and its adjudication is the focus of the course, however, there will be some opportunity for examination of other individual and structural factors. Critical theoretical perspectives that promote social justice as a societal goal, is the primary analytical focus.

*To that end, community engaged learning (CEL) is a major requirement for completion of the course. "Community Engaged Learning (Service-Learning) seeks to engage individuals in activities that combine both community service and academic learning. Because Service-Learning programs are typically rooted in formal courses (core academic, elective, or vocational), the service activities are usually based on particular curricular concepts that are being taught" (Furco, 2002, p. 25). The course’s community partner is the:

UNIVERSITY OF UTAH PRISON EDUCATION PROJECT (UPEP)

The mission of UPEP is to provide excellent college curriculum to individuals incarcerated in Utah, to expand the field of quality higher education in prison through research, and to educate local and national communities about higher education in prison. UPEP provides on-site college curriculum to two groups of students incarcerated in the Utah State Prison in Draper, one in the women’s facility and one in a men’s facility. Through on-site coursework, we assist incarcerated students and non-incarcerated volunteers to live lives of impact, both in prison and post-incarceration, by fostering academic excellence, leadership, and civic engagement.

Student Learning Outcomes: Upon completion of this course, students will be able to:

- Understand concepts and theories used by critical criminologists to explain crime differentials
- Discuss how the independent and integrative effects of race, class, and gender generate disparate criminal justice experiences for particular societal groups
- Speak about critical pedagogies which endorse a just legal system that is necessary for movement towards the ideals of peace, equality, and human liberation
- Use additional video/audio technologies for enhanced communicative skills

- Develop a critical cultural framework through civic engagement that facilitates and sustains social, economic, and political justice for historically marginalized communities.

Assessment: Assessment of course requirements is through active class participation, both written and oral, and a Community Engaged Learning project in collaboration with the Utah Prison Education Project. Graduate students in the class must also complete a research paper.

A seminar/lecture format will engender healthy scholarly engagement. Besides class attendance, oral class participation is determined by a student's willingness to competently discuss required, assigned interdisciplinary readings in class, and through online threaded discussions. Pop quizzes are at the discretion of the instructor.

To assist students in this endeavor and to provide added objective criteria for oral class participation grading, **word-processed critiques/reflections of assigned readings are mandatory (3 – 5 pages)**. Students are required to post their critiques/reflections to the rest of their classmates **via Canvas by 2:00 p.m. on Fridays before discussion of the assigned reading occurs**. Students then have **72 hours to respond to at least one of their classmates' reflections (Monday by 2 p.m.)**, with additional responses taken into consideration when grading. **Critiques and reflections (8 x 50 points each = 200 points total)** should demonstrate an understanding of the assigned reading and / or pose additional questions for discussion / clarification. A rubric discussed the first day of class will provide additional clarification on expectations.

We also will make use of **Canvas to help coordinate individual and group assignments that will facilitate the successful completion of the required Community Engaged Learning project**. This is a hybrid course that will meet every other Tuesday unless otherwise specified in the tentative schedule below. The off day is set aside not only for reading, but also development and completion of CEL activities. Community Engaged Learning threaded discussions / activities will be determined in collaboration with the UPEP Co-Director and the instructor. The development of details begins in class on August 20 with a visit by the UPEP Co-Director. **A semi-structured student journal (2 assignments x 50; 1 assignment x 100; 200 points total)** reflecting on the development and completion of the Community Engaged Learning project during the semester is one component of the community engaged learning requirement. A discussion of journal details will occur in class and Canvas will facilitate the organization of assignments.

The final CEL Project (200 points total) is evaluated at the individual and group levels. At the individual level both the course instructor and your peers will evaluate your contributions to the community engaged learning project. The **instructor's evaluation of your on-campus and off-campus participation (50 points)** is combined with an **average score computed from each student's evaluation of their peers' contributions (100 points)** to the completion of the project. Finally, the **UPEP Co-Director will evaluate the overall class project (50 points)**.

****Finally, graduate students are required to complete additional work for the class. This work will consist of a 12 – 15 page research paper with a minimum of 10 scholarly sources. Details and topics will be discussed during the first week of class, and we will meet on specified Tuesdays to discuss progress. The research project and presentation will be worth an additional 100 points and due through Canvas by midnight on Tuesday, December 3rd by midnight.***

Grading: The total points earned divided by the total points possible make up a student's final grade as detailed below.

	Undergraduate	Graduate	
Oral/Written Class Participation Reading Critiques	200 points	200 points	
CEL Journals	200 points	200 points	
CEL Project	200 points	200 points	
Research Paper	_____	<u>100 points</u>	<u>Student's Total Points = %</u>
Total Points	600 points	700 points	<u>Total Points Possible</u>

The following scale will determine letter grades: 100%-93%=A; 92%-90%=A-; 89%-88%=B+; 87%- 83%=B; 82%-80%=B-; 79%-78%=C+; 77%-73%=C; 72%-70%=C-; 69%-68%=D+; 67%-63%=D; 62%-60%=D; ≤ 59% F.

The instructor allows no makeup work of any kind unless consultation occurs at least one day prior to the scheduled completion of assigned tasks, or upon formal documentation of an authorized absence as set forth by [University Policy 6-](#)

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Class Rules: I expect students to be attentive to instructor and guest lecturers and in class discussions. Refrain from reading newspapers, sleeping, talking to other students, Facebooking, texting, etc. during class. I also expect you to arrive to class on time due to the distraction late arrivals cause for your fellow students and me. Finally, in order to create a safe learning environment in our classroom, I expect that you will treat me and everyone else in class with respect and not engage in any disruptive behavior. This includes complying with the [Core Rules of Netiquette](#) for our online activities. Failure to do so will result in removal from the class after one warning.

Similarly, my institutional affiliates and I are committed to providing a safe and professional educational environment. Any student who feels wrongfully harmed should follow standard institutional procedures for filing complaints as outlined in [University Policy 6-400: Code of Students Rights and Responsibilities](#) (“Student Code”).

Preferred Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Also, feel free to inform me regarding your preferred gender pronouns (mine are he/him/hers). If you have any other questions or concerns, please do not hesitate to speak with me.

Use of Portable Electronic Devices

Students are encouraged to bring personal computers to class, which are to be used for note taking or other course related purposes. Computers, cell phones, tablets and other electronic media may not be used for surfing the web, emailing or other non-course related matters.

Prohibition on Plagiarism and Academic Misconduct

“Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one’s own without attribution, any individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression ([Student Code](#), Section V). Plagiarism, using others’ work without proper citation, is a serious offense. Plagiarism cases will be reported to the relevant authorities and may result in severe consequences; including, but not limited to, taking a grade reduction, receiving a failing grade for the course, suspension or dismissal from the program. You need to refer to any source even if it is an internet source.

In accordance with University policy (as articulated in the [Student Code](#)), academic misconduct—including creating, fabrication of information and plagiarism—is not acceptable. A student found engaging in this behavior may receive a failing grade. If at any time you are unsure whether your actions constitute academic misconduct, please see me in order to clarify the matter. **To discourage academic dishonesty, I will be employing the University of Utah’s Academic Affairs approved Turnitin plagiarism detection program for written projects.** Certain procedures guarantee rights to all students charged with academic dishonesty and subject to disciplinary action. Any student may appeal unfair treatment following standard institutional procedures as outlined in the [Student Code](#).

Sexual Assault and Harassment

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the [Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action](#), 135 Park Building, 801-581-8365, or the [Office of the Dean of Students](#), 270 Union Building, 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), 426 SSB, 801-581-7776. To report to the police, contact the [Department of Public Safety](#), 801-585-2677 (COPS).

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the [Center for Student Wellness](#); 801-581-7776.

Changes to Syllabus

I retain the right to make changes to the course syllabus, course schedule, assignments, due dates and other course requirements. Students will be notified promptly of any changes.

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a [Veterans Support Center](#) on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an [LGBT Resource Center](#) on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the [Department of Linguistics ESL Program](#), the [Writing Center](#), the [Writing Program](#), and the [English Language Institute](#). Please let me know if there is any additional support you would like to discuss for this class.

Tentative Course Overview

8/20 Class and CEL Overview.

Dr. Cindy Ochoa Fierros

Assistant Professor-Lecturer, Gender Studies

Co-Director, University of Utah Prison Education Project

Canvas, Threaded Discussion Assignment 1.

*Furco, Andrew. 2003. "Service Learning: A Balanced Approach to Experiential Education. In, Introduction to Service-Learning Toolkit: Reading and Resources for Faculty. Pp. 11-14. Ed., Campus Compact. Boston, MA: Campus Compact.

*Mitchell, T. D. (2008). "Traditional vs Critical Service Learning: Engaging the Literature to Differentiate Two Models." *Michigan Journal of Community Service Learning*, Spring, 50-65

* Castro, Erin L. and Mary R. Gould. 2018. "What is Higher Education in Prison?: Introduction to Radical Departures: Ruminations on the Purposes of Higher Education in Prison." *Critical Education*, 9(10):1-16. Graduate Students Research Topics.

8/27 No Class. *CEL Journal 1.*

Graduate Students Research Thesis and Annotated Bibliography due through Canvas by Midnight.

9/3 **Canvas, Threaded Discussion Assignment 2.**

Intersectionality and Criminology.

*Scott, Robert. 2018. "Reducing Recidivism via College-in-Prison: Thoughts on Data Collection, Methodology, and the Question of Purpose." *Critical Education*, 9(18):1-15.

CEL Group Assignments.

Graduate Students Research Revised Thesis and Bibliography.

- 9/10 No Class. CEL Workday.
Graduate Students Research.
- 9/17 Canvas, Threaded Discussion Assignment 3.**
Crook County: Racism and Injustice in America's Largest Criminal Court
*Boyce, Ayesha. 2019. "A Re-Imagining of Evaluation as Social Justice: A Discussion of the Education Justice Project." *Critical Education*, 10(1):1-19.
CEL Updates.
- 9/24 No Class. CEL Journal 2.
Graduate Students Research Outline.
- 10/01 Canvas, Threaded Discussion Assignment 4.**
The Gang Paradox: Inequalities and Miracles on the U.S.-Mexico Border
*Davis III, James. 2018. "Caught Somewhere Between..." *Critical Education*, 9(15):1-13.
- 10/08 No Class Fall Break.**
- 10/15 Canvas, Threaded Discussion Assignment 5.**
Complicated Lives: Girls, Parents, Drugs, and Juvenile Justice.
*Evans, David. 2018. "The Elevating Connection of Higher Education in Prison: An Incarcerated Student's Perspective." *Critical Education*, 9(11):1-14.
- 10/22 No Class. CEL.
- 10/29 Canvas, Threaded Discussion Assignment 6.**
Police Violence Against Black Women and Women of Color.
*Heppard, Brandyn. 2019. "The Art of Liberating Humanity." *Critical Education*, 10(3):1-10.
Graduate Students Research Draft.
- 11/05 No Class. CEL Workday.
- 11/12 Canvas, Threaded Discussion Assignment 7.**
Indigenous Criminology
*Castro, Erin L. 2018. "Racism, the Language of Reduced Recidivism, and Higher Education in Prison: Toward an Anti-Racist Praxis." *Critical Education*, 9(17):1-14.
- 11/19 No Class. CEL Workday.
Graduate Students Research Revisions Discussions.
- 11/26 Canvas, Threaded Discussion Assignment 8.**
"Jesus Saved an Ex-Con": Political Activism and Redemption after Incarceration
*Mackall, Abena Subira. 2018. "Promoting Informed Citizenship through Prison-based Education." *Critical Education*, 9(13):1-15.
- 12/03 Formal CEL Presentation to Correctional Administrative Personnel and Friends of UPEP.
Graduate Student Research Presentations.
Papers Due through Canvas by Midnight.**
- 12/10 CEL Journal 3 Final Reflection.

The above outline is tentative and the instructor reserves the right to make adjustments.