



School of Criminology and Criminal Justice
411 North Central Avenue
Phoenix, AZ 85004-0685

CRJ 306: RACE, ETHNICITY AND CRIME

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Office: UCENT 600
Online Course
Office Hours: by appt.

Prerequisite: CRJ 100, CRJ 201, Eng 102 (recommended) with a C or better. Junior or Senior Standing.

Course Description:

This course provides an overview to the study of race and ethnicity from criminological, sociological and socio-economic perspectives. During this class we will discuss basic theories of both race/ethnicity and crime in order to begin a conscientious examination of the current issues of race/ethnicity within the criminal justice system. Further, we will examine the fundamental relationship between race/ethnicity and our society. To better understand and appreciate racial/ethnic disparities and critiques within the criminal justice system, we must first have an understanding of the broader social issues that both directly and indirectly affect race/ethnicity in America. Therefore, we will examine class-based disparities, cultural differences, and social structures such as mass-media and politics. This course is designed to be an examination of how we interact, challenge, support and experience race and ethnicity in a variety of behaviors, traditions and the ways in which these factors can lead to criminological issues.

Text Books: We have one required text book for the course and one highly recommended resource. All are available at the ASU Downtown bookstore or fine online book purveyors...

Walker, Samuel, Spohn, C., DeLone (2018) The Color of Justice: Race, Ethnicity, and Crime in America, 6th Edition Belmont, CA: Wadsworth. ISBN-10: 1337091863 | ISBN-13: 1337091862

Highly Recommended: Given that students will be submitting research-based writing assignments in this class, it is expected that students will be familiar with proper formats for source attribution and in-text citations and reference pages. The following book is an excellent resource:

American Psychological Association (2009). Publication Manual of the American Psychological Association, 6th edition. Washington, DC: APA {ISBN: 978-1-4338-0561-5}.

IMPORTANT Department Announcement Regarding Textbook

The required materials for this course are provisioned as a Red Shelf e-book through Canvas and made available at a discounted rate significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group rate, no additional action is needed. Following the drop/add period, a charge of **\$31.00, plus tax**, will post to your student

account under the header “Bkstr Publisher Negotiated Rate” and your access will continue uninterrupted.

If you would rather purchase the material from an alternate choice, you may choose to opt out of the program by using this link:

<https://includedcp.follett.com/1230> (Tempe/Online);

<https://includedcp.follett.com/1234> (Downtown);

<https://includedcp.follett.com/1233> (West).

Enter your ASU e-mail address as it appears in the ASU directory <http://asu.edu/directory>, then follow the instructions provided. Be aware that if you do opt-out, your access to the required material in Canvas will be turned off shortly after drop/add. To access the e-book, log into Canvas and click on the Red Shelf e-book link. If prompted to create an account, please use your ASU e-mail address exactly as it appears in the directory. You'll also receive an e-mail directly from Brytewave/Redshelf with more info. If you'd prefer to purchase a physical book, be sure to opt out, then search for this ISBN on the Bookstore website (<http://bookstore.asu.edu>): **9781337091862**. If you have questions, please e-mail Bookstore support at 1230txt@gmail.com.

Learning Objectives: At the completion of this course students will be able to:

- Comprehend what is meant by race, ethnicity, disparity and discrimination relating to crime and the criminal justice system in America.
- Discuss recent trends in criminal justice in America and how these factors affect race and ethnicity.
- Understand how criminal justice data is used and identify media distorted information.
- Understand the racial and ethnic aspects of gangs in America, both in communities and in prison.
- Differentiate and evaluate victimization, offending, arrest, incarceration, and conviction rates of different racial and ethnic groups.
- Understand the different theoretical explanations for criminal behavior regarding race.
- Discuss social and economic inequality and understand the extent of inequality in America.
- Analyze the most important issues related to police and people of color.
- Evaluate drug policies and selective prosecution
- Understand the significant racial differences in attitudes towards capital punishment.
- Discuss intelligently the racial and ethnic composition of the prison population and the unique issues related to women of color and corrections.
- Examine the relationship between the police and racial and ethnic minority youth.
- Discuss and analyze the rate of offending for immigrants, misconceptions relating to criminality and immigration and the importance of fear on policy implications.

Course Requirements: This is an online course and therefore, we will not have any face-to-face sessions. All assignments and course interactions will utilize Internet technologies. This course requires that you have access to a computer that can get into the Internet. You will need to have access to, and be able to use at least the following software packages:

- A web browser (e.g., Chrome, Mozilla Firefox, Explorer, Apple Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word

Studying and Preparation Time: *Preparation* for class means reading the assigned chapters and reviewing all information required for that week. The course requires students to spend time preparing and completing assignments. According to the Arizona Board of Regents, a three-credit course requires a minimum of 135 hours of student work outside of class. Therefore, for a 15-week semester, students should expect to spend at least 8-9 hours a week preparing for and actively participating in this class. Students who cannot devote this much time to coursework are likely to struggle.

Contacting Ms. DeCarolís: While this is an online class, I am available to meet with students in person in office hours that can be scheduled by appointment during certain times of the semester. The best way to contact me is via email or phone/text. I spend the better part of my days in front of the computer, so you should receive a quick response during the week. I try to respond to emails within 24 hours, so if a few days go by and you haven't received a response from me, please follow up –I might be inundated with papers or a lot of emails, so yours might have gotten lost. On the weekends, I try to wean myself away from the computer, so there might be more of a delay in responding on Saturdays and Sundays. Please send any email correspondence from your ASU-rite email account. Other email addresses often wind up in my junk email folder, but it can also make it difficult to identify who you are. **Please provide your full name and the name of the class (e.g., Sue Smith – CRJ306). I'm teaching several classes, so it's unlikely I'll remember who is in which class.**

Learning Activities: The following activities will be required in the course.

1. **Reading Assignments** – Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.
2. **Introduction (25 pts)** You will be required to introduce yourself to your classmates in a creative format of your choice. Please introduce yourself to your classmates in a creative format of your choice. The submission must include information regarding your background, why you have chosen criminal justice as your major or minor, what your career goals are, interests, hobbies, etc. You will be required to respond to two classmate's introductions as well. The format should be 3-5 minutes in length. You can use YouTube, an MP4 recording, a PowerPoint with audio and video, a Prezi with audio and still shots, or any other creative online technological platform that you like working with. Please include some sort of visual of yourself, whether from a video recording or a still shot, so that the rest of the class has a face with the name. Sometimes online classes lack personalization. Let's change that with this assignment :) Creativity will be the emphasis of this assignment. Initial post is due on Wednesday and all replies due Sunday by 11:59pm.
3. **Discussion Posts (5/125 points)** Students will be required to participate in five formal discussion board posts and responses during the semester. Discussion board topics and time frames for each board are posted in the Weekly Course Schedule. For each Discussion Board, students must first post a response to the question and then respond to two other students' postings. Students must submit a total of three postings in each discussion board to receive full credit. I expect many of us will have different points of view on particular issues, however, I also expect that we will be respectful of everyone's opinion. Initial posts due Wednesday of each week and the two replies by Sunday, all by 11:59pm.

4. **Presentation (75 points)** Students will be required to complete a 5-10 minute presentation discussing a topic related to the course material. Presentations proposals will be submitted prior as an important step in the process of preparing for your presentation. Further instructions will be included in your module.

5. **Short Research Paper (2/50 points)** Students are required to submit two short research papers during week 3 and 5. Your research papers will be assessed in terms of your understanding of the material, your ability to present and analyze important issues in a clear and concise manner. In addition, your research papers will be graded on writing skills such as structure and grammar and will require APA formatting; double-spaced, using 12-point font with 1-inch margins. Paper will be research-based, so only fact-based sources are acceptable (e.g., academic, peer-reviewed journals available through the ASU Library Database system; biographies; government research articles; etc.). Wikipedia, comic books, blogs, websites, and other nefarious sources of dubious credibility are not acceptable sources. Please ask any questions in advance regarding citing your sources. Failure to cite sources (i.e., using another's words, ideas, etc. without properly documenting the source) **even if unintentional** is considered plagiarism and can result in a failing grade.

6. **Exams (2/100 points)** Students will required to take a midterm and a final exam consisting of short answer and essay questions. While exams are being manually graded students will not be able to access their completed exam or see a score in their grade book. Once all tests are graded, I will make the exam available for students to review their responses. Please refer to the course schedule for exam dates.

Methods of Evaluation

Activity	Points	Total Course Value
Creative Introduction	25 points	25/525
Discussion Boards	5 / 25 points ea	125/525
Presentation & Proposal	75 points	75/525
Short Research Papers	2/50 points	100/525
Exams	2 / 100 points ea	200/525
Total Points		525 points

Grading Scale:

Table 2: Grading Scale	
Average Between	Equals
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

Make Up Work: Written assignments are to be submitted on the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided. Work submitted late for other reasons will be penalized 10% for each day late. However, please email for each situation.

Attendance/Class Participation:

- 1) **Planned Conflict:** When any of the following three reasons directly conflict with class participation and submitting assignments on time, students are responsible for informing the professor of the reason for the inability to submit work on time prior to the due date. Consistent class participation is essential for success in this course. Please contact me if you are unable to participate and / or submit an assignment on time
 - a. religious reasons;
 - b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
 - c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).
- 2) **Participation:** Consistent class attendance is essential for success in this course. Please contact me if you are unable to submit an assignment on time. If you have a planned conflict, arrangements will be made for you to make up the missed work. Class work missed for any other reason will not be accepted.

Grading Rubric for Research Paper

Criteria	Proficient	Competent	Novice
Content 20.00%	100 % All required elements, stemming from the thesis, are addressed in sufficient detail; paper does not go into unrelated discussion; meets the minimum length requirements.	50 % Required elements are addressed, some not as in depth as the topic requires; essay may stray into irrelevant discussion; meets or comes close to meeting minimum length requirements.	0% Required elements are addressed or not addressed in sufficient depth; essay wanders off-topic; does not meet minimum length requirements.
Writing 20.00%	100% Clear, concise writing; required elements are clearly identified and well-supported; minimal grammatical errors. Clearly organized paper that is arranged in a logical order; clear introduction, body, and conclusion; proper use of paragraphs.	50% Overall good writing but may have some inconsistencies; minimal unclear passages; some grammatical or spelling errors. Well-organized paper overall; missing a solid introduction or conclusion; some use of huge mega-paragraphs.	0% Poor writing; unclear passages; numerous spelling or grammatical errors. Disorganized paper; no logical order to the structure; missing introduction or conclusion; extensive use of huge mega-paragraphs.
Format 20.00%	100% Consistent, proper citation of outside sources within the paper and in the bibliography following the paper; essay has a cover page and separate page for bibliography.	50% Proper citation of outside sources within the paper and in the bibliography; no cover page or bibliography is listed on the same page as the essay.	0% Sources cited improperly or not at all; missing bibliography; no cover page; most of the first page of content is used for non-content material.
Sources 20.00%	100% Student uses 5 sources; published within last 10 years; fact-based/ academic in nature.	50% Student uses less than 3 outside sources if required; may use course text as a source; may have used old sources (over 10 years old); some unacceptable sources (Wiki, blogs, etc.)	0% Student does not meet minimum source requirements; extensive use of course text; has used old sources; extensive use of unacceptable sources.
Quotations 20.00%	100% Used sparingly if at all; paper is well paraphrased, excellent summary of source material.	50% Some over-use or overly-long quotations that do not add to the overall quality of the paper.	0% Used extensively; does not demonstrate that the student understands the material.

Grading Rubric for Discussion Posts

Criteria	Proficient	Competent	Novice
Relevance and Originality 20.00%	100 % The post applied logically to the topic being discussed. Connections were made between subjects, as well as between the material and the student's life. The author used her/his own voice, and added something unique to the conversation. The author consistently used sources cited to build new ideas.	50 % There were a few logical deviations from the discussion prompt; OR Application of the subject matter to other topics and to the student's life was tenuously demonstrated. The author offered 1-2 original ideas, but mostly repeated the ideas of others.	0 % The post did not adequately address the topic being discussed. No applications or connections between the material and the student were demonstrated. The author relied on the work of others to make her/his points and did not add anything unique to the conversation.
Thoroughness Weight 20.00%	100 % All of the material in the discussion prompt was addressed.	50 % Most of the material in the discussion prompt was addressed, but at least one crucial point was missing.	0 % Less than half of the material in the discussion prompt was addressed.
Respect 20.00%	100 % A constructive and polite tone was used. Any criticism was done in a helpful, kind way. The post was free of vulgar or insulting language.	50 % There was some mildly non-constructive, impolite, or unhelpful language, but the posts were, overall, constructive.	0 % The post contained vulgar, insulting, and/or impolite language that was non-constructive.
Reciprocity Weight 20.00%	100 % The student responded to at least two original posts of other students.	50 % The student responded to one original post of another student.	0 % The student did not respond to anyone else's original post.
Language Mechanics Weight 20.00%	100 % Conventional correct language mechanics were used, with no more than two mistakes in grammar, spelling, or punctuation.	50 % Three to five language mechanical errors were made.	0 % Six or more language mechanical errors were made.

Library Resources: Students are strongly encouraged to make an appointment with the closest ASU Library for an orientation to the materials available related to specific course subject matter as well as general library resources. Students may also search the Library catalog online and take an excellent self-guided tutorial on library research and scholarly citation formats.

Academic Status Reports: Twice during the semester, students receiving a grade of D or lower may receive an academic status report. This means that the student is in danger of failing the class if improvement is not made. Please contact me if you receive an academic status report and have any questions. Students can access their grade information at any time by checking the “My Grades” section of the class blackboard page under the tools tab. However, if at any time you have any questions about your grade, please don’t hesitate to contact me.

Academic Integrity: CHEATING or DISHONESTY of ANY KIND will NOT be tolerated. This includes taking the tests as a group, collaborating with others to take an exam, or obtaining a copy of the exam to use for taking your test. Moreover, plagiarism is similarly NOT ACCEPTABLE. Plagiarism is the act of taking the ideas or written statements from another and passing them off as one’s own. Examples of this are failing to cite a source for statements used in a paper (even if paraphrased rather than quoted), failing to signify a quotation, or submitting work that is not your own. Engaging in any type of academic dishonesty or cheating will, at the very least, result in a zero for the assignment or exam for which the conduct occurs. Further, students may be subject to the grade of XE (failure with academic dishonesty) for the course, which would be reflected on your official academic transcript. Bottom line: students are expected to do their own work. If you are uncertain about what constitutes academic dishonesty, please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>

1. Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
2. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
3. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
 - a. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
 - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from

which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.

- c. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

Students with Disabilities: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

- 1. Establishing Eligibility for Disability Accommodations – Students who feel they will need disability accommodations in this class but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website: <https://eoss.asu.edu/drc>. DRC offices, UCENT 160, are open 8:00 A.M. to 5:00 P.M. Mondays through Fridays.
- 2. Disability Accommodations – Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with me to discuss what reasonable accommodations they will need to be successful in this course. For students with disabilities that are known at the time this course begins, I encourage you to make your request for accommodations at the beginning of the semester, either during office

hours or by appointment. For disabilities that arise after the course has begun, students should meet with me at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

Counseling Services: At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Student Conduct: The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404:
<http://www.azregents.edu/policymanual/default.aspx>

Other Important Policies

1. **Drop/Withdrawal Policies** – For information on dropping/withdrawing from a class, see this page on ASU's website: <https://students.asu.edu/drop-add>.
2. **Copyright** – All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor's oral communication in the form of notes. Notes must have the note-taker's name as well as the instructor's name, the course number, and the date.

3. Email – Please keep emails professional. Include my name, your question and/or comments clearly written in proper grammatical format, your signature and most importantly the class you are registered for. I teach multiple sections of the same class so please include the course number.

Sexual Violence and Harassment: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services at; <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Technical Support: For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk: Phone: 480-965-6500 Email: helpdesk@asu.edu Web: <http://help.asu.edu/>

Syllabus Changes: I view this course syllabus as an educational contract between me and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

Course Schedule: Below is an outline of the material we may cover. We may vary from this schedule depending upon the time needed to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed.. Any deviations from the schedule below will be communicated to students via email and course announcements on the class Blackboard page.

Schedule for CRJ 306

All assignments due at 11:59 pm

Dates	Topic	Assignment
Module 1	Chapters 1-3: Racial and Ethnic categories; Disparity versus Discrimination; Victimization; Media and Crime; Crime and Economics.	Week 1 <ul style="list-style-type: none"> • Introduction Post due Wed: 3/10 <ul style="list-style-type: none"> ◦ Intro Post Resp due Sun: 3/14 Week 2 <ul style="list-style-type: none"> • Disc Post #1 due Wed: 3/17 <ul style="list-style-type: none"> ◦ Disc Post Resp due Sun: 3/21 • Presentation Proposal: 3/21
Module 2	Chapters 4-6: The Police and People of Color; The Courts: Pre-trial process, trial and adjudication.	Week 3 <ul style="list-style-type: none"> • Short Paper #1 due Sun: 3/28 Week 4 <ul style="list-style-type: none"> • Disc Post #2 due Wed: 3/31 <ul style="list-style-type: none"> ◦ Disc Post Resp due Sun: 4/4 • Mid Term due Sunday: 4/4
Module 3	Chapters 7-9: Race and Sentencing; Race and the Death Penalty; Corrections.	Week 5 <ul style="list-style-type: none"> • Short Paper #2 due Sun: 4/11 Week 6 <ul style="list-style-type: none"> • Disc Post #3 due Wed: 4/14 <ul style="list-style-type: none"> ◦ Disc Post Resp due Sun: 4/18 • Presentation due Sunday: 4/18
Module 4	Ch 10-11: Minority youth and juvenile court.	Week 7 <ul style="list-style-type: none"> • Disc Post #4 due Wed: 4/21 <ul style="list-style-type: none"> ◦ Disc Post Resp due Sun: 4/25 • Disc Post #5 due Wed: 4/21 <ul style="list-style-type: none"> ◦ Disc Post Resp due Sun: 4/25 • Final Exam due Sunday: 4/25