

App 2/15/11 10-62

Senate Info. - 2/22/11

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

FEB 3 2011

Course: CRIM 410 Race, Ethnicity, Social Structure and Crime

Instructor(s) of Record: Jennifer Gossett

Liberal Studies

Phone: 7-5608

Email: igossett@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1-A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Gossett is a qualified instructor who has used Blackboard, WebCT and Moodle software formats for online and podium classes. She has participated in various distance education workshops at IUP and online. She developed and has been teaching online, CRIM 645 The Dynamics of Cybercrimes, for the last five years. This course has been offered over the winter and summer sessions for graduate students of all majors. She also teaches CRIM 632 Organizational Dynamics in the Criminal Justice System and CRIM 791 Synthesis for the online masters program.

Dr. Gossett has taught race and crime classes at both the undergraduate and graduate levels. She has taught CRIM 698 (now 798) Graduate Readings that focused on race, class, gender and crime. She has also taught CRIM 851 Doctoral Colloquium which addressed race, class, gender and crime research for doctoral students. Before coming to IUP, Dr. Gossett taught numerous undergraduate classes, as an Adjunct Instructor, that included the Introduction to Race and Gender, Social Inequalities, Men and Masculinities, and Women and Crime.

2. How will each objective in the course be met using distance education technologies?

Course objectives 1. Study the history of race, class, and ethnicity in the criminal justice system.

The course will begin with the conceptualization of race, ethnicity, class and crime, to ensure everyone is on the 'same page'. Lecture notes, exams, assigned readings, quizzes, video clips, and threaded discussions will allow students to apply the concepts to the criminal justice system. After this discussion, the remaining topics will begin their deliberations with its history, in relation to race, ethnicity, class, and crime, address present concerns, and issues for future research.

Course objective 2. Identify patterns in the roles of people from different ethnic, racial and socio-economic backgrounds involved in the criminal justice system as victims, offenders and justice workers.

Focus on this objective will occur after the midterm exam. There is a specific topic of violence and victimization that will center its discussion on race and class. Readings, various videos, threaded discussions and lecture notes will identify the relationships between specific persons involved in the criminal justice system. Each topic after this one includes specific reference and discussion on its impact on 'players' in the criminal justice system.

Course object 3. Recognize the interconnecting axes of structural inequality – race, ethnicity, class and gender and their impact on justice.

This objective will be met with continual discussion, with each topic, of how inequality is perpetuated and maintained through structural practices in the criminal justice system. Threaded discussions, lecture notes, specific readings addressing the intersectionality of inequality, and video clips will assist students in recognizing and critically thinking about this in relation to justice.

Course objective 4. Evaluate relevant theories, research methods and policy prescriptions with a view to identifying more effective ways to theorize, research and practically increase social justice.

Although research, theory and policy will be addressed in every topic, focus will be provided at the course beginning in specific topic areas. The instructor will provide additional 'lecture notes' to the students that supplement the textbook. Readings of specific research articles and current newspaper accounts will also be used, along with Youtube clips and PBS Frontline documentaries. Threaded discussions, exams, and quizzes will ensure this objective is met.

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interactions will occur in several ways. Forums with threaded discussions, Wimba dialogue and video, email, and 'live' office hours held each week will allow for various interaction options. Phone calls can be used if necessary.

Student-student interactions will occur in threaded discussions in various forums, Wimba, and through email. Numerous threaded discussions will be required each week, for every topic.

4. How will student achievement be evaluated?

Student achievement will be evaluated through graded threaded discussions, quizzes, two exams, and a research paper. A rubric will be provided to the students for each evaluation tool.

Step Two: Departmental/Dean Approval

Recommendation:

☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Kati Hamohan
Signature of Department Designee

Jan 31, 2011
Date

Endorsed: Mary E. Sunder
Signature of College Dean

2/1/11
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:

☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail Sedquist
Signature of Committee Co-Chair

2/15/11
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☒ Approved as distance education course

☐ Rejected as distance education course

Arlo Johnson
Signature of Provost

2/18/11
Date

Forward form and supporting materials to Associate Provost.

5. How will academic honesty for tests and assignments be addressed?

Academic honesty will be addressed with tests timed for completion, each with a beginning and ending date to complete. Randomized exam questions will be used.

Wimba interactions will assist gauge student participation in the class, as well as knowledge of the material. The instructor will participate in threaded discussions to ensure appropriate and relevant dialogue between students. The research paper will include an 'honor code' statement to ensure students are aware of the consequences of not maintaining academic integrity. Also, the instructor can submit papers through Turnitin for additional assessment of borrowed work.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

I. Catalog Description:

CRIM 410 Race, Ethnicity, Social Structure and Crime

3 class hours

Prerequisites: CRIM 101 and CRIM 102

0 lab hours

3 credits

(3c-0l-3cr)

Introduces students to the art of thinking critically about the social construction of race, ethnicity and social class in crime and crime control, with special focus on the U.S.

II. Course Objectives

Students will:

1. Study the history of race, class, and ethnicity in the CJS
2. Identify patterns in the roles of people from different ethnic, racial and socio-economic backgrounds involved in the CJS as victims, offenders and justice workers.
3. Recognize the interconnecting axes of structural inequality—race, ethnicity, class and gender, and their impact on justice.
4. Evaluate relevant theories, research methods and policy prescriptions with a view to identifying more effective ways to theorize, research and practically increase social justice.

III. Detailed Course Outline

I. Introductory Issues

- A. Defining, Race, Ethnicity and Social Class (6 hours lecture)
- B. Interlocking systems of Structural Inequality (1 hour lecture)
- C. The American Ideal of Justice (3 hours lecture)
- D. The Press and Public Consciousness (3 hours lecture)

II. Victims and Response to Victims (6 hours lecture)

III. Offenders and Response to Offenders (6 hours lecture)

Review for Midterm (1 hour)

Midterm Exam (1 hour)

IV. Justice Work As Done by Minority Group Members

A. CJS Workers

1. General (3 hours lecture)
2. Police Work (3 hours lecture)
3. Working in the Courtroom (3 hours lecture)
4. Working in Corrections (3 hours lecture)

B. Minority group Members Self-Initiated Efforts (3 hours lecture)

Final Exam

IV. Evaluation Methods

Class projects could involve assigning a specific ethnic group to each work group and asking them to report on their findings from the readings each week in discussion. Commonalities between ethnic groups could then be explored within each topic—i.e. victim and offense rates, police, court and corrections treatment, applicability of proposed solutions such as community based policing, or reintegrative shaming, experiences as CJS workers. Other possibilities are for small groups to read/view films including fictional treatments, biographies or autobiographies and report on them to the full class. For the latter project, possibilities include e.g. Baldwin, Nobody Knows My Name; Malcolm X, Autobiography; Toni Morrison, Beloved; Mumia, Abu-Jamal, Live from Death Row.

Suggestions for Grade Distribution

- A. Frequent quizzes and short in-class and out of class assignments— 30%
- B. Mid-term Essay Exam –20%
- C. Term Paper of 1,500 words—20%
- D. Final Essay Exam —20%
- E. The mid-term and final exam essays will be presented in class as seminar papers for part of the marks—5% each (10% total)

Grading Scale is 90%=A, 80-89%= B, 70-79%=C, 60-69% =D, 0-59=F

V. Attendance Policy

Individual faculty will denote an attendance policy on specific course syllabi.

VI. Textbooks

Criminal Justice Collective. (2000). *Investigating difference*. Boston: Allyn & Bacon.

Walker, S., Delone, M. and Spohn, C. (1999). *The color of justice: Race, ethnicity and crime in America*. Belmont, CA: Wadsworth.

In addition, Selected Readings are to be chosen from the attached bibliography.

VII. Special Resource Requirements

Access to the Internet

VIII. Bibliography

Agozino, Biko. (1997). *Black Women and the Criminal Justice System: Towards the decolonisation of victimization*. Aldershot, England: Ashgate

Barak, G., Flavin, J. and Leighton, P. (2001). *Class, Race, Gender and Crime: Social Realities of Justice in America*. Los Angeles: Roxbury.

Criminal Justice Collective.(2000). *Investigating Difference*. Boston: Allyn & Bacon,

Cochran, J. (1996). *Journey to Justice*. Ballantine Books Inc.

Cole, D.(1999). *No Equal Justice: Race & Class in the American CJS*. New York: New Press

Gabbidon, S. L., H.T. Greene and V.D. Young (Eds.).(2002). *African American Classics in Criminology and Criminal Justice*. Thousand Oaks, CA: Sage.

Joseph, J. and Taylor, D. (Eds.). (2003). *With justice for all: Minorities and women in criminal justice*. Upper Saddle River, NJ: Prentice Hall.

Milovanovic, Dragen and Russell, K.K.(2001). *Petit Apartheid in the U.S. Criminal Justice System: The Dark Figure of Racism*. Durham, NC: Carolina Academic Press.

Wilson, W.J. (1990). *The truly disadvantaged: The inner city, the underclass, and public policy*. Chicago: The University of Chicago Press.

CRIM 410 Race, Ethnicity, Social Structure and Crime
Department of Criminology

Instructor: Dr. Jennifer Gossett
Office Location: Wilson 103
Office Phone: 724-357-5608
Email: jgossett@iup.edu
Office Hours:

Catalog Description: Introduces the art of thinking critically about the social construction of race, ethnicity, and social class in crime and crime control, with special focus on the United States. Prerequisites: CRIM 101 and 102

Course Objectives/Outcomes:

Students will:

1. Study the history of race, class, and ethnicity in the criminal justice system.
2. Identify patterns in the roles of people from different ethnic, racial and socio-economic backgrounds involved in the criminal justice system as victims, offenders and justice workers.
3. Recognize the interconnecting axes of structural inequality – race, ethnicity, class and gender and their impact on justice.
4. Evaluate relevant theories, research methods and policy prescriptions with a view to identifying more effective ways to theorize, research and practically increase social justice.

Course Outline:

Topic – Overview of Race and Crime (Chapter 1)	2 hours
- Define race and ethnicity	
Topic – History and Current Characteristics of Racial and Ethnic Groups in the US (Chapter 1)	3 hours
- Discuss various racial and ethnic groups in US (Native American, African American, Whites, Latinos, and Asian Americans)	
Topic – Social Stratification and Social Class in the US (Chapter 1)	3 hours
- Identify the US stratification system and the social class categories and their meanings	
Topic – Research, Statistics, and Policy Issues	2 hours
- Discuss specific issues when studying race and class in the US	
- Examine various data sources for their measurements of these variables	
- Discuss how policy and research develop into laws and programs	
Topic – Demographics of Crime Rates in the US	2 hours
- Assess past and current crime rates in the US	
- Identify weaknesses in the data	

- Discuss determinants of future predictions of crime rates	
Topic – Theoretical Perspectives on Race, Class and Crime (Chapter 3)	6 hours
- Examine key theories specific to this area that include biological, intelligence, social disorganization, collective efficacy, strain, subcultural, conflict and integrated theories	
Midterm Exam	2 hours
Topic – Violence and Victimization (Chapter 2)	3 hours
- Victimization surveys	
- Victims as offenders and offenders as victims	
Topic – Policing (Chapter 4)	3 hours
- Historical overview of race, class and policing	
- Contemporary issues in race and policing (racial profiling, citizen reviews, technology and accountability)	
Topic – Courts (Chapter 5)	3 hours
- Overview of court actors and processes	
- Contemporary issues in race, class and courts (bail, legal counsel, plea bargaining, jury selection, jury nullification)	
Topic – Sentencing (Chapter 6)	4 hours
- Historical review of punishment	
- Contemporary issues in race, class, and sentencing (sentencing disparities, war on drugs and judges)	
Topic – Death Penalty (Chapter 7)	3 hours
- History and statistics	
- Public opinion	
- Contemporary issues in race, class, and the death penalty (wrongful convictions and current movements)	
Topic – Corrections (Chapter 8)	3 hours
- History and statistics	
- Prison gangs	
- State and federal corrections	
- Contemporary issues in race, class, and corrections (racial disparities, reentry programs, and felon disenfranchisement)	
Topic – Juvenile Justice System (Chapter 9)	3 hours
- History of race and the juvenile justice system	
- Statistics	
- Contemporary issues in race, class, and juveniles (minority confinement, death penalty, and prevention)	
Final Exam	2 hours
TOTAL	42 hours

Course Evaluation Methods:

Quizzes – There will be a quiz, which is a ‘knowledge check’, after each topic. You need to complete each quiz. You will be graded on completing the quiz, no matter of how many you had correct or incorrect. These quizzes will serve you as a review of the exam, as well as allowing you to see your understanding of that particular topic. The total quizzes will be worth 50 points.

Exams – A midterm and final exam are scheduled for this class. The exams include multiple choice, short answer, and essay questions. There will be choice in the short answer and essay questions (i.e. ten questions are provided and five must be completed). Each exam will be worth 100 points.

Discussion Questions – Discussion questions will be provided for each topic. Three thought provoking questions will be available for response and dialogue among classmates. The question must be answered by each student, with posts to student responses also made by each student. More information and examples will be provided on this task during the first week, as well as discussion of having chat room discussions on the questions. There are 13 topics worth 20 points each for a total of 260 points.

Research Paper – The research paper will be completed individually with each student choosing a contemporary topic on race and class within the criminal justice system. Students will be required to locate current research articles (2010 to 2000) on the topic to summarize, and provide justification for the future of that issue. Specific directions will be provided in depth during the first week of class. This paper is worth 100 points.

Grading Scale:

Your final grade in this class will be determined by

Quizzes	50 points (10 %)
Exams (100 points x 2)	200 points (35%)
Discussion Questions	260 points (40%)
Research Paper	<u>100 points (15%)</u>
Total	610 points

Course Policies:

Attendance – In an online class, attendance is more flexible since the class can be accessed 24/7. Ideally, you should enter the class five out of the seven week days to check announcements, submit assignments, review notes, and participate in discussions. If something occurs and you will not enter and participate in the class more than three consecutive days, please email me as soon as possible. The instructor will monitor your attendance by assignment submissions, participation in discussions, and entrance into the class. If you miss entering the class more than three days in a row, points may be deducted from your participation.

In order to verify student identity in the class, the instructor reserves the right to call the student to correlate questions concerning the class with their personal information to ensure proper identity.

Academic Integrity - I do not expect this to be an issue, but it must be clear to every student that any act of academic dishonesty will be handled within the policies and procedures outlined in the IUP Undergraduate Catalog. The IUP Academic Integrity Policy and Procedures can be viewed at <http://www.iup.edu/registrar/catalog/under academic policies>.

Required Textbook and Readings:

Gabbidon, S. L. and Greene, H.T. (2009). *Race and crime*. Los Angeles: Sage Publications.

Other relevant readings will be placed in EReserve. <http://ereserve.lib.iup.edu/eres/default.aspx>
Password will be distributed in class.

The above textbook authors have an extensive research record in race and crime studies in the US. Their textbook is the most inclusive to the relevant topics required for this class.

Special Resource Requirements:

Per the IUP Distance Education site (<http://www.iup.edu/distance/>), the Student Responsibilities link provides required information for online classes. For example, you need to use your IUP email account to receive notification and instructions for entering the course. There are some basic abilities (i.e. know how to use a mouse) and hardware/software requirements (i.e. must be able to reach the World Wide Web) you should check.

Bibliography:

Barak, G, Leighton, P., & Flavin, J. (2010). *Class, race, gender and crime: The social realities of justice in america*. New York: Rowman & Littlefield Publishers.

Bhui, H. S. (2009). *Race & criminal justice*. Los Angeles: Sage Publications.

Dunaway, R.G., Cullen, F.T., Burton, V.S., & Evans, D. (2000). The myth of social class and crime revisited: An examination of class and adult criminality. *Criminology*, 38, 589-632.

Gabbidon, S.L. (2010). *Criminological perspectives on race and crime*. New Jersey: Routledge.

Gabbidon, S.L. (2010). *Race, ethnicity, crime and justice: An international dilemma*. Los Angeles: Sage Publications.

Grusky, D. (2008). *Social stratification: Class, race, and gender in sociological perspective*. New York: Waveland Press.

Muhammad, K. G. (2010). *The condemnation of blackness: Race, crime and the making of modern urban america*. Cambridge: Harvard University Press.

Parker, K. (2010). *Unequal crime decline: Theorizing race, urban inequality, and criminal violence*. New York: NYC Press.

Pearson, A.F. (2010). Real problems, virtual solutions: Engaging students online. *Teaching Sociology*, 38, 207-214.

Pettit, B. & Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in U.S. incarceration. *American Sociological Review*, 69, 151-169.

Piquero, N.L. & Sealock, M.D. (2010). Race, crime, and general strain theory. *Youth Violence and Juvenile Justice*, 6, 170-186.

Quillian, L. & Pager, D. (2001). Black neighbors, higher crime? The role of racial stereotypes in evaluation of neighborhood crime. *American Journal of Sociology*, 107, 717-767.

Walker, S., Spohn, C., & DeLone, M. (2006). *The color of justice: Race, ethnicity and crime in america*. New York: Wadsworth Publishing.

Webster, C. (2008). Marginalized white ethnicity: Race and crime. *Theorizing Criminology*, 12, 293-312.

Wright, B.R., & Younts, C.W. (2009). Reconsidering the relationship between race and crime: Positive and negative predictors of crime among african american youth. *Journal of Research in Crime and Delinquency*, 46, 327-352.

Lecture Notes: Race, Ethnicity and Other Key Concepts

Before we begin our discussions on race, class and crime, we need to review key concepts and have a unified understanding of them, for this class. These notes provide key definitions for you to review. They will be used throughout this course.

Race is defined as a socially constructed category composed of people who share biologically transmitted traits that members of a society consider important.

- classification comes from
 - *skin color
 - *facial features
 - *hair texture
 - *body shape

This does not mean that racial groups are biologically different. It means that people are born with these traits and they cannot be changed. These traits are used to put people into categories to assist persons in determining how to interaction with them.

Race is socially constructed because it varies by society and culture. Race does not have to be important. Some societies make it more important than others. Some cultures use different biologically criteria to classify persons by race.

<http://thesocietypages.org/socimages/2010/03/29/race-and-censuses-from-around-the-world/>

The U.S. Census takes information from every person in the U.S. every ten years. They currently allow 63 different race options for people to choose from to represent all the different combinations that are possible.

<http://www.prb.org/Articles/2009/questionnaire.aspx>

Examples of racial categories include:

- White or Caucasian or European American
- Hispanic
- African American or Black
- Native Indian or American Indian
- Mexican American
- Asian American

Your racial classification can be determined by

- your physical traits
- the way your classify yourself
- the race you look more like
- the way you classify yourself could be different from the way others see you

Ethnicity is a shared cultural heritage.

- classification comes from
 - *common ancestors
 - * language

- *religion
- *foods
- *traditions
- *clothing

Examples of ethnic categories: (discussed in depth with next topic)

- European American
- African American
- Irish American
- Italian American
- Chinese American
- Mexican American

<http://www.infoplease.com/ipa/A0855617.html>

Race and ethnicity are both socially defined; one involving biological traits and the other cultural traits. Both can go hand-in-hand. Japanese Americans have distinctive physical traits, but also distinctive cultural characteristics.

These next concepts will be discussed throughout the semester, but they are being introduced here.

Minorities vs. Majority

From a sociological perspective, these terms are not just about the actual number of persons.

- **Majority** represents groups of people who are in power positions or who are considered privileged in the U.S., and they currently make up the majority of person in the U.S. Non-Hispanic Whites or Caucasians are considered the majority in the U.S.
- **Minorities** represent any category of people distinguished by physical or cultural differences that a society sets apart and subordinates. Minorities share a distinctive identity and experience subordination. Not all minorities are disadvantaged. Some Latinos are quite wealthy and some African Americans are among the nations leading scholars.

Prejudice = a rigid and unfair generalization about an entire category of people.

- are prejudgments
- based in attitudes
- can be positive or negative
- because attitudes are rooted in culture, we all have some measure of prejudice
- prejudice can take the form of **stereotypes** = exaggerated descriptions applied to every person in some category
 - * Example: I am from Texas and it is stereotyped that all Texans have an accent and drive big trucks (it may be true for some Texans, but not all Texans).
- one measure of prejudice is Emory Bogardus (1925) social distance scale.

Social distance is how closely people are willing to interact with members of another category. Bogardus found that people felt more social distance from some categories than from others. Examples of questions include: Would you date a Latin American person? If you needed a roommate, would you rent to a White person? Would you allow your child to have a Native American spend the night?

Racism is a powerful form of prejudice. Racism is the belief that one racial category is innately superior or inferior to another. Racism is a serious problem everywhere, and has pervaded world history. Overt racism has declined in the U.S., but is still present.

Discrimination is closely related to prejudice, but focuses on actions. Discrimination is treating various categories of people unequally. Discrimination can be positive and negative, and can range from subtle to blatant.

Institutional prejudice and discrimination produce great harm because they address bias inherent in the operation of society's social institutions, which include schools, police and the workplace. For example, banks provide less favorable terms for home mortgages to minorities than to white, even when the applicants have the same income and live in the same neighborhood.

Prejudice and discrimination reinforce each other. Using the Thomas Theorem (what is perceived as real is real in its consequences), stereotypes become real to those who believe in them. Prejudice can develop from the beliefs in stereotypes. Prejudice can lead to people treating other differently or discriminating against persons.

Sociologists believe that patterns of interactions exist among racial and ethnic categories. There are four models of these interactions:

1. **Pluralism** = a state in which people of all races and ethnicities are distinct but have social parity. People may differ in appearance or social heritage, but share resources equally. The U.S. is pluralistic because our society promises equal standing under the law. Some sociologists argue the U.S. is not pluralistic because (1) people do not always want to live with people who are just like them, (2) our tolerance of social diversity only goes so far...there is a fine line, (3) no matter what, people of various races and ethnicities do not have equal standing.

2. **Assimilation** = the process by which minorities gradually adopt patterns of the dominant culture. Assimilation involves changing modes of dress, values, religion, language, and friends. This is like the melting pot idea that people come to the U.S. and start adopting all the behaviors, attitudes and actions that most people in the U.S. do. Assimilation involves changes in ethnicity, but not race. You cannot change your race, but you can make your ethnicity hidden. For example, no one may know you are Irish until it is St. Patrick's Day.

3. **Segregation** = the physical and social separation of categories of people. Some people voluntarily separate themselves like the Amish. In the past, some racial and ethnic groups were forced to be separated by having to use different hospitals, stores,

restaurants, drinking fountains, etc. Segregation still exists in the U.S. today. Some areas or community may be predominantly of one race.

4. **Genocide** = the systematic killing of one category of people by another. This deadly form of racism has occurred time and time again in human history. Examples are Europeans killing Native Americans when they arrived to the U.S.; Hitler killing more than 6 million Jewish men, women and children.

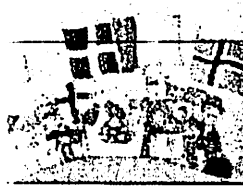
Sample Quiz or 'Knowledge Check' Questions

1. When people speak Spanish that defines their race. True False
 *False...language is cultural so it represents ethnicity
2. Which of the following is a racial group?
 - a. Jewish Americans
 - b. European or Caucasian Americans*
 - c. Irish Americans
 - d. Italian Americans
3. If a person says 'white men cannot jump', they are stating a _____.
 - a. prejudice
 - b. fact
 - c. stereotype*
4. People's hair texture is used to determine racial categories. True False
 *True
5. Bob will not talk to or have any interactions with people he considers to be Hispanic. This is an example of _____.
 - a. prejudice
 - b. discrimination*
 - c. stereotypes

Sample Short Answer/Essay Questions for Midterm

1. Discuss how race can be both biologically and socially constructed in the U.S. Provide a specific example to illustrate your point.
2. A police officer responds to a domestic violence call and arrives with a man and woman arguing in Spanish. The officer does not speak Spanish, but is 'taken aback' because the couple appears to be African American and they are speaking fluent Spanish. Discuss why this officer is shocked by this couple. Explain how the construction of race and ethnicity directly impact this officer reaction.

Sample Threaded Discussion Questions



1. View the clip 'School House Rock'.

<http://www.youtube.com/watch?v=OpggZ9hDxC4>

Make arguments that the US **IS** a melting pot **OR** make arguments that the US **is NOT** a melting pot (maybe more of a stew).

2. Watch 'A Class Divided' at

http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html?utm_campaign=video&utm_medium=grid&utm_source=grid

After view the video, discuss how this relates to racial relations in the US. How does this exemplify race as being socially constructed?

3. Go to <http://www.sciencedaily.com/releases/2010/03/100308132050.htm>

After reading this article, what other reasons would you give to explain the continual gap between race and crime over the last 40 years? Why do some racial and ethnic groups experience more crime than others?

4. <http://www.theatlantic.com/magazine/archive/2009/07/driving-while-black/7625/>

Read the brief article on 'Driving While Black'. How is race the key factor for the officers and the victims in these traffic stops? Discuss how this is discrimination.

Sample Script for Wimba

Hi! Welcome to CRIM 410! As you can see from the syllabus we will be discussing a variety of topics this semester. The beginning of this course will focus on understanding the key concepts of our discussion; race, ethnicity, class, and crime (criminal justice system). We all need to be on the 'same page' before we can get into depth about key issues in this area.

Also, we need to keep in mind that part of your college experience is to learn how to have professional and respectful dialogue with your peers and instructors. The topics we will discuss can be sensitive to some people and we will respect that in our discussions. If necessary, we can right now 'agree to disagree'. You can respectfully disagree with your peers, which includes stating your point with clear justifications. Listening to the response is also part of your learning process. Name calling, belittling comments or derogatory terms will not be acceptable. The IUP Integrity statement is in the syllabus, as a review.

If you have any questions or concerns, please contact me!!

Okay, let's get going! The first topic defines race and ethnicity. It is important to understand that the concepts ARE different, though they tend to be used interchangeably.

-
- After you read the assignment chapter, please review my notes for you. The notes are NOT a substitute for the reading. My notes supplement the reading!!!
 - There are several threaded discussions for your response. Make sure you review the video clip or read the article before you respond. Your responses should be clearly written, organized, and in your own words. I would suggest typing your response in Word, and post when you are done. Remember that you can be timed out of the discussion, which means you will lose your information.
 - After you have completed the discussion posts, you need to take the Knowledge Check quiz as a marker of what you have learned. You should answer the questions with NO notes or books. You are not graded in how many correct responses you received...only that you completed them. Also, these questions serve as your review for the exams!

Once you 'get into' the material and the activities, things will be easy so do not get frustrated if you are having a difficult time. Each topic will be set up in the same manner to keep things simple. You cannot 'mess anything up' so do not worry.

I will email everyone individually in a few days to see how things are going! Remember to email me with any questions that arise.

Have a good week!