

UMBC UGC New Course Request: AFST 392: Race, Crime, and Public Policy

Date Submitted: 9/24/2019

Proposed Effective Date: Fall 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Gloria Chuku	chuku@umbc.edu	410-455-2921	AFST
Other Contact				

COURSE INFORMATION:

Course Number(s)	AFST 392
Formal Title	Race, Crime, and Public Policy
Transcript Title (≤30c)	Race, Crime, and Public Policy
Recommended Course Preparation	AFST 100 and a lower level SS course (with at least a C grade)
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	N/A
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3.0 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course examines the social, political, and historical factors that have contributed to the chronic over-involvement of African Americans in the U.S. criminal justice system. It examines the perception of African Americans as criminals; the rhetoric of race; American political and criminal justice history; and how they have provided context for contemporary problems faced by African Americans with the criminal justice system in terms of mass incarceration and police misconduct. Baltimore and New York City are used as case studies for these problems.

RATIONALE FOR NEW COURSE:

This course will serve as an elective for the department's proposed new certificate program in Race and Social Justice Studies. It will add to its social science curriculum pertaining to the experiences of African Americans in the U.S, and also increase its upper level course offerings needed by our majors. The course is intended for those who have advanced beyond the introductory level courses (AFST 100 plus a lower level SS) and therefore have acquired foundational knowledge of the difficult life experiences of this group in American society. It will be of benefit to those in a wide-array of majors who have an interest in criminal justice issues affecting African Americans.

Because of the depth and complexity of information explored and the requirements for completion of the course, it requires the Regular (A-F) grading method.

Plans are to offer the course in alternate academic years. Because the course examines long-standing issues in the African American experience as well as takes advantage of a very active research area of study, there is sufficient justification for its repeatability as a free-standing regular course in the department's curriculum.

ATTACH COURSE SYLLABUS (mandatory):

AFST 392: RACE, CRIME, AND PUBLIC POLICY

T. N. ROBINSON, JR., Ph.D.

FALL 2020

OFFICE: 540 Fine Arts

LECTURE HRS: MW 1:00-2:15 p.m.

OFFICE HRS: MW 11:30-1:00 p.m.; and by appointment

PHONE: 410-455-2926 [Direct/410-455-2158 [Message]]

E-MAIL: trobins@umbc.edu

PURPOSE/OBJECTIVES

PURPOSE

In their 400-year American experience, people of African descent have endured considerable mistreatment at the hands of civil policing authorities. And, more specifically, for the past six decades, this experience has come to be defined by their mass incarceration in American jails and prisons along with increased physical and psychological abuse in their encounters with police authorities.

This course focuses on the social, political, and historical factors which have contributed to the chronic over-involvement of African Americans with the American criminal justice system, and why this group often is seen as a threat to societal safety. Among the issues examined are the following: perception of African Americans as criminals in need of being kept under social control, how the perception of this group as being dangerous influences how society and the police perceive their behavior, how the rhetoric of race has influenced their interactions with the criminal justice system, and how American political and criminal justice history continues to provide context for contemporary incidents of police shootings and mass incarceration of African Americans. Special attention is also given to police operations in Baltimore and New York City as being emblematic of the issues highlighted during the course.

LEARNING GOALS

- Knowledge of the social, political, and historical factors responsible for the mass incarceration and police use of excessive force with African Americans; and the critical role that racism has played in this regard
- Recognition and understanding of the sociological factors contributing to African Americans being perceived as criminals; and how these factors have influenced their attitudes about the criminal justice system
- Ability to critically evaluate justice system policies and practices that have contributed to mass incarceration of African Americans
- Ability to critically evaluate social and legal policy implications of suggested strategies for the amelioration of justice system inequities as experienced by African Americans

COURSE REQUIREMENTS

Students are required to attend class regularly and to participate in class discussions and other class activities and assignments. These additional activities will include three short in-class exams as well as an in-class presentation on a chosen topic/issue along with a written course project paper on the same chosen topic.

CLASS ATTENDANCE is an important requirement of the course as the course will reflect the seminar approach to discussion of issues surrounding the U. S. black experience with representatives of the U. S. criminal justice system. Attendance will ensure that students will be participants in these important discussions. Moreover, **DISCUSSION PARTICIPATION** will also constitute an important element of the student's grade for the course. Each class period, an attendance sheet will be circulated for those present to sign.

A **COURSE PROJECT PAPER** will be required of students on a topic of their choosing, a topic that is related to the general theme of the course. This topic will require approval of the instructor by **OCTOBER 21, 2020** and the report itself will be due on or before **DECEMBER 7, 2020**. Details about the requirements for this project paper are provided under separate cover to this syllabus. **NOTE THAT LATE REPORTS WILL INCUR A SEVERE POINT PENALTY.**

An **IN-CLASS PRESENTATION** of the course project paper will also be required of students. These presentations will take place during the last four class meetings of the semester [November 25 – December 7, 2020]. A schedule of presentations will be created prior to these dates. Guidelines and assessment criteria for these presentations will be distributed to students beforehand.

EXAMS will also be required of students. This form of assessment will involve **three [3] exams** based on course lectures and readings. Each exam will consist of 21 items [20 two-point multiple-choice items; 1 short answer question worth 10 points] totaling 50 points.

Blackboard [Bb] Readings. Summaries for many of the assigned journal readings will be posted on Bb. Students are expected to review the designated readings for an indicated discussion topic prior to the class in which the topic is to be discussed. Discussion topics and the required readings are indicated below.

REQUIRED TEXTBOOK AND READINGS

REQUIRED TEXTBOOK

Garrison, Arthur H. (2019). **Race and Criminal Justice History: Rhetoric, Politics, and Policy.** San Diego, CA: Cognella Academia Publishing.

OTHER REQUIRED READINGS

Various academic journal readings are required. Their citations are shown on the topics calendar below.

GRADING AND EVALUATION PROCEDURES

Grades for the course will be assessed in terms of **class attendance and discussion participation** [25%], the **in-class presentation** [15%], the **course project paper** [30%] and **exams** [30%].

Course grades are to be assigned in the following manner:

≥	90%	= A
	80-89%	= B
	70-79%	= C
	60-69%	= D
≤	59%	= F

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibility of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, or the UMBC Policies section of the UMBC Directory. [See <http://www.umbc.edu/provost/integrity/index.htm>]

UMBC TITLE IX SEXUAL MISCONDUCT POLICY

Any student who has experienced sexual harassment or assault, relationship violence, and/or stalking is encouraged to seek support and resources. There a number of resources available to you.

As an instructor, I am considered a Responsible Employee, as defined by UMBC's Interim Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct. This means that while I am here to listen and support you, I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. Note also that under Maryland law, I am also required to report all disclosures or suspicions of child abuse or neglect to the Department of Social Service and/or the police. The purpose of these requirements is for the University to inform you of options, supports, and resources.

You can utilize support and resources even if you do not want to take any further action. You will not be forced to file a police report, but please be aware, depending on the nature of the offense, the University may take action.

If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you. They include: The Counseling Center (410-455-2742), University Health Services (410-455-2542), The Women's Center (available to students of all genders) (410-455-2714), and the Title IX Coordinator (410-455-1606). For after-hours emergency consultation, call the police at 410-455-5555.

STUDENT DISABILITY SERVICES (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and would like to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively, you may visit the SDS office in person in the Math/Psychology Bldg, Room 212. For any questions or concerns, you may contact that office via email at disAbility@umbc.edu or phone at 410-455-2459.

If you require accommodations for this class, you are welcome to make an appointment to meet with me to discuss your SDS-approved accommodations.

[Note: Assigned readings for discussion are indicated for each topic. These readings include research and/or scholarly journal articles. In the latter case, the complete citation information is provided for each journal article.]

- I. COURSE OVERVIEW AND OBJECTIVES** **8/31**
- II. WHY STUDY RACE AND CRIME?** **9/2 – 9/9**
LaFree, G. & Russell, K.K. (1993). The argument for studying race and Crime. Journal of Criminal Justice Education, 4(2), 273-289.
Loury, G. C. (2010). Crime, inequality and social justice. Daedalus, 139(3), 134-140.
Takagi, P. (1981). Race, crime, and social policy: A minority perspective. Crime and Delinquency, 27(1), 48-63.
- III. RACISM AND THE CRIMINAL JUSTICE SYSTEM** **9/14 – 9/28**
What is Racism? [Instructor provided lecture notes]
- TEXTBOOK
Chp. 5—The Foundations of Racism in America: A Brief Review of the Legal History Of Race.
Chp. 4—The Foundations of Racism in America: A Review of Pre and Post Civil War Politics.
- EXAM I-----TOPICS II-III-----9/30**

- IV. RACIAL ATTITUDES TOWARD THE CRIMINAL JUSTICE SYSTEM** **10/5 – 10/14**
- TEXTBOOK
Chp. 3—Race, Implicit Biases and the Social Psychology of Feat of Blacks As Criminogenic.
- OTHER
Hurst, Y. G. & Nation, D. D. (2009). The Impact of race on criminal justice ideology: An examination of high school students. Journal of Criminal Justice, 37(6), 534-541.
Brunson, R. K. & Wade, B. A. (2019). “Oh hell no, we don’t talk to police”: Insights on the Lack of cooperation in police investigation of urban gun violence. Criminology and Public Policy, 18(3), 623-648.
Green, E. G., Staerkle, C., & Sears, D. O. (2006). Symbolic racism and whites’ attitudes towards punitive and preventive crime policies. Law and Human Behavior, 30(4), 435-454.
Hurwitz, J. & Peffley, M. (1997). Public perceptions of race and crime: The role of racial Stereotypes. American Journal of Political Science, 4(2), 375-401.
Stewart, E. A., Mears, D. P., & Warren, P. Y. (2018). Lynchings, racial threat, and whites’ Punitive views toward blacks. Criminology, 56(3), 455-480.
Wilson, G. & Dunham, R. (2001). Race, class, and attitudes toward crime control: The Views of the African American middle-class. Criminal Justice and Behavior, 28(3), 259-278.

COURSE PROJECT PAPER APPROVAL DUE DATE-----10/21

- V. THE PROBLEM OF THE MASS INCARCERATION OF BLACKS** **10/19 – 10/28**
- TEXTBOOK
Chp. 1—Disproportionate Incarceration of African Americans: Examining the Socio-political Background of a Historical Constant.
Chp. 8—The Modern Incarceration of Blacks Within the Criminal Justice System.
- OTHER
Fernandes, A. D. & Crutchfield, R. D. (2018). Race, crime, and criminal justice: Fifty

Years since the challenge of crime in a free society. Criminology and Public Policy, 17(2), 397-417.

Hurwitz, J. & Peffley, M. (2010). Race, crime, and punishment in the U. S. criminal justice System. Canadian Journal of Political Science, 43(2), 457-479.

King, R. D. (2019). Cumulative impact: Why prison sentences have increased. Criminology, 57(1), 157-180.

EXAM II-----TOPICS IV-V-----11/2

VI. THE PROBLEM OF POLICE CULTURE AND OFFICER BEHAVIOR 11/4 – 11/9

TEXTBOOK

Chp. 2—Police Shootings and Limitations of the Law: The 4th Amendment and Police Use Of Deadly Force.

OTHER

Ingram, J. R., Terrell, W., & Paoline, E. A., III. (2018). Police culture and officer behavior: Application of a multilevel framework. Criminology, 56(4), 780-811.

Gaston, S. (2019). Producing race disparities: A study of drug arrests across place and race. Criminology, 57(3), 424-451.

Ouellet, M., Hashim, S., Gravel, J., & Papachristos, A. V. (2019). Network exposure and Excessive use of force: Investigating the social transmission of police misconduct. Criminology and Public Policy, 18(3), 675-704.

Slocum, L. A. & Wiley, S. A. (2018). Experience of the expected? Race and ethnicity differences In the effects of police contact with youth. Criminology, 56(2), 402-432.

VII. CASE STUDIES IN POLICE AND RACE 11/11 – 11/16

Lacoe, J. & Stein, J. (2018). Exploring the policy implications of high-profile police violence. Criminology and Public Policy, 17(4), 859-863.

THE CASE OF NEW YORK CITY

TEXTBOOK

Chp. 6—The NYPD Stop and Frisk Civil Case

THE CASE OF BALTIMORE, MD—FREDDIE GRAY UNREST

Loughran, T. A. (2018). Editorial Introduction: Police violence, procedural justice, and public Perceptions of legitimacy. Criminology and Public Policy, 17(4), 825-827.

White, C., Weisburd, D., & Wire, S. (2018). Examining the impact of the Freddie Gray Unrest on Perceptions of the police. Criminology and Public Policy, 17(4), 829-858.

VIII. SUMMARY AND POLICY IMPLICATIONS 11/18

TEXTBOOK

Chp. 9—Epilogue—Rhetoric and Policy Outcome

OTHER

Braga, A. A. & MacDonald, J. (2019). Improving police effectiveness in ensuring justice. Criminology and Public Policy, 8(3), 511-523.

The First Step Act [December 21, 2018]

<https://www.congress.gov/bill/115th-congress/house-bill/5682/text>

<https://www.vox.com/future-perfect/2018/12/3/18122392/first-step-act-criminal-justice-reform-bill-congress>

EXAM III -----TOPICS VI-VIII-----11/23

IX. STUDENT PRESENTATIONS 11/25 – 12/7

COURSE PROJECT PAPER DUE-----12/7

RACE, CRIME, AND PUBLIC POLICY

COURSE RESEARCH PAPER PROJECT

DEADLINE FOR PROJECT APPROVAL-----OCTOBER 21, 2020

PROJECT DUE DATE-----DECEMBER 7, 2020

GENERAL OBJECTIVES

- To provide the student with the opportunity to sharpen his/her analytical skills;
- To give the student the opportunity to enhance his/her knowledge about a particular issue relating to African Americans' experiences with the U. S. criminal justice system; and
- To provide the student with the opportunity to practice his/her writing skills.

TECHNICAL REQUIREMENTS FOR THE PAPER

Be certain to include a cover sheet for your report; the cover sheet should show a title for the report, your name, the class, and the semester/date.

At a minimum, the report should be 8 pages in length [double-spaced], and it should be typewritten. Published material cited in the text of the report should be accompanied by appropriate reference information at the end of the report, i.e., a reference page. Thus, reference information should be provided for cited material taken from books, magazines, journals, DVD's/films or the internet. When doing so, please provide author, title, date [year and volume #], publisher, and/or internet address.

Examples

Book

Hine, D. C., Hine, W. C., & Harrold, S. (2008). The African-American Odyssey. 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Journal Article

Benozio, A., & Diesendruck, G. (2015). From effort to value: Preschool children's alternative to effort justification. Psychological Science, 26, 1423-1429.

Magazine Article

Coates, T. (2015, October). The Black family in the age of mass incarceration. The Atlantic, 316, 60-80, 82-84.

Internet Article

Glueckauf, R. L. et al. (1998, July). Videocounseling for families of rural teens with epilepsy –Project update. Telehealth News, 2(2). Retrieved June 6, 2000, from http://www.telehealth.net/subscribe/newslettr_4a.html#1

YOUR REPORT SHOULD INCLUDE AT LEAST 10 REFERENCES, AND AT LEAST HALF OF THESE REFERENCES SHOULD BE BOOK AND/OR RESEARCH JOURNAL REFERENCES!

SPECIFIC PURPOSE OF THE EXERCISE

This exercise is designed to provide the student with the opportunity to learn more about the Black experience in the U. S. as it pertains to the interactions of African Americans with the U. S. justice system and/or their struggles for social justice therein; and more importantly, to gain greater in-depth information and knowledge about a specific issue in this context. Viewed favorably will be papers that address, in some way, policy implications of certain justice system practices and/or strategies that may improve such practices.

PROCEDURE

- 1) **Decide upon a topic of interest for the exercise.**
- 2) **GET THIS TOPIC APPROVED BY THE OCTOBER 21, 2020 DEADLINE**
- 3) **Get some background information about the issue/topic. You can use a wide variety of sources for such information—course materials, other published material as well as your own thoughts and observations.**
- 4) **Develop an argument or point of view about the issue.**
- 5) **Gather information about the issue from published sources, i.e., provide a review of the issue**
- 6) **Evaluate or critically analyze this evidence—does it provide support for your argument? Are there shortcomings associated with this evidence? Does this evidence comport with or conform with your own observations. If not, why not? I. e., provide a thorough discussion of the issue, support or lack of support for it based on published works; your assessment and evaluation of these works, and whether or not this information is consistent with your own experiences and observations. Also, provide some indication of what you see as future strategies for improving the African American experience with the U. S. justice system.**
- 7) **Create an outline for the written report.**
- 8) **Write the report. Be certain to provide an indication of the research question [i.e., what the issue is and your point of view as regards the issue] at the outset of the report. In other words, give the purpose of the paper early on. And, after reviewing the evidence for your argument [body of the paper], give an indication of the appropriate conclusions to be drawn from your discussion of the issue. And, make certain to include a reference page at the end of your report that shows the sources you used for your citations and any quotes contained within the paper.**
- 9) **Important Points to Remember**
 - a) **GET YOUR TOPIC APPROVED BY THE OCTOBER 21, 2020 DEADLINE**
 - b) **Make certain you include a cover page with your report [see above Technical points];**
 - c) **Make certain to make use of at least 10 references for your report;**
 - d) **Submit your report via e-mail as a WORD attachment to the instructor at trobinso@umbc.edu**
 - e) **Save an electronic copy of your report—this copy serves as a backup in the event your original submission does not reach your instructor.**

BON CHANCE!