

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

~~CRIM 410 Post-Ethnicity Social Structure~~

Phone: 7-5608

Email: jgossett@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?**

~~D. Gossett is a qualified instructor with broad Disabled and WebCT and Moodle~~

**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**

**victim, offender and institution.**

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.**

**Step Two: Departmental/Dean Approval**

Recommendation:

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

Negative

*Kati Hamohan*

*Jan 31, 2011*

Endorsed:

*Mary E. Sunde*  
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

**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.

knowledge of the material. The instructor will participate in threaded discussions to

**I. Catalog Description:**

CRIM 410 Race, Ethnicity, Social Structure and Crime \_\_\_\_\_ 3 class hours

0 lab hours

Introduces students to the art of thinking critically about the social construction of race, ethnicity  
and associated \_\_\_\_\_

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)

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

Final Exam

**IV. Evaluation Methods**

Class projects could involve assigning a specific

## 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*

In addition, Selected Readings are to be chosen from the attached LLI 1

**CRIM 410 Race, Ethnicity, Social Structure and Crime**

**Instructor:** Dr. Jennifer Gossett  
**Office Location:** Wilson 103  
**Office Phone:** 704.355.5600

**Email:** [jgossett@iup.edu](mailto:jgossett@iup.edu)  
**Office Hours:**

**Catalog Description:** Introduces the art of thinking critically about the social construction of



Discuss determinants of future predictions of

- Examine key theories specific to this area that include biological, intelligence,



**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>

Downloaded will be distributed in class

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

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: Westwood, D. J. P.

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.

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

\*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

These next concepts will be discussed throughout the semester but of

**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?

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

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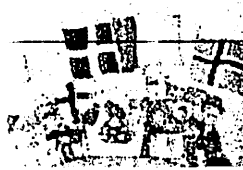
4. **Genocide** = the systematic killing of one category of people by another. This deadly form of racism has occurred time and time again in human history. Examples are Europeans killing Native Americans when they arrived to the U.S.; Hitler killing more than 6 million Jewish men, women and children.



Sample Quiz or 'Knowledge Check' Questions

1. When people speak Spanish that defines their race.      True      False

## Sample Threaded Discussion Questions



<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/cta/sixty.html?enter\\_campaign=www](http://www.pbs.org/wgbh/pages/frontline/shows/divided/cta/sixty.html?enter_campaign=www)

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...

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!