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| **COMMUNITY COLLEGE OF PHILADELPHIA** | | | | |
| Course Development Template | | | | |
| 1. Course Designation | JUS 122 | | | |
| 1. Course Title | Race and Justice | | | |
| 1. Abbreviated Course Title for Banner | Race and Justice | | | |
| 1. Division | Liberal Studies | | | |
| 1. Department | Social Science | | | |
| 1. Course Description | This course will explore the intersectionality of race, ethnicity, crime and the functioning of the criminal justice system, more specifically law enforcement and the courts. Students will examine the impact of race and ethnicity on the type of criminal activities and the response or reaction particularly of law enforcement as a representative of our society. Students will analyze other factors (such as social status, circumstances, and resources) and how they intersect with the system. Students will review the research that exists dealing with the topic of race, ethnicity, and crime to analyze integral parts of the social construction of “criminality.” | | | |
| 1. Prerequisites/Corequisites |  | | | |
| 1. Placement | ENG 101 ready | | | |
| 1. Hours and Credits | 3-0-3 | | | |
| 1. Class size (maximum) | 36 | | | |
| 1. Programs where this course appears | Criminal Justice, Black Studies | | | |
| 1. Faculty Developer(s) | Malika Rahman | | | |
| 1. Facilitator (s) | Amy Birge-Caracappa | | | |
| 1. Recommended Starting Semester | Fall 2021 | | | |
| 1. Course Revision or New Course? | New Course | | | |
| 1. If this is a **course revision**, indicate which are being revised | Prerequisite(s) and/or placement | | Course Title | Course Description |
| Credit Hours | CLOs and/or Methods of Assessment | | |
| 1. Course Attributes | SSEL: Social Sciences Elective  CAI: Cultural Analysis and Interpretation  CHUD: Study of Human Diversity  CHSB: Study of Human Systems and Behavior | | | |
| 1. **Today’s Date** | January 28, 2021 | | | |

**A. Rationale**

The convergence of recent acts of racial injustice and longstanding strained relationships with law enforcement agencies has reignited a cultural movement to address racial inequities that have oppressed vulnerable communities for centuries. The cultural trauma Black communities have had to grapple with has led to public outcry and a demand for reform within our law enforcement agencies. This ongoing racial injustice has galvanized a swath of street protests worldwide and has led to demands for racial justice, calls for local and city governments to transform police infrastructures, demands for the removal of racist relics and statues, and an appeal for educational institutions to develop anti-racist action plans. Historians and academic researchers are calling this time of global mass protests against racial injustice the largest uprising in American history, surpassing the riots, rallies, and protests of the Civil Rights Movement throughout the 1960s and 70s.

As the country confronts its racist underbelly, it is crucially important that educational institutions, like ours, prepare our students for what will undoubtedly become a requisite for any career field that involves public service and engagement with some of our most vulnerable communities of color. JUS 122: Race and Justice is not only going to help students gain an understanding of the ways the current racial backdrop has impacted the field of law enforcement, but it will also aim to prepare students for an ever-changing racial climate that goes through different iterations based on the ways systemic racism converges with different U.S. institutions. JUS 122: Race and Justice normalizes cultural competency as a skill that entry-level professionals need to enter the criminal justice field, specifically in urban areas like Philadelphia.

By exploring the intersectionality of race, ethnicity and crime and the functions of the criminal justice system, students will develop an acute awareness of the history of systemic issues that significantly impact the relationship between the community and law enforcement. As a requirement for students enrolled in the Criminal Justice program, this course will give students the opportunity to examine the lack of diverse representation and cultural competency throughout various organizations. Additionally, this course will strengthen the understanding of core principles and practices outlined in the program learning outcomes for the Criminal Justice degree. This is the first course within the department to exclusively address social equity and inclusion from a professional perspective. Students in this course will analyze topics ranging from the myths and realities of crime, to biases on the bench and the overall color of justice. After evaluating research and identifying past, present and future trends, students will gain information and insight that empowers them to make meaningful change within their communities and prospective professions. This course will also be required for the Black Studies program, but could also be valuable to students as a social science course, thus opening the opportunity to study a critical issue and improve cultural competency across our student body.

For students who intend to transfer, JUS 122: Race and Justice will partner with Temple University for this course to fulfill CRJ 216: Race, Class & Ethnicity, which is a requirement for their Bachelors of Arts in Criminal Justice Degree program, and should transfer to similar courses at other institutions. The future of law enforcement in the U.S. relies heavily on the education of its next generation of leaders. With this course, Community College of Philadelphia will be well equipped to use its influence to achieve positive impact in the criminal justice field.

JUS 122 meets the Essential Skill of **Cultural Analysis and Interpretation** because students analyze specific cases, research, and trends regarding the intersection of race and the criminal justice system, looking specifically at systemic issues that contribute to racial discrimination in law enforcement and in the legal system.

This proposal was written in consultation with Debonair Oates-Primus and Boi-Lucia Gbaya-Kanga, coordinators of the Black Studies Program.

**B. Course Learning Outcomes and Methods of Assessment**

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| **Course Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment** |
| 1. Describe how race, ethnicity and other legal factors are associated with criminal behavior. | Chapter Reading Assignments  Response Questions  Quizzes  Group Discussions  Class Participation |
| 1. Discuss how the functioning of the criminal justice system, particularly that of law enforcement and the courts, contributes to the tension between minorities and the criminal justice system. | Group Discussions  Response Questions  Class Participation  Final Presentation |
| 1. Evaluate information and assess research to determine the racial climate and existence of discrimination within the criminal justice system. | Quizzes  Chapter Reading Assignments  Response Questions  Final Presentation |
| 1. Examine past, present and future data trends regarding the intersectionality of race and the criminal justice system within society. | Response Questions  Quizzes  Group Discussions  Final Presentation |

**C. Grading**

The following is a recommended grading scale, which can be modified according to instructor preference.

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| Quizzes (4 @ 5%) | 20% |
| Class Participation | 10% |
| Chapter Assignments | 20% |
| Reaction Papers/ Discussions | 20% |
| Final Presentation | 30% |
| **Total** | **100%** |

**D. Planned Sequence of Topics**

The following is a recommended planned sequence of topics. The sequence of topics can be modified according to instructor preference.

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| **Week** | **Topic** |
| **1** | Course Overview |
| **2** | History of Race, Ethnicity & Crime in Justice |
| **3** | Myths and Realities of Crime |
| **4** | Race, Ethnicity, Social Structure and Crime |
| **5** | Justice on the Street? The Police and Minorities |
| **6** | The Courts: A Quest for Justice in the Pre-Trial Process |
| **7** | Justice on the Bench? Trial and Adjudication in Adult and Juvenile Court |
| **8** | Race and Sentencing: In Search of Fairness and Justice |
| **9** | The Color of Death: Race and the Death Penalty |
| **10** | Corrections: A Picture in Black and White |
| **11** | Minority Youth and the Criminal Justice System |
| **12** | The Color of Justice and Future Trends |
| **13** | Final Project Preparation |
| **14** | Final Presentation |
| **15** | Final Presentation |

**E. Student Learning Activities and Assignments**

**Chapter Reading Assignments:** Students complete and submit responses to chapter questions to demonstrate knowledge of course topics.

**Group Discussions:** Students lead and participate in open discussions related to course topics or current events.

**Class Participation:** Students actively engage with course materials: readings, lectures, videos through attentiveness and verbal or written responses.

**Quizzes:** Quizzes consist of multiple choice, short answer and true or false questions to assess student knowledge and understanding of course material.

**Response Questions to *When They See Us*:** In preparation for their final project, students will watch the award-winning series *Whey They See Us,* which tells the stories of the Central Park 5, a group of boys who were falsely convicted of raping a white woman in New York City in the 80s. Each week, students are assigned an episode to watch, and then they answer response questions. The questions help them critically analyze each part of the criminal justice process and decide which segment they want to focus on for their final projects. The response questions also assess their abilities to identify different components of the criminal justice process and apply their acquired knowledge to actual lived experiences. Lastly, this assignment asks students to examine the ways race impacts all the inner workings of the criminal justice system and pushes students to think about solutions to the very issues that continue to erode divisions between police communities and POC communities.

**Final Presentation:** Students compile their weekly response questions into a project that demonstrates their ability to identify components of the criminal justice system, develop innovative ways to improve the issues within and an effective means of implementation. The objective of this assignment is for students to analyze the various ways race impacts the criminal justice system and quality of life for the communities it serves. This two-part project will consist of an outline and an in-class video presentation.

**Field Trips/Guest Speakers:** Students will have the opportunity to receive first-hand knowledge and insight from experienced law-enforcement professionals for the purpose of career exposure and cultural enrichment. This engagement will count towards the Class Participation grade.

**F. Required and Optional Course Materials**

These materials must be assigned by the instructor:

* *Color of Justice: Race, Ethnicity, and Crime in America,* 6th Edition, Samuel Walker/ Cassia C. Sphon/ Miriam DeLone
* *Central Park Five* Documentary- Video 2012, Ken Burns/ Sarah Burns
* *When They See Us* Documentary- Video 2019, Ava Duvernay

The text used for this course should explore topics including the history of race, crime and justice, the effects of disproportionate contact with police on minorities in society, the impact of implicit and explicit bias in the courts, and the data trends used to determine crime theories and develop reform strategies.

**G. Resources Needed for This Course**

An instructor tech classroom with a Smartboard is required for this course.

# Appendix

**“Think Tank” (Group Discussions/ Class Participation) CLOs 1, 2 & 4**

This is a cooperative participatory learning class. As a student you are required to actively participate by attending and being prepared.

**Purpose:** To help students establish a knowledge base about the justice system and its impact on society.

**Instructions:** At the beginning of every class, you will write down the proposed question(s) and provide a 1-2 paragraph response, using supporting evidence from course readings (textbook/articles). Students will assess the question, analyze the material and accurately apply it to current events.

**Example:** Consider the social climate in Philadelphia. Identify two ways stakeholders and leaders can improve the relationship between community and law enforcement while building trust and confidence. Provide an example of each.

**Criteria for Success: Please see the rubric below.**

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| **“Think Tank” Rubric** | |
| **Criteria** |  |
| **Preparation:** Student has completed all assignments prior to class session as indicated by comprehensive references to key concepts and principles from the assigned readings and activities; evidence of basic comprehension and ability to apply concepts and principles: **50 points** | Successful Needs Improvement Unsuccessful  **Comments:** |
| **Critical Thinking:** Student demonstrates ability to dissect and analyze content; make informed judgments using established criteria; and generate new insights: **20 points** | Successful Needs Improvement Unsuccessful  **Comments:** |
| **Social Connectedness:** Student both solicits and provides input and insight from peers during the process of learning in class sessions: **15 points** | Successful Needs Improvement Unsuccessful  **Comments:** |
| **Frequent Engagement:** Student establishes and maintains a substantive presence during class sessions: **15 points** | Successful Needs Improvement Unsuccessful  **Comments:** |

**Final Presentation CLOs 1, 2, 3, 4**

**Purpose:** To help students apply the knowledge about past and current trends in race and ethnicity in criminal justice that they have learned in other parts of this course to propose a solution that mitigates future trends.

**Instructions:** Students will review four segments of the film, *When They See Us,* and provide written responses via Canvas. All responses will be used to help students identify a specific component of the criminal justice system (police, courts, corrections), innovate a strategic plan to improve functionality and develop an efficient way to implement the plan. Responses will be used to compile a 15 minute in-class or video presentation final assignment.

**The Final Presentation has two parts:**

* + **First:** Choose a component of the criminal justice system that was depicted in the film, *When They See Us.* After choosing a component, each student must create a **presentation outline**. The outline must have 1) a problem, 2) a plan and 3) prospective solution. You will work on this throughout the course and give a formal presentation on Week 15. (20%)
  + **Second:** You will present your final project to the class and incorporate class learning and research using PowerPoint/video presentation. (10%)

**Criteria for Success:**

**100-90 points (A grade)** represents: 1) In written and verbal form, demonstrates a superb ability to identify and implement key terms and concepts and gives excellent examples of relevance of such in the criminal justice system;2)In a final project, demonstrates insightful analysis of and superior critical-thinking with regard to real-life issues facing the criminal justice professional and applies learned criminal justice strategies to address and resolve those issues with a clear mastery of concepts; 3) Displays a superior command of written and verbal expression with few, if any, grammatical errors.

**89-80 points (B grade) represents:**1) In written and verbal form, can thoroughly identify and implement key terms and concepts and give good examples of relevance of such in the criminal justice system;2)In a final project, demonstrates insightful analysis of and solid critical-thinking with regard to real-life issues facing the criminal justice professional and applies learned criminal justice strategies to address and resolve those issues with clear grasp of concepts; 3) Displays a strong command of written and verbal expression with limited grammatical errors.

**79-70 points: (C grade represents** 1) In written and verbal form, can satisfactorily identify and implement key terms and concepts and give adequate examples of relevance of such in the criminal justice system;2)In a final project, demonstrates insightful analysis of and solid critical-thinking with regard to real-life issues facing the criminal justice professional and applies learned criminal justice strategies to address and resolve those issues with clear grasp of concepts; 3) Displays a satisfactory command of written and verbal expression with some grammatical errors.

**69-60 points: (D grade) represents** 1)In written and verbal form, can minimally identify and implement key terms and concepts and give few examples of relevance of such in the criminal justice system;2)In a final project, demonstrates analysis of and critical-thinking with regard to real-life issues facing the criminal justice professional and applies learned criminal justice strategies to address and resolve those issues with clear grasp of concepts; 3) Displays a satisfactory command of written and verbal expression with various grammatical errors.

**Below 60: (F grade) represents** 1) In written and verbal form, is unable to identify and implement key terms or concepts or give examples of relevance of such in the criminal justice system;2)In a final project, is unable to demonstrate analysis of and critical-thinking with regard to real-life issues facing the criminal justice professional and cannot apply criminal justice strategies to address and resolve those issues with clear grasp of concepts; 3) Fails to evidence any command of written and verbal expression

**Reaction Papers CLOs 1, 2, 3, 4**

**When They See Us Response Questions**

Episode 1

**Directions:** Episode 1 of *When They See Us* focuses on the interrogation process and racial profiling of the Central Park Five. Please write a short reaction paper (of no more than two paragraphs) that answers the following questions, using the analysis from this week’s textbook readings as a basis for your answers. Your answers should be in full sentences, and you should try when appropriate to use the terminology from our glossary when referring to specific processes or protocols. Reaction papers should be submitted via Canvas.

1. What does episode 1 reveal about the initial stages of the criminal justice process?
2. Identify some flaws and violations of protocol made by the police offers and lead detective during the profiling and interrogation process?
3. Pulling from your reading and class instruction, what advice would you give the parents and legal guardians of the Central Park Five? What resources need to be accessible to the parents to protect their children’s rights under the law?
4. In what ways is racial bias impacting the ways the Central Park 5 are being interrogated and treated by the detectives?

**Criteria for Success:**

**100 –90 points:** **An A grade** represents that the writer: 1) Demonstrates high levels of insight into and analysis of criminal justice issues; 2) Articulates an understanding of the criminal justice system; 3) Displays a superior command of written work with few, if any, grammatical errors.

**89-80 points**: **A B grade** represents that the writer: 1) Demonstrates strong levels of insight into and analysis of criminal justice issues; 2) Articulates an understanding of the criminal justice system; 3) Displays a strong command of written work with limited grammatical errors.

**79-70 points: A C** **grade** represents that the writer: 1) Demonstrates insight into and analysis of criminal justice issues; 2) Articulates an understanding of the criminal justice system; 3) Displays a satisfactory command of written work with some grammatical errors.

**69-60 points**: **A D grade** represents that the writer: 1) Demonstrates minimal insight and analysis of criminal justice issues; 2) Articulates a minimal understanding of the criminal justice system; 3) Displays a minimal command of written work with various grammatical errors.

**Below 60:** **A grade of F** represents that the writer: 1) Is unable to demonstrate any level of insight into or analysis of criminal justice issues; 2) Is unable to articulate any vision of the criminal justice system; 3) Fails to evidence any command of written work