

**CRJ 5**  
**The Community and the Justice System**  
**Section 3, Spring 2008**

Professor: Dimitri Bogazianos  
Class meets: Tues/Thurs 3-4:15pm  
Room: BRH 104  
Office Hours: Tues/Thurs 1:30-2:30 pm, 4:30-5pm, and by appointment  
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**Course Description:**

This class will examine the interactions between various communities and the criminal justice system. We will also look at the ways in which the criminal justice system can be viewed as a community, or a series of communities, itself. We will concentrate on *history, culture, and practice* in order to understand the primary roles that issues of justice and community play in our social institutions, our culture, and in our everyday lives. Success in this class will thus depend upon your ability to demonstrate an understanding of key concepts “in the abstract,” in relation to the specific discussions in this class, and to their application to current events.

**Course Objectives:**

1. Explain the major roles of the U.S. police, courts, and correctional system.
2. Define “community” and its role in the justice system.
3. Explain and apply the concepts of power, privilege, discrimination, and community justice to the development and administration of the justice system.
4. Examine conceptions of justice and fairness from the perspectives of victims, offenders, community members, and justice system professionals.
5. Explain how the law has been used historically to create, maintain, and reduce the harmful effects of those who are and have been considered “different” or outside the dominant class or culture in the U.S.
6. Describe how community perceptions of the justice system have been shaped by historical relations between the system and different cultural groups within the community (e.g., social class, race, gender, religion, disability, sexual orientation, age, etc.).
7. Identify mechanisms and programs for addressing crime and conflicts within and between communities and the justice system such as restorative justice, mediation, and crime prevention.

**Course Readings:**

There are 2 assigned texts available for purchase in the bookstore (assigned texts will also be placed on reserve):

The Criminal Justice Collective. 2000. *Investigating Difference: Human and Cultural Relations in Criminal Justice*. Allyn and Bacon.

Sullivan, Randall. 2003. *A Detective Investigates the Murders of Tupac Shakur and Notorious B.I.G., the Implications of Death Row Records' Suge Knight, and the Origins of the Los Angeles Police Scandal*. Grove Press.

Assigned texts will also be placed on reserve.

**Course Schedule (please be aware, however, that changes to this schedule may be made during the course of the semester if the need arises):**

**Part I: Communities seen as primarily based on “race”**

Week 1 (1/29, 1/31) Introduction to Course and Key Concepts  
Reading: CJC, Ch 2.

Week 2 (2/5, 2/7) Native Americans and Criminal Justice  
Reading: CJC, 4. Sullivan, Prologue.

Week 3 (2/12, 2/14) Immigrants and Criminal Justice  
Reading: CJC, 5. Sullivan, 1.

**Conceptual Quiz 2/14**

Week 4 (2/19, 2/21) African Americans and Criminal Justice  
Reading: CJC, 6. Sullivan, 2.

**Paper Topics Due in Class, 2/21. Include Name, Specific Case, and Sources**

**Part II. Communities seen as primarily based on “ethnicity” or “culture”**

Week 5 (2/26, 2/28) Latinos and Criminal Justice  
Reading: CJC, 7. Sullivan, 3.

Week 6 (3/4, 3/6) Asian Americans and Criminal Justice  
Reading: CJC, 8. Sullivan, 4.

**Part III. Communities seen as primarily based on “choice,” “interest,” “preference”**

Week 7 (3/11, 3/13) Sexual Identity and Criminal Justice  
Reading: CJC, 11. Sullivan, 5.

**Midterm in class 3/11**

**Reading Quiz 3/13**

Week 8 (3/18, 3/20) Religion and Criminal Justice  
Reading: CJC, 15. Sullivan, 6.

#### **Part IV. Communities seen as primarily based on “class”**

##### Week 9 (3/25, 3/27) Class and Criminal Justice

Reading: CJC, 9. Sullivan, 7.

##### **Spring Break**

##### Week 10 (4/8, 4/10) Women and Criminal Justice

Reading: CJC, 10. Sullivan, 8.

##### Week 11 (4/15, 4/17) Youth and Criminal Justice

Reading: CJC, 13. Sullivan, 9.

##### **Conceptual Quiz 4/15**

##### **Reading Quiz 4/17**

#### **Part V. The Criminal Justice System as a community**

##### Week 12 (4/22, 4/24) Diversity in Criminal Justice

Reading: CJC, 16. Sullivan, 10.

##### **Papers Due in Class, 4/24**

##### Week 13 (4/29, 5/1) Cultural Awareness Training and Criminal Justice

Reading: CJC, 17. Sullivan, 11.

##### Week 14 (5/6, 5/8) Victims and Criminal Justice

Reading: CJC, 19. Sullivan, 12.

#### **Part VI. Communities of Street Crime vs. Communities of Suite Crime**

##### Week 15 (5/13, 5/15) The Streets vs. The Suites

Reading: Sullivan, Finish.

**Final: Tuesday, May 20<sup>th</sup>, 3-5pm.**

##### **Assignments:**

*Readings:* There are readings listed for each week. It will be expected that all readings will be read by the beginning of each week, and that students will come to class prepared to discuss them. Please also be aware that additional readings, such as shorter articles concerning current events, for example, may be assigned throughout the course.

*Papers:* One 3-5 page paper due in class on 4/24. Students will (1) choose a current event involving crime and/or punishment; (2) collect at least 5 media articles covering the case; (3) analyze the sources thematically in order to examine the ways in which that case has

been constructed through media coverage; (4) present analysis in a research paper that includes Introduction, Analysis, and Discussion sections. Details of the project will be discussed throughout the course. Paper topics must be approved early in the semester or the paper will not be graded. All papers must be in hard copy form; emailed assignments will not be accepted.

*Exams:* There will be two exams: a midterm given 7<sup>th</sup> week, and a final given during finals week. Exams will be composed of basic identification, short-answer questions, and essay questions. All answers will be written on the tests themselves, and, therefore, students will not need blue books or scantrons.

*Quizzes and In-Class Work:* There will be two conceptual quizzes throughout the semester. These will be composed of true/false and/or multiple choice questions as well as short answer questions. These quizzes will be worth 20 points each (40 points total). There will also be short quizzes on the reading every Tuesday during the first 5 minutes of class. These will begin on week 2, and will be worth 3 points each (42 points total). Make-ups for these will not be allowed. Therefore, you must read the texts in order to understand the authors' main points. In addition, there will be sign-in sheets and/or in-class work distributed throughout the semester. These will be worth 2 points each (18 points total), graded pass/no pass, and all will be administered without prior notification at the instructor's discretion. Some may be given at the beginning of class, some in the middle, and others at the end. If you come late or leave early, additional time will not be given, and make-ups for these points will not be allowed.

### **Grades:**

Your course grade will be calculated as follows:

Papers	25% (100 points)
Midterm	25% (100 points)
Final	25% (100 points)
Quizzes/In-class work	25% (100 points)

### **Grading Scale:**

A = 93-100	B+ = 87-89	C+ = 76-79	D+ = 66-69	F = below 60
A- = 90-92	B = 83-86	C = 73-75	D = 63-65	
	B- = 80-82	C- = 70-72	D- = 60-62	

### **Policies:**

While it is often the case that attendance is not mandatory at University level, it will be assumed that students will attend all classes and do all required reading; assignments and exams will be graded with this in mind. While the instructor's "notes" will not be posted online, general lists of key concepts to be covered for each week as well as key study questions will be made available each week. These are meant to be used in conjunction

with class attendance; it remains, therefore, the responsibility of each student to come to class prepared to take notes.

Incompletes as well as make-ups for exams and extensions for papers will only be given for extraordinary circumstances; therefore, immediate notification of extraordinary circumstances is important, and documentation must be provided.

If you anticipate an absence, please make arrangements to turn your work in early, and to get class notes from a classmate.

Email communication is an indispensable tool. In the context of this class, however, email is best reserved primarily for setting up face-to-face appointments or true notifications of emergencies. Substantive questions about theories or papers are often best discussed in-person. It will be expected, therefore, that students will attend in-person office hours—they are open, they are free, and they can be a valuable part of your education.

Cheating and plagiarism simply will not be tolerated; such actions will incur a failing grade and will be referred to the appropriate official channels.

Disruptive behavior of any kind is unacceptable.

Students with any form of disability requiring academic accommodation must register with the Services to Students with Disabilities, and speak with me about special needs within the first week of class. Official documentation will be required to verify any necessary accommodations. The SSWD web address is: <http://www.csus.edu/sswd> and the phone number is 916-278-6955.