COURSE TITLE/SECTION: 
SOCW 7350/Section 22316
Overrepresentation of Minority Males in Criminal Justice System

TIME: Wednesday, 9am-12pm
ROOM: 229 Social Work Building

FACULTY: Rev. William Lawson
Lucinda Nevarez, PhD, LMSW
OFFICE HOURS: By Appointment Only

E-mail: lnevarez@uh.edu

I. Course
   A. Catalog Description

   Selected topics in social work; topics will vary.

   B. Purpose

   This course is designed to provide the student with an understanding of the oppression of minority males in the United States and specifically in Texas with emphasis on their over-representation in the criminal justice system. This course is built on the assumption that social workers need to understand the economic, political, social and cultural forces that impact our clients and society. This course examines these forces as they generate and maintain oppression based on race and ethnicity in the U. S. Strategies for change are developed and are critically examined.

II. Course Competencies

Upon completion of this course, students will be able to:

   1. demonstrate an understanding of demographic trends and forces that influence and shape a diverse U. S. society.

   2. identify and describe selected theories of oppression and apply them to the experience of minority males.
3. describe the U. S. criminal justice system and articulate the extent to which minority males are over-represented in prison systems, particularly in Texas.

4. reflect on the growth and maturation of their personal attitudes related to understanding oppression, as well as to their commitment to social justice.

5. demonstrate the ability to assess strengths and limitations of selected action strategies to combat aggression.

### III. Course Content

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>GUEST (s)</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Jan. 16</td>
<td>Introduction of Course: Problem and Approach Texas Criminal Justice System and Indigent Male Minorities</td>
<td>Bill Lawson, Instructor Dr. Peggy Engram, Professor, Criminal Justice, UH Dowtown (confirmed)</td>
<td>Deutsch (2006)- A Framework for Thinking About Oppression and Its Change (Blackboard)</td>
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<td>Week 2: Jan. 23</td>
<td>Apprehension and Prosecution in Texas</td>
<td>Mr. Charles McClelland Houston Chief of Police (confirmed) Mr. Mike Anderson Harris County District Att. (confirmed)</td>
<td>Curry &amp; Corral-Camacho (2008)- Sentencing Young Minority Males for Drug Offenses (Blackboard) Munoz &amp; Freng (2007)-Age, racial/ethnic minority status, gender and misdemeanor, sentencing (Blackboard)</td>
<td>Summaries and Discussion Questions Week 1 (completed by GA)</td>
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<td>Week</td>
<td>Topic</td>
<td>Speaker(s)</td>
<td>Resource</td>
<td>Discussion Questions</td>
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<td>Week 3: Jan. 30</td>
<td>Defense System in Harris County</td>
<td>Robert Jones, Criminal Defense Attorney (confirmed)</td>
<td>Robinson (2006)- How Psychology is Changing the Punishment Debate (Blackboard)</td>
<td>Summary and Discussion Questions Week 2</td>
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<td>Mike DeGeurin, Criminal Defense Attorney</td>
<td>Warren et al (2006)- Driving While Black: Bias processes and racial disparity in police stops. (Blackboard)</td>
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<td>Alex Bunin, Harris County Public Defender (confirmed)</td>
<td>Wice, Paul (2005)- Chapter 2: Public Defender Agencies the Traditional Approach (Blackboard)</td>
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<td>Hon. Belinda Hill, Judge, 230th District Criminal Court; Chair, Harris County Criminal Justice Center (confirmed)</td>
<td>Barak, et al, (2010)- Chapter 2-Criminal justice work and the crime control</td>
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<td>Week</td>
<td>FIELD TRIP – Juvenile Detention Center</td>
<td>No readings</td>
<td>R and R Paper One due</td>
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<td>Week 6: Feb. 20</td>
<td>Juvenile Incarceration in Harris County</td>
<td>County Judge Ed Emmett Mr. Tom Brooks, Executive Director Harris County Juvenile Probation Center</td>
<td>Bohland (2011)- No Longer a Child: Juvenile Incarceration in America Rodney &amp; Tachia (2004) Over-representation of Minorities in the Juvenile Justice System: Three Counties in Rural Texas</td>
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<td>Week 7: Feb. 27</td>
<td>Prison System in Harris County</td>
<td>Adrian Garcia, Sheriff, Harris County; Ms. Ana Yañez-Correa, Executive Director, Texas Criminal Justice Coalition</td>
<td>Robinson (2006)- How Psychology is Changing the Punishment Debate (Blackboard) Warren et al (2006)- Driving While Black: Bias processes and racial disparity in police stops. (Blackboard)</td>
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<td>Week 8: March 6</td>
<td>SPRING BREAK</td>
<td>No Readings</td>
<td>Summary and Discussion Questions, Week 7 due</td>
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<td>Week 9: March 13</td>
<td>The Ugliness of Mr. &amp; Mrs. Cornelius</td>
<td>Walker, et al</td>
<td>Summary and Discussion Questions, Week 7 due</td>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reader 1</th>
<th>Reader 2</th>
<th>Discussion Questions, Week 8 due</th>
<th>R and R Paper Two due</th>
<th>Summary and Discussion Questions, Week 11 due</th>
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<tr>
<td>10: March 20</td>
<td>Life Behind Bars</td>
<td>Dupree, Exoneree, 30 years <em>(confirmed)</em></td>
<td>(2000)- Chapter 9- Corrections: A Picture in Black and White <em>(Blackboard)</em></td>
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<td>Non-guilty releases from Texas Prisons</td>
<td>Weingand (2008)- Rebuilding a life: The wrongfully convicted and exonerated <em>(Blackboard)</em></td>
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<td>Week 11: March 27</td>
<td>Patterns of Racism in Criminal Justice Systems</td>
<td>Howard Jefferson, National NAACP Board</td>
<td>Urbina (2006)- Latinos/as in the Criminal and juvenile justice system <em>(Blackboard)</em></td>
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<td>Mary Ramos, Regional Director, LULAC</td>
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<td>MacDonald (2006) Is the Criminal Justice System Racist? <em>(Blackboard)</em></td>
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<td>Week 12: April 3</td>
<td>Minority Families and Patterns of Rearing of Indigent Children</td>
<td>Dr. Needha Boutté-Queen Chair, Social Work Dept. Texas Southern University</td>
<td>Clear (2007)- Ch. 8 Dealing with Concentrated Incarceration: The Case for Community Justice <em>(Blackboard)</em></td>
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<td>Dr. James L. Conyers, Director, African American Studies, UH <em>(confirmed)</em></td>
<td>Stevens–Watkins &amp; Graves (2011)- Risk and Protective Factors Among African American Adolescent Males that Predict Adult</td>
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| Week 13: April 10 | Role of Public Education Systems on Criminal Predisposition of Children | Dr. Renu Khator, President and Chancellor, University of Houston  
Dr. Rod Paige, CEO, Chartwell Education Group, LLC  
Former U.S. Secretary of Education | Involvement in the Criminal Justice System: Evidence from a National Sample.  
(Blackboard)  
Mesman, J., IJzendoorn, M.H., Bakermans-Kranenburg, M.J. (2010)-Unequal in opportunity; equal in process: parental sensitivity promotes positive child development in ethnic minority families  
(blackboard)  
Archer (2009/2010)-Introduction: Challenging the School to Prison Pipeline  
(Blackboard).  
(blackboard) | Summary and Discussion Questions, Week 12 due |
### IV. Course Structure

The course consists primarily in presentations by community leaders with front-line experience in working with the social systems and social agencies that impact minority males prior to, during, and following involvement with the criminal justice system.

### V. Textbooks

There are no required textbooks for this course. All required and recommended readings will be made available on Blackboard or through electronic books via University of Houston MD Anderson Library

**Required Reading Assignments**


VI Course Requirements

A. Attendance and Participation
   Attendance and participation are heavily weighted because much of the learning in the course will occur by means of participation in class activities, groups and assignments.

B. Field Trips
   February 20th: Harris County Juvenile Detention Center

C. Written Assignments
   1. Reflection & Reaction Papers (4-6 pages each) – Due dates are listed below. In each paper you will be required to incorporate the required readings, guest speakers, classroom discussion, current events (if applicable) and your individual processing of all materials. The purpose of these papers is for you to exhibit your understanding of all of the materials.
      
      | Date       | Weeks       |
      |------------|-------------|
      | 02/20/13   | 1, 2, 3, 4, & 5 |
      | 03/27/13   | 6, 7, 8, &10  |
      | 04/24/13   | 11, 12, 13, &14 |

   2. Discussion Questions – Each student will be assigned to a group who will create 10 questions related to the readings and guest speaker lectures for a designated week. Questions are due on the Wednesday following the designated week. Final exam questions will be drawn from these student questions.
3. **Final Examination** – The final exam will consist of 40-50 short answer questions and multiple choice. Most of the questions will be drawn from the student discussion questions posted each week. A final exam study guide will be given once all of the student questions have been compiled and edited at the end of the semester.

VII. **Evaluation and Grading**

1. **Class attendance and participation (10%)**
   Attendance and participation is expected, as much of the learning will occur as a result of interacting with guest speakers and class discussion. 2 grade points will be deducted from your final grade for each class absence. An absence is defined as missing more than 30 minutes of any class period or field trip.

2. **Discussion Questions (10%)**

3. **Reflection & Reaction Papers (45%)**
   Each paper is worth 15%

4. **Final Exam (35%)**

As is standard practice in the GCSW, an A will be 95% and higher, A- will be 90% to 95%, B+ will be 87% to 90%, B will be 83% to 86%, B- will be 80% to 83%, etc.

**Policy on grades of I (Incomplete):**
The grade of I (Incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Incompletes will be given only under exceptional situations after consultation with the instructor

VIII. **Consultation**
Consultation with the instructor will be on an appointment-only basis. In order to schedule contact with the instructor, students should contact the instructor via email at arlachap@mail.uh.edu. Emails through Blackboard will not be checked.
IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.