



Sul Ross State University—Rio Grande College

Criminal Justice 3300 History of Criminal Justice Spring 2015

Professor: Martin Guevara Urbina, Ph.D.

Classroom: Del Rio: 107; Eagle Pass: B112; Uvalde: B114c

Class Meeting: Monday, 6:00—8:45p.m.

Office: B-109

Phone: 830/758-5017 (office, direct line)

Hours: Monday and Tuesday, 12:00 to 5:00. At times other than the specified days you are welcome to visit the Professor's office.

E-mail: murbina@sulross.edu

Program Learning Outcomes:

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.
2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.
3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Course (Catalog) Description: *A survey of criminal justice history; a study relating to the developments in American law, police practice and penology in western civilization. Major American and European theories of criminal justice are studied.*

Objective: *History of Criminal Justice* will offer a holistic analysis of the history of the US criminal justice system, to include law enforcement, the judicial system, and the penal system, combined with a sociological, theoretical, criminological, and legal examination of the historical dynamics of America's criminal justice system. While the focus will be primarily, but not exclusively, on the history of criminal justice and criminology, structural and ideological historical forces governing the state of the criminal

justice system, particular attention will be given to what I call a symbiotic triangle (society, law, and justice), giving us insight into the nature of human behavior, legal systems, social institutions, and international legal arrangements. Some social scientists approach the criminal justice system, as an institution of social control, from an *outside* rather an *inside* perspective, which focus on the violation of adopted laws as seen from inside the American society, often in an idealized form of social control and punishment. Specifically, the intent of this course is to provide the student with a detailed understanding of 10 main topics, which are best expressed in the following questions:

1. What is the **MAIN objective** for the study of the criminal justice system? What are the main benefits for an historical exploration of criminal justice and criminology?
2. **Historically**, how could criminal justice be **defined** within the context of law, order, justice, jurisdiction, and time? For instance, from having almost no law in the early days in the US, the US is now the country with the most law in the world; yet, we are currently the country with the highest crime rates among the developed world?
3. Pragmatically, philosophically, politically, economically, culturally, and socially, how could one possibly characterize the **motive** of criminal justice? Please think critically! For instance, have crime rates changed much since the early days in America, going back to 1492? How would you explain the fact that the US is currently the #1 incarcerator in the world!
4. What are the most influential theoretical and philosophical ideologies (or mentalities) shaping and re-shaping the **pages of history** in criminal justice and criminology? How has the American criminal justice system, in the context of social control vis-à-vis policing, punishment, and institutionalization, particularly in regards to gender, race, ethnicity, and class, evolved in the US? What are the links between gender, class (SES), race, ethnicity, national origin, employment, poverty, time, jurisdiction, and space?
5. What **FORCES** have driven and/or continue to drive the dynamics, mechanisms, benefits, ramifications, implications, and manifestations of the criminal justice system, within an historical context? What role do politics, the media, symbolism, power, social norms, and society play in the evolution of criminal justice and criminology, shaping criminal justice history? Likewise, what role have **historical EVENTS** played in shaping, re-shaping, and defining the pages of criminal justice history?
6. Historically, what role does sensitive issues like culture, religion, and morality play in the evolution of criminal justice? How influential are subtle factors, like fear, greed, revenge, and vindictiveness in shaping, reshaping, and defining criminal justice and, by extension, criminal justice history?
7. **WHO** has played the most significant role in “shaping, re-shaping, and defining” what is **now** considered criminal justice history?
8. What is the scope and nature of “critical” issues currently confronting the criminal justice system, which are soon to be written, maybe, into criminal justice history?
9. Can you think of historical data that did **NOT** make it into the pages of criminal justice history?
10. How do you foresee the future of criminal justice and criminology, history in the making?

The next set of questions is essentially definitional in nature. It is essential that we share the same definitions of issues, events, situations, or problems if we are to come to a common understanding of both the problem and any possible solutions/remedies. As such, the class's first segment deals with defining the concept of criminal justice history and placing it in a global context, as we are now dealing with transnational crime and legal systems that transcend boundaries and borders.

The last set of questions is more analytical. A particular truism about criminal behavior, law enforcement, jurisprudence, penology, criminological, sociological, and theoretical aspects of the nature of society is as follows: There are many typologies of policing, jurisprudence, penology, criminological, sociological, and legal theories as there are authors writing textbooks about the subject. The five-fold approach we will take is an amalgam of several such typologies:

History—More than any other class, we will make use of historical events, situations, and circumstances to better understand the subject matter by its totality. It is essential that we obtain an understanding and appreciation for historical ruptures and discontinuities as we try to bridge existing gaps. According to an African proverb, “Until lions have their own historians, histories of the hunt will glorify the hunter.”

Theory—Theoretically, we must investigate which theories provide the best guidance in our search for “truth and reality.”

Law and Society—In a society where most behavior is governed by some type of law, it is vital that we explore the relationship between law and society. To some scholars, laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. In essence, why do we have laws? Do we need laws? Does law make a difference?

Philosophy—While penal, legal, sociological, and criminological theories might serve as “road maps” to everyday life, philosophy gives “meaning” to human existence. It enables us to better appreciate what matters most at the END of the day.

Poetry—Even though poetry is one of the oldest forms of dialogue, it is seldom mentioned in academic discussions. Yet, poetry allows us to transcend the unknown ... it allows us to dream the impossible ... to dream the impossible dream. “Invent the age, invent the metaphor. Without a credible structure of law a society is inconceivable. Without a workable poetry no society can conceive a [person].” --Archibald MacLeish, *Apologia*, 1972.

The final question has policy overtones. First, we must briefly look at the nature and process of human behavior, criminal behavior, and the US criminal justice system within an historical context, with a focus on public safety, practicality, and justice. Next, we turn to the more difficult task of linking criminal justice policy, sociological, psychological, legal, and criminological theory, particularly those we will review, to criminal behavior, legal rights, research, and practice, from an historical standpoint.

Overall, this course is designed to introduce you to the evolution and dynamics of criminology and criminal justice history, and placing our analysis within the broader sphere of the globalization of knowledge. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, an historical examination will explore the influence of conquest, colonialism, slavery, and lynching? Students are expected to have the mentality and readiness for upper-level content and rigor.

Required Texts:

Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic Realities of Mexican Americans: From Colonialism to 21st Century Globalization*. Springfield, IL: Charles C Thomas, Publisher, Ltd.
[ISBN: 978-0-398-08780-7]

Walker, Samuel (1997). *Popular justice: A history of American criminal justice*. Second edition. New York: Oxford University Press.
[ISBN: 978-0195074512]

Optional Readings:

Acuna, Rodolfo (2010). *Occupied America: A history of Chicanos*. 7th edition. Upper Saddle River, NJ: Prentice Hall.

Acuna, Rodolfo (1998). *Sometimes there is no other side: Chicanos and the myth of equality*. Notre Dame: University of Notre Dame Press.

Aguirre, Adalberto and David Baker (2007). *Structured inequality in the United States: Discussions on the continuing significance of race, ethnicity, and gender*. Second edition. Upper Saddle River, NJ: Prentice Hall.

Aguirre, Adalberto and Jonathan Turner (2006). *American ethnicity: The dynamics and consequences of discrimination*. Fifth edition. New York: McGraw-Hill.

Almaguer, Tomas (2008). *Racial fault lines: The historical origins of White supremacy in California*. Berkeley: University of California Press.

Bacon, David (2009). *Illegal people: How globalization creates migration and criminalizes immigrants*. Boston, MA: Beacon Press.

Bell, Derrick (1992). *Faces at the bottom of the well: The Permanence of racism*. New York: Basic Books.

Bender, Steven W. (2005). *Greasers and gringos: Latinos, law, and the American imagination*. New York: New York University Press.

Bonilla-Silva, Eduardo (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Lanham, MD: Rowman & Littlefield Publishers.

Butler, Anne M. (1997). *Gendered justice in the American West: Women prisoners in men's penitentiaries*. Chicago: University of Illinois Press.

Carlen, Pat (1994). "Why study women's imprisonment or anyone else's?" *British Journal of Criminology*, 24: 131-140.

- Chacon, Justin Akers and Mike Davis (2006). *No one is illegal: Fighting racism and state violence on the U.S.-Mexico border*. Chicago: Haymarket Books.
- Chomsky, Aviva (2007). *"They take our jobs!" And 20 other myths about immigration*. Boston, MA: Beacon Press.
- Churchill, Ward and Jim Vander Wall, eds. (1992). *Cages of steel: The politics of imprisonment in the United States*. Washington, D.C.: Maisonneuve Press.
- Cobas, Jose, Jorge Duany, and Joe Feagin (2009). *How the United States racializes Latinos: White hegemony and its consequences*. Boulder, CO: Paradigm Publishers.
- Collins, Catherine Fisher (1997). *The imprisonment of African American women: Causes, conditions and future implications*. Jefferson, NC: McFarland & Company.
- Cook, Sandy and Susanne Davies (1999). *Harsh punishment: International experience of women's imprisonment*. Boston: Northeastern University Press.
- Davidson, R. Theodore (1974). *Chicano prisoners: The key to San Quentin*. New York: Holt, Rinehart & Winston.
- De Leon, Arnaldo (1983). *They called them greasers*. Austin: University of Texas Press.
- Delgado, Richard (2007). *The law unbound!: A Richard Delgado reader*. Boulder, CO: Paradigm Publishers.
- Diaz-Cotto, Juanita (2006). *Chicana lives and criminal justice: Voices from el barrio*. Austin: University of Texas Press.
- Diaz-Cotto, Juanita (1996). *Gender, ethnicity, and the state: Latina and Latino prison politics*. Albany, NY: State University of New York Press.
- DiIulio, John J. (1991). "Understanding prisons: The new and old penology." *Law and Social Inquiry*, 16: 65-114.
- Duran, Robert J. (2009). "Legitimated oppression: Inner-city Mexican American experiences with police gang enforcement." *Journal of Contemporary Ethnography*, 38: 143-168.
- Fogel, David (1979). "... we are the living proof": *The justice model of corrections*. Cincinnati: Anderson.
- Foucault, Michel (1995). *Discipline and punish: The birth of the prison*. New York: Vintage Books.
- Gabel, Katherine and Denise Johnston, eds. (1995). *Children of incarcerated parents*. New York: Lexington Press.
- Gilroy, Paul (1993). *The black atlantic: Modernity and double consciousness*. Cambridge, MA: Harvard University Press.
- Gomez, Laura E. (2007). *Manifest destinies: The making of the Mexican American race*. New York: New York University Press.

- Gomez, Laura E. (2000). "Race, colonialism and the criminal law: Mexicans and the American criminal justice system in territorial New Mexico." *Law and Society Review*, 34: 1129-1202.
- Gottschalk, Marie (2006). *The prison and the gallows: The politics of mass incarceration in America*. New York: Cambridge University Press.
- Irwin, John and James Austin (2000). *It's about time: America's imprisonment binge*. Third edition. Belmont, CA: Wadsworth Publishing Company.
- Kaplan, Paul J. (2009). "Looking through the gaps: A critical approach to the LAPD's Rampart Scandal." *Social Justice*, 36: 61-81.
- Levin, Brian (2002). "From slavery to hate crime laws: The emergence of race and status-based protection in American criminal law." *Journal of Social Issues*, 58: 227-245.
- Lopez, Ian F. Haney (2006). *White by law: The legal construction of race*. New York: New York University Press.
- Lopez, Ian F. Haney (2004). *Racism on trial: The Chicano fight for justice*. Cambridge, MA: Belknap Press.
- Mann, Coramae Richey (1993). *Unequal justice: A question of color*. Bloomington: Indiana University Press.
- Mauer, Marc (1999). *Race to incarcerate*. New York: The New Press.
- Mirande, Alfredo (1987). *Gringo justice*. South Bend: Notre Dame Press.
- Morin, Jose Luis (2008). *Latino/a rights and justice in the United States: Perspectives and approaches*. Second edition. Durham, NC: Carolina Academic Press.
- Noboa, Julio (2005). *Leaving Latinos out of history: Teaching U.S. history in Texas*. New York: Routledge.
- Oboler, Suzanne, ed. (2009). *Behind Bars: Latino/as and Prison in the United States*. New York: Palgrave Macmillan.
- Oshinsky, David (1997). *'Worse than slavery': Parchmen farm and the ordeal of Jim Crow justice*. New York: The Free Press.
- Reiman, Jeffrey and Paul Leighton (2009). *The rich get richer and the poor get prison: Ideology, class, and criminal justice*. Ninth edition. Upper Saddle River, NJ: Prentice Hall.
- Ruddell, Rick (2004). *America behind bars: Trends in imprisonment, 1950 to 2000*. New York: LFB Scholarly Publishing.
- Ruiz, Vicki (1999). *From out of the shadows: Mexican women in Twentieth-Century America*. New York: Oxford University Press.
- Santos, Michael G. (2007). *Inside: Life behind bars in America*. New York: St. Martin's Griffin.

Tonry, Michael, ed. (2006). *The future of imprisonment*. New York: Oxford University Press.

Recommended Readings:

Books:

Urbina, Martin Guevara and Claudia Rodriguez Wright (2015). *Latina/o Access to Higher Education: Ethnic Realities and New Directions for the Twenty-First Century*. (In print.)

Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21st century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.

Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. El Paso, TX: LFB Scholarly Publishing.

Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2003). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

Book Chapters:

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). "Situating the current state of research on Latino police and ethnic community in twenty-first century America." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "Bridging the gaps and future research: Thinking ahead." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). "Policy recommendations: Toward a new police force." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.

- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "The future of Latino officers in the American police." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). "It's a new world: The changing dynamics of multiculturalism." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). "The future of U.S. multiculturalism: Si se puede." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Peña, Ilse Aglaé and Martin Guevara Urbina (2012). "The legacy of capital punishment: Executing Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The dynamics of education and globalization in the new millennium: The unspoken realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Ethnic constructions: The making of the upcoming majority, Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Indigent defendants and the barriers they face in the U.S. court system." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Life after prison: Ethnic, racial, and gender realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The American criminal justice system and the future of Latinos and Latinas." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Nieling, Sara and Martin Guevara Urbina (2008). "Epilogue: Thoughts for the future." In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

Refereed (Peer-Reviewed) Journal Articles:

Urbina, Martin Guevara and Sofia Espinoza Alvarez (Forthcoming). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, in progress.

Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "*In loco parentis*: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.

Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.

Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.

Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum*, 20: 4-12.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum*, 20: 4-16.

Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.

Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.

Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.

Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.

- Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice*, 2: 91-118.
- Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.
- Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.
- Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly*, 21: 903-931.
- Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.
- Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.
- Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

Encyclopedia, Magazine, and Other Publications:

- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.
- Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.
- Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)
- Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.
- Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.
- Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

Attendance/Class Participation:

Please complete the reading assignments before coming to class because there will be in-class group discussion on the assigned material. Each student will also be assigned readings and asked to discuss them in class. The 100 *participation* points are NOT based solely on *attendance*. Along, with "regular" attendance, I equate all aspects of diction to determine the participation grade.

Overall, I consider whether the content of the participation is thoughtful, creative, original, and mature.

Weekly Assignments:

There will be ten (10) *Weekly Assignments*, each worth 10 points for a total of 100 points. The Weekly Assignments will be discussed further the first week of class.

Article/Book Reviews:

For your *Article/Book Reviews* you are asked to read and make critical judgment about three books/articles (20 points each). In particular, select your readings (1 book and 2 articles OR 2 books and 1 article) from the followings lists (see above): “Optional Readings” and “Recommended Readings.” **Note:** Some exceptions will be noted in class!

As you will see, the books vary in length. Hence, be prudent about the size of the books you select vis-a-vis your class load. In the Article/Book Reviews for this course, keep in mind that you are limited to 3 typed pages. The logistics of the Article/Book Reviews will be discussed in class and handouts will be provided to assist you with the writing process.

Exams:

There will be two essay exams (midterm and final), each worth 100 points. Please arrange for make-up examinations **prior** to the date of the exam. The examinations will cover lecture materials, films, and reading assignments. Exams will contain open-ended questions (and a series of secondary questions), so please bring a blue book and a pencil/pen to each exam.

Required Project:

The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed in class. Illustration: many agencies allow citizens to go in and observe. Some law enforcement agencies, for instance, allow “ride alongs.” Hence, you could arrange to participate in a series of “field” activities. At the end of the shift/session, write down what you observed. Describe how it compares with elements of what you have learned in class (like criminal behavior, perceptions, gender, race, ethnicity, social class, age, imprisonment, and justice within an historical context). For instance, based on your observations, what are the links between criminal behavior, law, punishment, imprisonment, justice, research, and practice?

Your project, which is **required** (100 points), will be **presented at the end of the semester**, if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will **not** be accepted. Do not turn in your only copy of any paper in case assignments are lost or destroyed.

Mini-project:

This should be a fun exercise that allows you to explore (critically) some aspect of human behavior as it pertain to the **history of criminal justice** in greater depth with less evaluation anxiety than you would have in a full-length paper

assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive “extra credit” points for completing mini-projects. If your mini-project is **adequate**, you will receive one percentage point. This point will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than **three** mini-projects.

There is no minimum or maximum length requirement. Typically you will submit a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of criminal justice history.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues/perspectives—when describing the phenomena you choose to explore.

Grades: There are a total of 560 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (560) as follows:

Exams:	200 points
Weekly Assignments:	100 points*
Book/Article Reviews:	60 points
Required Project:	100 points
Attendance/Participation:	100 points**

Total.....	560 points

*Tentatively, weekly assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 560) will add to more than 560 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 560) will add to less than 560 points.

**Similarly, if the 100 participation points are either increased or reduced, only the total possible points for participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 560) will add to less (or more) than 560 points.

Grade Distribution:

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Note: Mini-project points will be added to your point total at the end of the course.

Please be aware of **class expectations, rules, and University/College Policies**, which follow:

Attendance Policy

This course is designed to be **both** lecture and discussion. Thus, it is to your advantage to attend class regularly. For instance, if you do not attend class, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through interaction, especially in small group discussions. In the process, you will be given the opportunity to express your views and ask questions that might enhance our understanding of the dynamics of criminal justice history in the US. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of crime and punishment within the context of the criminal justice system, historically. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

Punctuality is of extreme importance. “Tardiness” is extremely disruptive to fellow students and myself. As such, try to be on time. I understand that it is not possible at times, but please do not make it a routine.

Tobacco/Cell Phone/Beepers. Tobacco is not allowed in the classroom. *Cell phones* and beepers must be turned **off** for the entire duration of the class.

Classroom etiquette. Above all, always respect yourself and others; be patient; be willing to explore new ideas (perspectives), avoid reading newspapers/books and side conversations, they are distracting to fellow students and myself; and restrict questions and comments to the tabled topic.

Incomplete Grades:

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if you cannot make a test or will not be in class. Please call me (830/758-5017) if you do not plan to attend a class session or feel you will be missing an exam. If I do not hear from you prior to class, I will not allow an excuse for the absence.

Class Responsibilities and Conduct:

You will be responsible for the films shown in class and for material presented by any guest speakers. You will be responsible for getting the notes for any classes you may have to miss. Any student who is intentionally disruptive will be asked to leave for the remainder of that class period. Any student who has been asked to leave twice will be reported to the Department Chair or Academic Dean. Disruptive behavior includes but is not limited to the following: cell phone disruptions, being repeatedly late; leaving early without prior permission; talking or otherwise disturbing class discussions; leaving the room during class, video presentation, or guest speakers. You are expected to show respect to yourself, other students, and your Professor.

Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog):

Rio Grande College expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

Disability Services:

Students who have special instructional needs because of a physical handicap or a learning disability should discuss their special needs with the office of Student Disabilities Services. You may also see the University/College Catalog for additional information. Please do so before the end of the first week of class.

Drop Policy:

If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

Library Services:

Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/email me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.

Tentative*
Schedule of Classes and Assignments

Week	Topic	Reading
Week 1	<p>Lecture focus: Detail class expectations; provide a foundation for the study of the history of the U.S. criminal justice system and related issues; & provide an introduction & broad overview of the subject matter: history of criminal justice.</p> <p>Explore “Urbina Links”:</p>	The “Urbina Links” will be provided!
Week 2	<p>Crime & social control in colonial America; New forms of social control: The modern police</p> <p>Lecture focus: Explore major historical forces defining and shaping the nature of social control in the U.S.: theoretical, cultural, financial, political, philosophical, ideological, and so forth.</p>	Walker: Chapters 1 & 2
Week 3	<p>The prison & other new instruments of control; Completing the system: Reform in the progressive era</p> <p>Lecture focus: Analyze the evolution of social control mechanisms, criminal laws, and social movements.</p>	Walker: Chapter 3 & 4
Week 4	<p>Consolidation & change; National crises over crime and justice</p> <p>Lecture focus: Examine the realities of crime, punishment, and justice. Explore major historical fractures, ruptures, and discontinuities in the criminal justice system and society.</p>	Walker: Chapters 5 & 6
Week 5	<p>Criminal justice in a conservative era; Race, control, & punishment</p> <p>Lecture focus: Explore the dynamics of crime, race, and punishment in the context of the current penology and the globalization of crime and punishment.</p>	Walker: Chapter 7
Week 6	<p>“Ethnic Constructions: The Making of the Upcoming Majority, Mexican Americans”</p> <p>Lecture focus: Analyze the historical significance of race, ethnicity, and gender over time, within the context of multiculturalism, focusing on policing, as one of the three major components of the U.S. criminal justice system.</p>	Urbina et al.: Foreword and Chapter 1
Week 7	<p>“Reflection Week”:</p> <p>Focus: “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.</p>	
Week 8	<p>“Situating Conquest, Colonialism, Slavery, Ethnic Identity Formation, Citizenship, and Criminal Law in America”</p> <p>Lecture focus: Examine a series of historical forces impacting the ethnic and overall American experience, paying particular attention to issue of diversity and multiculturalism.</p>	Urbina et al.: Chapter 2
Week 9	<p>“The Mexican Conquest: Ethnic Realities under Colonialism”</p> <p>Lecture focus: Detail the dynamics, implications, and ramifications of colonialism, placing the ethnic and racial experience within an historical, global, and multicultural context.</p>	Urbina et al.: Chapter 3

Week 10	<p>“The Invisible Empire: Mexican Americans and the Fiery Cross, in the Shadows of the Night”</p> <p>Lecture focus: Explore the Mexican and overall Latina/o experience under “hooded” America, with corresponding legal and law enforcement elements.</p>	Urbina et al.: Chapter 4
Week 11	<p>“Mexicans, the KKK, and Religion: The Power to Exclude and Oppress”</p> <p>Lecture focus: Analyze the significance and implications of religious views by the KKK in its anti-minority movement.</p>	Urbina et al.: Chapter 5
Week 12	<p>“Criminalizing Mexican Identity: Privilege, Power, and Control Over Time”</p> <p>Lecture focus: Detail the contours and dynamics of privilege, power, and control in America, as exercise by America’s main institutions, to include the legal, political, and educational system.</p>	Urbina et al.: Chapter 6
Week 13	<p>“Borders and Dreams: The Chicano Fight for Equality and Justice”</p> <p>Lecture focus: Examine the historic Chicano Movement and the overall Latina and Latino movement for equality in all segments of social life.</p>	Urbina et al.: Chapter 7
Week 14	<p>“The Last Frontier: Mexican Americans and Education in the New Millennium”</p> <p>Lecture focus: Document the ethnic and racial experience within the context of criminal justice and education.</p>	Urbina et al.: Chapter 8
Week 15	<p>“Mexican Americans in 21st Century Globalization”</p> <p>“THE FUTURE OF MEXICAN AMERICANS IN THE 21ST CENTURY”</p> <p>Lecture focus: Examine the American experience within the context of multiculturalism and globalization.</p>	Urbina et al.: Chapter 9 and Afterword
	Final Exam: TBA	

*The syllabus is likely to be amended during the semester at the discretion of the Professor!

Note: Projects will be due at the beginning of the class, and no late assignments will be accepted.

Mini-Project Suggestions

1. With fellow students, family members, or friends, discuss the **making** of criminal justice history in the US, within the context of **truth** and **reality**. THINK and REFLECT!
2. With fellow students, family members, boy-friends, or girl-friends, discuss the issue of whether issues like poverty, race, ethnicity, gender, culture, religion, prejudice, discrimination, and morality are influential in the **pages** of criminal justice history. WHY? Or, WHY NOT?
3. Make observations (look and listen) of HOW people describe the past, history in the making, and see if you notice variation with noted material in class. Keep a diary of your experience.
4. Find interesting stories in newspapers and magazines pertaining to criminal justice history and detail a brief report. Explain what you find interesting about the stories, as projected through the lens of the media.
5. Watch a documentary, video, or movie that vividly documents that history of American criminal justice and write a brief reaction paper. My favorite documentary: *A Class Apart*.