CRIM 4331, CRIME AND SOCIAL JUSTICE

Instructor: Verdi R. Lethermon, Ph.D.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring 2017</th>
<th>Email</th>
<th><a href="mailto:letherv@stthom.edu">letherv@stthom.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>Wednesday</td>
<td>Time</td>
<td>2:10 – 4:55</td>
</tr>
<tr>
<td>Room</td>
<td>Malloy 012</td>
<td>Office Hours</td>
<td>12:30 – 2:00</td>
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Required Textbooks:  
- *Crime, Inequality, and Power*, Eileen B. Leonard,  
- *The Heart of Houston, Lessons in Servant Leadership*, Laurence J. Payne  
- *Criminology, 2nd Edition*, (Selected Chapters), Tim Newburn

**Course Description:** This course will examine selected issues relating to crime and social justice from a Biblical, theoretical and sociological perspective. Students will be challenged to examine their roles and responsibilities as problem-solvers or problem-makers, as they more fully understand the theories, causes and implications of crime and social injustice. Topics to be discussed include Biblical and contemporary perspectives on social justice, leadership, theories of crime, specific crimes, victimization, policing and imprisonment.

**Major Course Objectives:**

- a) Recognize the inherent and personal responsibility of citizens to take a stand on social injustices from diverse perspectives and toward diverse populations.
- b) Identify the complexities, tolerance, and indifference toward social injustices from Biblical, theoretical and sociological perspectives across the ages.
- c) Delineate principles of leadership that can successfully drive personal solutions to public problems.
- d) Understand the cultural, socioeconomic and political dynamics of crime and victimization.
- e) Closely examine select crimes: murder, assault, rape, sexual assault and drug violations.
- f) Appreciate ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within society and the criminal justice systems.
- g) Design innovative approaches to address specific religious, moral, racial, socioeconomic and political dilemmas that often lead to injustices in American.
School of Education Disposition Expectations

The Following are disposition indicators and examples of corresponding behaviors:

Demonstrate **professional responsibility** by-

- Being present, punctual and prepared for professional and academic activities.
- Responsibly communicating with faculty, peers, supervisors and/or mentors.
- Maintaining confidentiality of student records and private communications.
- Being actively involved in professional development activities.
- Maintaining composure under pressure by exhibiting self-control.
- Meeting professional expectations and obligations.
- Expressing feelings effectively and appropriately.
- Responding appropriate to directives from faculty members, supervisors, and mentor teachers.

Foster **collegiality** by-

- Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback.
- Using positive conflict resolution techniques.
- Respecting other’s points of view.
- Collaborating with students and working cooperatively with colleagues.
- Demonstrating an awareness of own impact on others.
- Expressing feelings appropriately.

Demonstrate commitment to **diversity** by-

- Showing adaptability in instruction for individual differences.
- Demonstrating that diversity in the classroom is a commitment to equity.
- Facilitating lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that is not demeaning of harmful to any individual or group.

Demonstrate commitment to **learning** by-

- Demonstrating an openness and willingness to learn.
- Demonstrating flexibility.
- Creating a learning environment which enables students to fulfill their potential.
- Respecting individual differences.
- Adapting instruction to “best practices.”
- Displaying creativity, curiosity and enthusiasm for teaching and learning.

Maintain **professional and personal integrity** by-

- Adhering to the UST honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Respecting SOE policies and procedures.
- Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal and body language.
Social Justice Tenets:
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

Student Accommodations:
Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

Professional Standards of Behavior for Students and Faculty:

Academic Integrity  Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Educations. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.

Use of UST Email Accounts and Blackboard  All email correspondence will be through the my.stthom email system. UST Blackboard use is a requirement in this course. Helpful numbers: UST Technology Helpline: 713-525-6900 Blackboard: 713-525-3153

Attendance  Note: Attendance of each class period is required. If a student is unable to attend class, he/she should telephone/e-mail the professor before the class period or as soon as possible after class. It is the student’s responsibility to catch up on any material missed before the next class period. Three absences without good reason will result in the final grade being lowered by a letter grade. The overall final grade will be lowered by one percent for each subsequent absence. If a student is tardy twice it will equal one absence.

Late Assignments  It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
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C  2.0  73-75%
C-  1.7  70-72%
D  1.0  60-69%
F  0.0  Below 60%

Grading Breakdown:

Exam 1  25%
Mid-Term Exam  25%
Final Exam  25%
Research Project  25%

Exams:
Each exam will consist of 30 multiple choice questions and 2 essay questions. The exams will be administered under timed conditions. Any evidence of academic dishonesty will be treated as extremely serious.

Social Reform Project:
Students are required to submit a seven to ten-page research project on a specific issue of social injustice. Students will develop a hypothetical program to address the identified problem utilizing information discussed in class. A separate “References” page must be attached to the research paper using APA format. A grading Rubric will be provided with specific details.

Students must cite the source of their information if they quote directly, paraphrase, or use in any way someone else’s ideas. If students do not cite their sources, it is considered plagiarism.

Class Schedule: All classes will meet on Wednesday

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment(s) Due</th>
<th>Topics of Discussion</th>
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<tbody>
<tr>
<td>January 25</td>
<td>Review Syllabus</td>
<td>Perspective, Purpose, Process</td>
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<tr>
<td>February 1</td>
<td>Review Social Justice Articles and Selected Readings from the Bible</td>
<td>Social Justice: Divine and/or Human Intersections in Life</td>
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<tr>
<td>February 8</td>
<td>Heart of Houston: Foreword, Introduction, Practice of Servant Leadership</td>
<td>Rationale, Principles and Application of the Servant Lead Leadership Model</td>
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<td>February 15</td>
<td>Crime: Chapter 1; and Criminology: Chapter 17</td>
<td>Construction of Crime and Understanding Victimization</td>
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<tr>
<td>February 22</td>
<td>Exam</td>
<td>Review will be provided</td>
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<td>Date</td>
<td>Event</td>
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| March 1    | **Crime**: Chapters 2 & 3  
              Selected Reading(s)  
              Exam Review; Murder & Assault; Rape & Sexual Assault |
| March 8    | **Crime**: Chapter 5  
              Drug Law Violations  
              Social Reform Project |
| March 15   | **Spring Break**                                                     |
| March 22   | **Criminology**: Chapter 31  
              Selected Reading(s)  
              Race, Crime and Criminal Justice |
| March 29   | **Criminology**: Chapter 32  
              Selected Reading(s)  
              Gender, Crime and Justice |
| April 5    | **Mid-term Exam**  
              Review will be provided |
| April 12   | Social Reform Assignment Outline  
              Exam Review; Individual Outline Review |
| April 19   | **Criminology**: Chapter 25  
              Policing: Then, Now in the Future |
| April 26   | **Criminology**: Chapter 28; Documentary  
              Prisons and Imprisonment |
| May 3      | Social Reform Presentations (All)  
              Final Exam Review Distributed |
| May 10     | **Final Exam**                                                      |
|            | **Final Exam**                                                      |