

CJUS 3500.401
Department of Criminal Justice
Inequality, Crime and Justice
Spring 2026

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EMAIL: alexander.updegrove@unt.edu (*Best way to contact me*)

CLASS MEETING TIME: no set time (asynchronous online instruction)

CLASS MEETING ROOM: all class instruction will be online through [Canvas](#)

OFFICE HOURS (student-centered hours): Meeting times available by appointment (email me to set up a time to meet virtually via Zoom or face-to-face at my campus office)

REQUIRED TEXTBOOKS (need for class assignments)

1. Leighton, P., Barak, G., Cotton, A., Buist, C. L., & León, K. S. (2024). *Class, race, gender, and crime: The social realities of justice in America* (6th ed.). Rowman & Littlefield Publishers. **ISBN-13:** 978-1538173282

RECOMMENDED TEXTBOOKS (don't need to get for this class)

1. Reiman, J. & Leighton, P. (2023). *The rich get richer and the poor get prison: Thinking critically about class and criminal justice* (13th ed.). Routledge. **ISBN-13:** 978-1032437521
2. Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. W. H. Allen. **ISBN-13:** 978-0753541630
3. Alexander, M. (2020). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press. **ISBN-13:** 978-1620971932

COURSE DESCRIPTION

According to the undergraduate course catalog, this course, “Critically examines inequality within the U.S. criminal justice system. Topics of emphasis include the interaction of race, gender and class on the development, organization and operation of the criminal justice system.” This course will explore the relationships, and lack thereof, between various demographic characteristics and crime. We will address these relationships from both theoretical and empirical perspectives. A primary component of this course will be dispelling popular myths and replacing them with evidence-based information. For instance, popular culture would have us believe that there is a significant relationship between class and crime (e.g., poorer populations commit a disproportionate amount of crime), which is not entirely true. In fact, class often determines what *type* of crime people commit, not *whether* they will commit crime(s). We will also explore the relationship(s) between race, class, gender and crime. Most importantly, though, we will study the concept of intersectionality, which teaches us that we cannot study race, class, and gender as if they were independent constructs. Instead, these demographics intersect and affect the lives of people in important ways.

COURSE OBJECTIVES

Students who successfully complete this course will be able to:

- (1) Explain how class, race, and gender intersect and effect the public's lived experiences with crime and justice.
- (2) Explain the importance of diversity in the ownership and operation of criminal justice systems.
- (3) Identify and explain how disadvantage influences patterns of crime and victimization.
- (4) Describe how discrimination develops and effects the administration of justice in our society.

COURSE REQUIREMENTS

- (1) **Quizzes.** Students will complete a total of 7 quizzes throughout the semester. Quizzes can be accessed in the relevant week's module in Canvas. Quizzes are individual assignments and should be completed in private and not in the company of any other student. Quizzes may consist of multiple choice, true/false, matching, short answer questions, and/or essays. While course materials may be referenced during the quizzes, students should treat these quizzes as they would an in-class exam and prepare accordingly. No use of AI is permitted on quizzes. This assignment is worth 20% of your final grade (2.85% per quiz).
- (2) **Exams.** Students will complete a total of 3 exams in this course. Each exam has 50 questions. Exams are not timed but students will need to complete the exam in a single sitting. Exams are individual assignments and should be completed in private and not in the company of any other student. Exams may consist of multiple choice, true/false, matching, short answer questions, and/or essays. No use of AI is permitted on exams. This assignment is worth 60% of your final grade (20% per exam).
- (3) **Discussions.** Students will complete 5 discussion question posts throughout the semester. Online discussions comprise the written component of the course and will emulate that of the traditional or face-to-face classroom environment. For each discussion (except the "Introduce Yourself" discussion), students will be required to respond to the weekly discussion questions as well as make two substantive posts to classmates' posts in order to receive full credit for the week. Initial discussion question responses should have a minimum of 250 words of original content (references, etc., do not count toward the word count requirement). **Your initial post must have at least one scholarly source cited in APA format** (the course textbook can count as your source). Comments responding to classmates' posts must reflect critical thought and reflect substantive contribution to the class discussion (a minimum of 50 words per response). Rather, simply posting that you agree or disagree with another student's post or restating their post will not constitute a substantive response. These posts account for a substantive portion of the overall course grade and will not be treated as completion grades. Students should take their time in responding and crafting a carefully thought-out response. Be sure to proofread submissions and pay attention to grammar before posting.

Responses should be typed in a Word document before cutting and pasting them into the text submission box to ensure you have a backup copy in the event of a technical issue. Students are strongly encouraged to complete their work as early as possible during the discussion week to avoid these types of issues.

The best discussion/participation posts will incorporate scholarly references with appropriate in text citations as well as a complete reference page in APA format for any and all information obtained from academic references. Information on how to cite is located in *Modules* under “APA citations guide for Discussions”.

Discussion questions are designed to assess your comprehension and understanding of course materials, not a description of your personal opinion. As such, discussions will be evaluated using the following criteria outlined in the rubric below. This assignment is worth 20% of your final grade (4% per discussion).

Content	Participation	Length	Editing (spelling and grammar)
Excellent 5 points All of the required components of the response were adequately addressed with full explanations and citation	Excellent 5 points Student submitted 2+ substantive participation posts with full and supported explanations.	Excellent 5 points Discussion response exceeded required length, 2 participation responses were posted that also exceeded required length	Excellent 5 points If there were any spelling or grammar errors they were insignificant
Good 4 points A minor required component was missing, or there was not good explanation for at least one of the required major components and citation	Good 4 points Student submitted 1-2 substantive participation posts with supported explanations.	Good 4 points Discussion response met required length, 2 participation responses were posted - one response met the 50 word count requirement, one did not	Good 4 points There were a few spelling or grammar errors that were noticeable but did not detract from the paper
Fair 3 points Important required components of the response were missing or there were a few components not fully explained. No citation	Fair 3 points Student submitted 1-2 substantive participation posts. Additional explanation or support was needed.	Fair 3 points Discussion response was at or right below required length, 2 responses were posted, but neither met the 50 word count requirement or 1 response was posted that met the 50 word count requirement	Fair 3 points There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper
Poor 2 points Not all of the required components of the response were addressed, nor were they fully explained. No citation.	Poor 2 points Students submitted 0-1 substantive participation responses.	Poor 1-2 points Discussion response was at or below required length, 2 responses were posted 1 substantive response was posted that did not meet the 50 word count requirement	Poor 1-2 points There were a number of spelling and grammar mistakes that detracted from the paper

Failing 0-1 points The content of the response was inadequate with limited coverage of required elements and very little if any explanation of required components	Failing 0-1 points There were no substantive participation posts submitted.	Failing 0 points Discussion response was at or below the required length and there were no substantive participation posts	Failing 0 points There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read
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Extra Credit Opportunity. This assignment is entirely optional. Now more than ever, it is important for students to engage in self-care. You do your best work when you are well-rested, eat enough, spend time connecting with loved ones, and feel like yourself. Taking breaks from work and allowing yourself to enjoy life and recharge is an important part of maintaining a personal identity outside of work/school. In order to encourage a healthy relationship with your coursework, you may engage in an activity that you find relaxing, fun, or rejuvenating at any point during the semester for extra credit. After you have engaged in that activity, go to the Extra Credit Assignment in Canvas and submit a short statement (e.g. “I have completed the extra credit assignment.”) to receive credit. ****No details about the activity that you engaged in are required.**** If you complete this assignment, your final grade will be increased by 3% (e.g. if you earned an 88% overall in the class & completed this assignment, your final grade will be 91%).

GRADING

Quizzes: 20% of final grade (2.85% per quiz)

Exams: 60% of final grade (20% per exam)

Discussions: 20% of final grade (4% per discussion)

Optional Extra Credit: +3% to final grade

GRADING SCALE

90-100% = A

80-89% = B

70-79% = C

60-69% = D

< 60% = F

NOTE ON ASSIGNMENTS

Students are expected to regularly check the syllabus, log in to Canvas, and check their UNT email address to know when assignments are due in this course. Because assignments are generally available for at least a week, there are no extensions for last minute technical difficulties or unexpected events. Students are expected to plan their time in a way that allows them to complete assignments within the availability period.

NOTE ON COURSE MATERIAL

While this is an online class, we will engage in online discussions in which individuals may have strong opinions regarding course-related topics. Our online classroom is a collaborative environment in which every student should feel comfortable expressing ideas, opinions and engaging in thoughtful discussion. Students must respect the views and opinions of others at all times; name-calling and personal attacks are not permitted. Remember to treat your classmates as you want to be treated and follow [UNT's Code of Student Conduct](#) at all times.

APA STYLE

If you are still familiarizing yourself with APA formatting style (aren't we all?!?), you can find some helpful resources on [OWL Purdue's website](#), including a [sample college paper](#) formatted according to APA style.

AUDIO & VIDEO RECORDING POLICIES

Audio recordings, video recordings, photographs, or sharing of any portion of this course, including course materials (e.g., lecture PowerPoints, quiz or exam questions) are expressly prohibited without the advance written permission of the instructor. The only exception to this rule is any UNT policy that requires audio or video recordings as an accommodation for a student with a disability that has been officially documented with the Office of Disability Access.

TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UNT Technical Support: <https://it.unt.edu/helpdesk>

Canvas Student Guides: <https://community.canvaslms.com/docs/DOC-10701>

Canvas Video Guides for Students:

https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

Basic Technical Requirements for Canvas: <https://community.canvaslms.com/docs/DOC-10721>

Canvas VPAT: <https://www.canvaslms.com/accessibility>

Minimum Technical Skills:

This is not a computer skills course and as such, students are expected to have a minimum skill set in order to access course materials and complete course assignments. Specifically, students should know how to access a Web site when given an address, use the features of their Web browser, download files, attach files to emails, use word processing software, copy and paste, etc.

ACCESS & NAVIGATION

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to:

<https://unt.instructure.com/login/ldap>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Student Resources

As a student, you will have access to:

- Student Orientation via Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Canvas, you will have access to the “*UNT Helpdesk*” tab which provides student resources and Help Desk Information.

COURSE ORGANIZATION

Students will spend most of their time on the Modules page in the course. The “Start Here” module will be available throughout the course. Each week new materials will unlock in line with that noted in the syllabus. Each module will contain objectives, weekly notes, and assignments that are due. You will be able to complete all activities for each week within the Module. Updates to the course and important information will be shared on the Announcements page. Finally, students can view their Grades in the course using the Grades tab in Canvas.

FIRST STEPS

Upon entrance into the online classroom, students should spend some time navigating course materials and links to ensure they are able to locate all required materials. The student should review the syllabus and course materials early in the semester and keep a copy of the syllabus for easy reference throughout the course.

STUDENT SUPPORT

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

BEING A SUCCESSFUL ONLINE STUDENT

Here are some resources that may be helpful to students who are new to an online learning environment:

-[What Makes a Successful Online Student?](#)

-[Self Evaluation for Potential Online Students](#)

PLAGIARISM AND CHEATING

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

- 1) Borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
- 2) Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
- 3) Present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the [UNT Writing Center](#) or a recommended guide to documentation and research such as the *Manual of the APA* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

- *Penalties for Plagiarism:* Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

- *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- *Penalties for Cheating:* Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
- *Student Right of Appeal:* Faculty will notify students immediately via the student’s UNT e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the UNT Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student. The *Student Handbook* provides more details.

USE OF WORK IN TWO OR MORE CLASSES

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

USE OF ARTIFICIAL INTELLIGENCE (AI) WRITING SOFTWARE

Use of ChatGPT or any of the other available artificial intelligence (AI) writing software on writing assignments (e.g., discussion board posts) submitted in this course will be considered plagiarism. Students are expected to write every assignment on their own without the assistance of AI writing software. As an activity, writing requires thinking about a topic, learning more about it, and strategizing about how to most effectively organize that knowledge for communication to someone else. These are important skills for students to develop and using AI on writing assignments does a disservice to students because it takes away opportunities for learning these skills. In educational settings like college, the focus is almost always on the skills learned & developed by going through the process the correct way rather than strictly focused on the output produced. Phrased differently, learning how to produce high-quality output on your own without any assistance from AI writing software is often more valuable than the output itself.

STUDENTS WITH DISABILITIES

The University of North Texas seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Access and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

NOTICE OF SYLLABUS CHANGES

All information contained within this syllabus, with the exception of current UNT policies, are subject to change at any point in the future. If changes are made, you will be notified of changes ASAP through email and at the beginning of the next class period if it's a class that meets face-to-face (in-person). The updated syllabus will be uploaded to Canvas as soon as changes are finalized.

MINIMUM TECHNOLOGY REQUIREMENTS

- Computer
- Reliable internet access
- Speakers
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

TECHNICAL ASSISTANCE

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

RULES OF ENGAGEMENT

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

ATTENDANCE POLICY

All students are expected to log in weekly from **January 12th** through **May 8th** in order to complete their work.

COVID-19 IMPACT ON ATTENDANCE

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

CLASS MATERIALS FOR REMOTE INSTRUCTION

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer with speakers to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

STATEMENT ON FACE COVERING

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

ACADEMIC INTEGRITY POLICY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA POLICY

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (POLICY 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

EMERGENCY NOTIFICATIONS & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

ACCESS TO INFORMATION - EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's

Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

STUDENT VERIFICATION

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

USE OF STUDENT WORK

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

MENTAL HEALTH

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

CHOSEN NAMES

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

PRONOUNS

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

STUDENT & ACADEMIC SUPPORT SERVICES

- [Registrar \(https://registrar.unt.edu/registration\)](https://registrar.unt.edu/registration)
- [Financial Aid \(https://financialaid.unt.edu/\)](https://financialaid.unt.edu/)
- [Student Legal Services \(https://studentaffairs.unt.edu/student-legal-services\)](https://studentaffairs.unt.edu/student-legal-services)
- [Career Center \(https://studentaffairs.unt.edu/career-center\)](https://studentaffairs.unt.edu/career-center)
- [Multicultural Center \(https://edo.unt.edu/multicultural-center\)](https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services \(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance \(https://edo.unt.edu/pridealliance\)](https://edo.unt.edu/pridealliance)
- [UNT Food Pantry \(https://deanofstudents.unt.edu/resources/food-pantry\)](https://deanofstudents.unt.edu/resources/food-pantry)
- [Academic Resource Center \(https://clear.unt.edu/canvas/student-resources\)](https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center \(https://success.unt.edu/asc\)](https://success.unt.edu/asc)
- [UNT Libraries \(https://library.unt.edu/\)](https://library.unt.edu/)
- [Writing Lab \(http://writingcenter.unt.edu/\)](http://writingcenter.unt.edu/)

INSTRUCTOR EVALUATIONS

Students will be asked to complete an anonymous course/instructor evaluation toward the end of the semester (anonymous means that any feedback students leave in the evaluation can't be traced back to them. The instructor won't know who said what in the evaluation, or even who did or did not complete the evaluation). This feedback is very important and will allow me to identify areas where I can improve my teaching. As far as you are able, I encourage you to consider participating in the evaluation process (although the process is voluntary, meaning that there are no consequences for choosing not to complete the evaluation). Know your thoughts, opinions, suggestions, and recommendations are taken seriously and will be incorporated into all future teaching efforts. Constructive feedback is also welcomed at any other point in the semester. I am excited to teach this course and want to make sure that you are getting the most out of it. ****If something isn't working for you, PLEASE TELL ME ASAP!!!****

COURSE SCHEDULE

Dates	To Do This Week
<p>Week #1 (Mon. 1/12 – Sun. 1/18)</p>	<p>Topic: Course Overview & Introduction</p> <p>Do This Week: -read course syllabus -review information in “Start Here” Canvas module -review information in “Week #1” Canvas module</p> <p>Due: “Introduce Yourself” Discussion on Sun. 1/18 by 11:59 p.m. in Canvas.</p>
<p>Week #2 (Tues. 1/20 – Sun. 1/25)</p>	<p>Topic: Historical Overview</p> <p>Do This Week: -read Preface and Introduction of required textbook by Leighton and coauthors (2024). -review information in “Week #2” Canvas module</p> <p>Due: Quiz #1 (Introduction) on Sun. 1/25 by 11:59 p.m. in Canvas.</p>
<p>Week #3 (Mon. 1/26 – Sun. 2/1)</p>	<p>Topic: The Crime Control Enterprise and Its Workers</p> <p>Do This Week: -read Chapter 1 of required textbook by Leighton and coauthors (2024). -review information in “Week #3” Canvas module</p> <p>Due: Quiz #2 (Chapter 1) on Sun. 2/1 by 11:59 p.m. in Canvas.</p>
<p>Week #4 (Mon. 2/2 – Sun. 2/8)</p>	<p>Topic: Criminology & the Study of Class, Race, Gender, and Crime</p> <p>Do This Week: -read Chapter 2 of required textbook by Leighton and coauthors (2024). -review information in “Week #4” Canvas module</p> <p>Due: Discussion #2 (Chapter 2) on Sun. 2/8 by 11:59 p.m. in Canvas.</p>
<p>Week #5 (Mon. 2/9 – Sun. 2/15)</p>	<p>Topic: Understanding Class & Economic Privilege</p> <p>Do This Week: -read Chapter 3 of required textbook by Leighton and coauthors (2024). -review information in “Week #5” Canvas module</p> <p>Due: Quiz #3 (Chapter 3) on Sun. 2/15 by 11:59 p.m. in Canvas.</p>
<p>Week #6 (Mon. 2/16 – Sun. 2/22)</p>	<p>Topic: Exam #1</p> <p>Due: Exam #1 (Intro – Chapter 3) on Sun. 2/22 by 11:59 p.m. in Canvas.</p>
	<p>...course schedule continued on next page.</p>

<p>Week #7 (Mon. 2/23 – Sun. 3/1)</p>	<p>Topic: Understanding Race & White Privilege</p> <p>Do This Week: -read Chapter 4 of required textbook by Leighton and coauthors (2024). -review information in “Week #7” Canvas module</p> <p>Due: Quiz #4 (Chapter 4) on Sun. 3/1 by 11:59 p.m. in Canvas.</p>
<p>Week #8 (Mon. 3/2 – Sun. 3/8)</p>	<p>Topic: Understanding Gender & Male Privilege</p> <p>Do This Week: -read Chapter 5 of required textbook by Leighton and coauthors (2024). -review information in “Week #8” Canvas module</p> <p>Due: Discussion #3 (Chapter 5) on Sun. 3/8 by 11:59 p.m. in Canvas.</p>
<p>Week #9 (Mon. 3/9 – Sun. 3/15)</p>	<p>-There is <u>NO CLASS</u> this week. Enjoy your Spring Break with loved ones. -This is a good time to complete the Extra Credit assignment (no work required!) in Canvas if you are interested.</p>
<p>Week #10 (Mon. 3/16 – Sun. 3/22)</p>	<p>Topic: Understanding Privilege & the Intersections of Class, Race, and Gender</p> <p>Do This Week: -read Chapter 6 of required textbook by Leighton and coauthors (2024). -review information in “Week #10” Canvas module</p>
<p>Week #11 (Mon. 3/23 – Sun. 3/29)</p>	<p>Topic: Exam #2</p> <p>Due: Exam #2 (Chapters 4-6) on Sun. 3/29 by 11:59 p.m. in Canvas.</p>
<p>Week #12 (Mon. 3/30 – Sun. 4/5)</p>	<p>Topic: Victimology & Patterns of Victimization</p> <p>Do This Week: -read Chapter 7 of required textbook by Leighton and coauthors (2024). -review information in “Week #12” Canvas module</p> <p>Due: Quiz #5 (Chapter 7) on Sun. 4/5 by 11:59 p.m. in Canvas.</p>
<p>Week #13 (Mon. 4/6 – Sun. 4/12)</p>	<p>Topic: Lawmaking & the Administration of Criminal Law</p> <p>Do This Week: -read Chapter 8 of required textbook by Leighton and coauthors (2024). -review information in “Week #13” Canvas module</p> <p>Due: Discussion #4 (Chapter 8) on Sun. 4/12 by 11:59 p.m. in Canvas.</p>
	<p>...course schedule continued on next page.</p>

<p>Week #14 (Mon. 4/13 – Sun. 4/19)</p>	<p>Topic: Law Enforcement & Criminal Prosecution</p> <p>Do This Week: -read Chapter 9 of required textbook by Leighton and coauthors (2024). -review information in “Week #14” Canvas module</p> <p>Due: Quiz #6 (Chapter 9) on Sun. 4/19 by 11:59 p.m. in Canvas.</p>
<p>Week #15 (Mon. 4/20 – Sun. 4/26)</p>	<p>Topic: Punishment, Sentencing, & Imprisonment</p> <p>Do This Week: -read Chapter 10 of required textbook by Leighton and coauthors (2024). -review information in “Week #15” Canvas module</p> <p>Due: Discussion #5 (Chapter 10) on Sun. 4/26 by 11:59 p.m. in Canvas.</p>
<p>Week #16 (Mon. 4/27 – Sun. 5/3)</p>	<p>Topic: Correcting Inequality</p> <p>Do This Week: -review information in “Week #16” Canvas module</p> <p>Due: Quiz #7 on Sun. 5/3 by 11:59 p.m. in Canvas.</p>
<p>Week #17 (Mon. 5/4 – Thurs. 5/7)</p>	<p>Topic: Exam #3</p> <p>Due: Exam #3 (Chapters 7-10) on Thurs. 5/7 by 11:59 p.m. in Canvas.</p> <p>-Remember to complete the Extra Credit assignment (no work required!) in Canvas if you are interested.</p>