

CJUS 3500.001
 Department of Criminal Justice
 Diversity Issues in Criminal Justice
 Spring 2023

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CLASS MEETING TIME: Mon., Wed., Fri. 11:00-11:50 p.m.

CLASS MEETING ROOM: Terrill Hall (TH) 121

OFFICE HOURS (student-centered hours): 9:30-10:30 p.m. on Mon., Wed., Fri.: By
 appointment

REQUIRED TEXTBOOKS

1. Fanon, F. (2005). *The wretched of the earth*. New York, NY: Grove Press. **ISBN-13:** 978-0802141323
2. Gómez, L. E. (2020). *Inventing Latinos: A new story of American Racism*. New York, NY: The New Press. **ISBN-13:** 978-1595589170

RECOMMENDED TEXTBOOKS (do **NOT** need to buy in order to be successful in this course)

1. Alexander, M. (2020). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press. **ISBN-13:** 978-1620971932
2. Blackmon, D. A. (2009). *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II*. Albany, NY: Anchor. **ISBN-13:** 978-0385722704
3. Ignatiev, N. (1995). *How the Irish became white*. Milton Park, UK: Routledge. **ISBN-13:** 978-0415963091
4. Omi, M., & Winant, H. (2014). *Racial formation in the United States* (3rd ed.). Milton Park, UK: Routledge. **ISBN-13:** 978-0415520317
5. Roediger, D. R. (2022). *The wages of whiteness: Race and the making of the American working class* (4th ed.). London, UK: Verso. **ISBN-13:** 978-1839768309
6. Roediger, D. R. (2018). *Working toward whiteness: How America's immigrants became white: The strange journey from Ellis Island to the suburbs*. New York, NY: Basic Books. **ISBN-13:** 978-1541673472

COURSE DESCRIPTION

This course explores how whiteness influences various aspects of the criminal justice system. Special emphasis is placed on helping students understand the basic terminology and core concepts necessary to hold informed discussions about racism in the United States. Now more than ever, it is vital for criminal justice practitioners to be able to step outside of their identities and understand the experiences and perspectives of the diverse communities they are tasked with serving. Thus, this course prioritizes the voices of people from marginalized groups. Historical and contemporary critics of the traditional criminal justice system are featured along with discussions of recent events.

COURSE OBJECTIVES

Through active participation (taking notes on class readings, discussing the material with classmates, and writing essays), students who successfully complete this course will be able to:

- (1) Demonstrate an understanding of the vocabulary and core concepts necessary to hold informed conversations about racism in the U.S. with peers and criminal justice professionals.
- (2) Summarize and explain historical and contemporary criticisms of the traditional criminal justice system in the United States.
- (3) Think critically about racism in the criminal justice system and the United States.

COURSE REQUIREMENTS

- (1) **Class Participation.** Numerous class discussions will take place throughout the semester. During these discussions, students are expected to work in small groups with other students around them, then report back as a group to the class. Class Participation is worth 15% of your final grade.
- (2) **Mailbag Clapback Paper.** This assignment is due by **Monday, February 13th at 11:59 PM**, and should be submitted through the TurnItIn link posted on Canvas. This assignment should be double-spaced, size 12 Times New Roman font, have 1-inch margins, and follow APA formatting. For this assignment, write 1-2 full pages explaining: (1) what purpose you think Michael Harriot is trying to accomplish by writing the Clapback Mailbag articles (***you can find the articles listed in the Course Schedule at the end of this syllabus***); and (2) your personal reaction to reading the Clapback Mailbag articles. There are no "right" or "wrong" answers to these questions. The goal of this assignment is for you to reflect on the articles, their purpose, and how you find yourself responding to them (e.g., How does the material make you feel? Why do you feel that way about the material? Did you learn anything about yourself while reading or reflecting on the material?). This assignment is worth 15% of your final grade.
- (3) **Midterm Paper.** This assignment is due by **Friday, March 10th at 11:59 PM**, and should be submitted through the TurnItIn link posted on Canvas. Any sources you choose to use must be properly cited both in-text and in the reference section at the end of the paper. This assignment should be double-spaced, size 12 Times New Roman font, have 1-inch margins, and follow APA formatting. The reaction paper should be 2-3 full pages (excluding the reference section, if you have one), and address: (1) What is the "Quest for Whiteness" that Gómez refers to?; (2) Why does Gómez consider the Quest for Whiteness to have been "Elusive"?; and (3) What does the "Quest for Whiteness" and it being "Elusive" have to do with the criminal justice system we have in the U.S. today? Make sure you reference the required textbook by Gómez (2020) in your response. This assignment is worth 35% of your final grade.
- (4) **Final Paper.** This assignment is due by **Monday, May 8th at 11:59 PM**, and should be submitted through the TurnItIn link posted on Canvas. Any sources you choose to use must be properly cited both in-text and in the reference section at the end of the paper. This

assignment should be double-spaced, size 12 Times New Roman font, have 1-inch margins, and follow APA formatting. The reaction paper should be 2-3 full pages (excluding the reference section, if you have one), and address: (1) What is colonization?; (2) What effect does colonization have on the people who have been colonized?; and (3) What does colonization have to do with the criminal justice system we have in the U.S. today? Make sure you reference the required textbook by Fanon (2005) in your response. This assignment is worth 35% of your final grade.

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 5% (e.g. if you earned an 86% overall in the class & completed this assignment, your final grade will be 91%).

GRADING

Class Participation: 15% of final grade
Mailbag Clapback Paper: 15% of final grade
Midterm Paper: 35% of final grade
Final Paper: 35% of final grade
Optional Extra Credit: +5% to final grade

GRADING SCALE

90-100% = A
80-89% = B
70-79% = C
60-69% = D
< 60% = F

NOTE ON ASSIGNMENTS

As the U.S. continues to experience the ongoing pandemic, many students are working extra hours or jobs to pay for basic necessities, facing extra caretaking responsibilities, dealing with housing or food insecurity, spending time recovering from the virus, etc. In recognition of this, **all due dates in the Course Schedule are flexible (except the Final Paper)**. If you think you may need more time to complete an assignment, please send me an email (alexander.updegrove@unt.edu) **before the deadline** so that I know you need more time. You don't have to explain why you need more time; your personal life is your personal life and you don't have to share private information in order to get an extension. Just let me know you need more time so that I know you're still invested in the course and plan on completing the work when you can. **The latest date that I will accept submissions is Monday, May 8th at 11:59 PM.**

NOTE ON COURSE MATERIAL & GRADING

During your time in this course, you may be exposed to material that challenges preconceived notions or personal beliefs that you hold about the U.S. in general, or the criminal justice system we have in this country specifically. The purpose of this course is **NOT** to convince you to see the world differently or change your mind about anything; only *you* can do that, if you choose. Instead, this course asks that you assume two basic things about the course readings: (1) the authors are writing with good faith; and (2) they genuinely perceive the problems they write about. **Your personal agreement or disagreement with the material presented in this course will not affect your grade in this course.** Instead, you will be graded based on: (1) how clearly you communicate your views (can I understand what you are trying to say?); (2) can you show that you considered other viewpoints?; and (3) how well you incorporated course material into the assignment (e.g., can I tell that you read and understood the course material, even if you didn't personally agree with it?). If you find yourself disagreeing with or having a strong negative response to the course material when writing an assignment, it may be helpful for you to dedicate some time to explaining what the authors believe and why (be sure to be accurate here; try to avoid creating a strawman argument), then explain why you have a different view. In other words, compare and contrast what you believe with what the authors of the course material believe. Remember, understanding someone else's perspective, even if you have a strong negative reaction to it, is a valuable skill to practice and develop.

An analogy may be helpful here. Your job in this course is like that of an interpreter. Interpreters are evaluated based on how accurately they convey information from one party to another, **NOT** whether they agree or disagree with the information they are relaying between parties. Similarly, I will be grading based on how accurately you summarize the course material & how thoroughly you address the writing prompts, **NOT** whether I share any personal views you may disclose throughout the assignments.

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, and photographs of any portion of this course are expressly prohibited without the advance written permission of the instructor. The only exception to this rule is any UNT policy that may require audio or video recordings as a reasonable accommodation for a qualified student with a documented disability with the Office of Disability Access.

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 TAMIU 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 TAMIU 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.

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. 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 18th through May 9th in order to complete their work, as well as attend in-person class meetings Monday, Wednesday, and Friday from 11:00-11:50 p.m. in the Environmental Education, Science, & Technology Building (ENV) 125. Due to the ongoing pandemic, I will **NOT** be taking attendance beyond that required by the university ***provided that class attendance remains high***. Should a large portion of the class consistently miss each class meeting, however, I reserve the right to start taking attendance for the purpose of grading the Class Participation portion of students’ grades. Consistently missing class without an excused absence will result in a 0% for Class Participation, resulting in a final grade that is a whole letter grade lower than it would be by regularly attending class and making an effort to participate. Thus, it is in students’ best interest to regularly attend class meetings. Please do not attend class if you have tested positive for COVID-19 or are experiencing symptoms associated with COVID-19 and have yet to be tested to check whether you are positive for COVID-19.

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>) 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>) 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>).

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/>) 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>).

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>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- 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>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)
- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- UNT Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)

INSTRUCTOR EVALUATIONS

Students will be asked to complete a course/instructor evaluation toward the end of the semester. 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 respectfully request that you make an effort to participate in the evaluation process. 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 Today
Wed. 1/18	-Syllabus day -“ <i>The Root’s</i> Clapback Mailbag: 10 Things I Love About White People” by Michael Harriot (9/25/20) [https://www.theroot.com/the-roots-clapback-mailbag-10-things-i-love-about-whit-1845183553]
Fri. 1/20	Topic: Introduction to Course Material -McWilliams (2018)* -“ <i>The Root’s</i> Clapback Mailbag: A Visit From St. Clapback” by Michael Harriot (12/21/18) [https://www.theroot.com/the-roots-clapback-mailbag-a-visit-from-st-clapback-1831257480]
Mon. 1/23	Topic: Race is Socially Constructed (Part 1) -Omi & Winant (2014a)* -“ <i>The Root’s</i> Clapback Mailbag: The Whitest Email of All Time” by Michael Harriot (10/13/17) [https://www.theroot.com/the-roots-clapback-mailbag-the-whitest-email-of-all-ti-1819440236]
Wed. 1/25	Topic: Race is Socially Constructed (Part 2) -Omi & Winant (2014b)* -“ <i>The Root’s</i> Clapback Mailbag: One of the Good Ones” by Michael Harriot (11/02/18) [https://www.theroot.com/the-roots-clapback-mailbag-one-of-the-good-ones-1830188045]
Fri. 1/27	Topic: The Wages of Whiteness -Roediger (2022) [†] -“ <i>The Root’s</i> Clapback Mailbag: We’re the Real Racists” by Michael Harriot (12/15/17) [https://www.theroot.com/the-roots-clapback-mailbag-were-the-real-racists-1821335733]
Mon. 1/30	Topic: Racial Categories Change Over Time -Ignatiev (1995) [†] -Roediger (2018) [†] -“ <i>The Root’s</i> Clapback Mailbag: ‘Real Racist’ Bingo” by Michael Harriot (12/13/19) [https://www.theroot.com/the-root-s-clapback-mailbag-real-racist-bingo-1840412718]
Wed. 2/1	Topic: The U.S. Racial Hierarchy -Bonilla-Silva (2004)* -“ <i>The Root’s</i> Clapback Mailbag: Make the Mailbag Great Again” by Michael Harriot (6/15/18) [https://www.theroot.com/the-roots-clapback-mailbag-make-the-mailbag-great-agai-1826866186]
Fri. 2/3	Topic: Inventing Latinos (Part 1)

	<p>-Gómez (2020)(pgs. 1-61)[required textbook] -“<i>The Root’s</i> Clapback Mailbag: You Might Be a White Supremacist If...” by Michael Harriot (10/02/20) [https://www.theroot.com/the-roots-clapback-mailbag-you-might-be-a-white-suprem-1845257812]</p>
Mon. 2/6	<p>Topic: Inventing Latinos (Part 2) -Gómez (2020)(pgs. 63-97)[required textbook] -“<i>The Root’s</i> Clapback Mailbag: An Annotated Guide to White Fragility” by Michael Harriot (7/13/18) [https://www.theroot.com/the-roots-clapback-mailbag-an-annotated-guide-to-white-1827581946]</p>
Wed. 2/8	<p>Topic: Inventing Latinos (Part 3) -Gómez (2020)(pgs. 99-132)[required textbook] -“<i>The Root’s</i> Clapback Mailbag: The Wypipo Participation Trophy” by Michael Harriot (4/06/18) [https://www.theroot.com/the-roots-clapblack-mailbag-the-wypipo-participation-t-1825047252]</p>
Fri. 2/10	<p>Topic: Inventing Latinos (Part 4) -Gómez (2020)(pgs. 134-186)[required textbook] -“<i>The Root’s</i> Clapback Mailbag: Wypipology 101” by Michael Harriot (9/21/18) [https://www.theroot.com/the-roots-clapback-mailbag-wypipology-101-1829227372]</p>
Mon. 2/13	<p>Class Focus: Discussing Mailbag Clapback Articles -bring a copy of your Mailbag Clapback Paper to class on this day. -“<i>The Root’s</i> Clapback Mailbag: Some Rules and Reminders for People Who Read the Root” by Monique Judge (5/24/19) [https://www.theroot.com/the-root-s-clapback-mailbag-some-rules-and-reminders-f-1835009949] Due: Mailbag Clapback Paper by 11:59 p.m. through the submission portal available in Canvas.</p>
Wed. 2/15	<p>Topic: The Color Line -Du Bois (1903)*</p>
Fri. 2/17	<p>Topic: The American Nightmare -Malcolm X (1964)*</p>
Mon. 2/20	<p>Topic: The Other America -Dr. Martin Luther King Jr. (1967)*</p>
Wed. 2/22	<p>Topic: The Value Gap -Glaude Jr. (2016)*</p>
Fri. 2/24	<p>Topic: Slavery By Another Name -Blackmon (2009)†</p>
Mon. 2/27	<p>Topic: Links Between Police & Slave Patrols -Brucato (2021)* -The Marshall Project (2020)*</p>
Wed. 3/1	<p>Topic: The New Jim Crow (Part 1) -Alexander (2020)†</p>

Fri. 3/3	Topic: The New Jim Crow (Part 2) -Alexander (2020) [†]
Mon. 3/6	Topic: Contemporary “Peculiar Institutions” -Wacquant (2002)*
Wed. 3/8	Watch documentary <i>13th</i> (Part 1)
Fri. 3/10	Watch documentary <i>13th</i> (Part 2) Due: Midterm Paper by 11:59 p.m. through the submission portal available in Canvas.
Mon. 3/13	-There is NO CLASS 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.
Wed. 3/15	
Fri. 3/17	
Mon. 3/20	Topic: Whiteness as Property -Harris (1993)*
Wed. 3/22	Topic: White Space -Anderson (2015)*
Fri. 3/24	Topic: Intersectionality -Crenshaw (1989)*
Mon. 3/27	Topic: Intersectionality & the U.S. CJ System -Crenshaw (2012)*
Wed. 3/29	Topic: Systemic Racism & the U.S. CJ System (Part 1) -Rucker & Richeson (2021)*
Fri. 3/31	Topic: Systemic Racism & the U.S. CJ System (Part 2) -Tonry (2010)*
Mon. 4/3	Topic: “Racial Innocence” & the U.S. CJ System -Murakawa & Beckett (2010)*
Wed. 4/5	Topic: Big-Picture Questions About the U.S. CJ System -Muhammad (2022)*
Fri. 4/7	-Class will NOT meet on this day due to the upcoming Easter holiday. -This is a good time to complete the Extra Credit assignment (no work required!) in Canvas if you are interested.
Mon. 4/10	Topic: Whiteness & Policing (Part 1) -FBI (2006)* -German (2020)*
Wed. 4/12	Topic: Whiteness & Policing (Part 2) -Volk (2021)*
Fri. 4/14	Topic: Decolonization (Part 1) -Fanon (1963)(pgs. vii-lxii)[required textbook]
Mon. 4/17	Topic: Decolonization (Part 2) -Fanon (1963)(pgs. 1-62)[required textbook]
Wed. 4/19	Topic: Decolonization (Part 3) -Fanon (1963)(pgs. 63-96)[required textbook]
Fri. 4/21	Topic: Decolonization (Part 4) -Fanon (1963)(pgs. 97-144)[required textbook]
Mon. 4/24	Topic: Decolonization (Part 5) -Fanon (1963)(pgs. 145-180)[required textbook]

Wed. 4/26	Topic: Decolonization (Part 6) -Fanon (1963)(pgs. 181-239)[required textbook]
Fri. 4/28	Topic: What is Critical Race Theory? -Crenshaw (2011)*
Mon. 5/1	Topic: Critical Race Theory & the U.S. CJ System -Brewer & Heitzeg (2008)*
Wed. 5/3	Topic: Writing Day <u>-You do NOT need to attend class this day if you do not want to.</u> Those who are interested can bring a laptop to class and work on the final paper. I will be there to answer any questions you may have or provide general feedback on a draft of the assignment.
Fri. 5/5	-Class will <u>NOT</u> meet on this day because it is a university-designated Reading Day.
Mon. 5/8	Due: Final Paper by 11:59 p.m. through the submission portal available in Canvas. -Remember to complete the Extra Credit assignment (no work required!) in Canvas if you are interested.

*Course reading is available online through Canvas.

†Class lecture material is based on a book that is not required for this class (see “Recommended Textbooks” section of the syllabus). Thus, there is no reading for this class period.