



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** CJ

**Course Title:** Justice for All

**Year:** 2025

**Course and Section #:** 250G X01

**Credits:** 3

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### *Course Description*

Examines issues of diversity in criminal justice and current trends associated with racial and ethnic conflict. Investigates the topics of racism, immigration, gender, sexual orientation, and socio-economic disparity. Discusses salient issues to facilitate critical thinking, enhance knowledge, and inform perspectives. Analyzes varying viewpoints to provide a deeper understanding of the actions taken by individuals both inside and outside the criminal justice system. Emphasizes the social construction of crime and the treatment of minorities as offenders and victims.

This is a required course for the B.S. Criminal Justice degree.

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### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Jennifer A. Mabey

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## ***Student Learning Outcomes***

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

- Discuss the importance of the Rule of Law and how the United States Constitution protects basic human rights.
- Explain how race and ethnicity are connected to crime and the criminal justice system.
- Describe the role that race, gender and ethnicity play as offenders are processed through the criminal justice system.
- Explain the impact of research and media reporting on the public's perception of crime.
- Evaluate policy recommendations for meaningful change within the criminal justice system.
- Identify the basic patterns of who commits major crime and who the principal victims are within the criminal justice system AND Examine the perceptions and realities of race and crime.
- Analyze and evaluate global or intercultural issues.
- Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
- Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.

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## ***Course Materials and Texts***

- Textbook:
  - Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA.
    - It is my understanding that this textbook is available through the Wolverine Access program which is a flat fee of \$250 for those who decide to participate. If the textbook is a physical edition, students can collect it at the UVU Store. Digital versions should already be available on Canvas.
    - If you have any questions about the program, please see the FAQs at the following link: <https://store.uvu.edu/wolverine-access>Links to an external site.
- Access to a computer and reliable internet connection.

## ***Course Requirements***

### **Course Assignments**

Global Assignments (50% of total grade)

Discussion Post (20% of total grade)

Other Assignments (20% of total grade)

Quizzes (10% of total grade)

### **Assessments**

Quizzes (10% of total grade)

Global Assignment (50% of total grade)

### **Grading Policy**

A (90-100%); B+ (80-89%); C+ (70-79%); D+ (60-69%); and E (59-0%)

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### **Required or Recommended Reading Assignments**

Module 1: Global Intercultural Office videos

Module 2: The Magna Carta & The Rule of Law; The Declaration of Independence; The Constitution of the United States of America; The Bill of Rights (Amendments 1-10); and the Reconstruction Amendments (The 14<sup>th</sup> Amendment) (Readings).

Module 3: Chapter 1 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 4: Chapter 2 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 5: The Effects of Gentrification on the Well-Being and Opportunity of Original Resident Adults and Children (pp. 1-7) and Chapter 3 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 6: The Ferguson Report (Reading) and Chapter 4 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 7: Presumed Guilty: Due Process Lessons of the Duke Lacrosse Case (Video) and Chapter 5 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 8: A Breakdown of the Jury Selection Process (Video) and Chapter 6 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 9: Demographic Differences Sentencing (Reading) and Chapter 7 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 10: Just Mercy (Video) and Chapter 8 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 11: CPN Healing to Wellness Court and Reintegration Programs (Video) and Chapter 9 in Delone, M., Spohn, C. & Walker, S. (2018). *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed). Cengage Publishing: Boston, MA (Textbook).

Module 12: U.S. Census Bureau Data and Chapter 10 in in Delone, M., Spohn, C. & Walker, S. (2018). The Color of Justice: Race, Ethnicity, and Crime in America (6th ed). Cengage Publishing: Boston, MA (Textbook).

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**General Description of the Subject Matter of Each Lecture or Discussion**

Module 1: Global / Intercultural Awareness and Competence

Module 2: The U.S. Constitution and The Rule of Law

Module 3: Race, Ethnicity, and Crime

Module 4: Victims and Offenders; Race, Ethnicity, Victimization and Offending

Module 5: Theories of Disparity

Module 6: Race and the Police

Module 7: The Pretrial Process

Module 8: Trial and Adjudication

Module 9: Sentencing, Race and Ethnicity

Module 10: The Death Penalty, Race, Gender, and Constitutionality

Module 11: Corrections, Race, Ethnicity, and Reentry

Module 12: Youth Offenders, Race, Ethnicity, and Disparities

Module 13: The Media, Influence and Bias

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

*\*adapted from [Temple University's](#) [Links to an external site.](#) statement on AI in classes.*

## Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## *Required University Syllabus Statements*

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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## **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.