

CRJ 119 : LATIN AMERICAN IMMIGRANTS AND THE US CRIMINAL JUSTICE SYSTEM

In Workflow

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Approval Path

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Kimberly Chism (chism): Rollback to Initiator
2. Mon, 11 Mar 2024 16:24:31 GMT
Kimberly Chism (chism): Approved for CRJ Committee Chair
3. Wed, 20 Mar 2024 20:21:32 GMT
Tim Croisdale (croisdale): Approved for CRJ Chair
4. Tue, 02 Apr 2024 22:55:26 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
5. Wed, 03 Apr 2024 16:01:32 GMT
Robert Pieretti (sac19804): Approved for HHS Dean

New Course Proposal

Date Submitted: Mon, 11 Mar 2024 16:21:54 GMT

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Changes proposed by: Mercedes Valadez (219694112)

Contact(s):

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Catalog Title:

Latin American Immigrants and the US Criminal Justice System

Class Schedule Title:

Immigration and the US CJS

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Criminal Justice

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2025 (2025/2026 Catalog)

Subject Area: (prefix)

CRJ - Criminal Justice

Catalog Number: (course number)

119

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Division of Criminal Justice at CSUS presently does not offer a course that comprehensively addresses immigration issues across the criminal justice system. Although some immigration issues may be covered in Division courses or in courses across other disciplines, there is not a CSUS course that thoroughly explores immigrant experiences across all components of the criminal justice system. It is critical that undergraduate students have an opportunity to enhance their understanding of immigrant experiences and the criminalization of immigrants. This is a timely and relevant topic, especially for those who may engage professionally with Latin American immigrant communities.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course explores historical and contemporary issues surrounding immigration and the US criminal justice system, with a specific focus on (1) migration patterns from Central America, Mexico, and South America to the US-Mexico border; (2) immigrant experiences in policing, courts, and corrections; (3) immigration enforcement strategies and their unintended consequences; and (4) offending and victimization among immigrants. This course will focus on the lived experiences of Latin American immigrants.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	CLO 1- Explain historical and contemporary immigration trends in the US CLO 2- Assess immigration myths, misconceptions, policies, and enforcement practices CLO 3- Analyze the relationship between immigration, crime, and victimization CLO 4- Evaluate the intersection of criminal law and immigration law Area D GE LO 1- Describe and evaluate ethical and social values in their historical and cultural contexts Area D GE LO 2- Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior Area D GE LO 3- Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression Area D GE LO 4- Explain and critically examine social dynamics and issues in their historical and cultural contexts	CLO 1- Reading report and discussions CLO 2- Reading report, discussions, exams, final paper CLO 3-Reading report, discussions, exams, final paper CLO 4- Discussions and final paper Area D GE LO 1- Reading report and discussion Area D GE LO 2- Discussions and final paper Area D GE LO 3- Discussions and exams Area D GE LO 4- Discussions and final paper

Attach a list of the required/recommended course readings and activities:

Latin American Immigrants and the US Criminal Justice System.pdf

For whom is this course being developed?

- Majors in the Dept
- Majors of other Depts
- Minors in the Dept
- General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Latin American Immigrants and the US Criminal Justice System.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The current course proposal centers around issues pertaining to Latin American immigrants and the US criminal justice system. Students will engage in reading materials outlining the influence of Latin American immigrant demographics (e.g., age, gender, and national-origin) on criminal justice outcomes. Students will be required to review course lectures and resources and critically assess diversity issues within Latin American immigrants via the course reading reports, discussions and final paper. To ensure alignment with Area D, the course will be regularly reviewed by the division faculty.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

Within the Division of Criminal Justice, the responsibility of ensuring that instructors comply with the category criteria lies with the Division Chair, curriculum committee chair, and the curriculum committee. The Division Chair is the designated person in the department to provide a description of what would be common to all sections and what might typically vary between sections.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

Area D learning outcome 1 aligns with the reading reports and discussions assessment activities. These assessment activities are based on weekly course topics that cover a variety of historical and contemporary issues focused on Latin American experiences in policing, courts, corrections, victimization, and their criminalization based on legal status. The course will review historical patterns and trends, policies, procedures, and treatment of immigrant populations in the United States. Students will be required to critically assess the issues highlighted above.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Criminal justice by its very nature is interdisciplinary. The criminal justice system is embedded into every aspect of society in the US. The collateral consequences of immigration enforcement practices have an impact at the individual and community levels, including non-immigrant communities. The criminal justice system negatively impacts some individuals disproportionately based on extra-legal characteristics including age, nationality, socio-economic status, sex, and legal status. These issues will be explored using interdisciplinary perspectives. This will be accomplished through assigned reading reports, final paper, and discussions.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

This course considers and addresses the role of human diversity in historical and contemporary contexts. It comprehensively reviews materials focused on immigrant experiences across social class, gender, nationality, age, and disability. More specifically, students will evaluate police, courts, and corrections and differential outcomes based on individual demographics. These issues will be explored through course readings, discussions, and writing assignments. Students will complete course exams that assess their understanding of the intersectionality of social identities and the role they play in criminal justice outcomes.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

This course will explore social dynamics among non-immigrant communities, Latin American immigrant communities, and criminal justice agencies and practitioners. These dynamics affect immigrants' life experiences including victimization and criminalization based on the response of the criminal justice system. This course is designed to address historical and contemporary issues on the construction of myths, misconceptions, and immigration enforcement through a historical lens to understand the evolution of the criminalization of Latin American immigrants in contemporary society.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The writing component will be met through students completion of the following: reading reports, discussions, and the final paper. There will be 8 assigned reading reports, with a minimum word count of 150 words. Discussions will have a minimum word count of 300 words. The final paper will be 500 words. Students will receive feedback from the instructor on how to improve future writing assignments based on the grading rubrics provided. Together these writing assignments will surpass the 1500 words of formal graded writing required for an upper division course.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The course learning objectives reflect CSUS general education program goals. Upon completion of this course, students will gain a better understanding about social forces within immigrant communities and how these shape their interactions and experiences with the criminal justice system. Students will explore real life challenges that diverse and disenfranchised groups encounter in the US

criminal justice system. The issues addressed in this course impact Sacramento region Latin American immigrant communities, a group that CSUS graduates will likely engage with personally or professionally.

There is a need in the Division of Criminal Justice to offer a course that addresses Latin American immigrant experiences in the US criminal justice system. Migration from Latin American countries in the US is a polarizing and timely topic. Students should have an opportunity to engage with scholarly literature to investigate the complexities and relationship between the immigration system and the criminal justice system. This course will support criminal justice majors and non criminal justice majors who wish to better understand the lived experiences of Latin American immigrant in the US.

Reviewer Comments:

Kimberly Chism (chism) (Mon, 11 Mar 2024 03:29:41 GMT): Rollback: Required change from the committee- On Form A and in the course syllabus, there is a minor writing error in the course description "...strategies and their unintended consequences..." Recommended change from the committee- Update the course title to reflect a focus on Latin American immigrants or broaden the course description to include other immigrant populations.

Tim Croisdale (croisdale) (Wed, 20 Mar 2024 18:46:58 GMT): Course fits our curriculum to examine experiences of immigration in the CJS.

Key: 15109