

COURSE PROPOSAL FORM

New course:	<input checked="" type="checkbox"/>	number:		description:		delivery format:		other:		Please check as appropriate	
1. Name of proposing faculty		Tameka Bradley Hobbs, Ph.D.									
2. Position		Assistant Professor of History									
3. School/Department		Arts and Sciences/Social Sciences									
4. [Proposed] course prefix and number		HIS	401								
5. Course number availability cleared with Registrar?						Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
6. Course Title				The Color of the Law: Law Enforcement, Racial Violence, and Criminal (In)Justice in American History							
7. Credit Hours				3	cr hrs						
8. Course number and title of pre-/co-requisite(s):											
				HIS	104	African American History II					
9. Catalog description											
<p><i>Designed specifically for students majoring in criminal justice and criminology, this course will examine the history of criminal justice and law enforcement (or the lack thereof) from the perspective of African Americans ranging from the end of the Civil War through the late 20th century. Some of the major themes will include racial violence, especially race riots and lynching; significant trials and major court decisions where the denial of due process based on race were challenged; the misuse of law enforcement and the criminal justice system to enforce segregation and white supremacy. The prerequisite of HIS 104/African American History II is highly recommended. The course is reading intensive.</i></p>											
10. Specific credentials required to teach this course						Master's degree in U. S. History					
11. Current faculty qualified to teach this course						Tameka Bradley Hobbs, Ph.D.					
12. Course goal(s)				To expand the students' understanding of the intersection of race, racial violence, civil rights, criminal justice, and law enforcement in American history.							
13. Course Learning Outcomes											
<p><i>Upon completion of this course, students will understand and/or identify:</i></p> <ul style="list-style-type: none"> • <i>the historical impact of race on law enforcement and the American justice system</i> • <i>the changing interpretations of the Fourteenth Amendment and other civil rights laws when it comes to issues of racial bias in law enforcement and criminal defense</i> • <i>the circumstances and results of major instances of race rioting in American history from Reconstruction to the modern era, especially those that occurred within the state of Florida</i> • <i>the history of lynching violence and extralegal murder in the United States</i> • <i>a catalogue of court cases involving the impact of racism on criminal defense cases</i> • <i>the origins, history, and legacy of hate groups such the Ku Klux Klan</i> • <i>the misuse of the criminal justice system in supporting the system of convict leasing, and perpetuating other inequities, throughout the southern United States during the late 19th and early 20th centuries</i> • <i>social activists and organizations such as the National Association for the Advancement of Colored People and the International Labor Defense Fund, that have worked to rectify injustices with the American justice system</i> 											

14. Program Goals and Learning Outcomes assessed in course	
<p><i>Assessments for this course will measure the students' ability to:</i></p> <ul style="list-style-type: none"> • <i>demonstrate the standards of both critical thinking and historical thinking</i> • <i>Provide a timeline of the history of racialized violence in the United States, and related historical events</i> • <i>Identify and explain major court cases that relate to racial discrimination in criminal defense cases</i> • <i>Explain the significance of lynching and extralegal murder on race relations and law enforcement, particularly in the southern United States</i> • <i>Identify the organizations and individuals who led efforts to protest the violations against the civil rights of African Americans in the late 19th and 20th centuries</i> 	
15. Method(s) of instruction	Assigned reading, lectures, class discussion
16. Estimated percentage of class time spent face-to-face	100%
17. Technology to be used by students in course	<p>BlackBoard Online Course Page</p> <p>Online journal database, available through the Nathan W. Collier Library at Florida Memorial University</p>
18. Method for verifying students' identity	Presentation of FMU Student Identification Card
19. General course guidelines	
<p><u>Communication</u> – The main communication vehicle for the class will be the class webpage on BlackBoard. The system not only posts relevant information, critical dates, etc., but it allows the instructor to send via email reminders, messages, and announcements. <i>It is the students' responsibility to insure that they are able to receive these messages.</i></p> <p><u>Academic Honesty</u> - Students are expected to abide by the highest standard of academic honesty. Examples of academic dishonesty include cheating (seeking or giving unauthorized help on examinations and/or papers), plagiarism (failing to give proper credit for the source of words or ideas – especially from internet websites and documents - and attempting to represent said words and ideas as your own). You must do your own work and make sure that your work is not being plagiarized by others. Do not share rough drafts, final papers, or thumb drives. Students exhibiting academic dishonesty will be subject to disciplinary action, including failure of this course and/or possible dismissal or suspension. All submissions will be checked by Turn-It-In software.</p> <p><u>Student Conduct</u> – Learning is the primary goal of class meetings. As such, students must come prepared for class by bringing books, paper and writing utensils. Additionally, maintaining decorum is key to fostering and promoting a functional classroom environment. Please turn off or silence all beepers and cell phones before or at the beginning of class. Your input in the form of questions and comments is highly valued but take care to deliver them at the proper time, usually after being recognized by the instructor. Treat others in the class with respect and expect to receive that same level of respect.</p>	

20. Class activities	Written examinations, summaries of readings, research essays, audio/visual material, online discussions	
21. Course requirements	<ul style="list-style-type: none"> • Completion of all assigned readings; • Completion of all written and in-class assignments; • Registration on and continued monitoring of the class web page via BlackBoard. 	
22. Student evaluation procedures	Class participation – 15% of final grade Midterm Examination – 15% of final grade Final Examination – 15% of final grade Writing Assignments – 35% of final grade Research Essay – 20% of final grade	
23. Grading scale	A 95%–100% C 73%–75% A- 90%–94% C- 70%–72% B+ 86%–89% D+ 66%–69% B 83%–85% D 60%–65% B- 80%–82% C+ 76%–79% F 59% and below	
Suggested textbook to be required of students		
	24. Title	<i>At the Hands of Persons Unknown: The Lynching of Black America</i>
	25. Author(s)	Dray, Philip
	26. Publisher	Modern Library
	27. ISBN-13	978-0375754456 (paperback)
	24. Title (2)	<i>The Beast in Florida: A History of Anti-Black Violence</i>
	25. Author(s)	Dunn, Marvin
	26. Publisher	University Presses of Florida
	27. ISBN-13	978-0813041636
28. Supplemental materials required	Journal articles assigned over the course of the class	
29. Additional faculty, equipment, and/or other costs required to implement the course	N/A	
30. How will this new course support the goals of the department/school?		
<p><i>This course is designed to provide students majoring in criminal justice and criminology, as well as those studying political science, pre-law, psychology, education, sociology, and business with an expanded understanding of historic trends in law enforcement, civil rights, and the U.S. justice system especially as it concerns race. In addition to deepening their comprehension of 20th century American history, it will assist students in understanding the origins of current debates</i></p>		

over the intersection of race and the legal system, where it has work and where it has failed. This knowledge will support their future career goals and aspirations.

31. Library references to be used in the course	<p>The Black Collection of the Nathan W. Collier Library at Florida Memorial University</p> <p>Online journal database available through the Nathan W. Collier Library at Florida Memorial University</p>
32. Other	

Approvals:

Department of _____

_____ Chair _____ Date

School of _____

_____ Dean _____ Date

If the course proposal includes any substitution of virtual instruction for face-to-face, the approval of the Director of Distance Learning is required.

_____ Director _____ Date

Minutes and other attachments: