

# **SOCI 538 - Seminar in Crime and Deviance: Inequality & Crime**

Fall 2019

T/Th 12:30 to 1:50pm, SS 330/338

*Graduate Version*

## **INSTRUCTOR INFORMATION:**

Dr. Erica Redner-Vera

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Office: SS 307

Office Hours: W 1-2:30pm, TH 10-12 (& by appointment)

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## ***COURSE DESCRIPTION***

This course will critically examine the United States justice system by exploring the significance of social inequality in justice system issues, especially issues related to race, ethnicity, gender, and class. The course will follow the cycle of the justice system process, exploring first the conditions that create inequality in justice system involvement. Next, inequality in the justice system processing and correction will be examined, followed by inequality in the consequences and outcomes of justice system involvement. Issues that will be discussed in greater detail in this course include policing, mass incarceration, sentencing, and re-entry.

## ***COURSE OBJECTIVES***

- Students will identify patterns of social inequality in multiple points of the criminal justice system process.
- Students will discuss the mechanisms through which social determinants of criminal justice system involvement pattern disparities in justice system contact and involvement.
- Students will discuss stances and perspectives regarding ethical issues and debates around mass incarceration.
- Students will identify opportunities for improvement in the U.S. criminal justice system regarding social inequality.
- To develop analytic, research, and writing abilities by completing two formal papers on topics related to inequality and crime.
- To demonstrate information literacy skills, including citation methods appropriate to upper division undergraduate and post-graduate students.
- To develop the ability to respond to and incorporate criticism and advice from other students and the instructor into revised papers.

## ***REQUIRED READINGS***

Walker, S., Spohn, C. C., & DeLone, M. (2018). *The color of justice: Race, ethnicity, and crime in America* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Russell-Brown, K. (2009). *The color of crime*. New York: New York University Press.

We will also have a wide range of additional readings. These academic articles are intended to expose you to recent criminological research on inequality and crime.

The books are available in the campus bookstore.

**MOODLE -- ADDITIONAL READINGS and IMPORTANT ANNOUNCEMENTS**

Additional course readings and announcements will be posted on the Moodle System. I may occasionally post other material from our discussions on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Redner-Vera) or SOCI538. You may download and print assigned readings not in the main texts. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs.

**OTHER REQUIRED READING:**

Alexander, M. (2011). *The new jim crow*. Ohio St. J. Crim. L., 9, 7.

Bobo, L.D. & Thompson, V. (2010). "Racialized Mass Incarceration: Poverty, Prejudice, and Punishment." Pp. 322-355 in *Doing Race: 21 Essays for the 21st Century*, edited by Hazel R. Markus and Paula Moya. New York: Norton.

Franklin, T. W. (2013). Sentencing Native Americans in US federal courts: An examination of disparity. *Justice Quarterly*, 30(2), 310-339.

Garcia-Hallett, J. (2019). "We're Being Released to a Jungle": The State of Prisoner Reentry and the Resilience of Women of Color. *The Prison Journal*, 0032885519852089.

Harris, A. (2014). "The Cruel Poverty of Monetary Sanctions." *The Society Pages*, March 4, 2014. Available online at: <http://thesocietypages.org/papers/monetary-sanctions/>

Irwin, K., & Chesney-Lind, M. (2008). Girls' violence: Beyond dangerous masculinity. *Sociology compass*, 2(3), 837-855.

Mauer, M. (2011). Addressing racial disparities in incarceration. *The Prison Journal* 91(3\_suppl), 87S-101S.

Mears, D. P., Wang, X., Hay, C., & Bales, W. D. (2008). Social ecology and recidivism: Implications for prisoner reentry. *Criminology*, 46(2), 301-340.

Morenoff, J. D., & Harding, D. J. (2014). Incarceration, prisoner reentry, and communities. *Annual review of sociology*, 40, 411-429.

Panuccio, E. & Christian, J. (2017). "Work, Family, and Masculine Identity: An Intersectional Approach to Understanding Young, Black Men's Experiences of Reentry." *Race and Justice*.

Pegram, Kashea, Rod K. Brunson, and Anthony A. Braga. 2016. "The Doors of the Church are Now

Open: Black Clergy, Collective Efficacy, and Neighborhood Violence.” *City and Community* 15:289-314.

Peterson, Ruth D. and Lauren J. Krivo. 2009. “Race, Residence, and Violent Crime: A Structure of Inequality.” *Kansas Law Review* 57:903-933.

Provine, D. M. (2006). Creating racial disadvantage. The many colors of crime: Inequalities of race, ethnicity, and crime in America, 277-294 in *The Many Colors of Crime: Inequalities of Race, Ethnicity, and Crime in America*, edited by Ruth D. Peterson, Lauren J. Krivo, and John Hagan. New York: New York University Press.

Redner-Vera, E., & Galeste, M. A. (2015). Attitudes and marginalization: Examining American Indian perceptions of law enforcement among adolescents. *Journal of ethnicity in criminal justice*, 13(4), 283-308.

Rios, Victor M. 2009. “The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity.” *The Annals of the American Academy of Political and Social Sciences*. 623:150-162.

Weitzer, R. (2000). Racialized policing: Residents’ perceptions in three neighborhoods. *Law & Society Review*, 34, 129-155.

Western, B., & Pettit, B. (2010). Incarceration & social inequality. *Daedalus*, 139(3), 8-19.

Western, B., & Sirois, C. (2018). Racialized Re-entry: Labor Market Inequality After Incarceration. *Social Forces*, 97(4), 1517-1542.

Wu. Y., Sun, I.Y., & Triplett, R.A. (2009). Race, class or neighborhood context: Which matters more in measuring satisfaction with police? *Justice Quarterly*, 26, 125-156.

## **CITATION STYLE**

Students are required to use the citation style and format of the American Psychological Association (APA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in The Bluebook.

## **CLASSROOM COURTESY**

You should be aware that we will discuss a number of subjects that you may find controversial. In all of our class discussions, you will be expected to be respectful toward your classmates, despite any disagreement you may have with a classmate’s ideas. In this way, we will foster an atmosphere in which each student feels comfortable presenting his or her thoughts, as well as critiquing the arguments presented by others. You should not worry that your grade will be affected if you express opinions different from what you perceive my opinions to be. Instead, focus upon using evidence and logic to present your own arguments and in critiquing the

arguments of others. In following these ground rules, I expect our discussion to be lively, interesting, and intellectually challenging.

Please plan to arrive on time for all class sessions and to stay for the entire class. If you must arrive late or leave early, please notify me in advance and sit near the door so as not to disturb your classmates. Cell phones should be turned off before entering the classroom. When class begins, please put away all other materials. Laptops may not be used unless you have a documented disability that requires the use of a laptop, as these devices are distracting for other students. Finally, wait until the end of class before putting away your books. **I reserve the right to revoke extra credit points earned or offered if any of the above is not followed.**

### **ACADEMIC HONESTY**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A couple of examples of academic dishonesty are copying from another student's article summaries or presenting another's work as your own in a paper. Ensure that all resources utilized in your papers are appropriately cited. Please note that students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

### **STUDENT ADVOCACY RESOURCE CENTER**

The Student Advocacy Resource Center (SARC) provides free and confidential support to survivors of sexual assault, relationship violence, stalking, hate crimes, harassment, or other forms of discrimination. Our services include counseling as well as medical, legal, and academic advocacy. SARC is a confidential resource – contacting us does NOT mean that you are making a report to law enforcement or Title IX. You deserve to be safe, supported, and treated with care and respect. We also offer help to your friends, family, or partners. SARC is located in Curry Health Center, Room 108. Please visit us or call our office at 243-4429. Advocates are available on the 24-hour support line (406) 243-6559.

### **BASIC NEEDS STATEMENT**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

- **Food Pantry Program**

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the pantry's website (<https://www.umt.edu/uc/food-pantry/default.php>) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

- **ASUM Renter Center**

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity here: <http://www.umt.edu/asum/agencies/renter-center/default.php> and here: <https://medium.com/griz-renter-blog>.

Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

- **TRiO Student Support Services**

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can check their eligibility for TRiO services online here: <http://www.umt.edu/triosss/apply.php#Eligibility>.

- If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

## **COURSE REQUIREMENTS**

1. A written letter of introduction is required of each member of the class. These provide a way for you to get to know your classmates. The letter is due in class on Thursday, August 29<sup>th</sup>. A description of the required content of the letter is posted on Moodle. The letters will be read to one another in class on that day. This assignment is worth **5 points** of your course grade.
2. In addition to the textbooks, we will have a large number of additional readings associated with each topic. **You are required to turn in a summary for at least 18 of the additional readings.** *These summaries will each be between 3/4 to 1 single-spaced pages long and typed (Times New Roman, 12 point font, 1 inch margins).* In addition to the summary, you are expected to include 1 to 2 questions about the reading. At the top of the page, include the citation for the article in APA style. Summaries are due within the first five minutes of class on the day that we discuss the reading. In order to account for unexpected emergencies, absences, or poor performance, I will drop the 3 lowest summary grades. This means that 15 summaries will count toward your final grade. Summaries should identify the main points and arguments presented in the reading, along with any findings and implications. Each summary will be scored on a **2-point scale**. You will earn 2 points if your summary shows excellent understanding of the reading and 1 point or less for limited or poor understanding. The summaries will be graded on both form and content.
3. Each student will write a five to seven page paper about a recent criminal event or criminal justice action (e.g., major court decision, policing activity) that relates to inequality and crime that was reported in one of the following major newspapers within the last three years: *the New York Times, the Los Angeles Times, the Chicago Tribune, the Star Ledger, or the Washington Post*. I will provide detailed instructions for the paper separately, however, please note that examples of inequality may refer to social class, gender, race/ethnicity, disability, age, or sexual orientation. The paper is due at the beginning of class on the due date listed in the course schedule. Papers turned in after the beginning of class will be deducted one letter grade. Papers

received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point. The current event paper counts for **15 points** of your course grade.

4. One in-class examination will be given during the semester as scheduled on the course outline below. This exam is essay based and is worth **15 points** of your course grade.
5. You will complete a literature review on a particular aspect of inequality and crime that you find interesting. This paper will be nine to eleven typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). The topic may be something that we have covered in class, but you must move well beyond the material that we discussed. Alternately, you may research a topic that we did not discuss in class. I will provide detailed instructions for the literature review separately. **A full-length rough draft of the paper is due two weeks before the final draft (5 points)**. Incomplete rough drafts will not be accepted. The rough draft and literature review are due at the beginning of class on each due date. Papers turned in after the beginning of class will be deducted one letter grade. Papers received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point. The literature review is worth **20 points**. Be prepared to submit your topic by the 4th week of class. During the final week of class, the graduate students will present the research from the literature reviews to the class. These presentations will be 15 to 20 minutes long, plus a short Q&A in which the presenter will field questions from the class.
6. Attendance and active participation of all class members is essential to the success of the course. Attendance and participation are worth **10 points** of your course grade. Participation credit is based on a set of in-class exercises (dates not announced) and involvement in class through questions and discussion. These points cannot be made up. If you must miss class, you are responsible for getting notes from another student and for finding out about any announcements made during class.

### **EXTRA CREDIT**

Extra credit opportunities are included in the course schedule listed below. All other opportunities will be given at the instructors discretion.

### **COURSE GRADE**

Your grade in this course will be calculated based on the total number of points earned throughout the semester.

#### **Graded Items**

Grades for the course will be based on the following items:

Letter of Introduction	5 points
Article Summaries (15 x 2 points each)	30 points
Current Event Paper	15 points
In-class Exam	15 points
Rough Draft	5 points
Literature Review	20 points

<u>Attendance and Participation</u>	<u>10 points</u>
Total	100 points

### Final Grade

Final grades for the course are based on the following scale. Please note that course grades are not rounded up to the next letter grade.

Letter Grade	Number Grade
A	93 to 100
A-	90 to 92
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	70 to 79
C	73 to 76
C-	70 to 72
D+	67 to 69
D	63 to 66
D-	60 to 62
F	59 and below

### ***SOCI 538 Reading/Assignment Schedule Fall 2019 (subject to change)***

Readings other than those for the two required texts are available on Moodle. Readings listed for a given date should be completed PRIOR to class as we will be covering them in class. Any assignments are due at the beginning of class on the date listed or they will be considered late.

## Course Schedule

### ***Week 1: Introduction to the Course***

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#### ***Tuesday, August 27***

Introduction to the Course  
 What are Race and Ethnicity?

**\*Extra Credit:**

- **Dr. Cornel West — The Fight for the Soul of America**

**West will present his lecture at 7:30 p.m. Wednesday, Aug. 28, at The Wilma in downtown Missoula. The event is free and open to the public. Doors open at 6:30 p.m. A one page summary of his talk is required along with two insightful questions about his talk, due immediately at the start of class on Thursday (Aug. 29). 3 points toward in-class essay exam.**

**Thursday, August 29**

How to read a journal article  
How to write an article summary  
Writing Center Introduction  
**Letter of introduction due in class**

**\*Extra Credit:**

- **Dr. Alexes Harris — A Permanent Punishment for the Poor**

**Harris will present her lecture at 4-6:30 p.m. on Thursday, Aug. 29, in GBB 123. A one page summary of her talk is required along with two insightful questions about her talk, due immediately at the start of class on Tuesday (Sept. 3). 2 points toward in-class essay exam.**

**Week 2: Race and Ethnicity Origins and Patterns of Justice System Involvement**

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**Tuesday, September 3**

Sources of Data and General Patterns of Inequality:

1. Walker, Spohn, and DeLone, Chapter 1: *Race, Ethnicity, and Crime Victims and Offenders: Who Are they? :*
2. Walker, Spohn, and DeLone, Chapter 2: *Victims and Offenders*

**Thursday, September 5**

What Do We Hear in the Media about Race and Crime? And How Do We Act?:

1. Russell-Brown, Chapter 1: Media Messages
2. Russell-Brown, Chapter 2: The Skin Game

**\*Submit preferences for presentations**

**Week 3: Race and Ethnicity Origins and Patterns of Justice System Involvement**

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**Tuesday, September 10**

Historical Underpinnings:

1. Russell-Brown, Chapter 3: History's Strange Fruit
2. Provine, D. M. (2006). Creating racial disadvantage. The many colors of crime: Inequalities of race, ethnicity, and crime in America, 277-294 in *The Many Colors of Crime: Inequalities of Race, Ethnicity, and Crime in America*, edited by Ruth D. Peterson, Lauren J. Krivo, and John Hagan. New York: New York University Press.

**Thursday, September 12**

Social Structure and Criminal Inequality: Theories and Evidence:

1. Walker, Spohn, and DeLone, Chapter 3: Race, Ethnicity, Social Structure, and Crime
2. Peterson, R.D. & Krivo, L.J. (2009). Race, residence, and violent crime: A structure of inequality. *Kansas Law Review*, 57, 903-933



## **Week 4: Race, Ethnicity, and Gender Origins and Patterns of Justice System Involvement**

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**Tuesday, September 17**

The Criminal Justice Pipeline:

1. Rios, Victor M. 2009. "The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity." *The Annals of the American Academy of Political and Social Sciences*. 623:150-162.

**Thursday, September 19**

Female Offending:

1. Irwin, K., & Chesney-Lind, M. (2008). Girls' violence: Beyond dangerous masculinity. *Sociology compass*, 2(3), 837-855.

**\*Submit topic for literature review**

## **Week 5: Economic Origins of Justice System Involvement**

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**Tuesday, September 24**

Fines and Fees: When Does Punishment End?:

1. Harris, Alexes. 2014. "The Cruel Poverty of Monetary Sanctions." *The Society Pages*, March 4, 2014. Available online at: <http://thesocietypages.org/papers/monetary-sanctions/>

**\*Review for Exam #1.**

**Thursday, September 26**

**Exam #1 — In-Class Essay**

## **Week 6: Perceptions, Expressions, and Meanings of Crime and Justice**

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**Tuesday, October 1**

Race and Perceptions of Justice:

1. Russell-Brown, Chapter 5: *Are We Still Talking About O.J.?*

**Thursday, October 3**

Racial Hoaxes and White Crime?:

1. Russell-Brown, Chapter 6: *Racial Hoaxes*
2. Russell-Brown, Chapter 7: *White Crime*

## **Week 7: Inequality in the Enforcement of the Law**

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**Tuesday, October 8**

Overview and Policing:

1. Russell-Brown, Chapter 4: *Discrimination or Disparity?*

**\*Submit annotated bibliography**

**Thursday, October 10**

Policing continued:

1. Walker, Spohn, and DeLone, Chapter 4: *Justice on the Street?*

**\*Extra Credit:**

- **Tommy Orange — Lecture**

**Orange will present his lecture at 7:30 p.m. Monday, October 14, at The Dennison Theatre. The event is free and open to the public. A two-page double-spaced summary of his talk is required along with two insightful questions about his talk, due immediately at the start of class on Tuesday (October 15). 3 points toward final paper.**

## **Week 8: *Inequality in the Enforcement of the Law***

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**Tuesday, October 15**

Policing continued:

1. Pegram, Kashea, Rod K. Brunson, and Anthony A. Braga. 2016. "The Doors of the Church are Now Open: Black Clergy, Collective Efficacy, and Neighborhood Violence." *City and Community* 15:289-314.
2. Weitzer, R. (2000). Racialized policing: Residents' perceptions in three neighborhoods. *Law & Society Review*, 34, 129-155.

**Thursday, October 17**

Policing continued:

1. Redner-Vera, E., & Galeste, M. A. (2015). Attitudes and marginalization: Examining American Indian perceptions of law enforcement among adolescents. *Journal of ethnicity in criminal justice*, 13(4), 283-308.
2. Wu. Y., Sun, I.Y., & Triplett, R.A. (2009). Race, class or neighborhood context: Which matters more in measuring satisfaction with police? *Justice Quarterly*, 26, 125-156.

## **Week 9: *Inequality in the Justice System***

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**Tuesday, October 22**

The Courts: Pretrial Processes:

1. Walker, Spohn, and DeLone, Chapter 5: *The Courts: A Quest for Justice During Pretrial Process*

**Thursday, October 24**

The Courts: Trial and Adjudication:

1. Walker, Spohn, and DeLone, Chapter 6: *Justice on the Bench? Trial and Adjudication in Criminal Court*

## **Week 10: *Inequality in the Justice System***

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**Tuesday, October 29**

Sentencing:

1. Walker, Spohn, and DeLone, Chapter 7: *Race and Sentencing: In Search of Fairness and Justice*
2. Franklin, T. W. (2013). Sentencing Native Americans in US federal courts: An examination of disparity. *Justice Quarterly*, 30(2), 310-339.

**Thursday, October 31**

Incarceration:

1. Walker, Spohn, and DeLone, Chapter 9: *Corrections in America: A Portrait in Color*
2. Bobo, Lawrence D. and Victor Thompson. 2010. "Racialized Mass Incarceration: Poverty, Prejudice, and Punishment." Pp. 322-355 in *Doing Race: 21 Essays for the 21st Century*, edited by Hazel R. Markus and Paula Moya. New York: Norton.

**Week 11: Inequality in Reentry**

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**Tuesday, November 5**

Reentry:

1. Panuccio, E. & Christian, J. (2017). Work, Family, and Masculine Identity: An Intersectional Approach to Understanding Young, Black Men's Experiences of Reentry. *Race and Justice*.
2. Western, B., & Pettit, B. (2010). Incarceration & social inequality. *Daedalus*, 139(3), 8-19.

**Thursday, November 7**

Reentry continued:

1. Mears, D. P., Wang, X., Hay, C., & Bales, W. D. (2008). Social ecology and recidivism: Implications for prisoner reentry. *Criminology*, 46(2), 301-340.
2. Morenoff, J. D., & Harding, D. J. (2014). Incarceration, prisoner reentry, and communities. *Annual review of sociology*, 40, 411-429.

**Week 12: Inequality in Reentry**

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**Tuesday, November 12**

Reentry continued:

1. Western, B., & Sirois, C. (2018). Racialized Re-entry: Labor Market Inequality After Incarceration. *Social Forces*, 97(4), 1517-1542.
2. Garcia-Hallett, J. (2019). "We're Being Released to a Jungle": The State of Prisoner Reentry and the Resilience of Women of Color. *The Prison Journal*, 0032885519852089.

**Rough Draft of Literature Review due**

**Thursday, November 14**

**No Class Meeting— American Society of Criminology Conference**

**\*Attend library workshop**

**Week 13: Reforming Inequality in the Justice System**

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**Tuesday, November 19**

Reform:

1. Russell-Brown, Chapter 8: *Race and Crime Literacy*
2. Walker, Spohn, and DeLone, Chapter 11: *The Color of Justice*

*Thursday, November 21*

Reform continued:

1. Alexander, M. (2011). The new jim crow. Ohio St. J. Crim. L., 9, 7.
2. Mauer, M. (2011). Addressing racial disparities in incarceration. The Prison Journal, 91(3\_suppl), 87S-101S.

**Week 14: Presentations**

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*Tuesday, November 26*

**RESEARCH PRESENTATIONS**

*Thursday, November 28*

**No Class — Thanksgiving Break**

**Week 15: Presentations**

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*Tuesday, December 3*

**RESEARCH PRESENTATIONS**

*Thursday, December 5*

**RESEARCH PRESENTATIONS**

*\*Complete course evaluations*

**Finals Week**

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*Monday, December 9*

**Literature Review Due**

*\* Drop off literature review anytime during final exam time between 10:10am-12:10pm*