

Race and Ethnicity in Crime and Criminal Justice
CJ 7313, Section 001
Fall 2015
Wednesdays, 6:30-9:20 p.m.
Classroom—Hines Academic Center 206

Professor: Ashley Arnio, Ph.D.

Office Location: School of Criminal Justice, Hines Academic Center 112

Office Hours: T 11:00 a.m.-1:00 p.m., W 2:00 p.m.-5:00 p.m. or by appointment

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COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course provides an explanation of how issues related to racial and ethnic minorities and criminal behaviors impact criminal justice reactions. Topics include racial disparities related to law enforcement and sentencing, and policy implications related to policing, probation, pre-sentencing, and post-release issues.

Throughout the semester, students will be exposed to theoretical and empirical readings to examine the issues surrounding the intersectionality of race/ethnicity, gender, and socioeconomic status as it relates to crime and the criminal justice system. The course will rely heavily on student participation and student-led discussions of the materials listed in the course schedule. Through this experience, students will gain a deeper understanding of the fundamental role that race and ethnicity play in the social organization of society and how that affects not only the study of the crime, but responses from the criminal justice system. Students will also develop a research question and write a research paper on a topic related to race/ethnicity and crime or criminal justice.

At the end of this course, students will be able to:

- identify racial and ethnic differences in offending patterns and account for them using theoretical perspectives discussed in class;
- demonstrate an informed viewpoint of violence prevention and policing strategies covered in class;
- account for racial and ethnic disparities at a variety of criminal justice stages using current perspectives on criminal justice decision making and law and social control; and
- approach the study of crime and criminal justice responses as one related to broader patterns of social, economic, and political inequality in society.

REQUIRED TEXTS

Alexander, M. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

Balko, Radley. 2014. *Rise of the Warrior Cop: The Militarization of America's Police Forces*. New York, NY: PublicAffairs.

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. New York, NY: Picador.

Kennedy, David M. 2011. *Don't Shoot: One Man, A Street Fellowship, and The End of Violence in Inner-City America*. New York, NY: Bloomsbury, USA.

Muhammad, Khalil G. 2010. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Cambridge, MA: Harvard University Press.

Additional required readings will be made available on the TRACS course website.

RECOMMENDED TEXT

Walker, Samuel, Cassia Spohn, and Miriam Delone. 2012. *The Color of Justice: Race, Ethnicity, and Crime in America*, 5th edn. Belmont, CA: Wadsworth.

EVALUATION

Participation (30%): The seminar style of this course requires preparation and active participation of all members. For the course to be successful, students must attend class consistently and come prepared to discuss the assigned materials. Unexcused absences and/or lack of preparation will negatively affect your grade. Students are expected to come with notes, questions, and critiques for all assigned books and readings. In addition, for *most* empirical articles, students are expected to prepare notes in the form of a review in which they identify a) the motive and objective; b) the analytic strategy (including unit of analysis and sample); c) any major findings; d) implications for the theories being tested; and finally, e) any critiques and/or questions that can be used as a starting point for discussion. If students are not coming to class prepared, I reserve the right to request typed reviews or book summaries before class.

Writing Assignments (30%): Throughout the semester you will be asked to complete three short writing assignments that apply the weekly readings to larger issues in society. These assignments should be *no longer than 3-4 single-spaced pages in length* and should rely on course readings and outside references to construct a thoughtful essay. The topics for the writing assignments will be provided in class.

Research Paper (40%): In addition to participating in this seminar, students will write a 17-20 page research paper (plus references) on an issue related to race/ethnicity and the criminal justice system. Students should view this research paper as an opportunity to develop a research question and a detailed proposal in an area related to race/ethnicity in which they are interested. For more advanced students, this can include expanding the scope of their research paper to include an exploration of a particular dataset and/or a statistical analysis of the research question. Students will get out of this research paper what they put into it. The ultimate goal is for students to use this research paper as a step toward a publishable manuscript and those who work hard will likely meet this goal. Topics outside the scope of the class material assigned are acceptable, however, all topics must be approved. Students are asked to provide a one-page summary of their initial research proposal by October 7. Additional information regarding the requirements for the research paper will be discussed in class.

Extra Credit: There will be no extra-credit assignments in this course.

Grades: All grades will be posted in the gradebook on the TRACS course website at the end of the semester. **Remember, a C is considered failing this course.**

90%-100% A ▪ 80%-89% B ▪ 70%-79% C ▪ 60%-69% D ▪ ≤ 59% F

CLASSROOM POLICIES

Attendance and Lateness Policy: Attendance is required and any absences will be factored into your final grade. Exceptions will be made for extraordinary circumstances. In addition, if you are planning to come late to class, please let me know in advance. Otherwise, please do not come to class if you are going to be more than 15 minutes late.

Technology/Electronic Devices: The use of laptops and tablets are allowed in class for the purpose of taking class notes or accessing readings only. **E-mailing or accessing the Internet without permission is not allowed during class. The use of cell phones and tape or digital recorders is strictly prohibited. Please respect my wishes with regard to this matter. Students caught texting or recording class without permission will be asked to leave the classroom. Failure to adhere to this policy will lead to a full letter grade reduction in your final grade.** Students with disabilities will be able to use specialized equipment by arrangement.

Appointments and E-mail: Students are encouraged to meet with me during my office hours to address questions, concerns, and any other issues that may arise regarding the course. During this time, priority will be given to students who have made appointments beforehand. If you are unable to meet during office hours for any reason, please contact me to arrange an appointment outside of these hours.

Notice of Copyright/Intellectual Property: Students are not to post lecture notes or other course materials on commercial or public websites. Notes are to be used for personal use only (including sharing notes with a classmate). Posting notes without my permission violates the academic honor code and university policies regarding intellectual property. Any infringement will result in the final grade being reduced by a full letter grade. In addition, university sanctions allowed by the relevant university policies and procedures will be pursued.

Changes to the Course Syllabus: I reserve the right to make changes to the course syllabus and schedule. If this does occur, an announcement will be posted on the TRACS course website and an e-mail will be sent to all students registered for the course. A revised course syllabus and schedule will also be posted on the TRACS course websites.

UNIVERSITY POLICIES

Students with Disabilities: A student with a disability may require an accommodation to participate in the course. He or she must contact me within the **first two weeks of the semester.** The student will be asked to provide documentation from the Office of Disability Services (ODS) at that time. Failure to contact me in a timely manner will delay any accommodations they may be seeking. Ongoing care by a physician does not automatically qualify you as an ODS special needs

student. Students are required to file paperwork for accommodations with ODS each semester. Accommodations granted one semester do not automatically carry forward to the next.

Academic Honesty Policy: The submission of any work for a grade for which unauthorized help has been received is termed academic dishonesty and may be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), or collaboration with other individuals. Students are strongly encouraged to refer to the Texas State University student handbook for policies related to academic dishonesty and the Texas State University Academic Honor Code. These policies may be found at <http://www.dos.txstate.edu/handbook/rules.html>.

Addressing Acts of Academic Dishonesty: Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion. Students accused of violating the academic honor code are encouraged to consult UPPS No. 07.10.01 at <http://www.txstate.edu/effective/upps/upps-07-10-01.html>.

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COURSE SCHEDULE

Note: *Prepare Review

Week 1: Aug. 26 | Introductions, Course Overview, Discussion of Expectations

Unit 1: Racial and Ethnic Relations in Society

Week 2: Sept. 2 | Racial Stratification and Group Conflict in Society

The Social Construction of Race

Lafree, Gary and Katheryn K. Russell. 1993. The Argument for Studying Race and Crime. *Journal of Criminal Justice Education*, 4(2):273-289.

Zatz, Marjorie S. and Nancy Rodriguez. 2006. "Conceptualizing Race and Ethnicity in Studies of Crime and Criminal Justice." Pp. 39-53 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.

Bonilla-Silva, Eduardo. 2003. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield Publishing Group.
(Read Chapters 1-3)

Theories of Racial Group Interaction

Blumer, Herbert. 1958. Race Prejudice as a Sense of Group Position. *Pacific Sociological Review*. 1:3-7.

Bobo, Lawrence D. 1999. Prejudice as Group Position: Microfoundations of a Sociological Approach to Racism and Race Relations. *Journal of Social Issues*, 55(3):445-472.

Pettigrew, Thomas F. 1998. Intergroup Contact Theory. *Annual Review of Psychology*, 49:65–85.

King and Wheelock. 2007. Group Threat and Social Control. *Social Forces*, 95(3):1255-1280.*

Liska, Allen E. 1997. Modeling the Relationships between Macro Forms of Social Control. *Annual Review of Sociology*, 23:39-61.

Week 3: Sept. 9 | Racial and Ethnic Status in Society

Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. Chicago: IL: The University of Chicago Press.
(Read pp. 1-125)

Muhammad, Khalil Gibran. 2011. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Harvard University Press, Cambridge. Available at:
<http://site.ebrary.com.libproxy.txstate.edu/lib/txstate/detail.action?docID=10597683>
(Read Introduction-Chapter 2)

Week 4: Sept. 16 | History, Race, and Defining the Criminal in America
Writing Assignment 1 Due

Muhammad, Khalil Gibran. 2011. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Harvard University Press, Cambridge. Available at:
<http://site.ebrary.com.libproxy.txstate.edu/lib/txstate/detail.action?docID=10597683>
(Read Chapter 3-Conclusion)

Unit 2: Racial and Ethnic Relations in Crime and Criminality

Week 5: Sept. 23 | Racial and Ethnic Differences in Offending and Victimization

Elliott, Delbert S. and Suzanne S. Ageton. 1980. Reconciling Race and Class Differences in Self-Reported and Official Estimates of Delinquency. *American Sociological Review*, 45:95-110.*

Steffensmeier, Darrell, Ben Feldmeyer, Casey T. Harris, Jeffery T. Ulmer. 2011. Reassessing Trends in Black Violent Crime, 1980-2008: Sorting out the “Hispanic Effect” in Uniform Crime Reports Arrests, National Crime Victimization Survey Offender Estimates, and U.S. Prisoner Counts. *Criminology*, 49(1):197-250.*

Berg, Mark T., Eric A. Stewart, Christopher J. Schreck, and Ronald L. Simons. 2012. Victim-Offender Overlap in Context: Examining the Role of Neighborhood Street Culture. *Criminology*, 50(2):359-390.

Week 6: Sept. 30 | Empirical Studies of Race, Ethnicity, and Violence

McNulty, Thomas and Paul E. Bellair. 2003. Explaining Racial and Ethnic Differences in Serious Adolescent Violent Behavior. *Criminology*, 41(3):709-748.*

Sampson, Robert J. 1987. Urban Black Violence: The Effect of Male Joblessness and Family Disruption. *American Journal of Sociology*, 93(2):348-82.

Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. Neighborhoods and Violent Crime. *Science*, 227:918-924.

Stewart, Eric A. and Ronald L. Simons. 2010. Race, Code of the Street and Violent Delinquency: A Multilevel Investigation of Neighborhood Street Culture and Individual Norms of Violence. *Criminology*, 48(2):569-605.*

Haynie, Dana L. and Danielle C. Payne. 2007. Race, Friendship Networks and Violent Delinquency. *Criminology*, 44(4):775-805.*

Week 7: October 7 | Beyond the Black-White Dichotomy
Research Proposal Due

Martinez, Ramiro. 2015. *Latino Homicide: Immigration, Violence, and Community*. New York: NY: Routledge. Available at: <http://site.ebrary.com/lib/txstate/reader.action?docID=10961268>
(Read Chapters 1 & 2)

Portes, Alejandro. & Zhou, Min. 1993. The New Second Generation: Segmented Assimilation and Its Variants. *Annals, AAPSS*, 530, 74-96.

Stowell, Jacob I., Steven F. Messner, Kelly F. McGeever, and Lawrence E. Raffalovich. 2009. Immigration and the Recent Violent Crime Drop in the United States: A Pooled, Cross-Sectional Time-Series Analysis of Metropolitan Areas. *Criminology*, 47(30):889-928.*

Lee, Jennifer. 2006. "Beyond Conflict and Controversy: Blacks, Koreans, and Jews in Urban America." Pp. 140-163 in *Immigration and Crime: Race Ethnicity and Violence*, edited by Ramiro Martinez Jr. and Abel Valenzuela Jr. New York: NY: New York University Press.

Kennedy, David M. 2011. *Don't Shoot: One Man, A Street Fellowship, and The End of Violence in Inner-City America*. New York, NY: Bloomsbury, USA.
(Begin Book)

Week 8: Oct. 14 | Violence Prevention
Writing Assignment 2 Due

Kennedy, David M. 2011. *Don't Shoot: One Man, A Street Fellowship, and The End of Violence in Inner-City America*. New York, NY: Bloomsbury, USA.
(Finish Book)

Unit 3: Racial and Ethnic Disparities in Criminal Justice Processing

Week 9: Oct. 21 | Policing Urban Areas: A Qualitative Study

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. New York, NY: Picador. .

Week 10: Oct. 28 | Policing and Minority Populations

Warren, Patricia, Donald Tomaskovic-Devey, William Smith, Matthew Zingraff, and Marcinda Mason. 2006. Driving While Black: Bias Processes and Racial Disparity in Police Stops. *Criminology*, 44(3):709-738.*

Stewart, Eric A., Eric P. Baumer, Rod K. Brunson, and Ronald L. Simons. 2009. Neighborhood Racial Context and Perceptions of Police-Based Racial Discrimination among Black Youth. *Criminology*, 47(3):847-887.

Lafree, Gary, Eric P. Baumer, and Robert O'Brien. 2010. Still Separate and Unequal? A City-Level Analysis of the Black-White Gap in Homicide Arrests since 1960. *American Sociological Review*, 75(1):75-100.*

Stults, Brian J., and Eric P. Baumer. 2007. Racial Context and Police Force Size: Evaluating the Empirical Validity of the Minority Threat Perspective. *American Journal of Sociology*, 113:507-546.

Week 11: Nov. 4 | Policing in America

Balko, Radley. 2014. *Rise of the Warrior Cop: The Militarization of America's Police Forces*. New York, NY: PublicAffairs.

Week 12: Nov. 11 | Race, Ethnicity, and Sentencing Research

Writing Assignment 3 Due

The State of Sentencing Research

Baumer, Eric P. 2013. Reassessing and Redirecting Research on Race and Sentencing. *Justice Quarterly*, 30(2):231-61.

Zatz, Marjorie. 2000. The Convergence of Race, Ethnicity, Gender and Class on Court Decisionmaking: Looking Toward the 21st Century. *Policies, Processes and Decisions of the Criminal Justice System*, 3:503-552.

Ulmer, Jeffery T. 2012. Recent Developments and New Directions in Sentencing Research. *Justice Quarterly*, 29(1):1-40.

Week 13: Nov. 18 | No Class-ASC Annual Meeting

Week 14: Nov. 25 | No Class-Thanksgiving

Week 15: Dec. 2 | Mass Incarceration and Aggregate-Level Patterns of Incarceration

Alexander, M. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press. Available at:

<http://www.txstate.eblib.com.libproxy.txstate.edu/patron/FullRecord.aspx?p=829777>

Heimer, Karen, Kecia R. Johnson, Joseph B. Long, Andres F. Rengifo, and Don Stemen. 2012. Race and Women's Imprisonment: Poverty, African American Presence, and Social Welfare. *Journal of Quantitative Criminology*, 28(2):219-44.*

Keen, Bradley and David Jacobs. 2009. Racial Threat, Parisian Politics, and Racial Disparities in Prison Admissions: A Panel Analysis. *Criminology*, 47(1):209-38.*

Week 16: Dec. 9 | Presentations | Research Paper Due December 11, Midnight