

Race, Crime and Criminal Justice (CCJS 370:0101)
Mondays, Wednesdays and Fridays 1 PM – 1:50 PM EST
In person in SQH 1119
Fall 2021

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MASKING POLICY:

President Pines provided clear expectations to the University about the wearing of masks for all students. Face coverings over the nose and mouth are required while you are indoors at all times. The only exception is when people are actively presenting to the class AND are also vaccinated, AND at least six feet distant from all others. Students that are not vaccinated must keep their masks on at all times even when speaking. Students not wearing a mask will be given a warning and asked to wear one, or will be asked to leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials.

COURSE OBJECTIVES:

This course provides an overview of how to understand the *overrepresentation* in US crime statistics and criminal justice institutions of racial/ethnic minorities. Two dominant explanations exist: 1) racial/ethnic minorities simply commit more crimes (differential offending levels) and/or 2) the criminal justice system is set up to discriminate against racial/ethnic minorities (systematic bias against marginalized groups). We will examine scholarship that addresses these two perspectives and study in varying detail: historical underpinnings of race and racism in crime; public perceptions of the relationship among race/ethnicity and crime; structural racism; the distribution and patterning of crime across Whites and minorities; research geared to explain these associations; and how these statuses play out in the criminal justice system. The ultimate goal is to provide students with a sophisticated understanding of the complex social, economic and political forces shaping the relationships between race/ethnicity, crime, and punishment in the US. To that end, we allocate class time during our class sessions every other week (typically on Fridays) so that we can work on specific issues related to readings, the writing assignment, and/or class materials. Students will write a theory driven and empirically backed explanation of racially disproportionate incarceration rates between two states.

REQUIRED READINGS:

Students are responsible for reading the following three books.

Peterson, Ruth and Lauren Krivo. 2010. *Divergent Social Worlds: Neighborhood Crime and the Racial Spatial Divide*. New York: Russell Sage Press. Be sure to answer questions provided by Dr. Vélez for this book.

Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press. Be sure to answer questions provided by Dr. Vélez for this book.

Unnever, James D. and Gabbidon, Shaun L., 2011. *A Theory of African American Offending: Race, Racism, and Crime*. New York: Routledge. Be sure to answer questions provided by Dr. Vélez for this book.

In addition, there are 18 readings found on ELMS under the readings module. These readings are noted by a R# along with author information in the course outline below. You should be able to answer questions from the document titled “questions for Readings” for all of these readings. Document (titled “Questions for Readings” found in “readings” module in ELMS. THESE 18 READINGS ARE REQUIRED.

- Students should download the readings as soon as possible. Waiting until the day before the test to download articles is strongly discouraged
- Students are encouraged to put all of the readings in a three-ring binder

COURSE REQUIREMENTS:

1. Exams.

There are three exams. Tests will cover material from lectures, class discussions, handouts, videos, and readings. About 2/3 of each exam will consist of true/false questions and about 1/3 will consist of short answer questions. You are responsible for all assigned readings, even if they are not discussed in class. Exams are not curved. Exams are worth a total of 60 percent of your final grade.

Exams are not returned to students; students who wish to review their exam should arrange to meet Dr. Vélez in her office during office hours.

See point #3 under classroom business for *make-up policy* for exams.

2. Writing Assignment.

Connecting Theory and Research to the Disproportionate Incarceration Rates by Race/Ethnicity. A primary goal of this course is to facilitate students’ ability to understand and explain the relationships between race/ethnicity, class, crime, and punishment in the US. In this assignment, students will write up theoretically guided and empirically backed explanations to explain inequality in rates of incarceration between Whites and racial/ethnic minorities in the criminal justice system. Further information about this project will be provided in a detailed handout during the 5th week. This assignment is due on Friday, December 10th at the beginning of class. This writing assignment is worth 30 percent of your final grade.

NOTE: It is your responsibility to make sure that you complete and turn in the assignment. *Assignments that are not turned in to me on time will be considered one day late. Late assignments will be penalized 5 percentage points for each 24 hour period that they are late.*

3. In-class/small group assessment.

To help students connect with each other and myself regarding class topics, materials and the writing assignment, we will have in-class/small group sessions on Fridays (specified in the course schedule below). During these sessions (11 possible ones), we will work together in small groups while masked. Given the pandemic, I want to provide a chance for flexibility so I will drop the lowest four assessment grades. In other words, only seven assessments count towards your final grade. These assessments count towards 10% of our final grade.

COURSE GRADE

Grades will be determined as follows:		Grades are based on the following scale:			
Exam 1	15 %	Grade	% of total points	Grade	% of total points
Exam 2	20 %	A+	100-97	C	76-73
Exam 3	25 %	A	96-93	C-	72-70
Writing Assignment	30 %	A-	92-90	D+	69-67
In-class/small group assessment	10%	B+	89-87	D	66-63
Total Grade	100%	B	86-83	D-	62-60
		B-	82-80	F	Below 60
		C+	79-77		

If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

KEYS TO PERFORMING WELL IN THIS CLASS:

1. *Attend all class meetings.* The surest way to perform poorly in this class is to miss days. Think of attending class like a job; be there on time and pay attention.
2. *Review PowerPoint slides.* Be sure to compare your notes from class with the PowerPoint slides available on ELMS. Students will not obtain all the information they need to do well in the class if they only read the slides.
3. *Take detailed notes.* A common theme for students who perform poorly in this course is to have poor notes. Another common theme is that students do not understand their own notes – this means that students do not understand the material during lecture and thus have almost no chance of correctly answering questions covering that material. Taking notes is not easy, so be prepared to work. A helpful suggestion is to type up your notes after each class.
4. *Ask questions.* At times I may speak too fast, the material may be complicated, you may miss a line of argument, etc. But I cannot clarify unless I am made aware that something needs to be clarified. Times to ask questions are during class sessions and office hours.
5. *Take advantage of my help.* Discussing lecture, reading and class materials and especially the writing assignment with me during my office hours can really help students. The key here, however, is to take advantage of this opportunity early.
6. *Take notes on the readings.* In particular, make sure you take notes on the questions I ask about the readings. These questions are on ELMS and they facilitate active learning.

CLASSROOM BUSINESS

1. ATTENDANCE

Regular attendance to class is highly encouraged by Dr. Vélez as it is a key way to do well in the course. I will have activities including graded assessments and slides that connect with your weekly readings, lecture slides and writing assignment.

2. UMD COURSE RELATED POLICIES WEBSITE

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- COVID-19 Protocol
- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <https://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. Given the COVID-19 pandemic, these regulations may change so please keep informed.

3. MAKEUP EXAM POLICY/EXCUSED ABSENCES

All students can miss one exam. No documentation is necessary. It is the responsibility of the student to make this exam up; ideally within two weeks of the initially scheduled exam. I will follow UMD's policy on excused absences when determining the eligibility to make up the second exam. If you have a problem on the day of the second exam, email me and inform me of the nature of the situation. All scheduled makeup exams must be taken by the last day of class. You are responsible for scheduling the makeup exams with Dr. Vélez.

4. ELMS

I will be using ELMS to post materials related to our course such as the syllabus, readings, grades, and handouts. Go to <http://elms.umd.edu> and log in with your Directory ID (logon ID) and password to use this feature. I will send announcements via ELMS. **Grades listed on ELMS are raw scores (percentages) and have not been weighted to calculate your final grade. Please do not rely on the Assignments or Total column to determine your final grade.** Graduating seniors are graded on the same scale as all other students.

5. USE OF TECHNOLOGY

In this class, students will be allowed to use their personal computers to take class notes. If a student is found to be using personal technology devices in any way that is not related to taking class notes, the student will lose the privilege of using any personal technology device for the duration of the semester. **I strongly encourage you to take notes by hand. Research is mounting on the benefits of taking notes by hand than typing them on a computer for effective learning.** All cell phones need to be silenced when class begins. **NO EXCEPTIONS!** If I find you texting, you will get a verbal warning first and then a second warning will be delivered by email. If I have to warn you three times, I will drop you from the class.

Below is the course outline; note that it is subject to modification. All non-book readings are available on ELMS and are denoted by numbers following “R”. Required book readings are italicized.

Class Schedule of Topics and Readings		
WEEK 1 (8/30-9/3) Introduction to the Course; hand out syllabus (Read: <i>R1</i> . Sampson and Wilson “Toward a Theory..” ; <i>R2</i> . Hindelang “Race and Criminal Involvement”)	Wednesday <i>Key theoretical</i> connections between race, class and crime (Differential offending versus differential treatment) (Read: <i>R3</i> . Lee and Bean. “Beyond Black and White...”; <i>R4</i> . Stults and Swagar “Racial and Ethnic Threat..”)	Friday <i>Key theoretical</i> connections between race, class and crime (Differential offending versus differential treatment)
WEEK 2 (9/6-9/10) Monday NO CLASS – LABOR DAY	Wednesday Definitions of Race, Ethnicity, Class and Crime <i>Key theoretical</i> connections between race, class and crime (Differential offending versus differential treatment) (Read: <i>R3</i> . Lee and Bean. “Beyond Black and White...”; <i>R4</i> . Stults and Swagar “Racial and Ethnic Threat..”)	Friday Discussion Day (Assessment #1)
WEEK 3 (9/13-9/17) Monday Measuring Crime and its distribution (Read: <i>R5</i> . McNulty. “Assessing the Race-Violence...”; <i>R6</i> . Xie and Lauritsen “Racial context and crime reporting...”)	Wednesday Methodological issues	Friday Perceptions (Assessment #2)
WEEK 4 (9/20-9/24) Monday Perceptions (Read: <i>R7</i> . Quillian and Pager “Black Neighbors, Higher Crime?”; <i>R8</i> . Brunson “Police Don’t Like Black People”)	Wednesday Perceptions	Friday EXAM 1

<p>WEEK 5 (9/27-10/1)</p> <p>Monday</p> <p>Anomie/Strain</p> <p>(Read: <i>R9</i>. Cernkovich et al. “Race, Crime and the American Dream; <i>R10</i>. De Coster, and Thompson, “Race and general strain theory...”)</p> <p>GO OVER WRITING ASSIGNMENT HANDOUT IN CLASS</p>	<p>Wednesday</p> <p>Anomie/Strain</p>	<p>Friday</p> <p>Anomie/Strain</p> <p>(Assessment #3)</p>
<p>WEEK 6 (10/4-10/8)</p> <p>Monday</p> <p>Culture</p> <p>(Read: <i>R11</i>. Matsueda et al. “Race and Neighborhood Codes of Violence”; <i>R12</i>. Sampson and Bartusch. “Legal cynicism and (subcultural?)...”)</p>	<p>Wednesday</p> <p>Culture</p>	<p>Friday</p> <p>Discussion Day</p> <p>(Assessment #4)</p>
<p>WEEK 7 (10/11-10/15)</p> <p>Monday</p> <p>Race and Place</p> <p>(Read: first half of <i>Divergent Social Worlds</i>)</p>	<p>Wednesday</p> <p>Race and Place</p>	<p>Friday</p> <p>Race and Place</p> <p>(Assessment #5)</p>
<p>WEEK 8 (10/18-10/22)</p> <p>Monday</p> <p>Race and Place</p> <p>(Read: second half of <i>Divergent Social Worlds</i>)</p>	<p>Wednesday</p> <p>Race and Place</p>	<p>Friday</p> <p>Race and Place</p> <p>(Assessment #6)</p>

<p>WEEK 9 (10/25-10/29)</p> <p>EXAM 2</p>	<p>Wednesday</p> <p>An alternative to racial invariance: a Black specific theory</p> <p>(Read: first half of Unnever and Gabbidon’s <i>A Theory of African American Offending: Race, Racism, and Crime</i>)</p>	<p>Friday</p> <p>An alternative to racial invariance: a Black specific theory</p> <p>(Assessment #7)</p>
<p>WEEK 10 (11/1-11/5)</p> <p>Monday</p> <p>An alternative to racial invariance: a Black specific theory</p> <p>(Read: second half of Unnever and Gabbidon’s <i>A Theory of African American Offending: Race, Racism, and Crime</i>)</p>	<p>Wednesday</p> <p>An alternative to racial invariance: a Black specific theory</p>	<p>Friday</p> <p>Discussion Day</p> <p>(Assessment #8)</p>
<p>WEEK 11 (11/8-11/12)</p> <p>Monday</p> <p>(Read: <i>R13</i>. Morenoff and Astor “Immigrant Assimilation and Crime”)</p>	<p>Wednesday</p> <p>Latinos, Immigration and Crime</p>	<p>Friday</p> <p>Latinos, Immigration and Crime</p>
<p>WEEK 12 (11/15-11/19)</p> <p>Monday</p> <p>American Indians and Crime</p> <p>(Read: <i>R14</i>. Painter-Davis “Structural Disadvantage and American Indian...”)</p>	<p>Wednesday</p> <p>American Indians and Crime</p>	<p>Friday</p> <p>Consultations for Writing Assignment</p> <p>(Assessment #9)</p>

<p>WEEK 13 (11/22-11/26)</p> <p>Monday</p> <p>Studying Inequality in the Criminal Justice System</p> <p>Consultations for Writing Assignment</p>	<p>Wednesday</p> <p>NO CLASS - THANKSGIVING</p>	<p>Friday</p> <p>NO CLASS - THANKSGIVING</p>
<p>WEEK 14 (11/29-12/3)</p> <p>Monday</p> <p>Studying Inequality in the Criminal Justice System</p> <p>(Read: <i>R15</i>. Bridges and Steen “Racial Disparities in Official Assessments”; <i>R16</i>. Beckett “Drug Use and Drug Possession...”</p>	<p>Wednesday</p> <p>Studying Inequality in the Criminal Justice System</p>	<p>Friday</p> <p>Discussion Day</p> <p>(Assessment #10)</p>
<p>WEEK 15 (12/6-12/10)</p> <p>Monday</p> <p>Studying Inequality in the Criminal Justice System</p> <p>(Read: <i>Punished</i> Chapters 1-4)</p>	<p>Wednesday</p> <p>Studying Inequality in the Criminal Justice System</p>	<p>Friday</p> <p>Studying Inequality in the Criminal Justice System</p> <p>(Assessment #11)</p> <p>Writing Assignment DUE</p>
<p>WEEK 16 (12/13-12-17)</p> <p>Last day of class on 12/13</p> <p>Studying Inequality in the Criminal Justice System</p> <p>(Read: <i>Punished</i> Chapters 5- Conclusion)</p>	<p>Wednesday</p>	<p>Friday</p>
<p style="text-align: center;">EXAM 3 (FINAL)</p> <p style="text-align: center;">Thursday, December 16th from 1:30 to 3:30 in our classroom SQH 1119</p>		