

# Race, Crime and Criminal Justice

CCJS 370:0101

Fall 2024

Mondays and Wednesdays 2:00 – 3:15 PM

[Tawes Hall 1107 \(Google Map\)](#)

University of Maryland, College Park

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**Office Hours:** Wednesdays 11:00am-12:00pm; and [by appointment](#)

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## Course Description

What is race? What is crime? How did the criminal legal system come to be? How do gender, class, and citizenship—among other markers of identity—operate individually and collectively with race to shape contemporary inequities in the U.S. criminal legal system? This course investigates these questions and the diverse methodological and theoretical approaches that scholars have taken to highlight matters affecting Black people and racially-minoritized U.S. populations that are disproportionately involved in the criminal legal system. Likewise, it examines how persisting inequities are observed and experienced in the domains of policing, pretrial detention, courts/sentencing, incarceration, reentry, immigration detention, educational settings, and family policing systems, among others. 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, punishment practices, and the U.S. criminal legal system. Furthermore, this course encourages students to use course readings, discussions, and assignments to think critically about the world and their place in it. No previous background in Criminology or another social science discipline is assumed.

## Course Prerequisites

CCJS100

## Course Goals/Learning Objectives

By the end of the course, students will be able to:

1. Understand the nature and foundational logics driving the U.S. criminal legal system
2. Read and critique intradisciplinary scholarship efficiently and effectively through weekly readings and writing reflections to explain how race, gender, class, and citizenship have shaped intuitions about *crime* and *criminality* in the United States
3. Explain major empirical topics and methodological approaches in criminological and sociolegal research via in-class assignments or assessments

4. Apply critical thinking skills in writing component of final course project to compellingly analyze contemporary *inequities* and *inequalities* in the U.S. criminal legal system impacting racially-minoritized or resource deprived populations
5. Use social scientific research and theoretical evidence to advocate for plausible avenues to mitigate contemporary *inequities* and *inequalities* in the U.S. criminal legal system
6. Leverage public communication skills in final course project to succinctly convey information about the topic of your writing assignment to diverse stakeholders

## **CLASSROOM BUSINESS**

**CLASSROOM EXPECTATIONS:** We will be talking about racism, colonialism, sexism, classism, xenophobia, etc. in this course. Studying these topics will invariably make some students uncomfortable. It is important to keep in mind that students will be approaching the topics in this course from different positions. Some students may have personal or vicarious experiences with the criminal legal system or other experiences as targets of race, gender, class-, or citizenship-based discrimination (among others). Other students may have relatively little first-hand knowledge of the criminal legal system or being targets of discrimination. And, because the subject matter can be personal and we will be attempting to relate the course work directly to people's lives, we should expect that we will be learning about ourselves in the course. What that requires is that every member of the course takes on a responsibility to protect and preserve the classroom as a "[brave space.](#)" A commitment to be generous with each other does not obligate anyone to submit to disrespectful treatment. But if we each take responsibility to make the course one in which it is safe to learn about dangerous things, my experience is that everyone is able to learn better.

**ADDITIONAL EXPECTATIONS:** This is an *introductory survey* course. It is intended for undergraduate students interested in learning more about the historical origins and contemporary practices of the U.S. criminal legal system. It will be given as a lecture course. Students should be comfortable reading journal articles and book chapters, watching videos, and thinking critically about contentious social/political topics. Readings and other course materials will span a wide range of disciplines. While there are no statistical prerequisites, students will be asked to think about the logic of statistical analysis and should be comfortable reasoning about numbers or using them to make arguments.

**COURSE WEBSITE:** This class utilizes ELMS (Canvas) for distribution of important course information. The syllabus, extra reading material, class announcements, assignments, and grades will be posted on ELMS. You are strongly encouraged to access ELMS on a regular basis as you are responsible for knowing the material posted on the course website. **Please use your UMD email account to communicate with me in this class.** All students should enable ELMS notifications to your email and cell phone so you receive all posted information in a timely manner. You can set this up by clicking on the "Account" tab in ELMS. To access ELMS, go to <http://elms.umd.edu> and log in with your Directory ID and password. If you have any problems accessing your account, contact the support desk at 301-405-1500. You must be registered for the class to access the course website.

**CAMPUS HEALTH SITUATIONS:** If campus health situations arise, Dr. Lewis reserves the right to alter the content, delivery, and structure of the assignments below, including percentages of assignments and assignment due dates, to rebalance the course appropriately.

**COURSE RELATED POLICIES:** The University of Maryland expects each student to take full responsibility for their academic work and academic progress. As a student, you have the

responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility. University policies outlined in the link below are particularly relevant to your experience in academic courses. Additionally, please review the policies specific to this course: <http://www.ugst.umd.edu/courserelatedpolicies.html>

**ARTIFICIAL INTELLIGENCE (AI):** In this course, my expectation is that you will not use any artificial intelligence (AI)-powered programs such as ChatGPT or DALL-E to help you with your assignments. Any use of AI-generated work to outline, write, create, or edit your assignments will be considered an academic integrity violation. If you have any questions about this policy or are not sure if a resource you have found will violate this policy, please ask.

**MAKEUP POLICY:** Makeup assignments will only be given if prior notification and documentation of an excused absence are provided. Excused absences include religious observances, mandatory military obligation, illness of the student or illness of an immediate family member, required participation in university activities, death in the family, and required court appearances. Changes in employment schedules, personal travel, traffic/transit problems, miscalculating due dates, etc. do not qualify as excused absences.

Students must notify Dr. Lewis **prior** to missing an assignment for a makeup to be scheduled. All makeup assignments must be completed as soon as possible, no later than 48 hours from the original assignment due date and time. If you know in advance that you will be absent for an assignment due date with an approved absence (you must notify me at least one week prior to the due date), you will be expected to complete the assignment prior to the due date.

Official documentation is always required. Students may, one time per course per semester, provide a self-signed excuse as documentation of a medically necessitated absence from a single class that does not coincide with a major graded assessment or assignment due date. For all other medically necessitated absences, students must provide verifiable documentation from a physician, upon request of the course instructor. Dr. Lewis reserves the right to verify all documentation submitted in this class. If a student is found providing false information, a referral will be made to the Office of Student Conduct and may result in disciplinary action.

**CLASSROOM CODE OF CONDUCT:** This class is an inclusive learning environment. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in classroom activities. Students are expected to treat others with respect, as well as refrain from disruptive behaviors such as entering the classroom late, leaving the classroom early and/or repeatedly, making loud and distracting noises, eating, reading outside material, sleeping, side conversations, text messaging and using prohibited technological devices. Please note that cell phones are to be turned off or placed on silent during class.

Repeated classroom disruptions will result in being asked to leave the class and may ultimately affect the final grade you receive. Repeated tardiness in class will also be considered disruptive and may influence your final grade. If you do arrive late to class, please enter the classroom quietly and get started with the daily notes or assignment immediately so not to distract the class. Students who do not adhere to these policies will be subject to referral to the Office of Student Conduct.

**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. See the classroom code of conduct section of this syllabus for more information on disruptive behavior. Exceptions to this policy will apply if a student has documented accommodations through ADS, has provided me with this documentation by September 9, 2024, and has obtained approval directly from me.

**DISABILITY SUPPORT:** Students who are registered with the Accessibility and Disability Service (ADS) Office and provide me with required ADS documentation will be accommodated in the classroom. **After submitting your Accommodations Letter through the ADS portal, you are expected to reach out to Dr. Lewis via email to further discuss your specific accommodations. In some cases, you will be required to meet with Dr. Lewis, in person, to discuss how your accommodations will be applied in the course.** Please make sure all required ADS forms are submitted through the portal for me to review and confirm receipt by September 9, 2024.

**RELIGIOUS OBSERVANCES & ATHLETES:** If you are unable to attend class or participate in a required activity due to a known religious observance or athletic obligation, you will need to discuss this with Dr. Lewis and submit the necessary documentation (signed religious letter, university athletic travel schedule, etc.) to excuse your absence by September 9, 2024. Failure to notify me by this date will result in a grade of zero for the missed assignment. It is your responsibility to arrange an alternative date with me to complete assignments prior to the missed class.

**NOTICE OF MANDATORY REPORTING:** Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible University Employee,” and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD’s Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

**INCLEMENT WEATHER POLICY:** On occasion, the university may have a delayed opening or be closed due to inclement weather. Please make sure you check our ELMS page for any updates on assignment due dates on these dates.

**COPYRIGHT AND INTELLECTUAL PROPERTY:** Class lectures and other course materials are copyrighted and may not be reproduced for anything other than your personal use in this course without the permission of the course instructor. Course materials are the property of the course instructor – please do not sell them, do not post them on a website, do not take pictures or screenshots of them, and do not record them without documented permission from the course instructor. Be aware that copyright infringements may be referred to the Office of Student Conduct.

**EMAIL:** Students may email me with questions and/or concerns during the semester. However, it is the student’s responsibility to determine whether I have already provided the desired information in class, on the syllabus, or on ELMS. In other words, before emailing me, please make sure that you can’t answer your own question with information that I have already provided. Also, every email should have “CCJS 370:0101” or “Race, Crime, and Criminal Justice” in the subject line, and include an appropriate greeting (e.g., “Hello Dr. Lewis”) and closing in the body of the email. I will try my best to quickly respond, but you should expect a response between 24-48 hours of your email.

**WELLNESS AND HEALTH STATEMENT:** As your professor, I value your health and wellbeing. In order to succeed in this class, in college, and beyond, you must work hard and balance the work with rest, exercise, and attention to your mental and physical health. This class will be challenging, but it is not designed to detract from your health. Please contact Dr. Lewis directly if/when you are feeling overwhelmed to discuss accessing UMD resources or other tools to support your success.

### ASSIGNMENTS & GRADING

**Criminology Great Debates (20% of final grade):** The overall purpose of this group assignment is to give you an opportunity to articulate different sides of major issues being debated on regarding the U.S. criminal legal system. Students will be assigned into groups and each group will be responsible for presenting evidence to support their side of the debate issue. These debates involve some of the most critical issues and controversies of our time and require you to deeply raise and pursue significant questions about our systems of justice. You will be assigned a position and develop arguments in support. You will also counter your opponent's arguments. Debates will be held on **October 14th and November 20th**. Group assignments and detailed handouts will be disseminated 2 weeks prior to each debate.

**Group Podcast Assignment (30% of final grade):** There are two components to this assignment, and a detailed handout explaining both will be provided in class during the 3rd week.

**Component 1** (group-based; **10%**)→ In assigned groups of 3-4 students, you will synthesize the reading, thinking, and learning you have been doing on race, class, and gender in the first half of the course to create a 15-20 minute recorded “podcast” conversation on Zoom to raise awareness for the general public. Broadly, your discussion should address the following topics: 1) What are (a) race, (b), class, and (c) gender? 2) How would you describe the way they operate individually and collectively in the U.S.? 3) What are the outcomes that are produced by the systems built around these constructs? 4) How does this impact the criminal legal system? Each group must submit a [proposed outline](#) for their podcasts by **11:59pm ET Wednesday September 18th**, a final outline by **11:59pm ET Monday October 7th**, and the final recording by **11:59pm ET Friday November 1st**. It is required to include **both** closed captioning and a video recording to receive credit.

**Component 2** (group-based; **20%**)→ Here, students will submit a succinct “paper”—i.e., a traditional multi-paragraph essay with citations—that effectively captures their individual preparation for the group podcast conversation and demonstrates their **mastery** of course material. Think of this as you synthesizing the reading, thinking, and learning you have been doing on race, class, and gender into a cohesive framework. Students must cite a minimum of 8 scholarly sources from course readings and the deliverable will be structured as follows:

**Definitions:** What is your definition of 1) race, 2) gender, and 3) class? Your three definitions should be no more than a paragraph each, **totaling 1 single-spaced page**

**Rationale:** The rest of the paper should address the following (in no more than **3 double spaced pages**)

1. Why are these the “right” definitions of these concepts?
2. What definitions from class (or elsewhere) inform your own?
3. How does your framework engage micro-, meso-, and macro-level forms of racism, sexism, and classism?
4. Does your framework apply equally to all domains (e.g., law, social norms), or does it speak more narrowly to a subset?
5. What is the role of intent in your individual definitions of race, gender, and class, and the overall framework?

6. What potential targets, perpetrators, or minoritized populations does your framework allow one to see that they otherwise might not?
7. Why is your framework useful for understanding the U.S. criminal legal system?

**Final Project (40% of final grade):** The final project for this course is a multi-component assignment. In this project, you will choose a topic of your choice that is an example of a race-, gender-, class-, or citizenship-based inequity in the U.S. criminal legal system that you believe deserves critical attention by a real world policymaker/organizational leader. You will diagnose this inequity using concrete definitions—or understandings—of race, gender, or class developed while preparing your Group Podcast Assignments and present evidence using independent research to substantiate your case based on existing research, data sources, personal/vicarious experiences, or observations at your disposal. Then, based on the known evidence you gather, you will pose a series of recommendations for mitigating—or eliminating—this inequity to your real world stakeholder, describing the tradeoffs of each approach in rich detail.

Dr. Lewis must approve your topic before you begin writing it. Term project proposals will be one paragraph summaries of your intended topic and must be submitted by **5:00pm ET Wednesday September 25th** for approval by Friday October 4th. Term project proposals are not graded and may be submitted earlier. Unless otherwise stated, the following four deliverables for the term project are due by 6:00pm EST Saturday December 14th to the canvas course website:

1. **Infographic (5%):** Using the free [Canva website](#) or [Adobe Creative Cloud](#), students should create a 1-page infographic which conveys why their topic of interest is a social problem worthy of attention. Students with experience in graphic design may elect to customize their infographic outside of Canva or Adobe using another digital software package.
2. **Policy Memo (20%):** Each student will prepare **an original** policy memo of 3-4 pages in length (excluding cover pages, charts, tables, figures, appendixes, and references). All policy memos should cite a minimum of 10 scholarly sources, with at least three coming from outside of the syllabus. Page numbers are not including title page, abstract, references, or figures. The memo should be single-spaced, 12-point font, 1-inch margins. For guidance regarding how to prepare an effective policy memo see [Policy Briefs – The Writing Center University of North Carolina at Chapel Hill \(unc.edu\)](#). To receive pre-submission writing feedback on the policy memos, students should email them to the instructor by 11:59pm ET Wednesday November 6th.
3. **Lightning Talk (10%):** Record a short presentation on the topic of your final project that could be consumed by a non-academic audience (e.g. a family member, friend, or one of your social media followers). Presentations will follow a “lightning talk” format, meaning you will have exactly three minutes and up to three static slides to convey your message. This format requires you to distill your presentation to only the most essential and impactful information. Think of this like a TikTok or YouTube video highlighting your issue of interest for an educated but uninformed audience. [The Panopto tool of UMD's ITS](#) (which should be free since you're enrolled in a UMD course) is strongly encouraged. Students are required to present their lightning talks in class during the final class sessions (December 4<sup>th</sup> and 9<sup>th</sup>).
4. **Twitter “Mini Thread” (5%):** Translate core messages from your term project topic into three hypothetical tweets that constitute a “mini thread”, max 140 characters per tweet (including hashtags). You may use the infographic as an attention-grabbing image for the first tweet. Include twitter handles for up to three individuals, organizations, or entities that you want to engage in conversation about your topic. *You are not required to post this “mini thread” to Twitter publicly to receive a grade for this course.*

**In-Class Assessments (10% of final grade):** To reinforce course material, we will have several in-class/small group assignments throughout the semester (a total of eight). During these sessions, students will work either individually or in small groups. I will drop the lowest two assessment grades. In other words, only six assessments count towards your final grade. No makeups for assessments will be given, and they must be turned in at the conclusion of class or following the parameters stipulated by Dr. Lewis for each assessment.

**COURSE GRADING**

Grades will be determined as follows:		Grades are based on following scale:			
Criminology Great Debates	20%	Grade	% of total	Grade	% of total
Group Podcast Assignment	30%	A+	100-97	C+	79-77
Final Project	40%	A	96-93	C	76-73
In-Class Assessments	10%	A-	92-90	C-	72-70
<b>Total</b>	<b>100%</b>	B+	89-87	D+	69-67
<i>Note</i>		B	86-83	D	66-63
<i>Course Grades are rounded up to the next percentage point using the 0.50% threshold only</i>		B-	82-80	D-	62-60
				F	Below 60

**FINAL GRADES:** If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email that describes your concern in detail within one week after grades for the relevant assignment have been posted. Otherwise, your final course grade is based on the number of points you earn during the semester. You may not email me to request that your grade be changed for any other reason (for example, to request additional points, rounding up, extra credit, redo an assignment, etc.), and it would be highly unethical for you to do so. Specifically, it is unethical to expect me to provide only one student with any special accommodations, and it would be unethical for me to falsify your record. **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.** Likewise, all students will have access to earn extra credit through structured opportunities communicated throughout the course.

**KEYS TO PERFORMING WELL IN THIS CLASS:**

1. *Attend all class meetings.* Regular attendance to class is highly encouraged by Dr. Lewis, as it is a key way to do well in the course. During class, I go over slides that provide key ideas, themes, and research that connect with your weekly readings. It is very hard to pass this class without regular attendance. Lectures will not be recorded.
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 lecture and reading notes.* Taking notes is essential for your success in college, this course, and the real world. Taking notes is not always easy, so be prepared to work. One helpful

suggestion is to type up your notes after each class while course material or lectures discussions are fresh in your mind. In the event that you miss class for any reason, *obtain the class notes from a classmate*. I will not provide class notes to students who are unable to attend 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'm made aware that something needs to be clarified. Times to ask questions are during class, before class, or in my office hours.
5. *Take advantage of my help*. Discussing lectures, readings, class materials, and major assignments during my office hours can really help students. Don't wait until the last minute—*be proactive*.

## COURSE SCHEDULE

### **Section 1 | Foundational Theories of Race, Gender, and Class Formation in the U.S.**

August 26th (1st day of class)(Week 1)

- No assigned readings

August 28th (inequality + politics of citizenship)(Week 1)

1. [Stenson, Brenda. 2017. "What is Slavery?" C-SPAN. Retrieved January 9, 2024.](#)
2. Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8(4):387–409.
3. Robinson, Cedric. 1983. *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill, NC: University of North Carolina Press. **Chapter 1** (p. 9-28).

September 2nd (Labor Day—no class; Get ahead on CCJS Course Readings)(Week 2)

- No new assigned readings. All students should work on getting ahead on CCJS 370 readings.

September 4th (race/racism)(Week 2)

1. Golash-Boza, Tanya. 2016. "A critical and comprehensive sociological theory of race and racism." *Sociology of Race and Ethnicity* 2(2): 129-141.
2. Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3):465–80.

September 9th (gender/sexism)(Week 3)

1. Glenn, Evelyn N. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1): 52-72.
2. Cohen, Cathy. 1997. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian and Gay Studies* 3: 437-465.

September 11th (class/classism)(Week 3)

1. Cox, Oliver. 1959. *Race, Caste, and Class: A Study in Social Dynamics*. New York, NY: Monthly Review Press. **Chapter 12** (p. 222-244) and **Chapter 15** (p. 298-313)
2. Du Bois, W.E.B. 1935. *Black Reconstruction in America: An Essay Toward A History of the Part in Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 186-1880*. New York, NY: Oxford University Press. **Chapters 1-3** (pp. 1-43).



## Section 2 | Interlocking/Interdependent Systems of Power

September 16th (systems of power pt. 1, white supremacy)(Week 4)

1. Mills, Charles. 1997. *The Racial Contract*. Ithica, NY: Cornell University Press. **Chapter 1** (p. 9-40)
2. Haney Lopez, Ian. 2000. *White by Law: The Legal Construction of Race*. New York, NY: New York University Press. **Chapter 1** (p. xxi-26), **Chapter 2** (p. 27-34); **Appendix A** (p. 163-167).

September 18th (systems of power pt. 2, axes of domination)(Week 4)

1. Collins, Patricia H. 2018. *Intersectionality: As Critical Social Theory*. Durham, NC: Duke University Press. **Chapter 4**, p. 121-154.
2. Bonacich, Edna. 1972. A theory of ethnic antagonism: The split labor market. *American Sociological Review* 37(5): 547-559.
3. Quiñones-Rosado, Raúl. 2007. *Consciousness in Action: Toward an Integral Psychology of Liberation & Transformation*. Caguas, Puerto Rico: ilé Publications. **Chapter 3** (p. 73-96).

September 23rd (racialized organizations)(Week 5)

1. Ray, Victor. 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1): 26-53.
2. Brayne, Sarah. 2014. "Surveillance and System Avoidance: Criminal Justice Contact and Institutional Attachment." *American Sociological Review* 79(3):367–91.

## Section 3 | Methods and Tools for Analyzing the U.S. Criminal Legal System

September 25th (political economy of place)(Week 5)

1. [Wells-Barnett, Ida B. 2010. "Lynch Law in America." \*Black Past\*](#)
2. Cabral, Brian. 2024. "Coming from México 'for a Better Life Here': Street Gangs, American Violence, and the Spatialized Contours and Historical Continuity of Racial Capitalism." *Critical Sociology* doi: 10.1177/08969205231221252.
3. Wells, L. Edward, and Ralph A. Weisheit. 2004. "Patterns of Rural and Urban Crime: A County-Level Comparison." *Criminal Justice Review* 29(1):1–22.

September 30th (ideology)(Week 6)

1. Hall, Stuart. 2000. "Racist ideologies and the media." In Paul Marris and Sue Thornham (Eds.) *Media studies: A reader*, 2<sup>nd</sup> Ed. pp. 271-282.
2. Muhammad, Khalil Gibran. 2010. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Cambridge, MA: Harvard University Press. **Chapter 2** (p. 35-87).
3. **(A-I)** Ross, Luana. 1998. *Inventing the Savage: The Social Construction of Native American Criminality*. Austin, TX: University of Texas Press. **Chapter 4** (p. 92-107).
4. **(J-R)** Hernández, Kelly Lytle. 2017. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*. Chapel Hill: University of North Carolina Press. **Chapter 2** (p. 45-63).
5. **(S-Z)** Hernández, Kelly Lytle. 2010. *Migra! A History of the U.S. Border Patrol*. Berkeley: University of California Press. **Introduction + Chapter 2** (p. 1-14, 45-69).

\*\*\*The **Hall** and **Muhammad** readings are **required for all students**. Then you will each read a third reading based on the first letter of your last name in the alphabet.

October 2nd (research methods 101)(Week 6)

1. Tuck, Eve. 2009. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79(3):409-427.
2. Zuberi, Tukufu and Eduardo Bonilla-Silva (Eds). 2008. *White Logic White Methods: Racism and Methodology*. Lanham, MD: Rowman & Littlefield Publishers. **Chapter 3** (p 47-62), **Chapter 7** (p. 127-134), **Chapter 20** (p. 329-341). (**\*\*\*pick 1/3 Chapters that you want to read**)

**Pick one reading to skim from each methodological approach**

*Ethnography, Participant Observation, and Participatory Action Research*

1. Jones, Nikki. 2018. *The Chosen Ones: Black Men and the Politics of Redemption*. Oakland, CA: University of California Press. **Preface** (p. ix-xiv) and **Introduction** (p. 1-30).
2. Van-Cleve, Nicole G. 2016. *Crook County: Racism and Injustice in America's Largest Criminal Court*. Stanford, CA: Stanford University Press. **Methods Appendix A-Appendix D** (p. 195-216).
3. Payne, Yasser Arafat, Brooklynn Hitchens, and Darryl L. Chambers. 2023. *Murder Town, USA: Homicide, Structural Violence, and Activism in Wilmington*. New Brunswick, NJ: Rutgers University Press. **Chapter 1** (p. 1-21)

*Interviewing/Oral History*

1. Prowse, Gwen, Vesla M. Weaver, and Tracey L. Meares. 2019. "The State from Below: Distorted Responsiveness in Policed Communities." *Urban Affairs Review* 00(0): 1-49, Required (pp. 1424-1425, 1429-1434, 1451-1461).
2. Brunson, Rod K. 2007. "Police don't like black people": African-American young men's accumulated police experiences. *Criminology & Public Policy* 6(1): 71-101.
3. Martinez, Monica M. 2018. *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*. Cambridge, MA: Harvard University Press. **Introduction** (p. 8-29).

*Descriptive Statistics and Regression Analysis*

1. Wells-Barnett, Ida B. 2015 [1895]. *The Red Record: Tabulated statistics and alleged causes of lynching in the United States*. CreateSpace Independent Publishing. **Chapter 1 and Chapter 2** (p. 9-23).
2. Work, Monroe N. 1913. Negro criminality in the South. *The Annals of the American Academy of Political and Social Science* 49(1): 74-80.
3. Johnson, Odis, Christopher St. Vil, Keon L. Gilbert, Melody Goodman, and Cassandra Arroyo Johnson. 2019. "How Neighborhoods Matter in Fatal Interactions between Police and Men of Color." *Social Science & Medicine* 220: 226-235.
4. Lopez, William D., Daniel J. Kruger, Jorge Delva, Mikel Llanes, Charo Ledón, Adreanne Waller, Melanie Harner, Ramiro Martinez, Laura Sanders, Margaret Harner, and Barbara Israel. 2017. "Health Implications of an Immigration Raid: Findings from a Latino Community in the Midwestern United States." *Journal of Immigrant and Minority Health* 19(3):702-708.

*Causal Inference (Survey Experiments/Audit Studies/ Quasi-Experimental Designs)*

1. Enos, Ryan. 2017. *The Space Between Us: Social Geography and Politics*. New York, NY: Cambridge University Press. **Chapter 4** (p. 79-107).
2. Goff, P. A., Eberhardt, J. L., Williams, M. J., & Jackson, M. C. 2008. "Not yet human: implicit knowledge, historical dehumanization, and contemporary consequences." *Journal of Personality and Social Psychology* 94(2): 292-306.
3. Pager, Devah, Bart Bonikowski, and Bruce Western. 2009. "Discrimination in a Low-Wage Labor Market: A Field Experiment." *American Sociological Review* 74(5): 777-799.
4. Legewie, Joscha. 2016. "Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination." *American Journal of Sociology* 122(2): 379-424.

*Mixed Methods and Computational Methods*

1. Shedd, Carla. 2015. *Unequal City: Race, Schools, and Perceptions of Injustice*. New York, NY: Russell Sage Foundation. **Appendix A-Appendix C** (p. 167-183).
2. Lewis IV, Demar F. 2024. "Defund, 'Refund,' or Abolish the Police? Age Differences in Evaluations of the #DefundThePolice Mandate and its Implications for the Future of Policing." Unpublished manuscript (p. 18-26).
3. Ince, Jelani, Fabio Rojas, and Clayton A. Davis. 2017. "The Social Media Response to Black Lives Matter: How Twitter Users Interact with Black Lives Matter through Hashtag Use." *Ethnic and Racial Studies* 40(11):1814-30.
4. Wood, George, Daria Roithmayr, and Andrew V. Papachristos. 2019. "The Network Structure of Police Misconduct." *Socius* 5:1-18.

October 7th (analyzing criminal legal outcomes)(Week 7)

1. Scott, James. 1990. *Domination and the Art of Resistance: Hidden Transcripts*. New Haven, CT: Yale University Press. **Preface + Chapter 1** (pp. ix-xiii, 1-16).
2. [Koch, Tom. 2017. "Population Growth Rate Calculation." Youtube.](#)
3. [Koch, Tom. 2018. "Per Capita Growth Rate." Youtube](#)
4. Hughes, Tina Hughes. 2022. "Percent Increase and Percent Decrease." Youtube, [Part 1](#) and [Part 2](#)
5. [Hughes, Tina Hughes. 2022. "Absolute Change and Relative Change. Youtube.](#)

October 9th (Dr. Lewis traveling--no class; prep for Criminology Great Debate #1)(Week 7)

- No new assigned readings. All students will meet with assigned groups/group members for CCJS 370 Great Debate #1

October 14th (prep for Criminology Great Debate #1)(Week 8)

- CCJS 370 Great Debate #1. Materials needed to prepare for this class period will be announced under separate cover by the instructor

October 16th (seeing world with minds, bodies, experiences)(Week 8)

1. Nicole Fleetwood. 2020. *Marking Time: Art in the Age of Mass Incarceration*. Cambridge, MA: Harvard University Press. **Chapter 1** (p. 21-54).

2. To Be Announced under separate cover by the instructor

October 21st (policy memo prep + data analysis)(Week 9)

- Materials needed to prepare for this class period will be announced under separate cover by the instructor

October 23rd (resource deprivation)(Week 9)

- Sampson, Robert. 2009. "Racial Stratification and the Durable Tangle of Neighborhood Inequality." *The ANNALS of the American Academy of Political and Social Science* 621(1): 260-280.
- Sharkey, Patrick. 2018. *Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence*. New York, NY: W.W. Norton & Company. **Chapter 10** (p. 180-185).

**Section 4 | Diagnosing Inequities in the U.S. Criminal-Legal System**

October 28th (abolition)(Week 10)

1. Lamb, H. Richard, and Leona L. Bachrach. 2001. "Some Perspectives on Deinstitutionalization." *Psychiatric Services* 52(8):1039-45.
2. Smiley, Calvin J. 2023. *Purgatory Citizenship: Reentry, Race, and Abolition*. Oakland, CA: University of California Press. **Chapter 6** (p. 153-180).
3. Benjamin, Ruha. 2022. *Viral Justice: How We Grow the World We Want*. Princeton, NJ: Princeton University Press. **Introduction** (p. 1-26).

October 30th (policing)(Week 10)

1. Edwards, Frank, Hedwig Lee, and Michael H. Esposito. 2019. "Risk of Being Killed by Police Use of Force in the United States by Age, Race-Ethnicity, and Sex." *Proceedings of the National Academy of Sciences* 116(34):1-6.
2. Powell, Amber Joy and Michelle Phelps. 2021. "Gendered racial vulnerability: How Women Confront Crime and Criminalization." *Law & Society Review* 55(3):429-51.
3. Rocha Beardall, Theresa. 2022. "Police Legitimacy Regimes and the Suppression of Citizen Oversight in Response to Police Violence." *Criminology* 60(4):740-65.

November 4th (pre-trial detention/sentencing/incarceration/social reintegration)(Week 11)

1. [Chicago Tonight. 2016. "New Book 'Crook County' Argues Court System Racially Biased." Chicago Tonight. Retrieved January 12, 2024.](#)
2. Western, Bruce. 2006. *Punishment and Inequality in America*. New York, NY: Russell Sage Foundation. **Chapter 1** and **Chapter 2** (p. 11-51).
3. Ellis, Rachel. 2023. *In This Place Called Prison: Women's Religious Life in the Shadow of Punishment*. Oakland, CA: University of California Press. **Chapter 4** (p. 112-139).
4. Miller, Reuben Jonathan, and Forrest Stuart. 2017. "Carceral Citizenship: Race, Rights and Responsibility in the Age of Mass Supervision." *Theoretical Criminology* 21(4):532-48.

November 6th (immigration detention/deportation + American Indian Reservations)(Week 11)

1. Lopez, William. 2019. *Separated: Family and Community in the Aftermath of an Immigration Raid*. Baltimore, MD: Johns Hopkins University Press. **The Raid: Before** (p. 29-36), **The Raid** (p.67-72), **The Raid: The Hours and Days After** (p.117-122)
2. Moinester, Margot. 2018. "Beyond the Border and Into the Heartland: Spatial Patterning of U.S. Immigration Detention." *Demography* 55(3):1147–93.
3. Edwards, Frank, Theresa Rocha Beardall, and Hannah Curtis. 2023. "American Indian and Alaska Native Overexposure to Foster Care and Family Surveillance in the US: A Quantitative Overview of Contemporary System Contact." *Children and Youth Services Review* 149:1-24.

November 11th (Educational Settings)(Week 12)

1. Cabral, Brian, Subini A. Annamma, and Jamelia Morgan. 2023. "'When You Carry a Lot': The Forgotten Spaces of Youth Prison Schooling for Incarcerated Disabled Girls of Color." *Teachers College Record* 125(5):95–113.
2. Jenkins, DeMarcus A. 2023. "'Schools Are Not Safer with Police': A Critical Discourse Analysis of Public Comments on the Removal of School Resource Officers." *Journal of Education Human Resources* 41(3):413–39.

November 13th (Dr. Lewis traveling–no class; prep for Criminology Great Debate #2)(Week 12)

- No new assigned readings. All students will meet with assigned groups/group members for CCJS 370 Great Debate #2

November 18th (Family Policing Systems)(Week 13)

1. Battle, Brittany Pearl. 2019. "'They Look at You like You're Nothing': Stigma and Shame in the Child Support System." *Symbolic Interaction* 42(4):640–68.
2. [John Hope Franklin Institute. 2023. "Abolishing the Child Welfare System w/ Dorothy Roberts."](#)

November 20th (prep for Criminology Great Debate #2)(Week 13)

- CCJS 370 Great Debate #2. Materials needed to prepare for this class period will be announced under separate cover by the instructor

November 25th (Dr. Lewis traveling–no class; work on Final CCJS Projects)(Week 14)

- No new assigned readings. All students will work on their Final CCJS 370 Term Projects

## **Section 5 | Reimagining Possibilities for the U.S. Criminal-Legal System**

December 2nd (Reimagining Future of Community Safety)(Week 15)

1. McHarris, Philip V. 2024. *Beyond Policing*. New York, NY: Legacy Lit. **Chapter 6** (p. 259-273)

December 4th (Lightning Talk Presentations, no new readings)(Week 15)

- No new assigned readings. In-class presentations of Lightning Talks

December 9th (Lightning Talk Presentations, no new readings)(Week 16)

- No new assigned readings. In-class presentations of Lightning Talks