

**Urban Crime and Violence**  
**CCJS 418G – Spring 2026**  
**Tuesdays 3:30 – 6:00 PM**  
**Section 0101: Tydings Hall (TYD) 2106**  
**University of Maryland, College Park**

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**Professor:** Brooklynn Hitchens, Ph.D. (*Dr. or Professor Hitchens*)

**Office:** 2153 LeFrak Hall

**Email:** hitchens@umd.edu

**Office Hours:** Thursdays 2:00-3:00 PM; and by appointment

**Graduate TA:** Sarah Silberman, M.S.

**Office:** 2150 LeFrak Hall

**Email:** ssilber2@umd.edu

**Office Hours:** Wednesdays 10:00-11:00am; and by appointment

### **COURSE OBJECTIVES**

This **advanced, writing-intensive** (400-level) seminar examines the intersections of race, class, and gender inequality in urban crime and violence. Using a **sociological lens**, the course interrogates how “urban crime” itself is socially constructed and racialized, and how this framing shapes public perception, policy, and lived experience. A central objective of the course is to equip students to **apply sociological theory to real-world patterns of crime and violence**, moving beyond simplistic or individualistic explanations. Students will examine how structural conditions (e.g., segregation, poverty, policing, incarceration) and cultural processes (e.g., norms, identities, survival strategies) interact to shape differential offending, victimization, and criminalization across racial and ethnic groups, including Black, white, Latinx, and Asian communities. Through **thematic units** (e.g., gangs, street robbery, gun violence, policing), students critically assess media portrayals of urban communities by comparing them with empirical evidence and historical context. Ultimately, this course prepares students to **develop** nuanced, evidence-based understandings of how power, opportunity, and inequality structure the relationship between race/ethnicity and crime in urban communities—and to **critically engage** claims about crime, violence, and social control in both academic and public discourse.

### **LEARNING GOALS**

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

1. **Demonstrate a sophisticated understanding** of the theoretical, historical, and cultural foundations linking race/ethnicity, crime, and urban violence in the United States.
2. **Interrogate how inequality operates spatially and structurally**, shaping the nature, context, and distribution of crime in urban communities.
3. **Analyze the role of structural constraints and cultural processes** in producing differential patterns of offending, victimization, and criminalization across racial and ethnic groups.
4. **Apply critical thinking and empirical reasoning** to evaluate crime trends, drawing on qualitative, quantitative, and mixed-methods research to assess claims about crime, violence, and social control.

### **COURSE READINGS**

All required readings for this course—including book chapters, journal articles, and supplemental materials—are available **exclusively on the ELMS course website. No textbooks are required for purchase.**

Students are responsible for:

- **Downloading and reading all assigned materials** prior to the corresponding class session
- **Managing their access early in the semester** (waiting until the day of class or an assessment to download readings is strongly discouraged)
- **Bringing readings to class**, as lectures and discussions will regularly reference specific concepts, arguments, and passages from the assigned materials

## **COURSE REQUIREMENTS**

### **1. Critical Reflection Essays (8 Essays) — 30%**

A central objective of this course is to strengthen students' ability to critically analyze how race/ethnicity, class, gender, and structural inequality shape the nature, prevalence, and context of urban crime and violence in the United States. To meet this objective, students are required to complete **eight (8) critical reflection essays** responding to the assigned readings throughout the semester.

Students may choose **which eight weeks** to submit essays from the designated reading weeks listed in the Course Schedule. **NOTE: 3 of the 8 essays must be submitted before Spring Break (Weeks 1-7). The remaining 5 essays should be completed after Spring Break (Weeks 8-14).**

Essays are due **before the start of class** on the day the readings are discussed. Late submissions will not be accepted.

#### **Essay Expectations**

Critical reflection essays should be **2.5–4 double-spaced pages** and must critically engage **at least three assigned readings/chapters** for that week. These essays are **not summaries**. Instead, students should:

- Identify the **central arguments, concepts, and theoretical frameworks** across the readings
- Analyze how the authors explain inequalities related to urban crime and violence
- Evaluate how the readings support, complicate, or challenge existing scholarship or popular narratives
- Compare perspectives across authors and identify points of tension or debate
- Use **direct quotations sparingly and strategically** to support analysis

Strong essays move beyond description and demonstrate synthesis, critique, and conceptual clarity. Essays must reflect **your own original critical thinking, analysis, and synthesis of the assigned readings. The use of generative AI tools (e.g., ChatGPT, Grammarly AI, Claude, etc.) to write, generate, summarize, paraphrase, or structure any portion of these essays is strictly prohibited.** Essays that rely on **any AI-generated content** undermine the purpose of the assignment and will be treated as academic integrity violations.

Your analysis should demonstrate:

- Independent engagement with the readings
- Conceptual reasoning in your own academic voice
- Critical judgments that extend beyond lecture material
- Connections across readings that are not explicitly provided to you

**Essays that lack original analysis, rely heavily on generic language, or show indicators of AI-assisted writing may receive a zero and be referred according to university academic integrity procedures.**

#### **Format and Style**

- APA style
- Third-person academic writing only (no "I," "me," or "my")
- Clear introduction outlining the focus of the essay and readings addressed
- Clear thesis statement that advances an original analytical argument grounded in the readings
- Concluding paragraph summarizing the analytical contribution of the essay
- The top-right corner of each paper should include (single-spaced):  
**Full Name | Course Number | Week # | Critical Reflection Essay #**

**Sample essays are available on ELMS.**

### **2. Quizzes (3) — 25%**

Three quizzes will be administered throughout the semester to assess students' mastery of core concepts, theories, readings, and in-class material. Quizzes will begin during **the first 15 minutes of class**, and students must arrive on time. Late arrivals will receive only the remaining time.

Quiz content may include:

- Assigned readings
- Lecture slides
- Class discussions
- In-class activities and exercises

Students will be notified in advance regarding the scope of each quiz. No make-up quizzes will be given except in documented emergencies with prior communication.

### **3. In-Class Activities, Exit Passes, and Attendance — 30%**

This course emphasizes **active, engaged learning**. As such, attendance, participation, and in-class work are a significant component of your final grade.

#### **Attendance Expectations**

- Attendance is **required**
- Students may miss **up to two (2) class sessions** without penalty
- Students are expected to **remain for the full duration of class**
- Repeated late arrivals or early departures will negatively affect this grade

#### **Exit Passes**

Many class sessions will conclude with a brief **exit pass**, consisting of 2–3 short questions focused on:

- Key concepts from the day's lecture
- Assigned readings
- In-class discussions or activities

Exit passes serve both as **attendance verification** and a **low-stakes assessment of mastery**. These will be graded for completion and conceptual engagement, not perfection.

#### **In-Class Activities**

Class time will regularly include:

- Small-group problem solving
- Structured discussions
- Debates
- Case studies
- Argument-analysis exercises

Active participation is expected. Students who are present but disengaged (e.g., on devices, not participating) will not receive full credit.

### **4. Oral Final Assessment — 15%**

In lieu of a traditional written final exam, students will complete an **individual oral final assessment** during the final exam period.

The oral assessment is designed to assess:

- Conceptual understanding
- Ability to synthesize course material
- Verbal articulation and critical reasoning
- Engagement with course themes beyond memorization

#### **Format**

- Students will select **one of several course topics** provided in advance
- Questions will be shared ahead of time so students can prepare thoughtfully
- Each assessment will last approximately **20 minutes**
- Students will respond to prompts and engage in brief follow-up discussion

The oral assessment also functions as an assessment less susceptible to AI-generated responses and emphasizes intellectual engagement over written performance alone.

### **COURSE GRADE REQUIREMENTS**

| Grades will be determined as follows:                                |             | Grades are based on following scale: |            |       |            |
|--|-------------|--------------------------------------|------------|-------|------------|
|  |             | Grade                                | % of total | Grade | % of total |
| Critical Essays (8)  | 30%         | A+                                   | 100-97     | C+    | 79-77      |
| Quizzes (3)  | 25%         | A                                    | 96-93      | C     | 76-73      |
| In-Class Activities (Group Work/Exit Passes/Attendance)              | 30%         | A-                                   | 92-90      | C-    | 72-70      |
| Oral Final Assessment  | 15%         | B+                                   | 89-87      | D+    | 69-67      |
| <b>Total</b>   | <b>100%</b> | B                                    | 86-83      | D     | 66-63      |
|  |             | B-                                   | 82-80      | D-    | 62-60      |
| <i>Note: Course Grades are rounded at the professor's discretion</i> |             |                                      |            | F     | Below 60   |

### **5. Ad Hoc Extra Credit Opportunities – up to 2%**

Throughout the semester, I will post upcoming on-campus lectures or webinars related to course content on ELMS. **Attendance at these events is optional** and counts as extra credit.

#### **Guidelines:**

- Students may submit **only one extra credit assignment**.
- To earn credit, you must:
  1. Attend the lecture or webinar.
  2. Take a **selfie or screenshot** as proof of attendance.
  3. Submit a **short reaction assignment** (details will be provided).
- Submissions are due **within 72 hours (3 days)** of the event.
- Assignments that are **incomplete, poorly written, or do not follow instructions** will receive zero or reduced credit.

### **FINAL GRADES**

Your final grade is based on the total points you earn during the semester. If you believe there is a calculation or entry error, contact me and I will review it. Requests to change your grade for any other reason (e.g., extra points, rounding up, extra credit, or redoing assignments) will not be considered. It is unethical to request or grant special accommodations that are not available to all students. **If a specific grade is important to you, please talk with me early in the semester so I can help you plan for success.**

### **KEYS TO SUCCESS IN THIS CLASS:**

1. **Attend every class.** Missing class is the fastest way to fall behind. Treat attendance like a job—be on time and pay attention.
2. **Review slides and your notes together.** Slides on ELMS are helpful, but they do not include everything from lecture.
3. **Take clear, detailed notes.** Poor or incomplete notes often lead to poor performance. If you miss class, get notes from a classmate—I do not provide lecture notes. Typing your notes after class can help reinforce learning.
4. **Ask questions.** If something is unclear, ask during class, before class, or in office hours.
5. **Use office hours.** Meet with me early to discuss lectures, readings, or assignments. Don't wait until the last minute.
6. **Take notes on the readings.** Pay special attention to the questions I raise in class and during discussion.

### **CLASSROOM BUSINESS**

**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:

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

Please visit <http://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.

**CLASSROOM EXPECTATIONS:** This course addresses complex and sometimes sensitive issues. You are expected to approach all material and discussions with **openness and critical thinking**. You do not need to agree with every reading or viewpoint, but you must engage respectfully and thoughtfully. Productive discussions happen when everyone feels comfortable sharing ideas, so listening and responding to different perspectives is essential for a meaningful learning experience.

**EMAIL:** You may email me or the teaching assistant with questions or concerns. **Before emailing**, check the syllabus, ELMS, and class announcements to see if the answer is already available.

All emails must:

- Include **“CCJS 418” or “Urban Crime and Violence”** in the subject line.
- Use a professional greeting (e.g., “Hello Dr. Hitchens”) and closing.

We aim to respond within **24–48 hours**.

**DEMEANOR:** When class begins, I expect your full attention and respectful participation. Please avoid disruptive behaviors, including:

- Private conversations during class
- Sleeping or putting your head down
- Using cell phones, texting, or browsing online
- Listening to music or reading unrelated materials
- Leaving early or stepping out without permission
- Making discourteous remarks

Let's maintain a learning environment where everyone can focus and engage.

**USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS:** This course requires you to complete various assignments that assess your understanding and application of the course content. You are expected to **do your own work and cite any sources** you use properly. **You are not allowed to use any artificial intelligence (AI) tools**, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to complete any part of your assignments. **Any attempt to use these tools will be considered academic misconduct and will be dealt with according to the university's academic integrity policy.** Students are expected to complete all work **independently** and without the assistance of AI-generated content. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor *before* submitting your work.

**MAKEUP QUIZ/EXAM POLICY:** Students are encouraged to never miss an exam or quiz. In the event a student must miss an exam or quiz, makeups will only be given in cases of excused absences. 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 immediate family, and required court appearances. Official documentation is required. Exams are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness **does not apply** to them. I will not accept a Health Center honor statement to verify an illness. If you go to the Health Center and a doctor will

not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so.

You must notify me **before missing an exam**—by email or in person—for a makeup to be considered. If an emergency occurs on exam day, email me immediately, even from your phone. If you know in advance about an approved absence, you are expected to take the exam early. All make-up exams must be completed within two weeks and may differ in format from the original. Failure to follow these policies will result in a zero.

**DISABILITY SUPPORT:** I will make every effort to accommodate students who are registered with the Accessibility and Disability Service (ADS) and who provide me with a University of Maryland ADS Accommodation Documentation plan. I am not able to accommodate students who are not registered with ADS or who do not provide me with documentation. ADS students who require additional time for exams are expected to take the exam during the same time period as the rest of the class and must plan their time so they complete the exam before the open window closes.

**RELIGIOUS OBSERVANCES:** If you are unable to take any exams during the allotted exam period due to a religious observance, you will need to discuss this with me at the beginning of the semester.

#### COURSE OUTLINE

##### **Class Schedule of Topics and Readings**

| WEEK 1 | <b>TUESDAY (Feb 3)</b><br><b>Topic: Introduction to Course / Framing “Urban Crime”</b><br>-Syllabus<br>- Lecture (Full Class)   |
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| WEEK 2 | <b>TUESDAY (Feb 10)</b><br><b>Topic: Theoretical Foundations of Racial Inequality and Crime</b><br><br><u>-Readings:</u><br>1. Anderson, E. (1999). <i>Code of the street: Decency, violence, and the moral life of the inner city</i> . W. W. Norton & Company.<br>2. Du Bois, W. E. B. (1899). <i>The Philadelphia Negro: A social study</i> . University of Pennsylvania Press. Chapter 2: The Problem.<br>3. Greenbaum, S. D. (2020). Debunking the pathology of poverty. In <i>Blaming the poor: The long shadow of the culture of poverty</i> (pp. 83–85). Rutgers University Press.<br>4. Payne, Y. A. (2011). Site of resilience: A reconceptualization of resiliency and resilience in street life-oriented Black men. <i>Journal of Black Psychology</i> , 37(4), 426-451.<br>5. Sampson, R. J., & Wilson, W. J. (1995). Toward a theory of race, crime, and urban inequality. In J. Hagan & R. D. Peterson (Eds.), <i>Crime and inequality</i> (pp. 37–54). Stanford University Press.<br>6. Stewart, E. A., & Simons, R. L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. <i>Social Problems</i> , 57(2), 206–230. |
| WEEK 3 | <b>TUESDAY (Feb 17)</b><br><b>Topic: Structural Roots of Violence: Race, Space, and Urban Inequality</b><br><br><u>-Readings:</u><br>1. Burrell, J., Burton, A., Smith, E. J., & Thompson, H. A. (2021). Depicting “the system”: How youth of color understand structural violence and institutional abandonment. <i>American Journal of Community Psychology</i> , 67(1–2), 151–164.<br>2. Krivo, L. J., & Peterson, R. D. (1996). Extremely disadvantaged neighborhoods and urban crime. <i>Social Forces</i> , 75(2), 619–650.<br>3. Peterson, R. D., & Krivo, L. J. (1993). Racial segregation and Black urban homicide. <i>Social Forces</i> , 71(4), 1001–1026.   |

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|        | <p>4. Shapiro, T. M., Meschede, T., &amp; Osoro, S. (2013). <i>The roots of the widening racial wealth gap: Explaining the Black–White economic divide</i>. Institute on Assets and Social Policy, Brandeis University.</p> <p>5. Smeeding, T. M. (2016). Multiple barriers to economic opportunity for the “truly” disadvantaged and vulnerable. <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i>, 2(2), 98–122.</p>  |
| WEEK 4 | <p><b>TUESDAY (Feb 24)</b></p> <p><b>Topic: Gangs and Group Conflict Pt 1</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Vigil, J. D. (2003). Urban violence and street gangs. <i>Annual Review of Anthropology</i>, 32(1), 225-242.</li> <li>2. Papachristos, A. V., Hureau, D. M., &amp; Braga, A. A. (2013). The corner and the crew: The influence of geography and social networks on gang violence. <i>American Sociological Review</i>, 78(3), 417–447.</li> <li>3. Cabral, B. (2024). Coming from México ‘for a better life here’: Street gangs, American violence, and the spatialized contours and historical continuity of racial capitalism. <i>Critical Sociology</i>, 50(7–8), 1241–1262.</li> <li>4. Aspholm, R. R. (2021). Off the books and off the blocks: The dual economic marginalization of Black gang members in Chicago. In <i>Routledge international handbook of critical gang studies</i> (pp. 243–256). Routledge.</li> </ol>                                |
| WEEK 5 | <p><b>TUESDAY (Mar 3)</b></p> <p><b>Topic: Gangs and Group Conflict Pt 2</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Pih, K. K. H., De La Rosa, M., Rugh, D., &amp; Mao, K. (2008). Different strokes for different gangs? An analysis of capital among Latino and Asian gang members. <i>Sociological Perspectives</i>, 51(3), 473–494.</li> <li>2. Salinas, M. D., &amp; Santos, X. (2023). "I wanted to be the first Mexican Mafia 1 female member": An intersectional criminological analysis of Chicana gang members in California. In <i>Critical and intersectional gang studies</i> (pp. 138–151). Routledge.</li> <li>3. Sierra-Arévalo, M., &amp; Papachristos, A. V. (2017). Social networks and gang violence reduction. <i>Annual Review of Law and Social Science</i>, 13(1), 373-393.</li> <li>4. Woods, J. B. (2011). Systemic racial bias and RICO's application to criminal street and prison gangs. <i>Michigan Journal of Race &amp; Law</i>, 17, 303.</li> </ol> |
| WEEK 6 | <p><b>TUESDAY (Mar 10)</b></p> <p><b>Topic: Street Robbery and Auto Theft</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Contreras, R. (2015). Becoming a stickup kid. <i>Contexts</i>, 14(4), 20–25.</li> <li>2. Jacobs, B. A., &amp; Cherbonneau, M. (2023). Carjacking: Scope, structure, process, and prevention. <i>Annual Review of Criminology</i>, 6(1), 155–179.</li> <li>3. Lind, A., Larson, R. P., Mason, S. M., &amp; Uggan, C. (2024). Carjacking and homicide in Minneapolis after the police killing of George Floyd: Evidence from an interrupted time series analysis. <i>Social Science &amp; Medicine</i>, 358, 117228.</li> <li>4. Miller, J. (1998). Up it up: Gender and the accomplishment of street robbery. <i>Criminology</i>, 36(1), 37–66.</li> <li>5. Thornley, D. (2024). America’s “Kia Boys”: The problem, responses, and recommendations.</li> </ol>   |
|        | <p style="text-align: center;"><b>SPRING BREAK</b></p> <p style="text-align: center;"><b>March 15-22 (Sunday-Sunday)</b></p> <p style="text-align: center;"><b>** Must have submitted 3 of 8 critical essays by this point **</b></p>  |

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| WEEK 7  | <p><b>TUESDAY (Mar 24)</b></p> <p><b>Topic: Survival Economies: Drugs, Hustling, and the Urban Informal Market</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Anderson, T. L., &amp; Kavanagh, P. R. (2017). Women's evolving roles in drug trafficking in the United States: New conceptualizations needed for 21st-century markets. <i>Contemporary Drug Problems</i>, 44(4), 339–355.</li> <li>2. Fader, J. J. (2016). "Selling smarter, not harder": Life course effects on drug sellers' risk perceptions and management. <i>International Journal of Drug Policy</i>, 36, 120–129.</li> <li>3. Fagan, J. (1989). The social organization of drug use and drug dealing among urban gangs. <i>Criminology</i>, 27(4), 633–670.</li> <li>4. McCurn, A. S. (2020). Surviving the grind: How young Black women negotiate physical and emotional labor in urban space. <i>Sociological Spectrum</i>, 40(4), 227–246.</li> <li>5. Venkatesh, S. A. (2006). <i>Off the books: The underground economy of the urban poor</i> (Chapters 1 &amp; 4). Harvard University Press.</li> </ol>   |
| WEEK 8  | <p><b>TUESDAY (Mar 31)</b></p> <p><b>Topic: Gun Violence</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Abt, T. (2019). <i>Bleeding out: The devastating consequences of urban violence—and a bold new plan for peace in the streets</i> (Chapters 1, 2, 3, &amp; 6). Hachette UK.</li> <li>2. Duck, W. (2015). <i>No way out: Precarious living in the shadow of poverty and drug dealing</i> (Chapter 5). University of Chicago Press.</li> <li>3. Papachristos, A. V. (2009). Murder by structure: Dominance relations and the social structure of gang homicide. <i>American Journal of Sociology</i>, 115(1), 74–128.</li> <li>4. Rich, J. A., &amp; Grey, C. M. (2005). Pathways to recurrent trauma among young Black men: Traumatic stress, substance use, and the "code of the street." <i>American Journal of Public Health</i>, 95(5), 816–824.</li> <li>5. A critical discussion with Latino Americans on gun safety. (n.d.). [Video]. YouTube. <a href="https://www.youtube.com/watch?v=LDGcWG_O4vw">https://www.youtube.com/watch?v=LDGcWG_O4vw</a></li> </ol>   |
| WEEK 9  | <p><b>TUESDAY (Apr 7)</b></p> <p><b>Topic: Drill Music and Street Violence in the Era of Social Media</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Kubrin, C. E., &amp; Nielson, E. (2014). Rap on trial. <i>Race and Justice</i>, 4(3), 185–211.</li> <li>2. Leverso, J., &amp; Hsiao, Y. (2021). Gangbangin on the [Face] book: Understanding online interactions of Chicago Latina/o gangs. <i>Journal of Research in Crime and Delinquency</i>, 58(3), 239–268.</li> <li>3. Patton, D. U., Pyrooz, D., Decker, S., Frey, W. R., &amp; Leonard, P. (2019). When Twitter fingers turn to trigger fingers: A qualitative study of social media-related gang violence. <i>International Journal of Bullying Prevention</i>, 1, 205–217.</li> <li>4. Patton, D. U., Stevens, R., Smith Lee, J. R., Eya, G. C., &amp; Frey, W. (2020). You set me up: Gendered perceptions of Twitter communication among Black Chicago youth. <i>Social Media + Society</i>, 6(2), 2056305120913877.</li> <li>5. Stuart, F. (2020). Code of the tweet: Urban gang violence in the social media age. <i>Social Problems</i>, 67(2), 191–207.</li> </ol> <p style="text-align: center;"><b>***Quiz 2 (Weeks 6-9)***</b></p> |
| WEEK 10 | <p><b>TUESDAY (Apr 14)</b></p> <p><b>Topic: Homicide Survivorship, Co-victimization, and Collateral Consequences</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Campesino, M. (2007). Homicide bereavement: Reflections on the therapeutic relationship in trauma research. <i>Qualitative Inquiry</i>, 13(4), 541–553.</li> <li>2. Posey, B. M. (2024). The labor of survival: Homicide victims and the Black women they leave behind. <i>Homicide Studies</i>. Advance online publication.</li> </ol>  |

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|         | <ol style="list-style-type: none"> <li>3. Semenza, D. C., Levine, J., Sharpe, T., Burke, K., &amp; Savage, B. (2025). Racial disparities in victim compensation among homicide survivors in the United States. <i>Race and Justice</i>. Advance online publication.</li> <li>4. Sharpe, T. L. (2015). Understanding the sociocultural context of coping for African American family members of homicide victims: A conceptual model. <i>Trauma, Violence, &amp; Abuse</i>, 16(1), 48–59.</li> <li>5. Smith, J. R. (2015). Unequal burdens of loss: Examining the frequency and timing of homicide deaths experienced by young Black men across the life course. <i>American Journal of Public Health</i>, 105(S3), S483–S490.</li> </ol>  |
| WEEK 11 | <p><b>TUESDAY (Apr 21)</b></p> <p><b>Topic: Policing the Urban Poor</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Armenta, A. (2022). Deconstructing Police–ICE collaboration in Philadelphia. In <i>The road to sanctuary: Building power and community in Philadelphia</i> (p. 109).</li> <li>2. Carr, P. J., Napolitano, L., &amp; Keating, J. (2007). We never call the cops and here is why: A qualitative examination of legal cynicism in three Philadelphia neighborhoods. <i>Criminology</i>, 45(2), 445–480.</li> <li>3. Desmond, M., Papachristos, A. V., &amp; Kirk, D. S. (2016). Police violence and citizen crime reporting in the Black community. <i>American Sociological Review</i>, 81(5), 857–876.</li> <li>4. Gonzalez, S. M., &amp; Deckard, F. M. (2022). “We got witnesses”: Black women’s counter-surveillance for navigating police violence and legal estrangement. <i>Social Problems</i>. Advance online publication.</li> <li>5. Stuart, F. (2016). Down, out, and under arrest: Policing and everyday life in skid row. In <i>Down, out, and under arrest</i>. University of Chicago Press.</li> </ol> |
| WEEK 12 | <p><b>TUESDAY (Apr 28)</b></p> <p><b>Topic: Courts, Punishment, and Mass Incarceration</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Bounoua, N., Sadeh, N., Payne, Y. A., &amp; Hitchens, B. K. (2024). Structural barriers explain the link between negative community re-entry experiences and motives for illegal behavior in street-identified Black men and women. <i>American Journal of Community Psychology</i>, 73(1–2), 280–293.</li> <li>2. Goffman, A. (2009). On the run: Wanted men in a Philadelphia ghetto. <i>American Sociological Review</i>, 74(3), 339–357.</li> <li>3. Gurusami, S. (2019). Motherwork under the state: The maternal labor of formerly incarcerated Black women. <i>Social Problems</i>, 66(1), 128–143.</li> <li>4. Hinton, E., &amp; Cook, D. (2021). The mass criminalization of Black Americans: A historical overview. <i>Annual Review of Criminology</i>, 4(1), 261–286.</li> <li>5. Wacquant, L. (2001). Deadly symbiosis: When ghetto and prison meet and mesh. <i>Punishment &amp; Society</i>, 3(1), 95–133.</li> </ol>  |
| WEEK 13 | <p><b>TUESDAY (May 5)</b></p> <p><b>Topic: Urban Resistance and Community Resilience</b></p> <p><i>-Readings:</i></p> <ol style="list-style-type: none"> <li>1. Hernández, K. L. (2017). Justice for Samuel Faulkner (1920s–1960s). In <i>City of inmates: Conquest, rebellion, and the rise of human caging in Los Angeles, 1771–1965</i> (Chapter 6). University of North Carolina Press.</li> <li>2. Lanni, A. (2022). Community-based and restorative-justice interventions to reduce over-policing. <i>American Journal of Law and Equality</i>, 2, 69–84.</li> <li>3. Orleck, A. (2023). <i>Storming Caesars Palace: How Black mothers fought their own war on poverty</i> (Chapter 5). Beacon Press.</li> </ol>  |

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| <p>4. Payne, Y. A., &amp; Hamdi, H. A. (2009). "Street love": How street life oriented U.S.-born African men frame giving back to one another and the local community. <i>The Urban Review</i>, 41(1), 29–46.</p> <p>5. Payne, Y. A., Hitchens, B., &amp; Wilson, J. R. R. (2024). Organizing the streets to enact social justice: Street PAR in the age of gun violence and draconian policies. In C. Dolgon (Ed.), <i>The Oxford handbook of sociology and social justice</i> (pp. 203–236). Oxford University Press.</p> |
| <p style="text-align: center;"><b>***Quiz 3 (Weeks 10-13)***</b><br/><b>***Last Day of Class***</b></p>   |
| <p style="text-align: center;"><b>***Oral Exam Schedule TBD: May 4-8***</b></p>   |