

Race, Crime and Criminal Justice – (CCJS 670)
Mondays 4 to 6:45 pm, LEF 2165E
Fall 2019

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Office Hours: Wednesdays 11 am to 12:30 pm; Fridays 2 to 3 pm; and by appointment

Course Objectives:

The connection between race/ethnicity and crime/criminal justice outcomes is of longstanding concern. We begin with a discussion of how race/ethnicity is perceived to be criminogenic and how this shapes perceptions, demographic shifts and employment patterns. We then investigate the empirical association of race/ethnicity and crime/justice outcomes by understanding the theoretical and empirical foundations that link race/ethnicity and criminal offending at the macro and micro levels. Here we will draw heavily on anomie/strain, cultural deviance, and racial invariance arguments. We then will examine the nature and scope of ethno-racial inequality in the criminal justice system. We will also spotlight the consequences of ethno-racial inequality in criminal justice outcomes for the wellbeing of racial/ethnic minority groups and their communities. Students will also be required to conduct original research on a relevant topic.

Required Texts:

DuBois, W.E.B. 1996. *The Philadelphia Negro: A Social Study*. With a New Introduction by Elijah Anderson. Philadelphia: University of Pennsylvania Press.
Peterson, Ruth D. and Lauren J. Krivo. 2010. *Divergent Social Worlds: Neighborhood Crime and the Racial-Spatial Divide*. Russel Sage Foundation.
There are weekly readings on ELMS that are required.

Requirements:

Along with attending class and reading all of the required material, the following constitute course requirements:

1. *Leading class discussion (10% of your final grade)*. Students will prepare and lead discussion of course readings. To encourage you to develop *active* (versus passive) learning skills, each of you is required to lead class discussions (number depends on class size) on a week's readings. Discussion leaders should prepare a *brief* introduction to the week's readings (no more than 10 minutes), and a number of questions to help guide discussion. Please provide hard copies of your questions for the class. The quality of your questions and your ability to facilitate discussion will determine your grade.
2. *Precis (10% total; 5 % each)*. Each student will put together 2 *precis*. *Each precis will* introduce and connect the readings within an area (i.e., each week). The *precis* is a 2-4 page single-spaced summary of the theory, data, methods, and argument of the readings that are essential to the area. Based on the readings, the *precis* should identify the core concepts, assumptions, and ideas of the tradition, and provide a sense of its current empirical status

(i.e., to what degree is it supported with evidence) and policy implications. One is due before the midterm and the second is due before the final.

3. *In-class Midterm Exam* (30 % of your grade). A midterm exam will test your knowledge of the material covered in the first half of the semester. You should be able to demonstrate a solid understanding of the various theoretical frameworks covered, empirical status of the various traditions, and to exhibit your ability to think critically and to synthesize material.
4. *Original Research Paper* (50 percent of your grade). More information on this requirement at the end of the syllabus.

Expectations for a graduate level course:

- 1) **Read, Read, and Then Read Some More**– This is a graduate-level course and this course demands significant reading. While I have done my best to keep the readings to a manageable length, it is imperative, not only for your grade, but for the quality of the discussion, that you read them carefully and actively. To elevate the level of the discussion, everyone is expected to engage deeply with the texts. Please come to class prepared.
- 2) **Offer Arguments, not Opinions** – While the notion that “everyone is entitled to their opinion” is the trend now, this does not apply to academic discussions. In this class, you **ARE NOT** entitled to your opinions; you are only entitled to what you can argue for in thoughtful way based on reading materials. Remember the purpose of theory is not to reach definitive answers, but to keep the conversation going.

Academic Integrity:

Be certain to properly cite the work of other scholars when producing output for this course especially when thinking of your research paper. Failure to properly credit other works is akin to plagiarism and will be dealt with in accordance to official policy at the University of Maryland.

WEEK 1 (8/26-8/30) Monday

Topic: Introduction to the Course; hand out syllabus; discuss readings

Readings:

Peterson, Ruth. 2012. The Central Place of Race in Crime and Justice – The American Society of Criminology’s 2011 Sutherland Address. *Criminology* 50:303-328.

Anderson, Elijah. Introduction to the 1996 Edition of *The Philadelphia Negro*.

WEEK 2 (9/2-9/6)

NO CLASS – LABOR DAY

WEEK 3 (9/9-9/13)

Readings:

Topic: The Role of Race/ethnicity in Shaping Perceptions, Demographic Shifts and Employment

Russell-Brown, K.(1998). The color of crime: Racial hoaxes, White fear, Black protectionism, police harassment, and other macroaggressions. New York: New York University Press. Chapters 3 and 4.

Quillian, Lincoln, and Devah Pager. 2001. Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime. *American Journal of Sociology* 107 (3):717-767.

E. Liska, Allen & Bellair, Paul. 1995. Violent-Crime Rates and Racial Composition: Convergence Over Time. *American Journal of Sociology* 101:578-610

Jeffrey D. Morenoff, Robert J. Sampson. 1995. Violent Crime and The Spatial Dynamics of Neighborhood Transition: Chicago, 1970–1990. *Social Forces* 76, Issue 1, September 1997, Pages 31–64.

Pager, D., Western, B., & Sugie, N. 2009. Sequencing Disadvantage: Barriers to Employment Facing Young Black and White Men with Criminal Records. *The ANNALS of the American Academy of Political and Social Science*, 623:195–213.

Paragraph detailing discussion of research topic for original research project which includes a specific research question; data plan; and one contribution

WEEK 4 (9/16-9/20)

Topic: Early foundations: Structural and Cultural Explanations

Readings:

DuBois, W.E.B. 1996. *The Philadelphia Negro: A Social Study*. With a New Introduction by Elijah Anderson. Philadelphia: University of Pennsylvania Press. Chapters 1,2,5,6,7,12,13,14,15,17,18

Shaw, Clifford R. and Henry D. McKay. 1942. *Juvenile Delinquency in Urban Areas*. Chicago: UC Press. Chapters 3, 6, 7.

*Shaw, Clifford R. and Henry D. McKay. 1949. "Rejoinder." *American Sociological Review* 14:614-617.

Wolfgang, Marvin, and Franco Ferracuti. 1967. The subculture of violence: Toward an integrated theory in Criminology. London: Tavistock. Pp. 95-163 (Part III).

WEEK 5 (9/23-9/27)

Topic: Methodological Issues

Readings:

Hindelang, M. 1978. Race and Involvement in Common Law Personal Crimes. *American Sociological Review*, 43(1), 93-109.

Baumer, Eric P. 2013. Reassessing and Redirecting Research on Race and Sentencing, *Justice Quarterly*, 30:2, 231-261.

McNulty, T. L. (2001). Assessing the Race-Violence Relationship at the Macro Level: The Assumption of Racial Invariance and the Problem of Restricted Distributions. *Criminology*, 39(2), 467-490.

Peterson, R., & Hagan, J. 1984. Changing Conceptions of Race: Towards an Account of Anomalous Findings of Sentencing Research. *American Sociological Review*, 49(1), 56-70.

Min Xie and Janet L. Lauritsen. 2012. Racial context and crime reporting: A test of Black's stratification hypothesis. *Journal of Quantitative Criminology* 28: 265-293.

Xie, M., & Baumer, E. P. (2019). Neighborhood immigrant concentration and violent crime reporting to the police: A multilevel analysis of data from the National Crime Victimization Survey. *Criminology* 57:237-267.

*Vera Institute. "Challenges surrounding the collection of jail data about race and ethnicity."

WEEK 6 (9/30-10/4)

Topic: Contemporary Macro Approaches Part 1

Readings:

Blau, J., & Blau, P. (1982). The Cost of Inequality: Metropolitan Structure and Violent Crime. *American Sociological Review*, 47(1), 114-129.

Messner, S. F., & Golden, R. M. (1992). Racial inequality and racially disaggregated homicide rates: An assessment of alternative theoretical explanations. *Criminology*, 30(3), 421-448.

Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton. Chapters 2 and 3

Duck, Waverly. 2015. *No Way Out: Precarious Living in the Shadow of Poverty and Drug Dealing*. U of Chicago Press. Chapters Introduction and 5

Matsueda, Ross, Kevin Drakulich, and Charis E. Kubrin (2006). Race and Neighborhood Codes of Violence. In Ruth Peterson, Lauren J. Krivo, and John Hagan (Eds.), *The Many Colors of Crime: Inequalities of Race, Ethnicities and Crime in America*, pp. 334–356. New York: New York University Press.

Unnever, James D. and Shaun L. Gabbidon. 2011. “A Theory of African American Offending” *Race, Racism and Crime*” Routledge Press. Chapters 2 and 6

WEEK 7 (10/7-10/11)

Topic: Contemporary Macro Approaches Part 2

Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner-city, the Underclass, and Public Policy*. University of Chicago Press: Chicago. Chapters 1-2.

Sampson, Robert J. and William Julius Wilson. 1995. “Toward a Theory of Race, Crime, and Urban Inequality.” Pp. 37-54 in *Crime and Inequality*, edited by Hagan and Peterson. Stanford University Press.

Peterson, Ruth D. and Lauren J. Krivo. 2010. *Divergent Social Worlds: Neighborhood Crime and the Racial-Spatial Divide*. Russel Sage Foundation. All chapters.

Sampson, R., Wilson, W., & Katz, H. (2018). Reassessing “Toward a Theory of Race, Crime and Urban Inequality” Enduring and New Challenges in 21st Century America. *Du Bois Review: Social Science Research on Race*, 15(1), 13-34.

Vélez, M. (2018). An Elaboration and Critique of “Reassessing ‘Toward a Theory of Race, Crime, and Urban Inequality.’”. *Du Bois Review: Social Science Research on Race*, 15(1), 35-46.

Krivo, L., Vélez, M., Lyons, C., Phillips, J., & Sabbath, E. (2018). Race, Crime and Changing Fortunes of Urban Neighborhoods, 1999–2013. *Du Bois Review: Social Science Research on Race*, 15(1), 47-68.

WEEK 8 (10/14-10/18)

IN-CLASS MIDTERM EXAM

WEEK 9 (10/21-10/25)

Topic: Contemporary Micro Approaches

Burt, Callie Harbin, Ronald L. Simons, & Frederick X. Gibbons. 2012. Racial Discrimination, Ethnic-Racial Socialization, and Crime: A Micro-Sociological Model of Risk and Resilience. *American Sociological Review* 77(4): 648-677.

CERNKOVICH, S. A., GIORDANO, P. C., & RUDOLPH, J. L. (2000). Race, Crime, and the American Dream. *Journal of Research in Crime and Delinquency*, 37(2), 131–170.

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. *Criminology*, 48(2), 569-605.

McNulty, T.L. and Bellair, P.E. 2003. Explaining racial and ethnic differences in serious adolescent violent behavior. *Criminology* 41(3):709-747.

Peebles, F., & Loeber, R. (1994). Do Individual Factors and Neighborhood Context Explain Ethnic Differences in Juvenile Delinquency? *Journal of Quantitative Criminology*, 10(2), 141-157.

3 page Proposal due

WEEK 10 (10/28-11/1)

Theme: Ethnicity and Latinos

Trujillo, Sandra, and María B. Vélez. "Ethnicity and Crime." *The Handbook of Race, Ethnicity, Crime, and Justice* (2018): 39.

Martinez, Ramiro Jr. 2002. *Latino Homicide: Immigration, Violence, and Community*. New York: Routledge Press. Chapters 1 and 6

Dohan, Daniel. 2003. *The Price of Poverty: Money, Work, and Culture in the Mexican American Barrio*. Berkeley, CA: U of CA Press. Part 3.

Ramiro Martinez, Latinos and Lethal Violence: The Impact of Poverty and Inequality, *Social Problems*, Volume 43, Issue 2, 1 May 1996, Pages 131–146

Lee, M. T., Martinez Jr, R., & Rodriguez, S. F. (2000). Contrasting Latinos in homicide research: The victim and offender relationship in El Paso and Miami. *Social Science Quarterly*, 81(1), 375-389.

Burchfield, K. B., & Silver, E. (2013). Collective efficacy and crime in Los Angeles neighborhoods: Implications for the Latino paradox. *Sociological Inquiry*, 83(1), 154-176.

WEEK 11 (11/4-11/8)

Topic: Immigration

Bursik, R. J. (2006). Rethinking the Chicago school of criminology. *Immigration and crime: race, ethnicity, and violence*. New York University Press, New York, 20-35.

Wadsworth, T. (2010). Is Immigration Responsible for the Crime Drop? An Assessment of the Influence of Immigration on Changes in Violent Crime Between 1990 and 2000. *Social Science Quarterly*, 91(2), 531-553

Edward S. Shihadeh & Raymond E. Barranco (2013) The Imperative of Place: Homicide and the New Latino Migration, *The Sociological Quarterly*, 54:1, 81-104.

David M. Ramey, Immigrant Revitalization and Neighborhood Violent Crime in Established and New Destination Cities, *Social Forces*, Volume 92, Issue 2, December 2013, Pages 597–629.

Lyons, Christopher J., María B. Vélez, and Wayne Santoro. 2013. "Immigration, Neighborhood Violence, and City Political Opportunities." *American Sociological Review* 78(4): 604-32.

Light, Michael, and Ty Miller. 2018. "Does Undocumented Immigration Increase Violent Crime?" *Criminology*, 56(2): 370-408

Min Xie and Eric P. Baumer. 2018. Reassessing the breadth of the protective benefit of immigrant neighborhoods: A multilevel analysis of violence risk by race, ethnicity, and labor market stratification. *Criminology* 56: 302-332.

Bersani, Bianca E., and Alex Piquero. 2017. "Examining Systematic Crime Reporting Bias across Three Immigrant Generations: Prevalence, Trends, and Divergence in Self-Reported and Official Reported Arrests." *Journal of Quantitative Criminology* 33(4): 835-857.

WEEK 12 (11/11-11/15)

Topic: Race and Justice Part 1

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

Blalock, Hubert M. 1967. *Toward a Theory of Minority-Group Relations*. Wiley & Sons. Introduction.

Black, Donald and Albert J. Reiss. *Police Control of Juveniles*.

Garland, David. excerpts

Johnson, B. D., & King, R. D. (2017). Facial profiling: Race, physical appearance, and punishment. *Criminology*, 55(3), 520-547.

Holmes, Malcom D., Matthew A. Painter II, and Brad Smith. 2018. Race, Place, and Police-Caused Homicide in U.S. Municipalities. *Justice Quarterly*.

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* 113:507–46.

Corzine, J., Creech, J., & Corzine, L. (1983). Black concentration and lynchings in the South: Testing Blalock's power-threat hypothesis. *Social Forces*, 61(3), 774-796.

Mears, Daniel P, Eric A. Stewart, Patricia Y. Warren, Miltonette O. Craig, and Ashley N. Arnio. 2019. A Legacy of Lynchings: Perceived Black Criminal Threat among Whites. *Law and Society Review*, 53(2): 487-517.

WEEK 13 (11/18-11/22)

Topic: Race and Justice Part 2

Armenta, A. (2015). Between public service and social control: Policing dilemmas in the era of immigration enforcement. *Social Problems*, 63(1), 111-126.

Brunson, R. K. (2007). “Police don't like black people”: African-American young men's accumulated police experiences. *Criminology & public policy*, 6(1), 71-101..

Ward, G. (2015). The slow violence of state organized race crime. *Theoretical Criminology*, 19(3), 299-314.

Gaston, Shytierra. 2019. Producing race disparities: A study of drug arrests across place and race. *Criminology* 57:424-451.

Kirk, David, and M Matsuda. 2011. Legal Cynicism, Collective Efficacy, and the Ecology of Arrest. *Criminology*, 49(2): 443-72

Behrens, A., Uggen, C., & Manza, J. (2003). Ballot manipulation and the “menace of Negro domination”: Racial threat and felon disenfranchisement in the United States, 1850–2002. *American Journal of Sociology*, 109(3), 559-605.

WEEK 14 (11/25-11/29)

CLASS REPLACED WITH 30 MINUTE INDIVIDUAL MEETINGS: TBD

WEEK 15 (12/2-12/6)

Topic: Presentations and New Directions

Victor M. Rios, Nikita Carney, and Jasmine Kelekay. 2017. Ethnographies of Race, Crime, and Justice: Toward a Sociological Double-Consciousness. *Annual Review of Sociology* 2017 43:1, 493-513

The Criminologist. A Call for Black Criminology

Deer, S. (2018). Native People and Violent Crime: Gendered Violence and Tribal Jurisdiction. *Du Bois Review: Social Science Research on Race*, 15(1), 89-106.

Sampson, R. J., & Winter, A. S. (2016). The racial ecology of lead poisoning: Toxic inequality in Chicago neighborhoods, 1995-2013. *Du Bois Review: Social Science Research on Race*, 13(2), 261-283.

WEEK 16 (12/9)

Topic: Presentations

Original research papers due by 12/16/19 by 5 pm by hand or email.

More Information on Original Research Paper

Developing solid research skills is typically a (perhaps the) key skill that graduate students need to develop. To help in this process, all students will undertake empirical research. This will involve (1) developing in consultation with Dr. Vélez and fellow classmates a research question appropriate for a criminology audience, (2) collecting original data (e.g., interviewing five people or conducting field observations) or using secondary data (e.g., survey data available on ICPSR), (3) analyzing data, (4) writing an abbreviated research-style paper, and (5) presenting the research to the class using PowerPoint technology (or something similar). The presentation is meant to mimic presenting at a professional conference. All students must be prepared to discuss their research coherently during weeks 3 and 9, present their research to the class during weeks 15 or 16, and submit the final paper to Dr. Vélez by Monday, December 16th by 5 pm. Late papers will be accepted but will receive a 5% reduction for every 24 hours the paper is late.

What is an abbreviated research-style paper? An abridged research paper means that you will write a short journal-style research paper. If your assignment was to write an article for a typical journal (which it is not), it would be somewhere between 25-30 pages of text with a roughly 3-page introduction, 8-12 page literature review/argument section, 5-8 page data and methods section, 4-7 page finding section, and a 3-6 page discussion/conclusion.

Our abridged version will follow the below structure:

2-3 page introduction. This section should come closest to a "real" research paper. In most cases, the section should include a statement indicating what is the topic of the research, a brief review of what we know about the topic, a statement about what we do not know about the topic, a section on how your research will address the empirical/theoretical limitation in the literature, and a statement about the contributions of the research enterprise.

4-6 page conceptual arguments section. I expect that this section will be somewhat light and probably stray the furthest from what is expected from a publishable paper. I understand that you have not had enough time to become an expert in the relevant literature(s) and construct an elaborate theoretically motivated argument. Ideally, you will have identified/read some research that is relevant to your study and reviewed what the authors did, found, and you'll make clear how the studies are relevant to your work. I find it helpful to think of this section as an elaboration of issues discussed in the introduction.

4-5 page data section. For quantitative work, this typically means discussing (in order) sample, dependent variable, independent variable(s), control variables, and statistical method/modeling strategy. Qualitative papers vary depending on the type of qualitative project, but typically for an interview-based study (the most common type of qualitative study) attention is devoted to sampling strategy (how did people get chosen for the study), how did you gain access/trust with the people interviewed, and what was the strategy for asking questions and issues related to the interview. This latter category includes issues like was the interview semi-structured and if so what were the key questions asked to everyone, how long were the interviews, where were people interviewed, were the interviews recorded and transcribed, what was your strategy for understanding what people said, how did you go about identifying themes in the interviews, general characteristics of people in the sample, who the sample is or is not likely generalizable to, and perhaps "positionality" issues -- how did who you are affect what people talked about.

3-4 page findings -- I anticipate that this section will again be light compared to a publishable research paper and for some (e.g., those collecting original data) the findings will be more preliminary in nature.

3-page discussion/conclusion – sometimes this section is combined and sometimes there are two separate sections (i.e., a discussion section followed by a conclusion section). Typically, in a conclusion you would review what you did in the paper (e.g., research question, data – basically a mini re-statement of key aspects of the introduction), what were your central findings, data limitations, and perhaps something about future research. You could also include a discussion of issues not central to your paper but issues your study comments on (this is what I think a "discussion" section should be).

1-3 pages of works cited. Refer to the *ASA Style Guide* (6th ed., 2019) for examples on how to cite properly.

Altogether, the paper (text) should be between 16-20 pages