

# Race, Crime, and Justice

## CJ 514

Professor: **Dr. Robert J. Durán**

Email: rjduran@nmsu.edu

Class Hours: TR: 6:00-8:30

Class Room: Jett Hall 210

Office: Breland Hall Room 141

Office Phone: 575-646-2371

Office Hours: M&W: 5:15-7:00; TR: 4:15-5:45

### **Course overview**

This course is designed to provide you with an overview of the contemporary relationship between race and crime in the United States and the various responses by the criminal justice system. The study of race and crime must be grounded in a critical, reflexive framework that allows for—and encourages—rigorous debate, particularly about social inequality, its origins, and its consequences. This area of study must also be inclusive of a variety of other dimensions of social inequality (including inequalities by gender and class). The course will emphasize greater empirical insight to counter inaccurate stereotypes and challenge deeply rooted forms of common sense racism.

### **Required Readings:**

Delgado, Richard and Jean Stefancic. 2005. *The Derrick Bell Reader*. New York, NY: New York University Press.

Haney López, Ian F. 2003. *White by Law 10<sup>th</sup> Anniversary Edition: The Legal Construction of Race*. New York, NY: New York University Press.

Martinez, Ramiro. 2002. *Latino Homicide: Immigration, Violence, and Community*. New York, NY: Routledge.

Peterson, Ruth D., Lauren J. Krivo, and John Hagan. 2006. *The Many Colors of Crime: Inequalities of Race, Ethnicity, and Crime in America*. New York, NY: New York University Press.

Russell-Brown, Katheryn. 2004. *Underground Codes: Race, Crime, and Related Fires*. New York, NY: New York University Press.

### **Optional:**

Walker, Samuel; Cassia Spohn, and Miriam DeLone. Any Edition. *The Color of Justice: Race, Ethnicity, and Crime in America*. Belmont, CA: Wadsworth.

### **Grading**

|                           |     |
|---------------------------|-----|
| Attendance                | 10% |
| Student Led Discussion    | 10% |
| Reading Guide             | 15% |
| Participation             | 20% |
| Final paper               | 20% |
| Bi-Weekly Paper (5 total) | 25% |

## **Course Requirements**

**Attendance:** Attendance at all class meetings is **required**. We only meet once a week and therefore any absence past one will result in a 5% reduction, per absence, in your overall grade. Missing four classes will result in an overall grade of F.

**Reading and Participation Guide:** Read all assigned readings prior to the seminar discussion to ensure adequate background knowledge of the material. For each reading write an informal paper including one paragraph summary of what was read, a short response, followed by three questions to help facilitate discussion during class. It may be helpful for you to jot down notes as you read to help facilitate the writing of these papers. These weekly writing assignments will be ungraded but will clarify ideas and questions before we begin our discussion. As long as you turn in the assignment you will receive full credit.

**Summary/commentary assignment:** You will be required to lead one course period in summary and brief commentary of the week's readings. I will pass around a sign-up sheet. Begin by summarizing the author's main arguments in 3-5 sentences. This should include the major argument the author is trying to make. Second, provide a brief (4-5 sentences) commentary on the reading. Comments may include critiques, connections to other course readings, or research questions which are suggested by the author's argument and findings. You will then provide copies for everyone in the class to help guide discussion.

**Participation:** Your active participation in class is **mandatory**. Graduate seminar courses require a higher level of discussion and involvement. I will grade both the quality and quantity of your participation after each class.

**Negative Participation:** There is no reason for rude or disrespectful comments. I will not tolerate sexist, racist, or derogatory language in class or on WebCT. Don't bother coming to class if you feel like a nap, want to play on your cell phone, hold side conversations, or engage in some other activity that wastes our time! I document negative participation into your overall grade. Disruptive behavior that conflicts with the course will result in a warning to change the behavior. If this behavior cannot be corrected by the third warning you will be administratively dropped from the course.

**Bi-Weekly Papers (Total of 5):** Every 2 weeks I want you to choose a theme covered in the reading that you found interesting and write a summary that includes your analysis. Write a 3 page paper with a fourth page for citations regarding this topic and your analysis. The paper should be set up according to this format:

Use 12 point font, Times New Roman, one inch margins, and set page to double spaced.

Write an introduction paragraph to describe what you will cover in your paper.

Write two paragraphs stating the topic and research data on this topic.

Write two paragraphs analyzing this idea.

Write one paragraph conclusion.

**Dates Due:** February 5, February 19, March 5, March 19, and April 9. These assignments and feedback obtained will help prepare you to write an excellent final paper.

**Final Research Paper:** For your final assignment, you will be required to write a 12 page (body of paper) research paper that deals with some aspect of Race, Crime, and Justice. This format is designed to allow a great deal of latitude and encourage serious thinking about the subject matter

in relation to your own interests and or research. The completed paper is due on May 7<sup>th</sup> by 5:30 p.m. Everyone will need to gather several additional research articles and data to complete this assignment. I expect you to incorporate the knowledge you have acquired from lecture and the required readings. Use 12 point font, Times New Roman, one inch margins, and set page to double spaced. I will work with everyone during the semester on how to organize and structure your papers.

A 1-2 page description of your preliminary thoughts about your paper topic is due the eighth week of the semester (March 5). This is an ungraded assignment, but will serve as an opportunity for you to get early feedback from me about your paper ideas (and for you to get started on your paper). You cannot change your paper topic without prior approval from instructor.

***Late policy for writing assignments:*** Work turned in late is an inconvenience to me, as it requires me to adjust my grading schedule. I will deduct 2% for each day late.

Plagiarism is **UNACCEPTABLE** and will result in a zero grade for that assignment. Please consult the university policy:

<http://www.nmsu.edu/%7Evpsa/SCOC/misconduct.html>.

**Plagiarism** is using another person's work without acknowledgment, make it appear to be one's own. Any ideas, words, pictures, or other intellectual content taken from another course must be acknowledged in a citation that gives credit to the source. This is irrespective of the origin of the material, including the Internet, other students' work, unpublished materials or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy.

Even with a citation, failure to put quotation marks around direct quotations also constitutes plagiarism, because it implies that the writing is your own. Material should either be paraphrased or clearly designated as a quotation. Note that replacing words with synonyms, changing verb tense or other minor alterations do not qualify as paraphrasing.

Feel free to call Michael Armendariz, Coordinator of Services for Students with Disabilities, at 505-546-6840 with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

As the professor, I reserve the right to change any part of the class. Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.

## Spring Schedule

|               |  |
|---------------|--|
| <b>Week 1</b> | <b>Theme: Overview of Class</b>          |
| January 15    | Syllabi and Introductions                |
|               | Bell, "Holiday for Dr. King," p. 378-384 |

Skim link to citation provided by Bell:

<http://www.nul.org/thestateofblackamerica.html>

**Week 2**            **Theme: Creation of Whiteness**  
January 22        Haney López, p. xiii - 55

Skim Winthrop Jordan <http://www.sammustafa.com/Resources/slavery.pdf>

Watch Tim Wise and Racism, White Denial and the Cost of Inequality on video.google.com

**Week 3**            **Theme: The Legal Construction of Race**  
January 29        Haney López, p. 56-108  
Bell, “An American Fairy Tale,” p. 117-122  
Bell, “Reconstruction’s Racial Realities,” p. 123-126

Skim Ruth Frankenberg, “White Women, Race Matters.” Available on WebCT.

**Week 4**            **Theme: The Value of Whiteness –First Paper Due**  
February 5        Haney López, p. 109-142  
Bell, “White Superiority in America,” p. 27-32  
Bell, “Brown v. Board of Education,” p. 33-39

Peggy McIntosh, White-Knapsack  
<http://mmcisaac.faculty.asu.edu/emc598ge/Unpacking.html>

**Week 5**            **Theme: Colorblind White Dominance**  
February 12      Haney López, p. 143-162  
Bell, “Trying to Teach the White Folks,” p. 385-396

Skim Eduardo Bonilla-Silva, “The Central Frames of Color-Blind Racism,” on WebCT.

**Week 6**            **Theme: “The Criminalblackman” – Second Paper Due**  
February 19      Young, Chapter 3, “Demythologizing the ‘Criminalblackman.’” In Peterson, Krivo, and Hagan  
LaFree, O’Brien, Baumer, Chapter 10, “Is the Gap Between Black and White Arrest Rates Narrowing?” In Peterson, Krivo, and Hagan.  
Bell, “Fear of Black Crime is Political Tool,” p. 353-354

**Week 7**            **Theme: Neighborhoods**  
February 26      Sampson and Bean, “Cultural Mechanisms and Killing Fields.” In Peterson, Krivo, and Hagan  
Crutchfield, Matsueda, and Drakulich, Chapter 11, “Race, Labor Markets, and Neighborhood Violence.” In Peterson, Krivo, and Hagan  
Krivo, Peterson, and Karafin, Chapter 13, “Perceptions of Crime and Safety in Racially and Economically Distinct Neighborhoods.” In Peterson, Krivo, and Hagan

**Week 8**            **Theme: The Latino Experience – Third Paper Due**  
March 5            Martinez, Latino Homicide, p. 1-74  
Valdez, Chapter 12, “Drug Markets in Minority Communities: Consequences of Mexican American Youth Gangs.” In Peterson, Krivo, and Hagan

- Week 9**  
March 12 **Theme: Immigration = lower violent crime**  
Martinez, Latino Homicide, p. 75-149  
Vélez, Chapter 5, "Toward and Understanding of the Lower Rates of Homicide in Latino versus Black Neighborhoods." In Peterson, Krivo, and Hagan
- Skim Robert Sampson articles on immigration: <http://www.wjh.harvard.edu/soc/faculty/sampson/>
- Week 10**  
March 19 **Theme: Underground Codes – Fourth Paper Due**  
Russell-Brown, Underground Codes, p. 1-54  
Piquero, West, Fagan, and Holland, Chapter 14, "Neighborhood, Race, and the Economic Consequences of Incarceration in New York City, 1985-1996." In Peterson, Krivo, and Hagan  
Provine, Chapter 15, "Creating Racial Disadvantage." In Peterson, Krivo, and Hagan
- Week 11**  
March 26 **Theme: Spring Break!!!**  
No class
- Week 12**  
April 2 **Theme: Social Control**  
Russell-Brown, Underground Codes, p. 55-118  
Shedd and Hagan, Chapter 17, "Toward a Developmental and Comparative Conflict Theory of Race, Ethnicity, and Perceptions of Criminal Justice." In Peterson, Krivo, and Hagan  
Matsueda, Drakalich, and Kubrin, Chapter 18, "Race and Neighborhood Codes of Violence." In Peterson, Krivo and Hagan
- Week 13**  
April 9 **Theme: Gender – Fifth Paper Due**  
Russell-Brown, Underground Codes, p. 119-134  
De Coster and Heimer, Chapter 8, "Crime at the Intersections." In Peterson, Krivo, and Hagan  
Like and Miller, Chapter 9, "Race, Inequality, and Gender Violence." In Peterson, Krivo, and Hagan
- Week 14**  
April 16 **Theme: The Permanence of Racism**  
Bell, "Racism is Here to Stay," p. 85-90  
Bell, "Brown v. Board of Education and the Black History Month Syndrome," p. 219-222.  
Bell, "The Racism is Permanent Thesis," p. 309-313  
Vazsonyi and Trejos-Castillo, Chapter 7, "Crime and Deviance in the 'Black Belt.'" In Peterson, Krivo, and Hagan
- Week 15**  
April 23 **Theme: Racial Remedies**  
Bell, "The Chronicle of the Devine Gift," p. 179-189  
Bell, "Diversity's Distractions," p. 254-258  
Bell, "California's Proposition 209," p. 363-367  
Ward, Chapter 4, "Race and the Justice Workforce: Toward a System Perspective." In Peterson, Krivo, and Hagan
- Week 16**  
April 30 **Theme:**  
Bell, "Wanted," p. 328-336

**Final Paper Due: May 7<sup>th</sup> by 5:30 p.m.**