

**SOCIOLOGY 47**  
**Crime and Society**  
Spring 2011: Section 71000

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<https://online.cabrillo.edu/webct/urw/lc2044122001.tp0/cobaltMainFrame.dowebct>

*The degree of civilization in a society can be judged by entering its prisons.*  
—Fyodor Dostoyevsky

### **Course Description**

A basic understanding of a given society cannot be reached without an understanding of the ways in which it constructs and responds to crime and deviance historically and contemporaneously. This course critically examines sociological dynamics of crime and criminal punishment historically and today, with a primary—but not exclusive—focus on the US. We will investigate social constructions of crime and deviance and how they have shifted over time, explore the divergent and changing experiences of different social groups in relation to the criminal justice system and interlocking institutions, and analyze criminal justice policy and practice within the larger social, political, and economic contexts that shape them. Key topics include criminological theory, white-collar crime, the jail/prison experience, immigration, terrorism, war crimes, and criminal justice policy reform. The ways social inequalities based on class, race/ethnicity, and gender intersect with each other and operate in criminal justice arenas will be highlighted throughout the course.

### **Student Learning Outcomes**

Students in this course will learn and be evaluated on their ability to:

- Observe, describe, and sociologically analyze social interaction and forms of social organization relating to crime and criminal punishment
- Differentiate between and evaluate the significance of major sociological approaches, theories, and methods used in analyzing crime and deviance
- Construct and support sociological analysis relating to crime and criminal punishment using sociological concepts and social scientific data

### **Course Texts**

Bosworth, Mary, and Jeanne Flavin, eds. 2007. *Race, Gender, and Punishment: From Colonialism to the War on Terror*. USA: Rutgers University Press. (identified as “RGP” in course schedule)

Davis, Angela. 2003. *Are Prisons Obsolete?* USA: Open Media. (“APO” in course schedule)

Course Reader. Available at Printsmith, 8047 Soquel Dr, 688-1538 (“CR” in course schedule)

Many selections will also be posted on course website (“BB” in course schedule). You will require access to a computer with Internet/printing capabilities to view and print.

## Enrollment Policy

All students who are enrolled *and* attend both of the first two classes will have a space in the course. Enrolled students who do not attend the first two classes will be dropped and their places will be given to students on the waitlist, in the order in which their names are listed.

## Requirements and Grades

### Overall Grading Scale

|          |          |                           |
|----------|----------|---------------------------|
| 900-1000 | 90%-100% | A (Excellent/outstanding) |
| 800-899  | 80%-89%  | B (Very good)             |
| 700-799  | 70%-79%  | C (Average college-level) |
| 600-699  | 60%-69%  | D (Below college-level)   |
| ≤ 599    | ≤ 59%    | F (Failing)               |

### Grade Breakdown

|                             |            |                          |                    |
|-----------------------------|------------|--------------------------|--------------------|
| Participation               | 270 points | Media Analysis Journal   | 100 points         |
| Weekly Reading Quizzes (12) | 240 points | Team Policy Presentation | 100 points         |
| Essay Exams (3)             | 300 points | <b>Total Possible</b>    | <b>1010 points</b> |

### Participation (270 Points)

The first requirement for participation is *being in attendance*. For every day of participation you will receive 9 points toward your participation grade of 270 points. Each late arrival or early departure counts for 4 points. Arriving over 30 minutes late counts as an absence. More than six days of missed class constitutes grounds for a failing grade in the course.

In addition to engaging fully in small and large group discussions and other activities, there are many ways to participate constructively in this class, including:

- Listening actively to your colleagues and instructor
- Using a respectful and collegial tone when communicating with each other and the instructor
- Taking notes
- Offering comments or asking questions during large and small group discussion
- Refraining from interruptions and distractions (side conversations, texting, “googling,” etc...)

The participation grading scale for this course is:

|   |                |
|---|----------------|
| Class participation is <u>exemplary</u> . Contributions to discussions and activities are consistent, exceptionally thoughtful, and constructive. Respect for colleagues and instructor is demonstrated at all times. | 244-270 points |
| Classroom participation is <u>very good</u> . Contributions to discussion and group activities are strong and relevant though irregular. Respect for colleagues and instructor is demonstrated at all times.          | 217-243 points |
| Class participation is <u>satisfactory</u> . Contributions to discussion and group activities are good though irregular. Respect for colleagues and instructor is demonstrated at all times.                          | 190-216 points |
| Class participation is <u>less than satisfactory</u> . Contributions to discussion and group activities are good though irregular. Respect for colleagues and instructor is demonstrated at all times.                | 163-189 points |
| Class participation is <u>poor</u> . Contributions to discussion and group activities are infrequent, and/or can be distracting, irrelevant, and/or disrespectful of colleagues and instructor.                       | 134-162 points |
| Class participation is <u>unsatisfactory</u> . Contributions to discussion and group activities are almost nonexistent, disruptive, and/or disrespectful of colleagues and instructor.                                | 0-133 points   |

**Online Reading Quizzes (240 points)—Set up your Blackboard account immediately!**

You will be given 14 weekly **online** reading quizzes. The purpose of the quizzes is to encourage you to read and engage with course readings carefully, thereby enhancing your learning in the class dramatically. Quizzes consist of multiple choice/true-false questions. They are worth 20 points each, and you will be permitted to drop your 2 lowest scores (your score on quizzes will be the average of your 12 highest scores). **There are no make-up quizzes.**

**Exams (300 points: 100 points each)**

There will be three exams—each comprehensive of the previous five weeks of course materials (readings, lectures, and films). **Exams are scheduled during class 3/15, 4/28, and 5/31.** While all exams are closed book, you will be permitted to bring a study sheet to class (one 8.5” x 11” page, double sided). Extensions on exams will be granted only in very rare cases. To attempt to receive an extension, students must contact the instructor and submit a doctor’s note or other documentation of emergency *immediately*. Late exams, *if accepted*, may be graded down. The grading criteria and rubric for the essay component of exams in this course are:

|   | <b>A</b>   | <b>B</b>  | <b>C</b>  | <b>D</b>  | <b>F</b>  |
|---|--|---|---|---|---|
| <b>Fulfills all assignment Requirements</b>             | Content exceeds basic requirements   | Content exceeds basic requirements  | Content fulfills basic requirements   | Content does not fulfill basic requirements   | Content does not fulfill basic requirements   |
| <b>Demonstrates understanding of course materials</b>   | Exhibits extraordinary mastery over subject matter   | Exhibits strong understanding of subject matter   | Exhibits understanding of subject matter  | Exhibits uneven understanding of subject matter   | Exhibits little understanding of subject matter   |
| <b>Constructs analysis using social scientific data</b> | Claims are supported by extensive, relevant, substantive examples from variety of sources                      | Claims are supported by relevant, substantive examples from variety of sources                          | Claims are partially supported by substantive examples  | Claims are often unsupported  | Claims are unsupported  |
| <b>Produces argumentative essay</b>                     | Reasoning is exceptionally convincing & addresses counter-arguments  | Reasoning is very convincing  | Reasoning is mostly convincing, but unpersuasive or confusing at times                        | Reasoning is often faulty & unpersuasive  | Reasoning is deeply flawed  |
| <b>Uses college-level writing conventions</b>           | Essay is exceptionally clear & well-organized<br><br>Almost lacking in grammar, punctuation, & spelling errors | Essay is easy to follow & well-organized<br><br>Few, minor errors in grammar, punctuation, and spelling | Essay is mostly clear & organized<br><br>Some major errors grammar, punctuation, and spelling | Essay is often unclear, incoherent, poorly organized<br><br>Numerous major errors in grammar, punctuation, and spelling | Essay is unclear, incoherent, poorly organized<br><br>Numerous major errors in grammar, punctuation, and spelling |

### **Team Policy Presentation (100 points)**

This assignment asks you to work in a team to create and deliver a mock policy presentation to the class. The work entails meeting outside of class to prepare a policy statement/plan on a major criminal justice topic covered in the course and then delivering it to the class. You will also submit an individual written report on the project. Policy presentations will start partway into the semester and you will be provided with guidance and ample time to prepare.

### **News Media Analysis Journal (100 points)**

This assignment asks you to critically analyze news on crime from a sociological perspective on an ongoing basis through the majority of the semester. A handout will provide detailed instructions and a grading rubric. Your media analysis journal is due at the beginning of class on May 26<sup>th</sup>.

## **Other Course Policies**

### **Late Assignments**

Extensions on exams and other assignments will be granted only under extraordinary *and* verifiable circumstances. To attempt to receive an extension, students must contact the instructor and submit a doctor's note or other documentation of emergency *immediately*. Late exams may be rejected or graded down.

### **Cheating and Plagiarism**

Academic dishonesty of any kind will not be tolerated in this class and will result in a failing grade on the assignment, or the class. Never use another author's words without giving her/him proper credit or submit work that is not your own. As per Cabrillo College policy, I will report any incidents of cheating to the Dean of Students for disciplinary action.

### **Learning/Physical Disabilities**

Please speak with me early in the semester if you have disabilities and need accommodations. Contact the Learning Support Services at 479-6379 to make arrangements.

### **Disruptive Behavior**

Disruptive behavior is unacceptable in this class. Such conduct will be subject to 1) a verbal warning from the instructor; 2) a written warning; 3) being dropped from the class (as outlined in *Cabrillo College Student Rights and Responsibilities Handbook*).

## Course Schedule

| Date   | Topic   | Readings and Assignment Due Dates   |
|--|---|---|
| <b>Part I: Sociological, Historical, and Theoretical Foundations: Constructing Crime</b> |   |   |
| Tues.<br>2/8   | Introductions:<br>The Social Construction of Crime                  | Readings should be completed <i>before</i> class on dates indicated below.<br>I reserve the right to change or add to the readings at any time based on my perception of the learning needs of the class. |
| Thu.<br>2/10   | The Sociological Imagination:<br>Class, Race, Gender, Intersections | <b>Read:</b> CR, Mills, “The Promise”<br>Anderson and Hill Collins, “Why Race, Class, and Gender Still Matter”<br><b>Quiz 1</b>   |
| Tues.<br>2/15  | Historical Constructions of Crime<br>and Criminality                | <b>Read:</b> CR, Chambliss, “A Sociological Analysis of the Law of Vagrancy”  |
| Thu.<br>2/17   | Historical Constructions (cont.)                                    | <b>Read:</b> RGP, Ch 1: “Situating Colonialism, Race, and Punishment”<br><b>Quiz 2</b>  |
| Sat.<br>2/19   | College Deadlines   | Last day to add or register for a full-term course<br>Last day to drop a full-term course with tuition refund   |
| Tues.<br>2/22  | Historical Constructions (cont.)                                    | <b>Read:</b> RGP Ch 3, “Colonialism and its Impact on Mexicans’ Experiences of Punishment in the US”  |
| Thu.<br>2/24   | Historical Constructions (cont.)                                    | <b>Read:</b> RGP Ch 4, “Multiple Jeopardy: The Impact of Race, Gender, and Slavery on the Punishment...”<br><b>Quiz 3</b>   |
| Tues.<br>3/1   | Contemporary Constructions of<br>Crime and Criminality              | <b>Read:</b> CR, Reiman, “A Crime by Any Other Name”  |
| Thu.<br>3/3  | Contemporary Constructions<br>(cont.)                               | <b>Read:</b> CR, Logan, “The Wrong Race, Committing Crime, Doing Drugs, and Maladjusted for<br>Motherhood: The Nation’s Fury over ‘Crack Babies’”<br><b>Quiz 4</b>  |
| Sat.<br>3/5  | College Deadline  | Last day to withdraw from a full-term course without a “W”  |
| Tues.<br>3/8   | Contemporary Constructions<br>(cont.)                               | <b>Read:</b> CR, Reinerman, “The Crack Attack”<br>CR, Phillips and Frost, “Crime in Prime Time”   |
| Thu.<br>3/10   | Criminological Overview   | <b>Read:</b> Barak, et al., “Criminology and the Study of Class, Race, Gender, and Crime”<br><b>Quiz 5</b>  |
| 3/16   | College Deadline  | Last day to request pass/no pass option   |
| Tues.<br>3/15  | <b>Exam 1</b>   | <b>No Reading—study guide posted to Blackboard</b>  |

| <b>Part II: The Criminal Justice Process: Criminal Law, Policing, and Punishment</b> |   |
|--|---|
| Thu.<br>3/17   | <b>Criminal Law</b><br>Criminal Law<br><b>Read:</b> CR, Sokoloff et al., “The Criminal Law and Women”   |
| Tues.<br>3/22  | Sentencing Disparities<br><b>Read:</b> CR, Reinerman & Levine, “Crack in Context...”<br>CR, Sentencing Project, “Federal Crack...Report” (skim)<br><b>Quiz 6</b>  |
| Thu.<br>3/24   | <b>Law Enforcement</b><br>Racial Profiling/<br>Police Brutality<br><b>Read:</b> IP, Forman, “Children, Cops, and Citizens...”<br>CR, Amnesty International, “Police Brutality: A Pattern of Abuse”  |
| Tues.<br>3/29  | Policing the Border<br><b>Read:</b> CR, Davis, “Militarizing the Border: Death Warrant for Migrant Workers”<br>CR, Davis, “Inventing an Invisible Enemy: September 11 <sup>th</sup> and the War on Immigrants”<br><b>Quiz 7</b>             |
| Thu.<br>3/31   | <b>Criminal Punishment</b><br>The Political Economy of<br>Mass Incarceration<br><b>Read:</b> CR, Greene, “Entrepreneurial Corrections: Incarceration As a Business Opportunity”<br>CR, Huling, “Building a Prison Economy in Rural America” |
| <b>Week of 4/4: Spring Break—Enjoy!</b>  |   |
| Tues.<br>4/12  | Race/Ethnicity and Mass<br>Incarceration<br><b>Read:</b> CR, Western et al., “Black Economic Progress in the Era of Mass Imprisonment”<br>CR, Miller, The Impact of Mass Incarceration on Immigration Policy”<br><b>Quiz 8</b>              |
| Thu.<br>4/14   | Prison Conditions<br><b>Read:</b> RGP Ch 12, “Tough Men, Tough Prisons, Tough Times”  |
| Tues.<br>4/19  | Immigrant Detention<br><b>Read:</b> RGP Ch 8, “Identity, Citizenship, and Punishment”<br><b>Quiz 9</b>  |
| Thu.<br>4/21   | Immigrant Detention (cont.)<br><b>Read:</b> RGP Ch 9, “Immigration Lockdown Before and After 9/11: Ethnic Constructions and...”   |
| Tues.<br>4/26  | Jail Conditions<br><b>Read:</b> Reynolds, <i>Writing Against Time</i> Chapters 3 and 6 (skim Appendix 2) – posted to Blackboard<br><b>Quiz 10</b>   |
| Th.<br>4/28  | <b>Exam 2</b><br><b>No Reading—study guide posted to Blackboard</b>   |
| <b>Part III: Special Topics</b>  |   |
| Tues.<br>5/3   | Youth and Crime/Juvenile<br>Justice<br><b>Read:</b> CR, Equal Justice Initiative, “Cruel and Unusual: Sentencing Children to Die in Prison”   |
| Thu.<br>5/5  | Children of the Incarcerated<br><b>Read:</b> CR, Bernstein, “Introduction” and “Legacy”<br><b>Quiz 11</b>   |
| Sat.   | College Deadline<br>Last day to withdraw from a full-term course with a grade of “W”  |

|               |                                |  |
|---------------|--------------------------------|--|
| 5/7           |                                |  |
| Tues.<br>5/10 | Reentry Issues                 | <b>Read:</b> CR, Part I, ‘Beyond Doing Time...’ (chapters 1,2, and 3, pp. 13-58)                                   |
| Thu.<br>5/12  | The Death Penalty              | <b>Read:</b> CR, Bae, “The Death Penalty and the Peculiarity of American Political Institutions”<br><b>Quiz 12</b> |
| Tues.<br>5/17 | The Death Penalty (cont.)      | <b>Read:</b> CR, Haney & Greene, “Capital Constructions: Newspaper Reporting in Death Penalty Cases”               |
| Thu.<br>5/19  | Alternatives and Social Policy | <b>Read:</b> APO, Chapters 1 & 2<br><b>Quiz 13</b>   |
| Tues.<br>5/24 | Alternatives and Social Policy | <b>Read:</b> APO, Chapters 3 & 4   |
| Thu.<br>5/26  | Alternatives and Social Policy | <b>Read:</b> APO, Chapters 5 & 6<br><b>Quiz 14</b>   |
| Tues.<br>5/31 | <b>Exam 3</b>                  | <b>Final Exam Period: Tues., May 31, 7a-9:50p</b>  |