

SOC 151 – The Criminal Justice System

Syllabus

Fall Quarter 2017



Course Information

Classroom: Wellman 6
Meeting Hours: Tuesdays & Thursdays 4:40 PM – 6:00 PM
Course Website: <https://canvas.ucdavis.edu/courses/152536>
Midterm Exam: Tuesday, October 24, 4:40 PM – 6:00 PM
Final Exam: Monday, December 11, 10:30 AM – 12:30 PM

Instructor Information

Instructor: Chris Smith
Office: SS&H 2245
Office hours: Tuesdays 11:00 AM – 1:00 PM
Email: via Canvas messages

Graduate TA Information

	<u>1st Half of Quarter</u>	<u>2nd Half of Quarter</u>
TA:	Sean Arseo	Matt Thompson
Office:	SS&H 290	SS&H 292
Office Hours:	Thursdays 12 PM – 2 PM	Thursdays 2:00 PM – 4:00 PM
Email:	via Canvas messages	via Canvas messages

Undergraduate TA Information

TA: Johanna Vega
Office: SS&H 257
Office Hours: Fridays 12:30 PM – 2:30 PM
Email: via Canvas messages

Course Description

Sociology 151 examines four components of the criminal justice system: policing, prosecution, punishment, and parole. Across these components, we will ask: What does the criminal justice system look like? How is it organized? What are the different institutions involved? Who are the actors embedded within and across institutions? How is the system maintained? How do systems change?

Course Objectives

This course is designed to meet the four following objectives.

- Objective 1: Critical thinking about the criminal justice system in U.S. society
- Objective 2: Distinguish between research, news, opinion, and stereotypes on criminal justice
- Objective 3: Communicate clearly, precisely, and effectively through writing, speaking, and online interactions
- Objective 4: Develop skills in qualitative data collection, analysis, teamwork, and evidence-based argument

Required Materials

Students need to purchase a copy (electronic or print) of the following book for the first unit of the quarter. There is one copy of this book available via course reserves at the Shields Library:

Moskos, Peter. 2008. *Cop in the Hood: My Year Policing Baltimore's Eastern District*. Princeton, NJ: Princeton University Press.

Students will need to purchase a streaming video (approximately \$2-\$3). This cost can be shared with classmates. The documentary is available on Netflix and Amazon Prime.

All other readings and required media are available on Canvas, either as pdfs or as web links. Students will need a reliable computer with a decent internet connection. We will rely on laptops heavily in class for group work, so please bring your personal computers or tablets to class.

Letter to Students

Dear Students,

Welcome to Sociology 151 – The Criminal Justice System. In this course, we will examine four p's of the US criminal justice system: policing, prosecution, punishment, and parole. For each of the p's we will ask: What does the criminal justice system look like? How is it organized? What are the different institutions involved? Who are the actors embedded within and across institutions? How is the system maintained? How do systems change?

To achieve the learning objectives of Soc 151 you can expect mini lectures, guest speakers, in-depth class discussion, in class activities, reading quizzes, data analysis, peer editing and evaluation, and critical thinking/ writing assignments.

Canvas is our learning management system. Canvas has features that support students with learning accommodations, and Canvas group work features are excellent. It is absolutely essential that students log in to the Canvas site with regularity. I will monitor and evaluate course use, and if necessary individual use, of Canvas. If you are worried that you will forget to check Canvas, you can customize your notification settings in Canvas to sync with other platforms such as email or text messages. UC Davis also supports a Canvas app that is incredibly useful for notifications, but my students have told me that the functionality and design are not as good as the website. Canvas messaging is the best way to get a hold of me for course related questions. I prefer to receive all course related questions and comments through Canvas rather than my regular email.

My expectations for you as students are to be professional, complete quality work, follow instructions, meet the deadlines, come to class prepared, stay on task during class, seek out assistance if you need it, and abide by the University of California Student Policies (<http://policy.ucop.edu/doc/2710530/PACAOS-100>). I expect students to be productive, honest, and respectful members of this class. I expect professional writing and communication, including online and email correspondence. If you require learning accommodations, please meet with me as soon as possible. These expectations are your guide on how to succeed in this course.

I want us to co-create a positive learning environment. Come to class prepared so that we can maximize the quality of our discussions. Ask clarification questions or discussion-generating questions to me and to your classmates. Distinguish between opinions and research. We also need to be respectful of varying points of view. We come from different backgrounds and have different experiences with crime and the criminal justice system. Please be mindful and respectful of these varied experiences during our discussion and activities, so that learning can happen for everyone. We are committed to the UC Davis [Principles of Community](#).

Lastly, attend your TA's or my office hours. You do not need to have a specific question to attend office hours. We can talk about your progress, you could show us something interesting you found, we could talk more about your favorite readings, or you could ask us about our jobs. If you feel shy about attending office hours, please find a classmate to join you so that you can both get more out of this course.

I look forward to a great quarter with you.

Sincerely,



Grading

	Total Points Possible	Percent of Total Grade
Individual Assignments		
Reading Quizzes (5 points each x 15)	75	15%
In-class Assignments/ Participation	50	10%
Interview Transcript	25	5%
Interview Forum	25	5%
Interview Analytic Memo	25	5%
Peer Editing & Review	25	5%
Interview Analysis Final Paper	100	20%
Midterm Exam	75	15%
Final Exam	100	20%
Total	500	100%

As indicated in the UCD Catalogue, the following grades and their corresponding adjectives describe the quality of your work: A=excellent, B=good, C=fair, D=poor, F=failure. Final letter grades will be calculated using the following distribution:

A+ 100 - 96.7%	A 96.6 - 93.4%	A- 93.3 - 90%
B+ 89.9 - 86.7%	B 86.6 - 83.4%	B- 83.3 - 80%
C+ 79.9 - 76.7%	C 76.6 - 73.4%	C- 73.3 - 70%
D+ 69.9 - 66.7%	D 66.6 - 63.4%	D- 63.3 - 60%
	F 59.9% and below	

Assignments

All assignments will be available and submitted through Canvas. Instructions, deadlines, feedback, and grades will also be through Canvas.

Late Work Policy

All of the work for this course is submitted electronically, which means that deadlines are strictly enforced. Early work is welcome; late work is not. Reading quizzes and assignments receive an automatic zero if they are not submitted by the deadline. Late final papers (Interview Analysis Final Paper only) will receive a full letter grade deduction the first minute to 24 hours after the deadline passes and a two full letter grade deduction 24 hours to 48 hours after the deadline passes. Papers receive an automatic zero and will not be graded once 48 hours have passed from the deadline.

Reading Quizzes

Reading quizzes are designed to check completion and comprehension of the assigned reading, audio, and visual materials. Students should plan to complete the quizzes immediately after completing the assigned materials. These are open book quizzes, meaning that I expect students to have access to that unit's materials while taking the quiz. Quizzes will consist of a variety of true/false, multiple choice, and matching questions. Students receive 90 minutes to complete the quiz. (This was the time length requested by former students to avoid feeling rushed.) Students cannot begin a quiz and resume a quiz later; the quiz needs to be completed in one sitting. Late quizzes will not be accepted, and Canvas will close access to the quizzes at the deadline even if you are in the middle of your quiz. If you have documentation for an accommodation permitting extra time for timed quizzes, please provide documentation as soon as possible so Chris and the TA can make a personalized adjustment in Canvas. Reading quizzes are due by 12:00 PM the day of our class meetings. There are 16 reading quizzes, but the final reading quiz score is out of 15. The lowest reading quiz score will be dropped from your final grade. This adjustment has been built into Canvas.

Taking screenshots or photos of reading quizzes or any type of sharing of reading quiz content with others is prohibited. This action constitutes academic dishonesty and will be reported to Student Judicial Affairs. Working together in-person with an equally prepared classmate on an individual reading quiz is encouraged because this setting encourages additional critical thinking. If you have questions about what is and is not permitted regarding the reading quizzes, please ask Chris right away.

Reading quizzes work toward course objective 1 by posing critical thinking questions about crime in US society, course objective 2 by delineating research from news, opinions, and stereotypes, and course objective 4 by posing challenging questions about evidence based arguments.

In-class Group Assignments

Approximately one class meeting a week will include an in-class group work assignment. These will vary in duration, and they will be completed in class. In-class assignments include answering critical thinking questions, analyzing mini datasets, working on the interview analysis project, etc. In-class teamwork assignments will be submitted on paper or through Canvas. This will require at least one internet connected device per group.

Students who do not contribute to the in-class assignment due to an absence, leaving early, arriving late, or lack of preparedness or attentiveness will receive a zero. These assignments are the primary evaluation for attendance and participation, so they cannot be made up. Students with an excused absence for the day of in-class assignments need to be in touch with Chris or the TA with documentation within 48 hours of the missed class period to discuss an alternative assignment.

In-class teamwork works toward course objective 1 by structuring critical thinking about the criminal justice system in US society, objective 3 by requiring clear, precise, and effective communication in short assignments, and object 4 by working in a team setting.

Interview & Interview Analysis Final Paper

The Interview Analysis is a quarter-long project with scaffolding assignments that build toward the final paper. Students will conduct a confidential interview with someone who works in the criminal justice system or someone who had contact with the criminal justice system. Students will transcribe their interview and share it with a group of students who conducted similar interviews in a forum. Students will identify analytic themes across the set of interviews. Students will work together to write the method section of their paper. Students will compile an analytic memo analyzing a piece of qualitative data that can be incorporated into their final paper. Students will provide extensive peer reviews of classmates' rough drafts. Failure to submit a substantial rough draft for the two peer reviews will receive a 25-point deduction. The final paper is worth 20 percent of the final grade, but students will receive multiple forms of feedback along the way.

The interview project works toward all four course objectives.

Exams

The midterm exam for Sociology 151 is scheduled in class for Tuesday, October 24. The final exam for Sociology 151 – The Criminal Justice System is scheduled for Monday, December 11 at 10:30 AM in Wellman 6.

Make up exams will not be rescheduled or permitted. Students with accommodations for test taking will work with the graduate TA to find an alternative meeting time and place.

Exams will include a mix of true/false, multiple choice, fill in the blank, and short answer questions. Students will need to purchase a scantron form for the exams. Bluebooks are not needed for the exams.

Course Calendar

*Please read this calendar with enthusiasm and flexibility as it is subject to change.

<p>Week 1 Introduction</p>	<p>Thursday 09/28</p>	<p>Welcome to Soc 151</p>
<p>Week 2 Policing</p>	<p>Tuesday 10/03</p>	<p><u>Read:</u> Soc 151 – The Criminal Justice System Syllabus</p> <p>Canvas Student Getting Started Guide (http://guides.instructure.com/m/8470)</p> <p>Bureau of Justice Statistics. 2017. "Criminal Justice System Flowchart." (https://www.bjs.gov/content/largechart.cfm).</p> <p><u>Due:</u> Reading quiz 1</p>
	<p>Thursday 10/05</p>	<p><u>Read:</u> Moskos, Peter. 2008. <i>Cop in the Hood: My Year Policing Baltimore's Eastern District</i>. Princeton, NJ: Princeton University Press. [Chapters 1 and 2.]</p> <p><u>Due:</u> Reading quiz 2</p>
<p>Week 3 Policing</p>	<p>Tuesday 10/10</p>	<p><u>Read:</u> Moskos, Peter. 2008. <i>Cop in the Hood: My Year Policing Baltimore's Eastern District</i>. Princeton, NJ: Princeton University Press. [Chapters 3 and 4.]</p> <p><u>Listen:</u> This American Life. 2015. "Cops See It Differently, Part One." Chicago, IL: WBEZ. (http://www.thisamericanlife.org/radio-archives/episode/547/cops-see-it-differently-part-one). [1-hour podcast.]</p> <p><u>Due:</u> Reading quiz 3</p> <p><u>Guest Speaker:</u> Officer Holguin, UC Davis Campus Police</p>
	<p>Thursday 10/12</p>	<p><u>Read:</u> Moskos, Peter. 2008. <i>Cop in the Hood: My Year Policing Baltimore's Eastern District</i>. Princeton, NJ: Princeton University Press. [Chapters 5 and 6.]</p> <p><u>Due:</u> Reading quiz 4</p> <p><u>Upcoming:</u> Interview transcript due Sunday 10/15 at 11:59PM</p>

<p>Week 4 Policing</p>	<p>Tuesday 10/17</p>	<p><u>Read:</u> Moskos, Peter. 2008. <i>Cop in the Hood: My Year Policing Baltimore's Eastern District</i>. Princeton, NJ: Princeton University Press. [Epilogue and Afterword. Chapter 7 not required.]</p> <p>Kramer, Rory, Brianna Remster, and Camille Z. Charles. 2017. "Black Lives and Police Tactics Matter." <i>Contexts</i> 16(3):20-5.</p> <p><u>Listen:</u> This American Life. 2015. "Cops See It Differently, Part Two." Chicago, IL: WBEZ. (http://www.thisamericanlife.org/radio-archives/episode/548/cops-see-it-differently-part-two). [1-hour podcast.]</p> <p><u>Due:</u> Reading quiz 5</p> <p><u>Guest Speaker:</u> PACOTE Lab</p>
	<p>Thursday 10/19</p>	<p><u>Read:</u> Weitzer, Ronald. 2005. "Can the Police Be Reformed?" <i>Contexts</i> 4(3):21-6.</p> <p>Tomaskovic-Devey, Donald, and Patricia Warren. 2009. "Explaining and Eliminating Racial Profiling." <i>Contexts</i> 8(2):34-9.</p> <p><u>Due:</u> Reading quiz 6</p>
<p>Week 5 Midterm</p>	<p>Tuesday 10/24</p>	<p><u>Midterm Exam</u></p>

<p>Week 5 Prosecution</p>	<p>Thursday 10/26</p>	<p><u>Read:</u> Gonzales Van Cleve, Nicole. 2016. <i>Crook County: Racism and Injustice in America's Largest Criminal Court</i>. Stanford, CA: Stanford University Press. [Chapter 1: "Separate and Unequal Justice." Pp. 15-49.]</p> <p><u>Listen:</u> Avirgan, Jody. 2015. "When Data Tells Us to Lock Someone Up." What's the Point Podcast. FiveThirtyEight, August 6. (http://fivethirtyeight.com/datalab/podcast-when-data-tells-us-to-lock-someone-up/). [37-minute podcast, begin listening at 5:10.]</p> <p><u>Due:</u> Reading quiz 7</p> <p><u>Upcoming:</u> Interview theme forum due Sunday 10/29 at 11:59PM</p>
<p>Week 6 Prosecution</p>	<p>Tuesday 10/31</p>	<p><u>Read:</u> Simon, Jonathan. 2007. <i>Governing Through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear</i>. New York: Oxford University Press. [Chapter 7: "Safe Schools: Reforming Education Through Crime."]</p> <p><u>Watch:</u> May, Robert. 2013. <i>Kids for Cash</i>. New York: Senart Films. (http://kidsforcashthemovie.com). [102-minute documentary. Purchase required. Available on Netflix and Amazon Prime.]</p> <p><u>Due:</u> Reading quiz 8</p>
	<p>Thursday 11/02</p>	<p><u>Read:</u> Page, Joshua. 2017. "Desperation and Service." <i>Contexts</i> 16(2):30-7.</p> <p><u>Due:</u> Reading quiz 9</p> <p><u>In-class Assignment:</u> Citizen science with Matt Thompson</p> <p><u>Upcoming:</u> Interview analytic memo due Sunday 11/05 at 11:59PM</p>

Week 7 Punishment	Tuesday 11/07	<p><u>Read:</u> Foucault, Michel. 1975. <i>Discipline & Punish: The Birth of the Prison</i>. Translated by A. Sheridan. New York: Vintage Books. [Selected pages from Chapter 1: "The Body of the Condemned" and Chapter 3: "Panopticism."]</p> <p><u>Due:</u> Reading quiz 10</p>
	Thursday 11/09	<p><u>Read:</u> Western, Bruce and Becky Pettit. 2002. "Beyond Crime and Punishment: Prisons and Inequality." <i>Contexts</i> 1(3):37-43.</p> <p>Ogden, Stormy. 2005. "The Prison-Industrial Complex in Indigenous California." Pp. 57-65 in <i>Global Lockdown: Race, Gender, and the Prison-Industrial Complex</i>, edited by J. Sudbury. New York: Routledge.</p> <p><u>View:</u> Ross, Richard. 2013. "In Pictures: Juvenile in Justice." <i>Contexts</i> 12(2):58-65. [Photo essay.]</p> <p><u>Due:</u> Reading quiz 11</p>
Week 8 Punishment	Tuesday 11/14	<p><u>Read:</u> Wacquant, Loïc. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh." <i>Punishment & Society</i> 3(1):95-134.</p> <p>Contreras, Randol. 2013. <i>The Stickup Kids: Race Drugs, Violence, and the American Dream</i>. Berkeley, CA: University of California Press. [Chapter 3: "Riker's Island." Pp. 72-86.]</p> <p><u>Due:</u> Reading quiz 12</p>
	Thursday 11/16	<p><u>Review:</u> Yellin, Linda L. 2009. <i>A Sociology Writer's Guide</i>. Boston, MA: Pearson Education, Inc. [Chapter 7: "Writing a Qualitative Research Paper." Pp. 138-58.]</p> <p><u>In Class:</u> No class due to conference travel. Work on your rough drafts and attend extra week 9 office hours before the Thanksgiving break.</p>

<p style="text-align: center;">Week 9 Punishment</p>	<p style="text-align: center;">Tuesday 11/21</p>	<p><u>Read:</u> Comfort, Megan. 2002. "'Papa's House': The Prison as Domestic and Social Satellite." <i>Ethnography</i> 3(4):467-99.</p> <p>Jenness, Valerie, and Sarah Fenstermaker. 2016. "Forty Years after Brownmiller: Prisons for Men, Transgender Inmates, and the Rape of the Feminine." <i>Gender & Society</i> 30(1):14-29.</p> <p><u>Due:</u> Reading quiz 13</p> <p><u>Upcoming:</u> Two peer reviews of classmates' drafts of final paper due Sunday 11/26 at 11:59PM</p>
<p style="text-align: center;">Week 10 Punishment & Parole</p>	<p style="text-align: center;">Tuesday 11/28</p>	<p><u>Read:</u> Conover, Ted. 2000. "Guarding Sing Sing." <i>New Yorker</i>, April 3. (http://www.newyorker.com/magazine/2000/04/03/guarding-sing-sing).</p> <p>Page, Joshua. 2011. <i>The Toughest Beat: Politics, Punishment, and the Prison Officers Union in California</i>. New York: Oxford University Press. [Chapter 8: "Changing of the Guard: A New Direction for the CCPOA and California?" Pp. 194-219]</p> <p><u>Due:</u> Reading quiz 14</p>
	<p style="text-align: center;">Thursday 11/30</p>	<p><u>Read:</u> Ipsa-Landa, Simone, and Charles E. Loeffler. 2016. "Indefinite Punishment and the Criminal Record: Stigma Reports among Expungement-Seekers in Illinois." <i>Criminology</i> 54(3):387-412.</p> <p>Urban Institute. 2016. "Returning Home Study: Understanding the Challenges of Prisoner Reentry." Justice Policy Center. (http://www.urban.org/policy-centers/justice-policy-center/projects/returning-home-study-understanding-challenges-prisoner-reentry)</p> <p><u>View:</u> Embser-Herbert, Melissa Sheridan 2014. "In Pictures: 12,906 Days." <i>Contexts</i> 13(4):60-7. [Photo essay.]</p> <p><u>Due:</u> Reading quiz 15</p> <p><u>Guest Speaker:</u> Zach Psick, UCD Sociology graduate student</p> <p><u>Upcoming:</u> Interview analysis final papers due Sunday 12/03 at 11:59PM</p>

Week 11 Parole	Tuesday 12/05	<u>Read:</u> Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." <i>American Sociological Review</i> 74(3):339-57. <u>Due:</u> Reading quiz 16
	Thursday 12/07	<u>No Readings</u> <u>Due:</u> Course evaluations
Finals Week	Monday 12/11	<u>Due:</u> Final exam, Monday, December 11, 10:30 AM – 12:30 PM