

CJS 328: Diversity, Justice, and Crime

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Office Hours: Mondays 3:00-4:00pm or by appointment

Course Overview

Historically and today, race, ethnicity, gender, sexuality, and class shape ideas and practices of crime and criminalization, including criminal punishment through state systems (e.g., by police, court, and legislative bodies). Yet the relationship between diversity and social control is more complex than this, as crime and crime control not only *reflect* racial and ethnic, gendered, and classed stratification and contention but play active roles in *producing, organizing, and transforming* racialized, classed, and gendered meanings over time.

This course will introduce students to key concepts, explanations, and constructions of ethnicity, gender, sexuality and class. Each of these dimensions is then examined as it relates to crime, criminalization, and the legal system, with an emphasis on historical development, social manifestations and practical impacts on specific representative populations. This course surveys these relationships with emphasis throughout on the co-production of privilege and disadvantage along the lines of class, race, gender, and sexuality through social control. The last part of the course deals with diversity issues in crime and punishment with respect to the administration of law.

Learning Outcomes:

Upon successful completion, students will have the knowledge and skills to:

1. Define race, ethnicity, gender, sexuality, and class, and understand how these concepts are socially constructed;
2. Apply the framework of intersectionality to analyze crime and criminalization;
3. Demonstrate an understanding of marginalization and inequality within the legal system;
4. Understand how crime reflects and reproduces race, gender, sexuality, and class;
5. Demonstrate an understanding of the criminalization of diversity as well as crimes against diverse populations;
6. Understand the historical contexts that shape treatment of people based on race, ethnicity, class, gender, and sexuality;
7. Understand how class, race, ethnicity, gender and sexuality interact with the law-making process & the administration of criminal law;
8. Think critically about the people involved in the legal system, the policies and practices that structure the system, proposals for reforming the legal system, and the many ways in which the system interfaces with other institutions.

Office Hours:

Office hours will be held on Zoom on Mondays from 3:00pm to 4:00pm, or by appointment. I will post a Zoom link to my office hours on the course website, and it can be used all semester. Please note: If you sign into office hours and I am already visiting with another student, it may take several minutes to let you in from the waiting room. Please be patient and know that I will start my meeting with you as soon as possible.

My commitment to students:

- Because education is a continuous process of learning and unlearning with and from students, teachers, colleagues, parents, and the community, I believe an instructor is not a source of privileged knowledge but rather a collaborator and co-learner. Therefore, I believe my role as an educator is to allow the course material to come alive and have its own voice and then facilitate productive dialogue around that subject.
- I will also seek to create a learning environment that encourages students' transformation from merely passive consumers of knowledge to active and empowered participants in and beyond the classroom and knowledge producing members of their community.
- I will facilitate an educational space where students, no matter their career trajectory, can develop an intrinsic desire to understand the social problems facing society, gain knowledge and skills that can be used to address these problems, and understand how their own perspectives and actions can contribute to either the amelioration or perpetuation of these problems.
- I will also continuously refine my teaching methods through experiential learning and classroom feedback, allowing for an iterative process that shapes my identity as a teacher.
- I will use instructional methods that allow students to be active participants, including encouraging students to share their knowledge, experiences, and insights, as well as having students play an active role in shaping the class structure, activities, and lessons.
- Because there is no one size fits all approach to education, I believe it is important to incorporate different styles of learning into the curriculum. I will therefore use a variety of instructional methods that appeal to a wide range of learning styles.
- I will recognize, respect, and affirm differences among peoples and challenge oppression and structural and procedural inequities that exist in society, generally, and in local educational settings, specifically.
- I will promote an inclusive learning environment through every avenue possible including but not limited to: allowing flexibility in deadlines whenever possible, assigning texts that are free or low cost, selecting materials that are produced by a diverse authorship, assessing learning using a variety of methods that appeal to a range of learning styles, and giving students a voice in how this course is structured.
- I will view the individual identities and values of students in our class as a strength and aim to create a class atmosphere in which all students can learn. Those identities consist of a number of traits and beliefs, such as gender and gender identity, sexual orientation, race, ethnicity and national identity, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives, and other characteristics. I will strive to do my best to respect this diversity throughout the semester.

- Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Office of the Dean of Students.
- I will encourage every student to share their own experiences as they are relevant to the course, but I will continuously stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view.
- Students and faculty each have responsibility for maintaining a respectful learning environment in which to express their opinions. I will encourage meaningful and constructive dialogue throughout the semester, which requires of each of us: speaking up, a willingness to listen, and respect of one another's individual differences. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences such as race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age. **I will not, however, tolerate disruptive or insulting remarks, gender or racial slurs, or other forms of bullying, intimidation, racism, sexism, or hate speech.**
- I believe a learning centered approach to teaching recognizes that mistakes are part of the learning process. Therefore, in order to foster an environment that promotes growth and learning, students will be given additional chances to revise their work whenever possible in order to demonstrate their growth, as opposed to only getting one chance to achieve the desired grade.

Self-Care:

Like many sociology and criminology courses, in this course we will sometimes discuss topics that are difficult and distressing. Indeed, we may cover topics in this course that you or someone you love has personally experienced. Further, the general workload from college can be distressing, especially when balanced with work, social, and/or familial obligations. For this reason, it is incredibly important that you practice self-care and self-compassion throughout the semester. What this looks like will vary from person to person but may include activities such as setting aside time to rest and disengage, meditating, talking about what you are learning with a trusted friend or family member, or debriefing with your counselor or therapist. Your physical, mental, and spiritual health are vital and must be intentionally cared for now and throughout your life.

I have taken several steps to make this course as productive and healthy for as many people as possible. For example, in this course:

- I have developed a grade buffer that allows you to miss an assignment if you need to take a brief step back from the course (see the next section for additional details).
- I will also employ a variety of instructional methods that appeal to a wide range of learning styles.

- I will give you as much choice as possible about how you will earn your grade in the course.
- I am available as a resource for you. Please do not hesitate to get in touch with me if you need help accessing resources on campus or in the community, if you are falling behind in the course, or if you simply need someone to talk to. I will do my best to support you in whatever ways I am able and/or help get you connected with the appropriate resources.

Grading Overview

- Introductory survey – 5%
- Critical Reflection Journal – 45%
- Midpoint Check-in Survey – 5%
- Midpoint Assessment – 15%
- Book Project & Presentation – 35%

Total: 105%

Below, you will find additional information about each of these categories. But before then, you will notice that there are 105 total available percentage points in this course. However, you are only required to earn 100% in this course to earn full points. This means that you have a 5 percent buffer built into your score, and it is up to you as to when and if you want to take advantage of this buffer. For example, if you are going on a vacation one week, you can skip your critical reflection journal submission and still earn full points in this class. Alternatively, you can also earn a 95% on the midterm, and still earn full points in this class.

Introductory Survey - 5%

During week 1, you will be asked to complete a very brief introductory survey. This survey is meant to help me get to know you a little bit so that I can help you succeed in the course in whatever ways I am able. This survey is also intended to help me understand how you best learn as well as what you would like to get out of this course so that I can best tailor it to your learning style.

Critical Reflection Journal – 45%

There are 15 weeks in this course. After you complete the reading and lecture for each week, you will be asked to upload your answers to a series of questions intended to assess your engagement with the material and allow you to critically reflect on the readings. Each journal entry should demonstrate an understanding of the assigned topics and themes, and draw connections to your own experiences, and/or current events. Specifically, each journal entry should answer the following questions:

- What is one thing you learned from this week's reading/lecture?
- Did the readings challenge anything you previously knew (or thought you knew)? If so, how?
- How do the readings reveal the importance of intersectionality?
- How does the reading/lecture expand your understanding of diversity, (in)justice, and crime?
- How do the readings connect to one another or other course readings?
- How do the readings help you make sense of current events or your own experiences?
- What important question(s) remain unanswered?
- Comments/questions/concerns:

You should answer each question in 3-5 sentences. Your entry should be double spaced, using times new roman, 12-point font. Each journal entry will be due on Sunday evenings by 11:59pm.

Midpoint Check-in Survey – 10%

In Week 8, you will be asked to complete a brief midpoint check-in survey. This survey is meant to gauge how the course is working for you thus far as well as provide you an opportunity to reflect on your growth in the class and how I can better support you through the remainder of the course.

Midpoint Assessment – 15%

After we complete the first seven weeks of the course, you will be given a midpoint assessment during week 8. You will be given two options for how you will be assessed and you may select whichever one you would like.

Option 1: Paper

You will write a five-page paper that demonstrates your intellectual growth as it relates to the readings. You will write a thesis statement about how your thinking has changed and provide evidence to back up your thesis. This option may also take the shape of a mini research essay in which you research the answer to a question that came up for you while reading. Additional details will be provided later in the course.

Option 2: Midterm

You will have one hour to complete thirty multiple choice questions and seven short answer questions. Because the purpose of this course is for students to learn the material, you are welcome to take the exam as many times as you choose during week 8 until you achieve the score that you would like. I will then take your highest score.

Book Project – 35%

During the second half of the course, you will participate in an online book group. You will have 15 books to choose from. During week 4, you will complete a form ranking your preference as to which book you would like to be assigned to read. I will do my best to honor your top request. However, in the event that more than a handful of students select the same book as their number one preference, I will then randomly select 4-5 students. If you are not selected, you will then be given priority for your second selection. It is your responsibility to make sure you have your book by Week 7. Your options are:

- Morris, M. (2016). *Pushout: The criminalization of Black girls in schools*.
- Edelman, P. (2019). *Not a crime to be poor: The criminalization of poverty in America*. The New Press.
- Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press.
- Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.
- Mogul, J. L., Ritchie, A. J., & Whitlock, K. (2011). *Queer (in) justice: The criminalization of LGBT people in the United States* (Vol. 5). Beacon Press.
- Chacón, J. A., Chacón, J. A., & Davis, M. (2006). *No one is illegal: Fighting violence and state repression on the US-Mexico border*. Haymarket Books.
- Massey, D. S. (2007). *Categorically unequal: The American stratification system*. Russell Sage Foundation.
- Childs, D. (2015). *Slaves of the state: Black incarceration from the chain gang to the penitentiary*. U of Minnesota Press.
- Milloy, J. S. (2017). *A national crime: The Canadian government and the residential school system* (Vol. 11). Univ. of Manitoba Press.
- Benforado, A. (2015). *Unfair: The new science of criminal injustice*. Broadway Books.
- Ritchie, A. J. (2017). *Invisible no more: Police violence against Black women and women of color*. Beacon press.
- Clair, M. (2020). *Privilege and punishment: How race and class matter in criminal court*. Princeton University Press.
- Meyer, D. (2015). *Violence against queer people: Race, class, gender, and the persistence of anti-LGBT discrimination*. Rutgers University Press.
- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. Oxford University Press.
- Epp, C. R., Maynard-Moody, S., & Haider-Markel, D. P. (2014). *Pulled over: How police stops define race and citizenship*. University of Chicago Press.

More details will be provided during week 7. However, your grade for the book project will be based on five components which include:

- A group presentation
- An individual 5-page paper

- Group worksheets
- Individual group feedback
- Individual class feedback

Final Grading Schema:

Your final grade in this course will be based on the following figures. Please note: Because you have 5 buffer percentage points to use throughout the semester, the minimum percent needed to earn a given letter grade is lower than you probably see in most courses. For this reason, it is important to remember that this grading schema is unique to this course.

Final Letter Grade	Minimum Percent Needed to Earn Final Letter Grade (Minimum Percentage Points / 105 Points)
A	89.5%
A-	85.7%
B+	82.9%
B	80.0%
B-	76.2%
C+	73.3%
C	70.5%
C-	66.6%
D+	63.8%
D	61.0%
D-	57.1%

Late Policy:

Especially in a course that focuses on diversity, it is important to recognize the ways in which privilege and disadvantage impact the college experience and the ways in which the college experience exacerbates inequalities. For example:

- Compared with white students, Black college students and other students of color report higher rates of loneliness and emotional stress, anxiety, depression, and hopelessness. Untreated mental illness can hinder a student's academic performance, as well as their social and emotional well-being.
- Black students are also more likely to experience food and housing insecurities.¹
- Additionally, 43 percent of all full-time undergraduate students and 81 percent of part-time students are employed while enrolled. The financial need to work while enrolled,

¹ <https://files.eric.ed.gov/fulltext/ED596506.pdf>

with all its negative consequences, disproportionately burdens students from historically underserved groups.

- While students from all family backgrounds work for pay, students from low-income families are more likely to do so—and, among those who are employed, work more hours on average—than their higher-income peers. 16 percent of Black full-time students and 13 percent of Latinx full-time students worked at least thirty-five hours per week while enrolled, compared with just 9 percent of white full-time students.²
- According to a recent study conducted by the Office of Civil Rights, COVID-19 has deepened racial and class divides across our nation's classrooms and campuses.³
- California studies also confirm this; over half of college students across California say their incomes have declined during the pandemic, and 57 percent reported basic needs insecurity.⁴
- Black, Indigenous, and other students of color are experiencing a far greater burden during the pandemic as compared to white students. COVID-19 has had a greater impact on communities of color, resulting in greater loss of loved ones, more financial and housing challenges, less access to the technology needed to engage in academic obligations, and inadequate access to healthcare.⁵

For these reasons, I believe flexibility is extremely important, particularly in order to foster an inclusive environment, and I also believe care has to be our number one priority in this moment. As such, the late policy for this course is reflective of this. Rather than setting firm deadlines, the due dates for assignments are what I consider “target dates,” dates that I believe you should have the assignment submitted by in order to remain on track in this course. If for some reason you are unable to submit the assignment by the target date, you should email me to let me know. However, you will not be penalized for failing to meet the target date so long as you notify me in advance.

Resources To Help You Succeed

Tips on Note-taking: Use Handwriting to Increase Benefit (Digitize Later):

Laptops are a common site in classrooms today and are surely valuable technological resources. However, studies find that **using a laptop to take notes in class is detrimental to learning**, especially in comparison to note taking by hand. In essence, the efficiency of using a laptop translates into more shallow learning, as you are spending less effort on processing information (with your brain – rather than a word/computer processor). More information [here](#).

Tips on Reading: Being Strategic about Reading Academic Texts:

² <https://www.aaup.org/article/recognizing-reality-working-college-students#.YRqkQi1h3GI>

³ <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

⁴ <https://ticas.org/wp-content/uploads/2021/04/The-Impact-of-COVID19-on-CA-College-Students.pdf>

⁵ <https://www.mghclaycenter.org/parenting-concerns/young-adults/college-students-of-color/>

Academic writing offers carefully crafted insight rooted in logical argument and empirical evidence. Yet the crafts (and related writing) are not easy to understand (and interpret) for non-experts in the field, so it helps to have perspective on the nature of these texts, and strategies for taking them in. Here is a [short video](#) on reading scholarly writing, strategically. Note that this video and other sources you will find focus on scientific writing (e.g., quantitative studies), but similar advice pertains to other kinds of texts, such as qualitative case studies, theoretical texts, and so on.

Requests for Incompletes:

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Students with Disabilities:

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the first two weeks of class. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

If you need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at 818.677.2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at 818.677.2611. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Counseling Services:

Did you know part of your tuition covers a certain number of free counseling sessions each year? Once you leave CSUN, these sessions can cost up to \$200 per hour. Making your first appointment is easy. Any regularly enrolled CSUN student who is interested in accessing mental health services may contact UCS during regular business hours, between 8 a.m. and 5 p.m., Monday through Friday. To make an appointment, please call (818)677-2366, and select option 1.

University Counseling Services (UCS) counselors are also available to assist students with urgent situations, emergencies, or serious crises related to psychological concerns during regular business hours (8:00 a.m. to 5:00 p.m., Monday through Friday). For urgent care assistance after hours, please call (818) 677-2366, option 3 or visit our [urgent care page](#) for more information.

Useful Links:

[Food Pantry](#) at CSUN: Anybody who faces challenges securing food or housing and believes this impacts course performance, should contact CSUN's Food Pantry website and the corresponding contacts. If you also feel comfortable contacting me, the department chair, or the Dean's Office, we can also facilitate assistance. You don't have to be alone in this moment.

[Emergency MataCare grants](#), one-time grants to prevent evictions, urgent child care issues, etc.

DACA (Deferred Action for Childhood Arrivals) Resources:

- Check out the [Central American Resource Center facebook page](#)
- [Legal resources listed on CSUN's Educational Opportunity Program \(EOP\)](#)
- [Dream Center](#) that was created to support all undocumented students & allies

[Pride Center](#) offers support and resources to lesbian, gay, bisexual, transgender, queer, & questioning students, faculty, & staff.

[Learning Resource Center](#) offers tutoring, a writing center, & more.

[Writing Center](#) offers individual sessions with writing consultants to students composing assignments in classes in any discipline, supplemental instruction in first-year composition, workshops on various topics in reading and writing.

[Research and Library Assistance](#)

[Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBTQ, military, or any crisis). You don't have to manage these feelings alone.

Class Schedule

Date the week begins	Week	Session	Topic	Assigned Reading(s)
08/30	1	1	Course Introduction	Article: The Trouble with Crime Statistics
	1	2	Diversity 101: Differences that matter	Chapter 6: Understanding Privilege and the Intersections of Class, Race, and Gender. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers.

				Kimberlé Crenshaw Video: <u>The Urgency of Intersectionality</u>
09/06	2	3	Introduction to race, inequality, & privilege	Chapter 4: Understanding Race and White Privilege. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers. Saperstein, A., Penner, A. M., & Light, R. (2013). Racial formation in perspective: Connecting individuals, institutions, and power relations. <i>Annual Review of Sociology</i> , 39, 359-378.
	2	4	Racialized politics of crime control	Pages 261-271. Hinton, E., & Cook, D. (2021). <i>The mass criminalization of Black Americans: A historical overview</i> . <i>Annual Review of Criminology</i> , 4, 261-286. Documentary: <u>Slavery by Another Name</u>
09/13	3	5	Racialized politics of crime control	Chapter 1: The Mismeasure Of Crime. Muhammad, K. G. (2010). <i>The condemnation of Blackness: Race, crime, and the making of modern urban America</i> . Harvard University Press. Chapter 2: Saving The Nation: The Racial Data Revolution And The Negro Problem. Muhammad, K. G. (2010). <i>The condemnation of Blackness: Race, crime, and the making of modern urban America</i> . Harvard University Press.
	3	6	Racialized politics of crime control	Chapter 1: Worlds Collide: New World, New Indians. Ross, L. (1998). <i>Inventing the savage: The social construction of Native American criminality</i> . University of Texas Press.
09/20	4	7	Racialized politics of crime control	Chapter 2: Racializing Montana: The Creation of "Bad Indians" Continues. Ross, L. (1998). <i>Inventing the savage: The social construction of Native American criminality</i> . University of Texas Press.
	4	8	Governing Race through crime	Article: <u>The Mississippi Delta's History of Black Land Theft</u> Podcast: <u>Black Americans And The Racist Architecture Of Homeownership</u>
09/27	5	9	Governing Race through crime	Ward, G. (2015). The slow violence of state organized race crime. <i>Theoretical Criminology</i> , 19(3), 299-314. Barkan, S. E., & Cohn, S. F. (2005). Why whites favor spending more money to fight crime: The role of racial prejudice. <i>Social problems</i> , 52(2), 300-314.
	5	10	Governing Race through crime	Lerman, A. E. and Weaver, V. (2013). Race and crime in American politics: From law and order to willie horton and beyond. Pages 271-281. Hinton, E., & Cook, D. (2021). <i>The mass criminalization of Black Americans: A historical overview</i> . <i>Annual Review of Criminology</i> , 4, 261-286.

10/4	6	11	Governing Race through crime	Chapter 7: Victimology and Patterns of Victimization. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers. Article: <u>The Myth of Black on Black Crime</u>
	6	12	Governing Race through crime	Petersen, N., & Ward, G. (2015). The transmission of historical racial violence: Lynching, civil rights–era terror, and contemporary interracial homicide. <i>Race and Justice</i> , 5(2), 114-143. Documentary: <u>13th</u>
10/11	7	13	Governing Race through crime	Romero, M. (2000). State violence, and the social and legal construction of Latino criminality: From el bandido to gang member. <i>Denv. UL Rev.</i> , 78, 1081.
	7	14	Governing Race through crime	Lee, M. T., & Martinez, R. (2009). Immigration reduces crime: An emerging scholarly consensus. In <i>Immigration, crime and justice</i> . Emerald Group Publishing Limited. Menjívar, C., Gómez Cervantes, A., & Alvord, D. (2018). The expansion of “crimmigration,” mass detention, and deportation. <i>Sociology Compass</i> , 12(4), e12573.
10/18	8	15	Midterm	Midterm
	8	16	Introduction to gender, sexuality, & privilege	Chapter 5: Understanding Gender and Male Privilege. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers. Article: <u>Why sexuality is not binary</u>
10/25	9	17	Politics of Crime Control: Gender & Sexuality	Abrego, L. J., & Menjívar, C. (2011). Immigrant Latina mothers as targets of legal violence. <i>International Journal of Sociology of the Family</i> , 9-26. Article: <u>The Criminalization of Bad Mothers</u>
	9	18	Politics of Crime Control: Gender & Sexuality	Frohmann, L. (1997). Convictability and Discordant Locales: Reproducing Race, Class, and Gender Ideologies in Prosecutorial Decisionmaking. <i>Law & Soc’y Rev.</i> , 31, 531.
11/1	10	19	Politics of Crime Control: Gender & Sexuality	Article: <u>The Politics of Blood: HIV Criminalization in the Modern Era</u>
	10	20	Introduction to	Article: <u>The “Criminal” Black Lesbian: Where Does This Damaging Stereotype Come From?</u>

			Class & Economic Privilege	
11/8	11	21	Politics of Crime Control: Class & Economic Privilege	Chapter 3: Understanding Class and Economic Privilege. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers.
	11	22	Politics of Crime Control: Class & Economic Privilege	Sohoni, T., & Rorie, M. (2021). The whiteness of white-collar crime in the United States: Examining the role of race in a culture of elite white-collar offending. <i>Theoretical Criminology</i> , 25(1), 66-87. Documentary: Dirty Money: The Wagon Wheel
11/15	12	23	Politics of Crime Control: Class & Economic Privilege	Documentary: Dirty Wars Article: <u>'Almost every household has someone that has died from cancer'</u>
	12	24	Politics of Crime Control: Class & Economic Privilege	Article: <u>The Criminalization Of Private Debt</u> , Executive Summary Article: <u>The New Debt Prisons</u>
11/22	13	25	Politics of Crime Control: Class & Economic Privilege	Desmond, M., & Valdez, N. (2013). Unpolicing the urban poor: Consequences of third-party policing for inner-city women. <i>American Sociological Review</i> , 78(1), 117-141. Article: State Foster Care Agencies Take Millions Of Dollars Owed To Children In Their Care
	13	26	Administration of Law and (in)justice through an intersectional lens	Chapter 9: Law Enforcement and Criminal Prosecution. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers.
11/29	14	26	Administration of Law and (in)justice through an intersectional lens	Chapter 10: Punishment, Sentencing, and Imprisonment. Barak, G., Leighton, P., & Flavin, J. (2018). <i>Class, race, gender, and crime: The social realities of justice in America</i> . Rowman & Littlefield Publishers.
	14		Administration of Law and (in)justice	Chapter 16: "The Convergence of Race, Ethnicity, Gender, and Class on Court Decision Making." Zatz, pages 203-218. In Kubrin & Stucky, Introduction to Criminal Justice.

		27	through an intersectional lens	
12/6	15	28	Administration of Law and (in)justice through an intersectional lens	Light, M.T., Massoglia, M., & King, R.D. (2014). "Citizenship and punishment: The salience of national membership in US criminal courts." <i>American Sociological Review</i> , 79(5), 827–849.
	15	29		Group Presentations
12/13	16	30		Group Presentations
	16	31		Finals Week: 12/14-12/20

Campus Calendar Fall 2021 Semester:

August 25, 2021	Fall 2021 Officially Begins;
August 26-27	Department Mtgs Department Meetings / Registration Continues
August 28	Classes Begin
August 30	Weekday Classes Begin
September 4-5	No Instruction
September 6	Labor Day Holiday; Campus Closed
November 11	Veterans' Day Holiday; Campus Closed
November 25-26	Thanksgiving Recess; Campus Closed
November 27-28	No Instruction
December 13	Last day of formal instruction
December 14-20	Final examinations
December 21-22	Department meetings and conferences
December 22	Evaluation Day
December 23	Instructors' grades due
December 23	Last day of the Fall 2021 semester
December 24 - January 2, 2022	Campus Closed *

Policy on Cheating:

Cheating (or any form of academic dishonesty) on exams, homework assignments, or in relation to any aspect of the grading process will not be tolerated. Please read and familiarize yourself with the section of the CSUN Catalog entitled "Academic Honesty" found at <http://www.csun.edu/catalog/policies/academic-dishonesty/>. Everything that you turn in for this course credit must represent your own work.

Title IX Issues:

It is important that I note that, though I hope to be a resource for you both within and beyond this course, I am required by law to report disclosures of sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking to CSUN's Title IX Coordinator. The report will lead to an administrative investigation and may lead to a police investigation should the safety of the student and/or the campus community be at risk. For this reason, you may wish to disclose these forms of violence and harassment to another, confidential resource at CSUN. The CSUN Campus Care Advocate is a confidential resource that can provide support (Paria Zandi, (818) 677-7492 E-Mail: paria.zandi@csun.edu). Strength United also provides rape crisis advocates to victims at no cost. While I am not a confidential advocate, please know that I will keep all information you share with me private (on these or any other topics), meaning that I will never share the information with anyone other than those I am required to by law.

CSUN's Title IX Coordinator is:

Barrett Morris

Office of Equity and Diversity

University Hall 285

Phone: (818) 677-2077 or <http://www.csun.edu/eqd/>

Hours: Monday – Friday, 8:00 a.m. to 5:00 p.m.

For more information regarding your university rights and options as a survivor of sexual misconduct/sexual violence, please visit the University's Title IX website at:

<http://www.csun.edu/shinealight>

Subject to Change

This syllabus is subject to change. I will make every effort to notify you in advance about any changes. These changes will be announced during class.