**CRIME AND SOCIETY**

**Professor Michael D. Sousa**

**SOCY 2044**

**MWF 2:00 pm to 2:50 pm**

**ENVD 120**

**Contact Information**

Email: msousa@law.du.edu

Office Hours: Fridays 3-4 pm

**Course Description**

This course explores issues related to crime, the criminal justice system, the legal system, and crime-related policy largely through a sociological perspective. At the end of the course, you should have a good framework for understanding the close, dialectical relationship between society and the criminal justice system in the United States.

**Course Materials**

There are two required texts for this course:

1. John R. Fuller, ***Introduction to Criminal Justice: A Brief Edition*** (2019)(Oxford University Press)
2. Bruce Western, ***Punishment and Inequality in America***(2006)(Russell Sage Foundation)

In addition to these two required texts, there will be various readings posted to the course site (either D2L or Canvas) for which you are also responsible.

**Class Expectations, Policies and Attendance**

My overriding goal for this course is to have you engage with the class material and to think critically about crime, law, and the criminal justice system in the United States. To that end, here are my expectations for the course and the attendance policy:

1. Although this is a 2000-level course, I will not be teaching this course at a rudimentary level. That is, I expect you to come to class prepared to discuss the material and to engage with me and your fellow classmates in a critical way. I want to challenge your thinking and broaden your intellectual horizons regarding the sociological study of crime, law, and criminal justice. Further, while I cannot be certain, I suspect that the reading load for this course will be greater than what you may expect from a 2000-level course. While I am positive that the readings selected will be intriguing and thought-provoking, if you are not committed to a heavy reading load, then I would strongly think about taking this course from another instructor.
2. We will be reading various types of material in this course, from a general textbook, to examples of academic scholarship, to legal cases as one would as a first-year law student. While I think you will find this intellectually intriguing, new and fun, it may require more of your time than other 2000-level courses. Please take that into consideration if you choose to remain in this course.
3. This class will not be taught strictly as “straight lecture.” Rather, I will be using a Socratic Method to teach this course. That is, I will oftentimes “cold call” students to answer questions about the course readings, respond to my questions, or respond to questions/comments from your fellow students. This develops your critical thinking skills and public speaking skills, in addition to testing your understanding of the assigned material. If speaking in front of a class is a problem for you or you have hesitation about participating in class in this way, then you may wish to drop this class and take it with another instructor.
4. Assigned readings are expected to have been completed prior to the class meeting for which they are assigned. You have three free “passes” from being called on during class. If you are unprepared for class on more than three occasions, however, I reserve the right to either reduce your final grade by a full letter grade or administratively remove you from the course, at my discretion.
5. Some of the topics covered in this course may elicit strong and diverse opinions, such as race, sexual assault, child abuse, and drug addiction. I expect that these topics will be discussed openly, professionally, and without aggression or malice. It is perfectly fine to have differing opinions on such weighty topics, but we must respect everyone’s views in the classroom.
6. I do not lecture from PowerPoint slides, and none will be made available to you by me (I believe, however, that PowerPoint slides for our general textbook may be available to access by you from the publisher’s website). In addition, I do not provide students with a “study guide” as a handout prior to any exam. While I am happy to review the material with you as much as you wish (within reason!), every time we have class we are building your study guide, which is why attending class is critical.
7. *Class attendance*: You are all adults and are paying thousands of dollars for your education. It is up to you how much you want to get out of your investment in general, and, more particularly, how much you want to learn in this class. I will not take attendance every day. However, I will randomly take class attendance during the semester. If you are not on the attendance sheet on more than three occasions, I reserve the right to either lower your grade by a full letter grade or administratively remove you from the course, at my discretion.
8. *Electronic devices*: You are permitted to use a laptop or tablet computer in class so long as its use facilitates your learning and is not a distraction to you or your classmates. All phones and other electronic devices must be silenced and put away during class. You are subject to a “three strikes rule” for the use of electronic devices in the classroom. If I either observe you using computers/tablets to surf the web, exchange IMs, etc. or suspect you are doing so (i.e., by needing me to repeat a question posed to you when you are seemingly paying attention to your computer/laptop), I reserve the right to lower your final grade by a full letter grade for such behavior.

**Grading**

 Your final grade for this course is based upon three components:

1. A Mid-Term Exam – 40%
2. A Final Exam – 40%
3. Pop-Quizzes – 20% (number of quizzes TBD)

**Final Grade Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| A: 93-100% | B: 83-86% | C: 73-76% | D: 63-66% |
| A-: 90-92% | B-: 80-82% | C-: 70-72 | D-: 60-62% |
| B+: 87-89% | C+: 77-79% | D+: 67-69 | F: 59% or less |

I reserve the right to *increase* a student’s final class grade based upon the strength and quality of his or her participation during the course of the semester (by this I mean voluntarily engaging in class discussions on a sustained basis and making a material contribution to the class learning environment over the course of the semester). *Please know that this determination is subjective, premised upon my impressions of your performance during the semester*. Please do not try to “negotiate” a grade bump with me for participation at the end of the semester. Experience has taught me that those who deserve a participation grade bump are not the ones who make this request.

Please note that unless you have a documented reason for missing a pop-quiz or either exam (e.g., sports team obligation, religious accommodation, medical note) there are no make-ups for missed work.

**Other Information**

 ***Academic Integrity Policy and Student Honor Code***

All students of the University of Colorado-Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the Honor Code Policy can be found online and at the Honor Code Office.

***Services for Students with Disabilities***

If you qualify for accommodations because of a disability, please provide me with a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu.

 ***Religious Accommodations***

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See campus policy regarding religious observances for full details.

***Contacting Me***

Course content-related questions should be emailed to me at msousa@law.du.edu. The subject line should include the course name (SOCY 2044). Emails that lack a greeting, main text, or sign-off may not be acknowledged. Emails that contain questions that could be answered by reading the syllabus will be responded to with “Please consult the syllabus.” Emails that ask what we covered during a class session or “what was important” that you missed based upon your absence (unexcused), will likely be responded to with “Everything we discussed is important. Please get the class notes from one of your colleagues.”

 ***Contacting You***

There may be various times during the semester where I email the class through D2L/Canvas for such things as following up with additional information from class discussion, amending the scheduled class readings based upon time and course progression, or advising you of things to focus on in particular readings. This will obviously also occur through in-class announcements and may occur through a D2L posting. In either circumstance, **you are responsible for all information communicated through** **these means.**

**Course Schedule and Readings**

I reserve the right to amend and alter the following schedule of topics and readings during the course of the semester to respond to class interest, time, or for anything other reason. That said, I am happy to alter the course readings a bit to respond to collective student interest (e.g., concentrating more readings specifically on capital punishment if that is an area the class would like to study more in-depth).

**Week 1**

8/27: Course Introduction; Review Syllabus

8/29: Chapter 1: “Crime and Criminal Justice,” in *Introduction to Criminal Justice: A Brief Edition* (hereinafter, “CJ Text”)

8/31: Chapter 2: “How Crime is Measured and Who It Affects” (CJ Text)

**Week 2**

 9/3: Labor Day Holiday – No Class

 9/5: Chapter 3: “Criminal Law” (CJ Text)

 9/7: Chapter 3: “Criminal Law” (CJ Text) (continued)

 **Week 3**

9/10: Legal Case on Mental Insanity, *People v. Serravo* (PDF on D2L/Canvas)

9/12: Devah Pager (2003). “The Mark of a Criminal Record,” *American Journal of Sociology* 108(5):937-975 (PDF on Canvas)

 9/14: Chapter 4: “The History and Organization of Law Enforcement” (CJ Text)

News article in *The Nation* - <https://www.thenation.com/article/want-to-see-how-biased-broken-windows-policing-is-spend-a-day-in-court/>

News article in *The Atlantic* - [https://www-theatlantic-com.cdn.ampproject.org/v/s/www.theatlantic.com/amp/article/304465/?amp\_js\_v=0.1&usqp=mq331AQGCAEoATgA#origin=https%3A%2F%2Fwww.google.com&prerenderSize=1&visibilityState=prerender&paddingTop=54&p2r=0&horizontalScrolling=0&csi=1&aoh=15342631458166&viewerUrl=https%3A%2F%2Fwww.google.com%2Famp%2Fs%2Fwww.theatlantic.com%2Famp%2Farticle%2F304465%2F&history=1&storage=1&cid=1&cap=swipe%2CnavigateTo%2Ccid%2Cfragment%2CreplaceUrl](https://www-theatlantic-com.cdn.ampproject.org/v/s/www.theatlantic.com/amp/article/304465/?amp_js_v=0.1&usqp=mq331AQGCAEoATgA#origin=https%3A%2F%2Fwww.google.com&prerenderSize=1&visibilityState=prerender&paddingTop=54&p2r=0&horizontalScrolling=0&csi=1&aoh=15342631458166&viewerUrl=https%3A%2F%2Fwww.google.com%2Famp%2Fs%2Fwww.theatlantic.com%2Famp%2Farticle%2F304465%2F&history=1&s)

**Week 4**

9/17: Robert Hartmann McNamara, Charles Crawford, Ronald Burns (2013). “Policing the Homeless: Policy, Practice, and Perceptions,” *Policing: An International Journal of Police Strategies & Management* 36(2):357-374 (PDF on Canvas)

Forrest Stuart (2016). “Becoming ‘Copwise’: Policing, Culture, and the Collateral Consequences of Street-level Criminalization,” *Law & Society Review* 50(2):279-313 (PDF on Canvas)

9/19: “Police Interrogation and the American Adversary System” (Chapter 1 from Richard Leo, *Police Interrogation and American Justice*)(PDF on Canvas)

9/21: “The Third Degree” and “Professionalizing Police Interrogation” (Chapter 2 and 3 from Richard Leo, *Police Interrogation and American Justice*)(PDF on Canvas)

**Week 5**

9/24: *Miranda v. Arizona* legal case (PDF on Canvas)(pages 1609 (start of case) through 1640 (end of majority decision)

9/26: *Miranda v. Arizona* discussion (continued)

9/28: “The Structure and Psychology of American Police Interrogation” (Chapter 4 from Richard Leo, *Police Interrogation and American Justice*)(PDF on Canvas)

 **Week 6**

 10/1: Chapter 5: “Police Organization, Operation, and the Law” (CJ Text)

 10/3: Chapter 5, CJ Text (cont.)

 10/5: Mid-Term Exam Review

 **Week 7**

10/8: **Mid-Term Exam**

10/10: “Preface,” “Introduction,” and Chapter 1, in Bruce Western, *Punishment and Inequality in America* (hereinafter, “P&I”)

10/12: Chapters 2 and 3 (P&I)

**Week 8**

10/15: Fourth Amendment Legal Cases (PDF on Canvas)

10/17: Fourth Amendment Legal Cases (PDF on Canvas)

10/19: Fourth Amendment Legal Cases (PDF on Canvas)

**Week 9**

10/22: Chapters 4 and 5 (P&I)

10/24: Chapter 7: “The Courts” (CJ Text)

10/26: Chapter 8: “The Courtroom Work Group” (CJ Text)

**Week 10**

10/29: Chapter 6 (P&I)

10/31: Lynne Haney (2018). “Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment,” *American Journal of Sociology* 124:1-48 (PDF on Canvas)

11/2: Chapter 9: “The Disposition: Plea Bargaining, Trial, and Sentencing” (CJ Text)

**Week 11**

11/5: Chapter 7 and Conclusion (P&I)

11/7: Chapter 10: “The History of Control and Punishment” (CJ Text)

 John B. Mitchell (2012). “Crimes of Misery and Theories of Punishment,” *New Criminal Law Review* 15:465-510 (PDF on Canvas)

11/9: Scott Phillips (2009). “Legal Disparities in the Capital of Capital Punishment,” *The Journal of Criminal Law and Criminology* 99(3):717-756 (PDF on Canvas)

**Week 12**

11/12: Chapter 11: “Prisons and Jails” (CJ Text)

 Chapters 1, 6 and 7 from Keramet Reiter (2016). *23/7: Pelican Bay Prison and the Rise of Long-Term Solitary Confinement* (PDF on Canvas)

11/14: Guest Speaker: Professor Michael Radelet (death penalty)

11/16: Class Cancelled

**Week 13**

**FALL BREAK – NO CLASS**

**Week 14**

 11/26: Chapter 12: “Community Corrections” (CJ Text)

11/28: Michelle S. Phelps (2013). “The Paradox of Probation: Community Supervision in the Age of Mass Incarceration,” *Law & Policy* 35:51-80 (PDF on Canvas)

 Mona Lynch (2000). “Rehabilitation as Rhetoric: The Ideal of Reformation in Contemporary Parole Discourse and Practices,” *Punishment & Society* 2(1):40-65 (PDF on Canvas)

 11/30: Lisa Pasko (2017). “Beyond Confinement: The Regulation of Girl

Offenders’ Bodies, Sexual Choices, and Behavior,” *Women & Criminal Justice*, 27:4-20 (PDF on Canvas)

 **Week 15**

12/3: Kimberly M. Baker (2013). “Decision Making in a Hybrid Organization: A Case Study of a Southwestern Drug Court Treatment Program,” *Law & Social Inquiry* 38(1):27-54 (PDF on Canvas)

 Sarah Kuehn & Rebecca Ridener (2016). “Inside the Black Box: A Qualitative Evaluation of Participants’ Experiences of a Drug Treatment Court,” *The Qualitative Report* 21(12):2246-2267 (PDF on Canvas)

 Stacy Lee Burns & Mark Peyrot (2003). “Tough Love: Nurturing and Coercing Responsibility and Recovery in California Drug Courts,” *Social Problems* 50(3):416-438 (PDF on Canvas)

12/5: Michael Tonry (2018). “Punishment and Human Dignity: Sentencing Principles for Twenty-First Century America,” *Crime & Justice* 47:119-157 (PDF on Canvas)

 12/7: Class Review

**Week 16**

12/10: Class Review

12/13: Class Cancelled

FINAL EXAM: TBD