

Soc. 480/580 Crime and Social Control
Office hours: Monday 12:15-1:45 (3:30-4:00 by appt)
Wednesday 8:30-11:00 and 12:00 - 1:30
E-mail: baumanne@uoregon.edu
 (E-mail is the best way to contact me)

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All students in this class must have taken Soc. 380 or its equivalent, or received instructor's permission to enroll.

COURSE DESCRIPTION: Soc. 380 focused on general theories of deviance/crime, selected types of deviance/crime (street crime, elite crime, drug use, violence) and presented an overview of forms of social control. In this class we will focus on the how public opinion shapes criminal justice policy and the factors that shape public opinion. We will consider whether Americans' attitudes toward crime and crime policies are beginning to take a less punitive bent. We will discuss one aspect of criminal justice policy – the death penalty – that sets the U.S. apart from other industrialized countries. Some of the questions we will consider are: What is the purpose of the death penalty? Is the death penalty applied fairly? Can an innocent person be executed? Does the death penalty represent cruel and unusual punishment? The last section of the course will we will address ways in which social contexts affect the racial/ethnic patterning of crime and responses to crime.

WRITTEN RESOURCES:

IT IS ABSOLUTELY ESSENTIAL YOU READ THE ASSIGNMENTS BY THE DATE ASSIGNED. THIS SUCCESS OF THIS COURSE WILL DEPEND ON EACH STUDENT CONTRIBUTING TO CLASS DISCUSSION.

THINKING ABOUT CRIME: Sense and sensibility in American penal culture.

Michael Tonry, 2004, Oxford University Press: New York. Michael Tonry writes that the punishment system in the U.S. "...is often unjust, it is unduly severe, it is wasteful, and it does enormous damage to the lives of black Americans. This book explains how contemporary crime policies came to be as they are, and how they can be reconfigured to be made more effective but less costly, and to do less harm to offenders...and their communities." P. vii He goes on to say that "once we understand why American policies evolved as they did we can begin the job of making them better." P. ix

THE DEATH PENALTY: America's experience with capital punishment.

Raymond Paternoster, Robert Brame, Sarah Bacon. 2008, Oxford University Press: New York. "What is striking about the death penalty in America is that in spite of its historical longevity, it generates such controversy and ambiguity...Even while thinking we need to put some people to death, we have always been troubled with the method of how to do it." P. xi In this book, "...we wanted to provide survey-depth coverage of what we thought to be the most interesting and relevant issues about the death penalty and provide some historical, legal, cultural, and political context." P. x The authors include a "Student resources" section at the end of each chapter recommending related books, movies, and organizational websites that will provide you with resources focusing on particular issues within the chapter. You will find this book appealing, easily accessible and a "quick read."

THE MANY COLORS OF CRIME: Inequalities of race, ethnicity, and crime in America. Ruth Peterson, Lauren Krivo, John Hagan (editors), 2006, New York University Press: New York. This work builds on our discussions in earlier crime courses of the connection between social class, race/ethnicity and crime and criminal justice. The chapters in this volume move “beyond the black-white dichotomy to consider the *many colors* of crime and victimization, including among frequently neglected groups.” p. 2

ELECTRONIC ACCESS TO CLASS ASSIGNMENTS/HANDOUTS

I will post all assignments and announcements on Blackboard CourseInfo at UO. This website allows you access to course materials 24 hours a day. If you misplace an assignment, logon and download the handout. If you have questions for classmates and want to discuss the course readings go to the discussion group under COMMUNICATIONS.

When you enrolled in the class, an account was automatically set up for you. Please check BlackBoard twice a week for announcements. Also check your e-mail for messages from me. If you are unfamiliar with BlackBoard or have trouble accessing our class website on BB, please see me.

CLASSROOM BEHAVIOR: The Student Conduct Code of the University of Oregon states that no student shall engage in behaviors that interfere with the ability of other students to learn. Please note: If anyone engages in disruptive behavior, including chatting with neighbor or talk that is not directed to the class as a whole, I will give that student(s) one verbal warning. After a second violation, I will ask the student to leave the classroom for that day. A third violation will result in a report to the Student Conduct Office. The Conduct Office will then decide on the appropriate response to the problem.

COURSE ACTIVITIES

ASSIGNMENTS: Your grade in this class will be based on 4 primary activities: two exams, a project, and class participation.

EXAMS

There will be a midterm and a final exam. The dates are listed in the course schedule. The questions will be drawn from material presented in the text, readings, and lectures. I will attempt to distribute review questions prior to each exam. The exams will have multiple formats and may include true/false, multiple choice and short answer questions as well as essays. You will be allowed to bring a limited number of pages of notes to the exam.

PROJECT - You will have three options from which to choose: Book review, research paper or movie review. I will distribute a handout describing these options at the beginning of week 2.

CLASS PARTICIPATION - During some class periods, I will devote a substantial portion of the hour to lectures. I will attempt to address the general topics covered in your assigned readings and comment on central ideas they present. I hope to have several guest speakers as well. Other class periods will be primarily discussion. The exam review questions will serve as a basis for discussion in class as will your own

insights and comments. At anytime if you have questions about the readings or lectures, please ask for clarification during class or see me during office hours.

Periodically during the term, I will ask you to lead the discussion in class. Students will sign up to lead discussion on Wednesday of week 1. Review the reading materials so you have some idea of what topic you would like to be responsible for. It greatly improves the quality of class discussion when all students are current with the readings and come prepared for these discussions. Your input represents an important contribution to the class. If you attend class but make no contributions, your *participation* score will be a "C."

ADDITIONAL RESOURCES: Below are some websites that might provide useful research articles and data for your papers.

Brooking Institute: <http://www.brookings.edu/>

Urban Institute: <http://www.urban.org/>

National Criminal Justice Research Service: <http://www.ncjrs.org>

U.S. Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

Sourcebook on criminal justice statistics <http://www.albany.edu/sourcebook>

For those of you looking at sentencing issues try The Sentencing Project at <http://www.sentencingproject.org>

Extra-credit: Attend one of the following events. For conferences, review the schedule and attend a 2 hour segment. One extra credit report allowed.

April 2, 2009 Constructing a Right to Equal Education

Camille Walsh Wayne Morse Dissertation Fellow 141 Knight Law Center Noon to 1:00 p.m.

Camille Walsh is a Ph.D. candidate in history at the UO and a 2008-09 Wayne Morse Dissertation Fellow. A graduate of Harvard Law School, Camille is researching the history of litigation in the struggle for equal education, beginning with Reconstruction-era cases in the late 1800's through the post-Brown v. Board era. She examines the role of race, class and economic inequality in these cases and how the absence of arguments based on class has contributed to modern school segregation. In this workshop, Camille will focus on early cases in the struggle for equal education. Cosponsored by the American Constitution Society. Informal lunch will be available.

April 17 & 18, 2009 Racial Formation in the Twenty-First Century Symposium

Friday, April 17, 2009 175 Knight Law Center 9:00 a.m. to 5:00 p.m.

Saturday, April 18, 2009 110 Knight Law Center 9:00 a.m. to 1:00 p.m.

A two-day symposium organized by Dan HoSang, 2008-09 Wayne Morse Resident Scholar. Presentations by Michael Omi (Associate Professor of Ethnic Studies, University of California-Berkeley) and Howard Winant (Professor of Sociology, University of California-Santa Barbara). Sponsored by the Wayne Morse Center for Law and Politics and the UO Department of Political Science. For more information and symposium agenda visit www.waynemorsecenter.uoregon.edu/Racial_Formation_09/home.html.

May 7-8, 2009 Contested Citizenships

Symposium organized by 2008-9 Wayne Morse Center Resident Scholar Michelle McKinley.

At 4:30 p.m. on May 7, 2009, the Keynote presentation entitled “Immigration, Citizenship and the Concept of Space” will given by Leti Volpp, Professor of Law at UC Berkeley with comments from Linda Bosniak, Rutgers University. This event is cosponsored by the UO School of Law. 110 Knight Law Center

GRADES:	EXAM #1	30%
	EXAM #2	30%
	PROJECT	30%
	CLASS PARTICIPATION	10%
	EXTRA-CREDIT	up to 12 points

- Wk 1 Mon. Introduction: general discussion, review syllabus, begin video on War on Drugs
Wed Chapter 1, Tonry - Sense and sensibility about crime, Ch. 15 Peterson – Case of crack cocaine – Continue Drug War Video
- Wk 2 Mon Ch. 3 Tonry – Cycles and Sensibilities; Ch. 4 Moral panics (12 pages)
Wed Ch. 5 Tonry – Crime trends and effects of crime control policy
- Wk 3 Mon Ch. 6 Tonry – Formerly unthinkable policies
Wed No new reading
- Wk 4 Mon Ch. 7 Tonry –Unthought Thoughts, Ch. 8-Better Understanding
Wed No new reading
- Wk 5 Mon **Midterm exam – Bring #2 pencil, scantron and notes**
Wed Death Penalty – Ch. 4 Legal history
- Wk 6 Mon Death Penalty – Ch. 5 Constitutional requirements
Wed Death Penalty – Ch. 6 Common justification, Ch. 7 Race and Punishment
- Wk 7 Mon Death Penalty – Ch. 8 Race and capital punishment
Wed Death Penalty - Ch. 9 Problems of administering the death penalty
- Wk 8 Mon Peterson, Colors of Crime – Ch. 3 Demythologizing the “criminalblackman”
Wed Peterson – Ch. 4 Race and the justice workforce
- Wk 9 Mon Peterson Ch. 5 Homicide in Latino and Black neighborhoods;
Ch. 6 Violence in multiethnic cities
Wed Peterson Ch. 9 Race and gender violence
- Wk 10 **PROJECT DUE IN CLASS** – Late work will receive a substantial deduction
Mon Peterson Ch. 12 Drug markets in minority communities,
Ch. 13 Perceptions of crime and safety
Wed Peterson Ch. 16 Transforming communities

Final exam: Wednesday, June 10, 3:15, Bring a #2 pencil, scantron and notes