

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CITY UNIVERSITY OF NEW YORK
524 West 59th Street, New York City, NY 10019

CRJ 701: SOCIOLOGY OF CRIME
FALL 2024

Instructor: May Pascaud

Email: mpascaud@jjay.cuny.edu

Zoom link:

<https://jjay-cuny.zoom.us/j/84996562344?pwd=ocJ7EbkAeRb5omENotH9ndoZUX0018.1>

Wednesdays 6-8 PM

Room: Westport 120W

Office hours:

Wednesdays 5-6 PM or by appointment at

<https://jjay-cuny.zoom.us/my/maypascaud>

Course description: Analyzes the social origins of criminal behavior and the impact of crime on society. Examines the various categories of deviant, delinquent and criminal behaviors, and explores attempts to control such behavior socially and legally. Focuses on connections between social institutions, social problems and illegal activities, and the response of the public to the threat of crime.

Learning goals

Throughout the course, students will learn to:

- Critically analyze the social determinants of crime, and the ways in which research can generate empirical evidence to support the causal relationships between sociological factors and crime causation;
- Engage with normative and empirical debates raised by criminal justice processes, drawing on insights from historical and contemporary studies;
- Develop and present persuasive oral and written arguments related to the sociology of crime;
- Think critically and creatively about policies and practices related to crime and its social factors, identifying their positive and problematic aspects and the intentions underlying them.

By the end of this course, students should have:

- A knowledge of the core literature and debates that make up the discipline of criminology. Students will be able to show evidence of having read and understood the core literature and debates, the ability to carry out a thorough review of the existing literature and apply theory to

subject area of interest, critically engage with and cite relevant literature and demonstrate an ability to contextualize their thinking in relations to the criminological literature.

- The ability to employ research methods appropriate for criminal justice inquiry and investigation. Students will be able to demonstrate their knowledge of the most widely used methods of collecting data and the methodological difficulties inherent in researching crime and deviance.
- The ability to critically apply their learned knowledge of theory in their writings on issues of crime and deviance. They will produce a final essay/research report that is grammatically sound, well organized, and written with correct citations and bibliography; compose a clear analysis of the evidence, data or findings; draw appropriate and informed conclusions.

Course requirements

All course requirements must be met for a passing grade based on the grading scale discussed below. Should a student have an unforeseen event/issue that prevents the completion of course requirements, he/she/they is encouraged to contact, and must meet with, the instructor-prior to the due dates, to discuss and schedule alternatives to submission/completion of any of the outlined criteria below.

- **Class participation (15%):** This is a discussion-based class; participation is a must. In order to participate, students must be prepared (read all assigned materials/ participate in class discussions/complete written assignments) prior to all class meetings. This course covers a considerable amount of material. Students are encouraged to follow the syllabus so that they do not fall behind. Participation will be assessed on the basis of:
 - Regular presence in class
 - Demonstrated preparation (required readings done, questions prepared on each reading)
 - Contribution to discussion
 - Active participation in class activities
 - Encouragement of participation of other students
- **Discussion board reactions (15%):** Each student is required to post a one-paragraph reaction to an assigned reading of their choice to the discussion boards each week. Reaction paragraphs can contain opinions on the materials, ties to other materials, parallels to real-life examples, and other thoughts on the readings, podcasts or videos. Students are also encouraged to respond to others' discussion board posts. Each reaction must be posted to Brightspace by **the Wednesday of the class at noon.**

- **Discussion leader (30%):** As a graduate student, you will be required to take an active role in class presentations and discussions. As such, each student will be required to lead a class presentation for this course. In groups of two, students will be assigned one class and topic to lead a discussion for one hour. They will prepare a 20 minute presentation of the “Additional empirical materials” section in their assigned week for the class, and lead a discussion for the remainder of the session. **Each group is required to schedule a time to meet with the professor at least one week before their presentation.**
- **Final project (40%):** submit a final paper that demonstrates your critical engagement with the ideas, debates, and dilemmas discussed over the course of the semester. For this paper, you will select 1-2 weeks’ topics and write a paper forming an argument for said topic’s role in the causation, spread, or control of crime. You can choose to focus on one particular type of crime (violent crime, white collar crime) or one specific aspect of the CJ system (prisons, policing). More detailed instructions will be provided halfway through the semester. **Final paper due December 18th.**

Incomplete Grade Statement

An Incomplete Grade is not an option for this course. All course requirements must be met in order to earn a passing grade in the course (as outlined above).

Attendance

To ensure that all students benefit from the course, it is imperative that they attend all classroom sessions. Students are encouraged to speak to the professor regarding any hardships. Student participation is a requirement for this course, therefore **students with more than two unjustified absences will earn a failing grade in the course.**

Punctuality

Arriving late to class is disruptive and disrespectful to the other students in the class. To discourage lateness, students who are consistently late will lose participation points for the session. As with absences, students are encouraged to speak to the professor regarding any hardships

Brightspace

The professor will communicate with students via Brightspace. Each student must have an account and access Brightspace. Students will be required to check our Brightspace Course Page daily for updates and/or announcements.

Academic Integrity:

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(John Jay College of Criminal Justice Undergraduate Bulletin,

<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

Students may not submit written work they previously submitted to any other professor/course. The aforementioned constitutes cheating and is against university policy.

Plagiarism Software Statement

This course will make use of Turnitin.com services. All written assignments are to be submitted to turnitin.com by noon on the day they are due (see weekly outline below).

Americans with Disabilities Act (ADA) Policies

"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor."

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.

(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Classroom Conduct and Electronic Policy

All students are to participate in class discussions in a respectful manner.

Guests should not be invited into the classroom without prior permission.

All electronic devices must be turned off before entering the class. Students may use iPads, tablets, and laptops to take notes on the class discussion; however, the professor reserves the right to revoke the permission if the devices are not being used for the sole purpose of the class activity.

Electronic devices are not to be used during student presentations or guest speakers

Course schedule

<u>Week 1</u>	Course introduction	August 28th
<u>Week 2</u>	Foundations of sociology	September 4th
<u>Week 3</u>	Foundations of criminology	September 11th
<u>Week 4</u>	Neighborhoods and environments	September 18th
<u>Week 5</u>	Upbringing & subcultures	September 25th
NO CLASS ON OCTOBER 2ND		
<u>Week 6</u>	Inequality and wealth	October 9th
<u>Week 7</u>	Life course & youth justice	October 16th
<u>Week 8</u>	Race	October 23rd
<u>Week 9</u>	Gender & sexuality	October 30th
<u>Week 10</u>	Prisons	November 6th
NO CLASS ON NOVEMBER 13TH		
<u>Week 11</u>	Policing & prosecution	November 20th
NO CLASS ON NOVEMBER 27TH		
<u>Week 12</u>	Victimology and restorative justice	December 4th
<u>Week 13</u>	Critical theories & wrap up	December 11th

Reading list

Week 1: Course introduction

August 28th

- Review of the syllabus.
 - Course expectations and discussion.
 - Assigning discussion leader roles.
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Week 2: Foundations of sociology

September 4th

Required reading/watching/listening:

- **Book section:** Giddens et al. (2018). "What is sociology?" In *Introduction to Sociology*. New York: W. W. Norton & Company, Inc.
- **Book section:** Mills, C. W. (1959). *The sociological imagination* (pp. 3-24). New York: Oxford University Press.
- **Video:** Durkheim's mechanical and organic solidarity: What holds society together? Alt Shift X. <https://www.youtube.com/watch?v=XGargZd9KkQ>
- **Video:** POLITICAL THEORY - Thomas Hobbes. The School of Life. <https://www.youtube.com/watch?v=9i4jb5XBX5s&t=4s>
- **Video:** Max Weber & Modernity: Crash Course Sociology #9. Crash Course. <https://www.youtube.com/watch?v=69VF7mT4nRU>
- **Book section:** Pratt, T. C. "Theory testing in criminology." In *The Handbook of Criminological Theory* (Ed. Piquero, A. R.) John Wiley & Sons, Inc.

Additional empirical materials:

- **Book section:** Giddens et al. (2018). "Asking and answering sociological questions." In *Introduction to Sociology*. New York: W. W. Norton & Company, Inc.
- **Book section:** Garland, David. (1993). *Punishment and modern society : a study in social theory*. University of Chicago Press. Chapters 1 & 2.
- **Book section:** Weber, M. "Class, Status, Party," in *From Max Weber*, pp. 180-195.
- **Book section:** Weber, M. "Politics as a Vocation" in *From Max Weber*, pp. 77-87.

Required reading/watching/listening:

- **Book section:** Harcourt, B. E. (2013). Beccaria's 'On Crimes and Punishments:' A mirror on the history of the foundations of modern criminal law. *Foundational Texts in Modern Criminal Law* (ed. Markus Dubber).
- **Academic article:** Garland, D. (1992). Criminological knowledge and its relation to power: Foucault's genealogy and criminology today. *British Journal of Criminology*, 32(4), 403–422.
- **Report:** Felson, M., & Clarke, R. V. (1998). Opportunity makes the thief. *Police research series, paper*, 98(1-36), 10.
- **Podcast:** Reframing history: Mass incarceration. Throughline.
<https://www.npr.org/2020/08/05/899441920/reframing-history-mass-incarceration>

Additional empirical materials:

- **Academic article:** Nagin, D. S. (2013). Deterrence: A review of the evidence by a criminologist for economists. *Annual Review of Economics*, 5(1), 83–105.
<https://doi.org/10.1146/annurev-economics-072412-131310>
- **Academic article:** Braga, A. A., Papachristos, A. V., & Hureau, D. M. (2012). The effects of hot spots policing on crime: An updated systematic review and meta-analysis. *Justice Quarterly*, 31(4), 633–663. <https://doi.org/10.1080/07418825.2012.673632>
- **Academic article:** Piliavin, I., Gartner, R., Thornton, C., & Matsueda, R. L. (1986). Crime, deterrence, and rational choice. *American sociological review*, 101-119.
- **Podcast:** Serial season 3. A year inside a typical American courthouse.

Required reading/watching/listening:

- **Book section:** Salerno, R. (2018). "Chicago school: City as a social laboratory." In *The Cambridge Handbook of Social Problems* (Ed. Treviño, A. J.) Cambridge University Press.

- **Book section:** Kubrin, C. E. and Wo, J. C. (2016). "Social disorganization theory's greatest challenge: Linking structural characteristics to crime in socially disorganized communities." In *The Handbook of Criminological Theory* (Ed. Piquero, A. R.) John Wiley & Sons, Inc.
- **Video:** A Legacy of Courage: W.E.B. Du Bois and The Philadelphia Negro. Dubois The Ward Project. https://www.youtube.com/watch?v=PQX_0uyDgGw
- **Podcast:** Villamizar-Santamaría, S. (2022). City & Community - Eyes on the Screen: Digital Interclass Coalitions against Crime in a Gentrifying Rural Town. <https://sagesociology.libsyn.com/city-community-eyes-on-the-screen-digital-interclass-coalitions-against-crime-in-a-gentrifying-rural-town>

Additional empirical materials:

- **Academic article:** Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94(4), 774-802.
- **Academic article:** Bursik Jr, R. J. (1988). Social disorganization and theories of crime and delinquency: Problems and prospects. *Criminology*, 26(4), 519-552.
- **Academic article:** Farley, J. E., & Squires, G. D. (2005). Fences and neighbors: Segregation in 21st-century America. *Contexts*, 4(1), 33-39.
- **Academic article:** Braga, A. A., & Clarke, R. V. (2014). Explaining high-risk concentrations of crime in the city: Social disorganization, crime opportunities, and important next steps. *Journal of Research in Crime and Delinquency*, 51(4), 480-498.

Week 5: Upbringing & subcultures

September 25th

Required reading/watching/listening:

- **Book section:** Gottfredson, M.R. and Hirschi, T. (1990) A General Theory of Crime, Stanford, CA: Stanford University Press. Read chapter 5, 'The nature of criminality', pp. 85-120.
- **Book section:** Akers, R. L., & Jennings, W. G. (2015). Social learning theory. *The Handbook of Criminological Theory*, 230-240.
- **Book section:** Anderson, E. (2000). *The Code of the Street*. New York: W. W. Norton & Company. Ch. 1: Down Germantown avenue.
- **Podcast:** Differential Association Theory and the Clutter Family Murders. The Criminal Element. <https://open.spotify.com/episode/5h3GBB1rziL6OKRwAbt2ec>

Additional empirical materials:

- Academic article: Pratt, T. C., & Cullen, F. T. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology*, 38(3), 931-964.
- Academic article: Vigil, J. D. (2003). Urban violence and street gangs. *Annual Review of Anthropology*, 32(1), 225-242.
- Academic article: Gourley, M. (2004). A subcultural study of recreational ecstasy use. *Journal of sociology*, 40(1), 59-73.
- Video: Peer Influences on Crime and Deviance. University Place: PBS Wisconsin.
<https://pbswisconsin.org/watch/university-place/peer-influences-on-crime-and-deviance-w6itrp/>

NO CLASS ON OCTOBER 2ND

Week 6: Inequality and wealth

October 9th

Required reading/watching/listening:

- Academic article: Merton, R. K. (1938). Social structure and anomie. *American Sociological Review*, 3(5), 672-682. <https://doi.org/10.2307/2084686>
- Book section: Agnew, R., & Brezina, T. (2019). General strain theory. *Handbook on crime and deviance*, 145-160.
- Academic article: Messner, S. F., Thome, H., & Rosenfeld, R. (2008). Institutions, anomie, and violent crime: Clarifying and elaborating institutional-anomie theory. *International Journal of Conflict and Violence*, 2(2), 163-181.
- Video: How America's justice system is rigged against the poor. Vox.
<https://www.youtube.com/watch?v=Ry5jTjBhZpA>
- Podcast: Justice in America: The criminalization of poverty. The Appeal.
<https://theappeal.org/justice-in-america-the-criminalization-of-poverty/>

Additional empirical materials:

- Academic article: Pettit, B., & Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in US incarceration. *American Sociological Review*, 69(2), 151-169.
 - Academic article: Sigfusdottir, I. D., Kristjansson, A. L., & Agnew, R. (2012). A comparative analysis of general strain theory. *Journal of Criminal Justice*, 40(2), 117-127.
 - Academic article: Messner, S. F., & Rosenfeld, R. (1997). Political restraint of the market and levels of criminal homicide: A cross-national application of institutional-anomie theory. *Social Forces*, 75(4), 1393-1416.
 - Report: Craigie, T. A., Grawert, A., & Kimble, C. (2020). *Conviction, imprisonment, and lost earnings*. Brennan Center for Justice, Sep, 15.
<https://www.brennancenter.org/our-work/research-reports/conviction-imprisonment-and-lost-earnings-how-involvement-criminal>
 - Podcast: How the justice system criminalizes the poor — and funds itself in the process. Capehart.
<https://www.washingtonpost.com/podcasts/capehart/how-the-justice--system-criminalizes-the-poor--and-funds-itself-in-the-process/>
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Week 7: Life course & youth justice

October 16th

Required reading/watching/listening:

- Academic article: Laub, J. H. (2004). The life course of criminology in the United States: The American Society of Criminology 2003 presidential address. *Criminology*, 42(1), 1-26.
- Academic article: Moffitt, T. (1993) 'Adolescent-limited and life-course-persistent antisocial behaviour: A developmental taxonomy', *Psychological Review*, 100(4): 674-701.
- Book section: Maruna, S. (2001). Making good: How ex-convicts reform and rebuild their lives American Psychological Association. (Chapter 1: Defining desistance)
- Book section: Morgan, R. & Newburn, T. (2012). Youth crime and justice: Rediscovering devolution, discretion, and diversion? In Morgan, R., Maguire, M., & Reiner, R. (Eds.): *The Oxford handbook of criminology*. Oxford University Press (UK).
- Podcast: A madman's vacation. Serial podcast: Season 3.
<https://serialpodcast.org/season-three/8/a-madmans-vacation>

Additional empirical materials:

- Academic article: Bottoms, A., & Shapland, J. (2018). Steps towards desistance among male young adult recidivists. In S. Farrall, R. Sparks, S. Maruna, & M. Hough (Eds.), *Escape Routes: Contemporary Perspectives on Life after Punishment*. Routledge-Cavendish.
 - Academic article: Halsey, M., Armstrong, R., & Wright, S. (2017). 'F*ck It!': Matza and the Mood of Fatalism in the Desistance Process. *The British Journal of Criminology*, 57(5), 1041-1060. <https://doi.org/10.1093/bjc/azw041>
 - Video: Prof. Laura S. Abrams on Everyday Desistance. Vera Institute of Justice. <https://www.youtube.com/watch?v=fb64UT31cBQ>
 - Book section: Farrington, D. P., & Welsh, B. C. (2008). Saving children from a life of crime: Early risk factors and effective interventions. *INTRO AND CONCLUSION*.
 - Podcast: The kids of Rutherford County. Serial Productions & The New York Times. *FULL SERIES* (4 episodes). <https://www.propublica.org/article/kids-of-rutherford-county-podcast-episodes>
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Week 8: Race

October 23rd

Required reading/watching/listening:

- Book section: Alexander, M. (2010). *New Jim Crow: Mass Incarceration in the Age of Colorblindness*. *The New Press*. INTRODUCTION (pp 1-19), CH 5: The New Jim Crow (pp 173-208).
- Newspaper article: DuBois, W. E. B. (2023). Strivings of the negro people. *The Atlantic*; 1897.
- Book section: Muhammad, K. G. (2019). *The condemnation of Blackness: Race, crime, and the making of modern urban America*. Harvard University Press. INTRODUCTION & CHAPTER 1.
- Video: Just Mercy: Race and the Criminal Justice System with Bryan Stevenson. PART 1: MINUTES 0 TO 48. <https://www.youtube.com/watch?v=x5DfVmtKgzw>
- Video: Critical Race Theory. Last Week Tonight with John Oliver (HBO). https://www.youtube.com/watch?v=EICp1vGlh_U

Additional empirical materials:

- **Report:** Hinton, E., Henderson, L., & Reed, C. (2018). An unjust burden: The disparate treatment of Black Americans in the criminal justice system. Vera Institute of Justice.
<https://www.vera.org/publications/for-the-record-unjust-burden>
 - **Report:** Ghandnoosh, N., Barry, C. & Trinkka, L. (2023). One in Five: Racial Disparity in Imprisonment — Causes and Remedies. The Sentencing Project.
<https://www.sentencingproject.org/publications/one-in-five-racial-disparity-in-imprisonment-causes-and-remedies/>
 - **Academic article:** Menjívar, C., Gómez Cervantes, A., & Alvord, D. (2018). The expansion of “crimmigration,” mass detention, and deportation. *Sociology Compass*, 12(4), e12573.
 - **Academic article:** Arnold, D., Dobbie, W., & Yang, C. S. (2018). Racial bias in bail decisions. *The Quarterly Journal of Economics*, 133(4), 1885-1932
 - **Academic article:** Kovera, M. B. (2019). Racial disparities in the criminal justice system: Prevalence, causes, and a search for solutions. *Journal of Social Issues*, 75(4), 1139-1164.
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Week 9: Gender & sexuality

October 30th

Required reading/watching/listening:

- **Book section:** Belknap, J. (2020). The invisible woman: Gender, crime, and justice. Sage Publications. CH 4 + CH 5.
- **Book section:** Heidensohn, F. & Silvestri, M. (2012). Gender and crime. In Morgan, R., Maguire, M., & Reiner, R. (Eds.): *The Oxford handbook of criminology*. Oxford University Press (UK).
- **Academic article:** Potter, H. (2006). An argument for Black Feminist Criminology: Understanding African American women’s experiences with intimate partner abuse using an integrated approach. *Feminist Criminology*, 1(2), 106-124.
- **Video:** Kimberlé Crenshaw: Intersectionality and Gender Equality. Southbank Centre.
<https://www.youtube.com/watch?v=-DW4HLgYPIA>

Additional empirical materials:

- **Academic article:** Comfort, M. L. (2003). In the tube at San Quentin: The “secondary prisonization” of women visiting inmates. *Journal of Contemporary Ethnography*, 32(1), 77-107.

- Academic article: Flores, J., Camacho, A. O., & Santos, X. (2017). Gender on the run: Wanted Latinas in a southern California barrio. *Feminist Criminology*, 12(3), 248-268.
 - Book section: Worrall, A. (2004) 'Twister sisters, ladettes, and the new penology: The social construction of "violent girls"', in C. Alder and A. Worrall (eds) *Girls' Violence: Myths and realities*, Albany, NY: State University of New York Press, pp. 41-60.
 - Book section: Jones, N. (2009). Between good and ghetto: African American girls and inner-city violence. Rutgers University Press. Chapter 3: "Ain't I a violent person? Understanding girl fighters."
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Week 10: Prisons

November 6th

Required reading/watching/listening:

- Book section: Sykes, G. M. (1959). The society of captives: A study of a maximum security prison. Princeton University Press. INTRODUCTION + CH. 4
- Book section: O'Donnell, I. (2016). The aims of imprisonment. In Jewkes, Y., Crewe, B., & Bennett, J. (Eds.). *Handbook on prisons*. Routledge.
- Book section: Foucault, M. (1995). Discipline and punish : the birth of the prison (A. Sheridan, Trans.; Second Vintage books edition.). Vintage Books. Part 4: Prisons (pp. 231-256).
- Video: Burns, J. & Ngo, S. (2022, Sept. 7). *The box: Minds lost in solitary confinement*. The New Yorker.
<https://www.newyorker.com/video/watch/the-new-yorker-documentary-the-box-minds-lost-in-solitary-confinement>
- Podcast: Ear Hustle. Left behind.
<https://www.earhustlesq.com/episodes/2017/9/27/left-behind>

Additional empirical materials:

- Academic article: Crewe, B., Hulley, S., & Wright, S. (2016). Swimming with the tide: Adapting to long-term imprisonment. *Justice Quarterly*, 34(3), 517–541.
<https://doi-org.ez.lib.jjay.cuny.edu/10.1080/07418825.2016.1190394>
- Academic article: Auty, K. M., & Liebling, A. (2020). Exploring the relationship between prison social climate and reoffending. *Justice Quarterly*, 37(2), 358-381.

- **Report:** Delaney, R., Subramanian, R., Shames, A. & Turner, N. (2018). Examining prisons today. In Reimagining Prisons Web Report. Vera Institute of Justice, New York, NY.
<https://www.vera.org/reimagining-prison-web-report/examining-prisons-today>
- **Book section:** Ugelvik, T. (2016). Prisons as welfare institutions?: Punishment and the Nordic model. In Y. Jewkes, B. Crewe, & J. Bennett (Eds.), Handbook on prisons. Routledge.
- **Academic article:** Garrett, B. L. (2020). Wrongful convictions. Annual Review of Criminology, 3(1), 245-259.

NO CLASS ON NOVEMBER 13TH

Week 11: Policing & prosecution

November 20th

Required reading/watching/listening:

- **Video:** Just Mercy: Race and the Criminal Justice System with Bryan Stevenson. PART 2: MINUTES 48 TO END. <https://www.youtube.com/watch?v=x5DfVmtKgzw>
- **Book section:** Newburn, T. & Reiner, R. (2012). Policing and the police. In Morgan, R., Maguire, M., & Reiner, R. (Eds.): *The Oxford handbook of criminology*. Oxford University Press (UK).
- **Academic article:** Ray, R., Powelson, C., Fuentes, G., & Doan, L. (2024). The Sociology of Police Behavior. Annual Review of Sociology, 50.
- **Academic article:** Ulmer, J. T. (2011). Recent Developments and New Directions in Sentencing Research. Justice Quarterly, 29(1), 1–40.
- **Podcast:** Pleas baby pleas. Serial Season 3: Episode 5.
<https://serialpodcast.org/season-three/5/pleas-baby-pleas>

Additional empirical materials:

- **Academic article:** Siegel, M. (2020). Racial disparities in fatal police shootings: An empirical analysis informed by critical race theory. Boston University Law Review, 100(3), 1069–1092.
- **Academic article:** Tyler, T. (2017). Procedural justice and policing: A rush to judgment?. Annual review of law and social science, 13(1), 29-53.
- **Report:** Johnson, A. et al. (2023). Pushing forward: Prosecution reform and racial equity across six counties. Vera Institute of Justice.

<https://www.vera.org/publications/pushing-forward-prosecution-reform-and-racial-equity-across-six-counties>

- Video: Policing the Police (full documentary). FRONTLINE PBS.
https://www.youtube.com/watch?v=2_8vTl6D940

NO CLASS ON NOVEMBER 27TH

Week 12: Victimology and restorative justice

December 4th

Required reading/watching/listening:

- Video: Leah Daigle Discusses Victimology. (2017). SAGE Publications Ltd.
<https://sk-sagepub-com.ez.lib.jjay.cuny.edu/video/leah-daigle-discusses-victimology>
- Book section: Christie, N. (1986). The ideal victim. In *From crime policy to victim policy: Reorienting the justice system* (pp. 17-30). London: Palgrave Macmillan UK.
- Book section: Fohring, S. (2018). Revisiting the non-ideal victim. In *Revisiting the 'Ideal Victim'* (pp. 195-210). Policy Press.
- Book section: Van Ness, D. W., Strong, K. H., Derby, J., & Parker, L. L. (2022). Restoring justice: An introduction to restorative justice. Routledge.
- Podcast: Dirty water. Ear hustle.
<https://www.earhustlesq.com/episodes/2018/3/28/dirty-water>

Additional empirical materials:

- Academic article: Jennings, W. G., Piquero, A. R., & Reingle, J. M. (2012). On the overlap between victimization and offending: A review of the literature. *Aggression and violent behavior*, 17(1), 16-26.
- Academic article: Tillyer, M. S. (2014). Violent victimization across the life course: Moving a “victim careers” agenda forward. *Criminal Justice and Behavior*, 41(5), 593–612.
<https://doi.org/10.1177/0093854813509370>
- Book section: Condry, R. (2010). Secondary victims and secondary victimization. *International handbook of victimology*, 1, 219-249.
- Book section: Daly, K. (2005). A tale of two studies: restorative justice from a victim’s perspective. In *New Directions in Restorative Justice* (1st ed., pp. 153–174). Willan.
<https://doi.org/10.4324/9781843926429-12>

- Video: A Restorative Justice Meeting (Short Version). Restorative Forum.
<https://www.youtube.com/watch?v=dcTHYKX2LfI&t=185s>
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Week 13: Critical theories

December 11th

Required reading/watching/listening:

- Book section: de Sousa Santos, B. (2018). The end of the cognitive empire: The coming of age of epistemologies of the South. Duke University Press. INTRODUCTION
 - Book section: Smith, L. T. (2019). Decolonizing research: Indigenous storywork as methodology. Bloomsbury Publishing. CH. 1
 - Book section: Davis, A. Y. (2011). *Are prisons obsolete?* Seven stories press. INTRODUCTION + CH. 6
 - Academic article: Chambliss, W. J. (1973). The saints and the roughnecks. *Society*, 11(1), 24-31.
 - Podcast: Ruth Wilson Gilmore Makes the Case for Abolition. The Intercept.
<https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/>
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