This “Race in the Criminal Justice System” course is designed to introduce students to sociological and legal analysis of the American justice system as a form of raced social control. We will examine the history of raced social control in the U.S. and its implications for the functioning of American democracy. We will also examine how the criminal justice system intersects with other systems of social control, like the welfare state and foster care. This course will approach this topic with an intersectional lens, in which race; gender, class and sexuality are all analyzed as integral parts of the social construction of “criminality.”

Course Expectations
1. This is a reading and participation intensive course. Readings are due on the date they are listed. Come to class with HARD COPIES of the readings and be ready to discuss them. THERE WILL BE READING POP QUIZES IF NEEDED.
2. If you miss class, you are responsible for getting notes from a classmate
3. A doctor, school administrator or other certified official must verify an absence in order for it to be excused. Notes from parents or other legal guardians will not be accepted
4. DO NOT come to class more than five minutes late unless you have permission from the professor. After the class has been in session for five minutes the door will be shut. DO NOT ENTER IF THE DOOR IS CLOSED

NO ELECTRONIC DEVICES IN CLASS
1. No computers will be allowed out in class. If you have a special reason why you need to use a computer to take notes, please schedule a meeting with me.
2. No phones are allowed out in class. If you have a phone out in class it will negatively impact your attendance grade.

Grades
1. 20% Class Participation/Attendance
   Class attendance is obligatory and is a part of your participation grade; however, you do get one automatic excused absence during the semester. This grade will include discussion questions posted to Canvas, participation in discussion and IF NEEDED pop-quizzes.
2. 50% Written Exams
Exam 1 will be worth 25% of your grade and will be a take home written exam. You will be able to choose from two prompts and it will be a five-page paper due in class on 2/23. Exam 2 will be worth 25% of your grade and will also be a take home exam. You will be able to choose from two prompts and it will be a five-page paper due in class on 3/22.

3. 30% Final Written Paper – Will be an eight to ten page paper due in class on the day of the final. It will be a prompt that connects readings throughout the syllabus.

Discussion Questions
You must post discussion question for each reading the night before class at 11:59pm to Canvas. This question should indicate that you have done the full reading. The first two weeks of class we will practice constructing discussion questions in class and you do not need to post them to Canvas. Starting the third week of classes you need to post discussion questions, i.e. on Monday 2-1 by 11:59pm you need to post your discussion question on the “Punishment After Slavery” reading.

Extra Credit
There will be opportunities for extra credit for each section of the syllabus after the “Introduction to Race and the Criminal Justice System” Section (i.e. for “A Brief History of Racialized Social Control” etc.). You may only turn in one extra credit for each section. The extra credit must be turned in by 11:59pm via email to me on the last day of classes of the section (i.e. “A Brief History of Racialized Social Control” extra credit must be turned in by 11:59pm on 2-23).

The extra credit is a four-page paper that thematically connects two of the readings from the section. For each extra credit given, you will get two points added to your final grade.

NO EXTRA CREDIT WILL BE GIVEN AT THE END OF THE SEMESTER.

Grade Scaling

| 94-100=A       | 70-73=C       |
| 90-93=A-       | 66-69=C-      |
| 86-89=B+       | 62-65=D+      |
| 82-85=B        | 58-61=D       |
| 78-81=B-       | 54-47=D-      |
| 74-77=C+       | 53-00=F       |

Lateness Policy
Extensions on assignments will only be given in exceptional circumstances with documentation from a coach or dean. Otherwise, for every day late, a half letter grade will be taken from the total grade of the exam.
Absences

You will have one automatic excused absence and discussion question post. All other absences will only be excused if there is: (1) an EMERGENCY, defined as a death in the family or a contagious/incapacitating illness, or (2) an out-of-town sports event for athletes. In such cases, you will need to produce a note from your dean, coach, or doctor.

Academic Integrity

Academic integrity is a standard of utmost importance in this class. Guidelines for academic integrity in written work are posted on the Boston College website at:

bc.edu/bc_org/avp/enmgt/stserv/acad/univ.html#integrity

If you have any questions pertaining to the academic integrity guidelines, please come and talk with me. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified.

Disability Policy

Boston College is committed to providing reasonable accommodations and integrated access for students with disabilities to all available academic, social and recreational programs and activities. Appropriate support and referral services are provided by the Disability Services Office, which serves students with hearing, visual, mobility, medical and psychiatric concerns.

If you are a student with a documented learning disability or ADHD and want accommodations in this course, please contact Kathy Duggan (617) 552-8093, dugganka@bc.edu, at the Connor Family Learning Center. If you are seeking accommodations for any other disability, including temporary disabilities please contact Paulette Durrett, (617) 552-2470, paulette.durrett@bc.edu. Advance notice and appropriate documentation are required for accommodations.

The Classroom as a Safe Space/Ally

“Race in the Criminal Justice System” is a welcoming, supportive and safe environment for lesbian, gay, bisexual, transgender, transsexual, queer, and questioning (LGBTQ) students. When expressing your sentiments you should use “I think...” statements, and be sure to not cut off or belittle other students sentiments.

Books To Buy


Readings marked with an (*) indicates that it is from one of these books

**Books on Reserve in the Library**


**ALL OTHER READINGS ON ERESERVE**

**Reading Schedule**

*Note: The instructor reserves the right to modify the syllabus at any point during the course*

I. **Introduction to Race and the Criminal Justice System**

- **Tuesday 1/19** - A Review of the Syllabus and Canvas Course Site
- **Thursday 1/21** – The Broader Implications of Imprisonment
  Reading:
  1. *The New Jim Crow* – “Introduction” (pp. 1-19)*

II. **A Brief History of Racialized Social Control in the U.S.**

- **Tuesday 1/26** – History of Racialized Social Control
  Reading

- **Thursday 1/28** – Slavery and Social Control
  Reading
  1. *Killing the Black Body* -“Reproduction in Bondage”(pp. 22-55)*

- **Tuesday 2/2** – Post Emancipation and Social Control
  Reading

- **Thursday 2/4** – Post Emancipation and Social Control Continued

- **Tuesday 2/9** – Early Twentieth Century Eugenics and Social Control Reading
  1.) “The Dark Side of Birth Control”, *Killing the Black Body*, pp. 56-75*

- **Thursday 2/11** - The Civil Rights Era and Social Control Reading
  1.) “The Dark Side of Birth Control”, *Killing the Black Body*, pp. 75-103*

- **Tuesday 2/16** – The Civil Rights Era and Social Control Reading

- **Thursday 2/18** – The Situation Today Reading

- **Tuesday 2/23** – First Exam Due.
  1) Film Viewing of “White Like Me: Race, Racism and White Privilege in America”

III. **Criminal Justice: Interlocking Systems**

- **Thursday 2/25** – The Role of Surveillance Reading
Tuesday 3/1 – The School to Prison Pipeline


Thursday 3/3  The School to Prison Pipeline
Reading

Tuesday 3/8 Spring Break

Thursday 3/10 Spring Break

Tuesday 3/15 Connection between the Criminal Justice and Medical Systems
Reading
1.) Killing the Black Body, “Making Reproduction a Crime” (pp. 150-202)*

Thursday 3/17 – Connection Between the Criminal Justice and Foster Care Systems
Reading

Tuesday 3/22 – Second Exam Due
1.) Film Viewing of “Big Mama”

Thursday 3/24 Easter Break – No Class

IV. The Effects of a Raced Criminal Justice System

Tuesday 3/29 Effects on Neighborhoods
Reading
1.) Websdalve, Neil. 2001. “Crack and the Cracks in Neoliberal Democracies”, pp. 150-175 in Policing the Poor: From Slave
Thursday 3/31 Effects on Neighborhoods
Reading

Tuesday 4/5 Effects on Neighborhoods
Reading

Thursday 4/7 Effects on Neighborhoods
Reading

Tuesday 4/12 Effects on Labor
Reading

Thursday 4/14 Effects on Labor
Reading

Tuesday 4/19 Effects on Labor
Reading

Thursday 4/21 Effects on Civic Engagement
Reading
1.) *The New Jim Crow*, “The Cruel Hand” pp. 140-178*
- **Tuesday 4/26** Effects on Civic Engagement
  - Reading

- **Thursday 4/28** Race and Police Practice
  - Reading

- **Tuesday 5/3** Race and Police Practice
  - Reading

- **Thursday 5/5** LAST DAY OF CLASSES – FILM VIEWING OF “FRUITVALE STATION”
  - Reading