*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor's discretion.

**SOCY 330701  Race in the Criminal Justice System,  3 credits**  
**Boston College Summer Session 2017**  
**Summer 1  May 16-June 22 2017**  
**Tuesday, Thursday 6pm-9:15pm**

**Professor Bates**  
batesju@bc.edu  
**Office: McGuinn 410**  
**Office hours: Tuesday, Thursday 4pm-6pm**

**Boston College Mission Statement**
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

**Course Description**
This class will examine the growth of the prison system and its relationship to structural racism in the United States. Students will examine the historical context in which the prison system expanded and privatized, with specific reference to desegregation and changes in the United States’ immigration and national security policies. A heavy emphasis will be placed on differences in how deviance is defined for peoples of different races, genders, classes and sexual orientations.
**Course Objectives**

1. You will understand and demonstrate your knowledge of key sociological concepts in sociological theories of social control and deviance. We will particularly cover key concepts in Foucault’s theory of social control, and Goffman’s theory on the effects of total institutionalization. We will have two in class exams covering these concepts.

2. You will understand and demonstrate your knowledge of the historical context, in which the U.S. criminal justice system emerged. We will engage with readings and films on the development of the U.S. criminal justice system in different time periods, and compare and contrast how the U.S. criminal justice system functioned in these different time periods. We will have in class discussion, group work and reflections to measure your understanding of this content.

3. You will demonstrate knowledge across cultural settings on how gender, race, class and age shape one’s experiences with the U.S. criminal justice system. You will display this knowledge through a final paper, in which you chose a current event and analyze how the race and gender of the person involved in the event influenced their experience with the criminal justice system.

4. You will demonstrate ethical knowledge on race, class and gender privilege. We will work on building this knowledge in a number of ways. First, we will have film screenings like “Cracking the Codes: The System of Racial Inequality”, which speaks to how whites have ideological and material privileges in American society. We will have a discussion after these films, where we ask questions like how may we be benefitting from a system that systematically oppresses others? What is symbolic violence? Etc.

**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.

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 or reason for late assignment in order for it to be excused. Notes from parents or other legal guardians will not be accepted.

4. LATENESS POLICY: If you are going to consistently be later than 10 minutes to class you need to discuss this with me at the beginning of the semester. Otherwise, you will not be marked in attendance if you are more than 10 minutes late and I will ask you to leave.

5. ATTENDANCE WILL BE TAKEN EVERY CLASS. YOU NEED TO BE IN THE ENTIRE CLASS AND CONSCIOUS TO BE COUNTED IN ATTENDANCE.

**No Electronics**

1. No computers will be allowed out in class, unless we are working on a specific group project where they need to be out. If you have a special reason why you need to use a computer to take notes, please email me and we can create a special arrangement.

2. No phones are allowed out in class. If you have a phone out in class I will ask you to put it away and it will negatively impact your participation grade.

**Grading**

- 94-100=A
- 90-93=A-
- 86-89=B+
- 82-85=B
- 78-81=B-
- 74-77=C+
- 70-73=C
- 66-69=C-
- 62-65=D+
- 58-61=D
- 54-47=D-
- 50-00=F
1. **20% Class Attendance**
   Class attendance is obligatory and is a part of your participation grade. This grade will also include contributions to class discussion.

2. **20% In Class Group Projects**
   Students will work on various group projects, discussion sheets throughout the course that will be collected and graded.

3. **20% In Class Exams**
   Exam 1 will be worth 10% of your grade and Exam 2 will be worth 10% of your grade. They will be in class written exams with identifications and short answer questions (1 paragraph).

4. **20% Final Paper**
   A 5 pg. double spaced paper will be due on the final day of class. This paper will include an intersectional analysis, of both gender and race, of a current event within the criminal justice system.

5. **20% Reading Summaries**
   2 pg. double spaced summaries discussing the main argument, key concepts, and interesting points of each reading.

**Reading Summaries:** For every reading students will be required to write a summary of the reading. The summary should include the main argument of the reading, key concepts, and something you found interesting about the reading. These summaries should be posted to canvas by 5pm on the day of class. The summary for each reading should be 2 pgs. Double-spaced. Late summaries will not be accepted.

---

**Written Work and Academic Integrity**

Students are expected to prepare professional, polished written work. Written materials must be typed in 12 pt. font, Times New Roman with 1-inch margins. Strive for a thorough, yet concise style. Cite literature appropriately, using ASA style. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

---

**Accommodations**

If you have a disability and will be requesting accommodations for this course, please register with Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html)
Attendance

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. If you miss class, you cannot make up participation points associated with that class. Any absence that is not documented by a doctor, coach or dean is NOT EXCUSED. These include weddings, showers, graduations etc.

Make-Up Assignments/Exams

There will be no make-up assignments or exams except in exceptional circumstances that are documented by a doctor or dean. They may be negotiated only in the event of an excused absence constituted by: (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.

The Classroom as a Safe Space/Ally

This class is a welcoming, supportive and safe environment for lesbian, gay, bisexual, transgender, transsexual, queer, and questioning (LGBTQ) students.

Textbooks & Readings


Readings marked with an (*) indicates that it is from one of these books. All of the readings are also on Canvas.

Section 1
Social Deviance, Social Control and Surveillance

- **Tuesday 5/16** Intro to the Class and the Panopticon
  1.) *Social Theory: Roots and Branches*, “Panopticism” (pp. 410-417) (Emailed to Class)

- **Thursday 5/18** The Effects of Surveillance

- **Tuesday 5/23** Thinking about Visibility and Invisibility
Thursday 5/25 Effects of Total Institutionalization
1.) *The Goffman Reader* – Chapter 6 “The Mortified Self” (pp. 55-73)

Section 2
A Brief History of Racialized Social Control in the U.S.

Tuesday 5/30 Continuities in Raced Social Control
1.) Alexander, Michelle. “The Rebirth of Caste”, *The New Jim Crow*, (pp.20-59)*

Thursday 6/1 Post Emancipation and Social Control

Tuesday 6/6 The Welfare State and Social Control

Thursday 6/8 Urban Segregation and Social Control

Section 3
The Effects of a Raced, Criminal Justice System

Tuesday 6/13 Effects on Labor

Thursday 6/15 Effects on Democracy

Tuesday 6/20 Effects on Democracy
1.) Alexander, Michelle. ”The Cruel Hand”, *The New Jim Crow*, pp. 140-178*

Thursday 6/22 Final Day of Classes and Presentations