Inequality, Crime, and Justice
JAC 0265-4010
Tuesday & Thursday 2:00-3:20

Instructor: Ross Kleinstuber, Ph.D.
Office: 104-B Krebs
Office Hours: Mon. 5:00-5:55; Tues & Thurs. 11:00-12:20; Wed. 9-12*; Fri. by appt. only
*I will typically be on campus until 3:00 on Wednesdays, but I can only guarantee my presence until noon. If you would like to meet in the early afternoon on a Wednesday, just let me know
Office Phone: 269-2989
Email: rkleins@pitt.edu

**NOTE** This course will utilize CourseWeb (https://courseweb.pitt.edu/) for announcements, assignments, additional readings, and other materials pertinent to the course. You are expected to be familiar with CourseWeb and to check it regularly. If you have any questions about using CourseWeb, please see me.


If you prefer, this textbook is available as an e-reader at http://www.coursesmart.com/

Older editions of this textbook are also acceptable, but the page numbers will be different


Course Description
Issues of crime and justice with respect to race, ethnicity, gender, and class will be examined from the perspectives of law enforcement, corrections, the legal process, and different socio-demographic groups in society. This course will explore the challenges of addressing crime in a society stratified by race, ethnicity, gender, and class by looking at the experiences of socially disadvantaged groups within their society and the impact of this inequality on the law-making process, the content of the law, the administration and enforcement of the law, and the quality of justice afforded socially disadvantaged groups.

Course Objectives
1. To understand the advantages and disadvantages different groups face in American society.
2. To understand how these advantages and disadvantages translate into unequal treatment by the justice system.
3. To understand the sources of this inequality and the difference between individual and systemic discrimination.
4. To be able to critically evaluate data on discrimination or the lack thereof in the justice system.
5. To be able to critically evaluate possible solutions to this unequal treatment.

Course Expectations
This course will deal with some extremely controversial topics, such as racism, police brutality, and the death penalty. In order to get a fuller understanding and appreciation for the complexity of these issues, it is essential that students read the assigned course readings. This course has a heavier reading load than most, but it is only through doing this reading and coming prepared to discuss the material that students will be able to fully comprehend the issues addressed in this course. To this end, this class will attempt to utilize a predominantly discussion-based style. The purpose of this course is to get you to think about issues of inequality in the justice system in a more critical manner. In this regard, there are NO WRONG ANSWERS. However, students will be challenged to support their opinions with factual evidence. Students are also advised that there will likely be a diversity of opinions on these topics, and students are expected to be respectful of their classmates and the instructor. If you disagree with a classmate or the instructor, that is fine. There are no “right” or “wrong” answers in this course. However, you are to show respect and when given an opportunity to speak, you will be afforded the same luxury to voice your opinion. Students are also encouraged to be critical of the instructor. An important critical thinking skill is to be able to analyze and question the information presented by “authority.” In this regard, you should feel empowered to question and criticize the information I choose to present, but you should be prepared to defend your critique with factual evidence.

Course Grading
Your grade in this course will be out of 400 points, broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>2 Video Reflections (25 pts each)</td>
<td>50</td>
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<tr>
<td>Bibliography</td>
<td>25</td>
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<tr>
<td>Outline</td>
<td>25</td>
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<tr>
<td>Final Paper</td>
<td>100</td>
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Grades will be calculated based upon total points accumulated as follows:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>370-400</td>
<td>A</td>
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<tr>
<td>346-357</td>
<td>B+</td>
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<tr>
<td>306-317</td>
<td>C+</td>
</tr>
<tr>
<td>266-277</td>
<td>D+</td>
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<tr>
<td>&gt;238</td>
<td>F</td>
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<tr>
<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>358-369</td>
<td>A-</td>
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<tr>
<td>330-345</td>
<td>B</td>
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<tr>
<td>290-305</td>
<td>C</td>
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<tr>
<td>250-265</td>
<td>D</td>
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<tr>
<td>238-249</td>
<td>D-</td>
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Note on Disabilities
Students with disabilities who require special testing accommodations or other classroom modifications must notify the instructor and the Coordinator of Disability Services in writing no later than the second week in the term. Documentation of a disability may be needed to determine the appropriate accommodations or classroom modifications. For information or to
schedule an evaluation-of-need appointment, call the Office of Health & Counseling Services in G10 Student Union, at (814) 269-7119.

**Academic Dishonesty**
Students are expected to be familiar with the University of Pittsburgh’s Guidelines on Academic Integrity (http://www.as.pitt.edu/fac/policies/academic-integrity) and abide by them. Academic dishonesty will **not** be tolerated. Anyone caught plagiarizing, cheating, or helping anyone do so will be referred to the appropriate university authorities and, at the very least, receive a 0 on the assignment. Additional penalties may apply depending on the nature of the incident.

The Guidelines on Academic Integrity forbid students from presenting “as one’s own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.” Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). **Writers are also indebted if they summarize or paraphrase in their own words material from sources.** All quoted material requires the acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. Students are permitted to use any professionally recognized citation style, but to verify the various documentation procedures, writers should consult the style sheet for the particular citation format they are using (MLA, APA, Chicago, etc.). (Note: Language of this paragraph was adapted from both the University of Pittsburgh’s Guidelines on Academic Integrity and the Indiana University of Pennsylvania’s Academic Integrity Policy.)

**Cell Phones**
You are expected to turn off your cell phones before coming to class. I reserve the right to answer any cell phone that rings during class or to complete any text message I catch you typing during class. **Remember, you are expected to be respectful at all times.** **Interruptions during class, whether they are from cell phones or unnecessary conversations, are disrespectful. Failure to respect your classmates and the instructor may result in being asked to leave.**

**Midterm and Final Exam**
The midterm and final exam will both be take-home exams in essay format. The exams will be available on CourseWeb ONE WEEK before they are due, and students will submit their answers (and receive their grades) via CourseWeb. Because exams will be available for a full week and be submitted online, NO LATE EXAMS will be accepted barring EXTREME, UNFORESEEABLE extenuating circumstances (in other words, having a sporting event on the due date of an exam will not be a sufficient excuse for not submitting the exam on time). Students who experience a misfortune that prevents them from being able to submit their exam in a timely fashion MUST contact the instructor AS SOON AS POSSIBLE, and each student’s circumstances will be evaluated on a case-by-case basis.
**Video Reflections**
Throughout this course, there will be *at least* three (3) videos shown exploring different aspects of inequality in the justice system. You are required to write a reflection essay for **TWO (2)** of those videos. The exact due dates and instructions will be provided on CourseWeb when the videos are shown.

The goal of these reflection essays will be for you to react to the film and provide your opinion of the points being made in the film. You will be expected to utilize course materials in your reflection and to support your position with factual evidence.

*Keep in mind that there are no “right” or “wrong” answers in the reflection essays. Rather than looking for a specific answer, I will be looking to make sure you CLEARLY stated your position (it should be obvious what your position is), that you effectively defended your position, and that you organized your paper coherently and succinctly.* Grades will be based on the clarity of your opinion, how effectively defended your position, and the coherence and organization of your paper. I will not be placing strict page requirements on these reflection essays since different students will be reacting to different parts of the films, but you should write enough to support your argument without being redundant.

All reflection essays will be graded out of 25 points. Remember, you are expected to do YOUR OWN work on these reaction papers and to properly cite ALL sources you use. Plagiarizing papers by misrepresenting or passing off the ideas, words, formulas, or data of another as one’s own is **UNACCEPTABLE** and will be dealt with harshly. **ANY INFORMATION OR IDEAS BEYOND COMMON KNOWLEDGE MUST BE CLEARLY CITED.** Please refer to the “Academic Honesty” section above.

**Final Paper**
There are many dimensions to inequality in American society, especially within its justice system. In fact, according to a Pew Research poll in 2013, black Americans view dealing with the police and with the courts as the top areas in which they are treated unfairly: 70% of blacks said they are treated less fairly than whites by police and 68% of blacks say the same about criminal justice system as a whole.

However, race is not the only dimension to inequality in American society. For your final paper, you may choose to do either of the following assignments:

1. **Choose ONE aspect of inequality or discrimination within the justice system that you find especially problematic (suggestions for topics are listed below) and write a paper that explains in detail the nature of this inequality (including the reasons you believe this inequality is the result of discrimination rather than a justifiable disparity), offers YOUR solution to this inequality, and explains HOW your solution is likely to solve the problem.**
2. **Write a paper arguing that the American justice system is currently devoid of discrimination (that is, all inequality we see is the result of a legally justifiable disparity rather than discrimination) and therefore no solutions are needed to address inequality. If you choose this route, you need to provide CREDIBLE supporting evidence for your**
position, and you need to address and refute the arguments made by those who believe that discrimination is still present in our justice system.

Your final paper should provide a CLEAR, CONCISE THESIS statement. That is, I should be able to identify your topic and your position or solution easily. It should then include SUPPORTING EVIDENCE. In other words, you need to provide CREDIBLE facts that support your position and either (Option 1) evidence from CREDIBLE sources that your solution has the potential to solve the problem or (Option 2) evidence from CREDIBLE sources that the evidence supporting the discrimination hypothesis is wrong. All papers are required to cite a MINIMUM OF FIVE (5) ACADEMIC SOURCES. You may use additional non-academic sources as long as they are credible. You may NOT cite Wikipedia under any circumstances, and you are strongly advised to check with the instructor prior to using ANY online resource other than the library’s webpage.

Papers will be due in three parts:
Topic selection and a bibliography containing five academic sources will be due October 9. The topic and bibliography may be altered. The point of this assignment is to make sure students are at least thinking about their papers and able to identify academic resources. An outline of your paper will be due November 6. Again, this does not have to be a final outline, but I want to make sure you are on the right path and at least thinking about how you plan to proceed. The final paper itself will be due on November 25.

Below is a list of possible topics for those choosing Option 1. This list is NOT exhaustive. You are NOT required to choose from this list, and you can make any of these topics more specific or more general (for example, you could focus on GENDER inequality in sentencing rather than sentencing inequality more generally), but you MUST get your topic approved (it is recommended you do this before topic selections and bibliographies are due).

<table>
<thead>
<tr>
<th>Transgendered in Prison</th>
<th>Sentencing Inequality</th>
<th>Death Penalty Discrimination</th>
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<tr>
<td>War on Drugs</td>
<td>Collateral Consequences</td>
<td>Policing Practices</td>
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<tr>
<td>Criminal Justice Response to Crimes Against Women</td>
<td>Mandatory Minimum Sentences</td>
<td>Denial of Federal Student Loans to Drug Offenders</td>
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<td>Removal from Federal Housing for Drug Felons</td>
<td>Portrayal of Criminal Justice Inequality in the Media</td>
<td>Discriminatory Traffic Stops (Racial Profiling)</td>
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<td>Police Use of Excessive Force</td>
<td>Police Use of Deadly Force</td>
<td>Prosecutorial Screening</td>
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<td>Access to Counsel</td>
<td>Women in Prison</td>
<td>Hate Crime Legislation</td>
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<td>Homosexuals in Prison</td>
<td>Sexual Assault in Prison</td>
<td>Inequality in Lawmaking</td>
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<tr>
<td>White-Collar Crime</td>
<td>Habitual Offender Laws</td>
<td>Fines and Fees</td>
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<td>Female Police Officers</td>
<td>Felon Disenfranchisement</td>
<td>Mentally Ill in Jail or Prison</td>
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<td>Pretrial Detention (Bail)</td>
<td>TSA Screening Procedures</td>
<td>Muslims in the Justice System</td>
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<td>Self-Defense and Stand Your Ground Laws</td>
<td>Inequality in Criminal Justice Staffing</td>
<td>Disproportionate Minority Contact/Confinement</td>
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<td>Supreme Court and Racial Discrimination</td>
<td>Discriminating Against Felons in Employment or Housing</td>
<td>Mass Incarceration</td>
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**Course Schedule**

***Please note: this schedule is flexible and likely to change. Exact dates will be announced as the semester progresses. You will know more than a week in advance the due date of the midterm.***

Section 1: Introduction: Understanding inequality, race, ethnicity, class, gender, and intersectionality. Discrimination vs. Disparity. Overview of topics. Learning to read critically

- Walker, et al., pp. 8-18, 26-30
- Alexander, “The New Jim Crow” (journal article)

Section 2: Historical Background

- Barak, et al., pp. 1-11 *(xvii-xxv in 3rd ed.)*
- Alexander, chapter 1

Section 3: Understanding Privilege in America

Class:

- Barak, et al., chapter 3
- Frank, “Richest 1% Earn…”
- Zarroli, “Study: Upward Mobility …”

Race:

- McIntosh, “White Privilege, Color, and Crime”
- Wiltz, “Surprised? Even Poor Whites Have It Better Than Blacks”
- McDonald, “Let’s Talk About Ferguson, Missouri”

Gender:

- Barak, et al., chapter 5
- Alexander, “World Cup Soccer Stats…”
- Kimmel, “Coda: 1999”

Intersectionality:

- Crosley-Corcoran, “Explaining White Privilege to a Broke White Person”

Section 4: The Social Construction of the “Other”

Macro/Sociological Level:

- Beckett & Sasson, chapter 5
- Glassner, pp. 109-114
- Alexander, pp. 97-109, 197-200
Micro/Psychological Level
- Shapiro, et al., “Following in the Wake of Anger”
- Skolnick, “White People, You Will Never Look Suspicious”
- Wade, “Stand Your Ground Increases Racial Bias…”

MIDTERM

Section 5: Inequality in Lawmaking
- Barak, et al., pp. 59-65 (9-15 in 3rd ed.) and chapter 8
- Reiman & Leighton, pp. 65-86 (required); pp. 87-106 (recommended)
- Donziger, p. 118-120, 121 (read the following three sections: “Harsher Sentences…,” “Violence and Crack Cocaine,” and “Stereotyping of Minority Groups”)
- Alexander, pp. 204-208
- Boren, “Major Study Finds US is an Oligarchy”

Section 6: Inequality in Policing
- Barak, et al., chapter 9
- King & Kim, “What Umpires Get Wrong”
- Alexander, pp. 63-66, 123-139
- Donziger, pp. 115-117
- Reiman & Leighton, pp. 118-128
- NY Times, “The Death of Michael Brown”
- Chappell, “How People in Ferguson See the Police in Ferguson”

Section 7: Inequality in the Courts
- Pretrial Stages:
  - Reiman & Leighton, pp. 128-135
  - Schlesinger, “Racial and Ethnic Disparity in Pretrial Criminal Processing”
  - Givelber & Farrell, pp. 40-41
  - Alexander, pp. 114-119
  - Davis, “Racial Fairness in the Criminal Justice System,” pp. 202-214

- The Right to Counsel:
  - Johnson, “Some States Charge Poor for Public Defenders”
  - Alexander, pp. 84-86
  - Reiman & Leighton, pp. 135-136
  - Friendsofjustice, “Ineffective Assistance of Counsel”

- Trials & Sentencing:
  - Givelber & Farrell, pp. 128-136
  - Alexander, pp. 109-114, 119-123
  - Barak, et al., pp. 269-279 (260-272 in 3rd ed.)
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- Reiman & Leighton, pp. 136-143, 160-163 (required); 143-160 (recommended)
- Shapiro, “As Court Fees Rise, The Poor Are Paying the Price”
- Sherter, “Welcome to Debtor’s Prison”

Section 8: Inequality in Prisons

Race:
- Palta, “Why For-Profit Prisons House More Inmates of Color”
- Donziger, p. 120 (just read the section “Discrimination in Drug Treatment”)
- Wacquant, “The New ‘Peculiar Institution’”

Gender:
- Sentencing Project, “Women in the Criminal Justice System”
- Richie, “The Social Impacts of Mass Incarceration on Women”

Section 9: Collateral Consequences
- Alexander, pp. 140-165

Section 10: Death Penalty
- Readings to be determined based upon time remaining

FINAL EXAM: Due Wednesday, December 10 by 10:00 AM