

**CRJ 518: SEMINAR ON RACE/ETHNICITY, CRIME, AND JUSTICE
FALL 2018**

Professor: Cody W. Telep, Ph.D.
Meeting Time: Mondays, 4:50-7:35pm
Meeting Place: CRONKITE 451
Office: UCENT 649
Office Hours: Mondays 1:00-3:00pm or by appointment
Email: cody.telep@asu.edu
Telephone: 602.496.1295

Catalog Course Description:

Theoretical perspectives and research on the overrepresentation of racial minorities as victims, offenders, and defendants in the criminal justice system.

Detailed Course Description:

This class will focus on a variety of topics related to race/ethnicity, crime, and justice. We will cover as much ground as we can, recognizing that there is an abundance of incredible scholarship in this area and a number of key issues to discuss, and we can only read so much in a semester. Indeed, the answer to almost every question of interest in criminology and criminal justice cannot be separated from racial and ethnic context. As Ruth Peterson (2012: 319) argued in her Sutherland Address to the American Society of Criminology, “race and ethnicity are very much at the core of the study of crime, crime control, and criminal justice, even for those not interested in race and ethnic variation.”

To narrow our focus temporally, we will be focusing only on recent books and articles (published since 2010). We are doing this not because earlier work is unimportant (indeed, one of your assignments will be to read an article published prior to 2010), but to focus our attention on recent issues, problems, and discussions about race/ethnicity in criminology and criminal justice. These recent works are of course guided by history and one cannot discuss race without thinking historically. But I hope that our focus on recent work will help better connect our reading and class discussion to pressing issues and current events related to policy and practice in the criminal justice system and related fields.

To narrow our focus substantively, I have chosen books and articles on certain key topics that have been frequently covered not only in recent research, but also in recent media coverage, public discourse, and policy discussions. These include police behavior and legitimacy, the opioid epidemic, and mass incarceration. We will focus in particular on policing, because of the prominence of race and policing in recent discussions about police practice and reform, but also consider crime policy more generally, as well as victimization and offending, sentencing, and corrections.

Course Communication:

All course-related communication will be done in class or by Canvas/email. If you have questions or concerns, the best way to contact me is via email.

Canvas:

Canvas will be used in this course for posting readings and discussion questions. The Canvas page for this course can be accessed through myASU or by logging in at <http://asu.instructure.com/>. Please let me know as soon as possible if you have are having difficulties accessing the Canvas page for the course.

Required Books:

There are six required books for the semester

Epp, C. R., Maynard-Moody, S., & Haider-Markel, D. P. (2014). *Pulled over: How police stops define race and citizenship*. Chicago: University of Chicago Press. ISBN: 9780226113999

Ferguson, A. G. (2017). *The rise of big data policing: Surveillance, race, and the future of law enforcement*. New York: NYU Press. ISBN: 9781479892822

Forman, J. (2017). *Locking up our own: Crime and punishment in black America*. New York: Farrar, Straus and Giroux. ISBN: 9780374537449

Pfaff, J. (2017). *Locked In: The true causes of mass incarceration—and how to achieve real reform*. New York: Basic Books. ISBN: 9780465096916

Quinones, S. (2015). *Dreamland: The true tale of America's opiate epidemic*. New York: Bloomsbury. ISBN: 9781620402528

Rios, V. M. (2017). *Human targets: Schools, police, and the criminalization of Latino youth*. Chicago: University of Chicago Press. ISBN: 9780226090993

These books will be supplemented by articles and papers that are freely available online or will be posted to Canvas.

Required Assignments and Grading:*Grading breakdown:*

- Participation and weekly discussion questions: 20%
- Discussion leader: 10%
- Article review: 10%
- Final paper topic selection: 5%
- Final paper annotated bibliography: 10%
- Final paper presentation: 10%
- Final paper: 35%

Participation and weekly discussion questions: (discussion questions due **August 27; September 10, 17, 24; October 1, 15, 22, 29; November 5**)

Discussion will be a major component of course meetings. Coming to class prepared to discuss assigned readings and their relevance to theory, policy, and practice is essential to be successful in this course. Your participation will be graded based on frequency and the extent to which your comments/questions reflect both knowledge and thoughtful consideration of the readings. These discussions may at times be supplemented by brief lectures.

Class discussions will be driven in part by questions you submit each week. You must submit at least one discussion question each week we have class (except for the first class and presentation days) by **9:00am on the day of class (Monday)** to the appropriate discussion board for that week on Canvas. Your question can be about any of the readings for that week, but should ideally spark class discussion or debate on something related to the week's topic. A good discussion question will show you have done the readings and reflected on an issue brought up by one or more of the readings.

You can also submit a second question each week if there is any material you are confused about from readings. This is optional, but will help guide discussion and ensure that any unclear material is reviewed during class.

Discussion leader: (1 class during the semester between August 27 and November 5)

Each student in the class will serve as a co-discussion leader for one class session during the semester. The two or more co-discussion leaders for the week should be prepared to lead discussion of the assigned readings. They will also be responsible for the following five things:

- Preparing a 1-2 page document for the class with main takeaway points for each reading. These can be bullet points, but should both provide a summary of the work and its significance. Summaries for books should be longer than articles, but the overall takeaway document should be no longer than 2 pages single spaced
- Choosing a video clip to show in class. The video can come from a speech, lecture, interview, or news story, but should feature a discussion of something relevant to the week's topic. Videos of one of the authors speaking about their work are fine. Videos should be between five and ten minutes (multiple clips are acceptable)
- Identifying a recent (from the last 2 years) news article or media report relevant to the week's topic that can be distributed to the class for discussion. Articles should focus not on particular crimes (e.g., don't send a report about a police investigation of a homicide), but instead should cover larger trends or issues related to race, crime, and/or criminal justice. I encourage you to make use of the many online news sources producing high-quality criminal justice journalism (but articles from more traditional news sources are also fine):
 - The Appeal: <https://theappeal.org/> [I encourage you to sign up for their daily newsletter The Daily Appeal]
 - The Crime Report: <https://thecrimereport.org/> [I encourage you to sign up for their weekly news alert]
 - The Marshall Project: <https://www.themarshallproject.org/>
 - The Trace: <https://www.thetrace.org/>

- Examining the week's discussion questions on Canvas and prioritizing questions to lead discussion with for each reading (and generating additional questions as needed that may be relevant)
- Perhaps most importantly, providing snack for the class

The link or file for the video clip, the article or media report, and the takeaway point document should be emailed to cody.telep@asu.edu no later than 4:00pm on the Monday you are leading discussion. I will print copies of the article and takeaway points for the class.

Article review (due **November 20**)

While we are reading only work published since 2010, there is of course a long history of scholarship on race/ethnicity, crime, and justice in criminology. For this assignment, I want you to choose an article published prior to 2010 and write a review (maximum of 3 pages, double-spaced with one inch margins on each side and using 12 point Times New Roman font). Please email a copy of the article when you email the assignment and include the article citation in APA format at the top of your review. The article can be published in any peer-reviewed outlet and can focus on any topic, as long as it has a primary focus on race/ethnicity and crime or criminal justice and has a publication date prior to 2010. You can choose an article that is theoretical or empirical, but do not choose an article that is a review of the literature (either narrative or meta-analytic). In other words, choose an article describing work carried out by the author(s). Please contact me if you have questions about the appropriateness of your article.

Your review should focus on addressing the following:

- Provide a brief summary of the article and its main points. What is the main question/central focus of the research? What are the sources of data (if applicable)? What are the main findings?
- What did you learn that was worth knowing from the article? (if your answer is nothing, explain why)
- Based on what you have learned in this and other classes, what things were done well in the article? What things were done poorly? (You can focus on theory, methods, data, or anything else relevant here).
- How does this article relate, if at all, to what we have read in class this semester? What has changed (if anything) since the article's publication that might affect the paper's findings or conclusions?
- What is one future research idea guided by the article? (Choose one that is not mentioned in the article)

Final paper assignments:

You will complete a final paper that will be due at the end of the class with two assignments leading up to the final paper. We will discuss the paper more in class. You will also present your final paper to the class during one of the last two classes of the semester. All assignments and the final paper should be emailed to me (cody.telep@asu.edu) by 11:59pm on the day they are due.

There are a few different options for the final paper assignment, in part because there are students at varying points in their graduate career in the class and in part because there are such an array of possible final topics.

In terms of substance, you can focus on any area relevant to race/ethnicity, crime and justice. The focus can be on theory or practice and focus on crime or any part of the criminal justice system, as long as race/ethnicity are central in your work. Topics should be appropriately specific and focused for a 20-25 page final document. I would encourage you to choose a topic that we did not discuss on class, but you can also select a topic from class and expand on it in a novel way.

In terms of format, there is also some flexibility. I would encourage one of the following three routes for your paper, but if you have a different idea, let me know and we can discuss. All three of these emphasize reviewing prior work, while also describing what's missing from prior studies and what needs to be achieved in future work:

- Literature review on your topic with discussion of gaps in current research and suggestions for future research
- Front end of an empirical paper (introduction, literature review, methods/data description)
- Grant proposal to the National Institute of Justice for a new study/data collection related to race/ethnicity, crime, and justice

Topic selection (due **September 25**)

The first assignment is to choose a topic for your paper. Provide a brief (1-2 page) overview of your plan for your paper and include your plan for format. This is an initial topic selection, so there may be changes and refinements based on my feedback, but try to be as specific as possible on the topic you want to focus on. This document should provide a brief overview of the topic, why it is important, and what you plan to accomplish in your paper.

Annotated bibliography (due **October 23**)

To prepare for your final paper, you will complete an annotated bibliography with academic sources you plan to use. You should include at least 8 references in your bibliography. These references should come exclusively from peer-reviewed journal articles, scholarly books, and government reports. Your references should be in APA format (see below for more on APA format) and each reference should include an annotation of approximately 70 words that briefly provides a summary of the source and the reason you are including it in your paper.

Final paper presentation: (in class **November 19 or November 26**):

We are going to try something different for final paper presentations. Because there are so many of you, we're going to use the PechaKucha 20x20 approach. If you're never heard of this, I encourage you to check out: <https://www.pechakucha.org/faq/> The basic premise is that you will have 20 slides total and speak for 20 seconds about each slide. The slides can each have text or images on them, but you obviously have to be limited in what you include on any one slide. I am not doing this to torture you (I promise), but instead to prepare you to talk about your work in an engaging and concise way.

Thus, you will give an approximately 7 minute PowerPoint presentation on your final paper during one of our last two class meetings followed by a brief period for questions from me and your classmates. We will also talk about this more in class as we get closer to the presentations, but presentations will generally follow the format of your paper.

Final paper: (due **December 4**)

Final papers should be approximately 20 pages (no more than 25 pages) in length (excluding references) double-spaced with one inch margins on each side and using 12 point Times New Roman font. You do not need to have a title page. I will not review full rough drafts, but am happy to talk to you and give you feedback about your paper at any point prior to the due date.

Papers must include a reference list and use APA format for references and citations. (Visit <https://owl.english.purdue.edu/owl/resource/560/02/> for information on APA format for in-text citations and <https://owl.english.purdue.edu/owl/resource/560/05/> for information on APA format for references).

Grading Scale:

Course grades will be assigned according to the percentages shown below.

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
E	59% and below

Late or Missed Assignments:

Notify me **before** an assignment is due if an urgent situation arises and an assignment will not be submitted on time. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html/>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html/>).

Late assignments will only be accepted at my discretion and will be contingent upon three requirements being met:

- a. Valid documentation of an emergency (e.g. physician's note)
- b. Notification PRIOR to the due date
- c. Immediate arrangements to make up the assignment

Academic Honesty:

Under the ASU Student Academic Integrity Policy (<https://provost.asu.edu/academicintegrity/>), "each student must act with honesty and integrity, and must respect the rights of others in

carrying out all academic assignments.” This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignment
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I welcome any questions you may have concerning academic integrity and will do my best to help you understand the standards of academic scholarship. I also sanction any incidents of academic dishonesty in my courses using University and College guidelines.

Disability Accommodations:

- Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. *Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.*
- Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact the DRC immediately. Their office is located in the Post Office, Suite 104. DRC staff can be reached at 602.496.4321 and at: DRCDowntown@asu.edu. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies can be viewed at: <https://eoss.asu.edu/drc/>

Writing Center:

ASU has Graduate Writing Centers to specifically serve graduate students. These centers offer appointment-based writing assistance for graduate students as well as space to read, write, and discuss their graduate research and writing projects. This assistance allows students to meet with a graduate writing consultant to receive feedback on their writing projects at any stage in their development and writing process. The ASU Graduate Writing Centers will also assist with organizing and facilitating writing groups, offering brown bag lunch workshops, and hosting workshops on writing and research topics.

The ASU Graduate Writing Downtown is located in UCENT in room 101. Schedules may be found at <https://tutoring.asu.edu/student-services/graduate/> Appointments can be scheduled either online or by calling 480.965.9072.

Electronic Devices:

Please refrain from using cell phones and other electronic devices during class. Laptops in class should only be used for note taking or accessing course materials.

Note on Modifications to the Syllabus:

While every effort will be made to adhere to this course schedule, modifications may be necessary during the semester. Any changes to the syllabus will be communicated in class and via email/Canvas.

COURSE SCHEDULE:

WEEK 1 (August 20): Course Introduction

Readings:

None

WEEK 2 (August 27): Race, Ethnicity, and Criminology: Looking Back, Moving Forward

Readings:

Articles

Crutchfield, R. D. (2015). From slavery to social class to disadvantage: An intellectual history of the use of class to explain racial differences in criminal involvement. *Crime and Justice*, 44, 1–47.

Fernandes, A. D., Crutchfield, R. D. (2018). Race, crime, and criminal justice: Fifty years since *The Challenge of Crime in a Free Society*. *Criminology and Public Policy*, 17, 397–417.

Peterson, R. D. (2017). Interrogating race, crime and justice in a time of unease and racial tension. 2016 presidential address to the American Society of Criminology. *Criminology*, 55, 245–272.

Spohn, C. (2015). Race, crime, and punishment in the twentieth and twenty-first centuries. *Crime and Justice*, 44, 49–97.

Telles, E. (2018). Latinos, race, and the U.S. Census. *ANNALS of the American Academy of Political and Social Science*, 677, 153–164.

Van Cleve, N. G., & Mayes, L. (2015). Criminal justice through “colorblind” lenses: A call to examine the mutual constitution of race and criminal justice. *Law & Social Inquiry*, 40, 406–432.

WEEK 3 (September 3): Labor Day

NO CLASS

WEEK 4 (September 10): Offending, Victimization, and Crime Policy

Readings:

Book:

Forman, J. (2017). *Locking up our own: Crime and punishment in black America*. New York: Farrar, Straus and Giroux.

Articles

Morgan, R. E. (2017). *Race and Hispanic origin of victims and offenders, 2012-15*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.

Ousey, G. C., & Kubrin, C. E. (2018). Immigration and crime: Assessing a contentious issue. *Annual Review of Criminology, 1*, 63–84.

Sampson, R. J., Wilson, W. J., & Katz, H. (2018). Reassessing “Towards a theory of race, crime, and urban inequality.” Enduring and new challenges in 21st century America. *Du Bois Review, 15*, 13–34.

WEEK 5 (September 17): Police-Youth Interactions

Readings:

Book:

Rios, V. M. (2017). *Human targets: Schools, police, and the criminalization of Latino youth*. Chicago: University of Chicago Press.

Articles:

Brunson, R. D., Braga, A. A., Hureau, D. M., & Pegram, K. (2015). We trust you, but not *that* much: Examining police-black clergy partnerships to reduce youth violence. *Justice Quarterly, 32*, 1006–1036.

Jones, N. (2014). “The regular routine”: Proactive policing and adolescent development among young, poor Black men. In K. Roy & N. Jones (Eds.), *Pathways to adulthood for disconnected young men in low-income communities. New Directions in Child and Adolescent Development, 143*, 33–54.

WEEK 6 (September 24): Police-Citizen Interactions

Readings:

Book:

Epp, C. R., Maynard-Moody, S., & Haider-Markel, D. P. (2014). *Pulled over: How police stops define race and citizenship*. Chicago: University of Chicago Press.

Articles:

Klinger, D., Rosenfeld, R., Isom, D., & Deckard, M. (2016). Race, crime, and the micro-ecology of deadly force. *Criminology and Public Policy*, 15, 193–222.

Menifield, C. E., Shin, G., & Strother, L. (In press). Do white law enforcement officers target minority suspects? *Public Administration Review*. doi: 10.1111/puar.12956

Assignment:

Paper topic due via email by 11:59pm on Tuesday, September 25

WEEK 7 (October 1): Policing Strategies and Legitimacy

Readings:

Articles:

Cobbina, J. E., Owusu-Bempah, A., & Bender, K. (2016). Perceptions of race, crime, and policing among Ferguson protesters. *Journal of Crime and Justice*, 39, 210–229.

Johnson, D., Wilson, D. B., Maguire, E. R., & Lowrey-Kinberg B. V. (2017) Race and perceptions of police: Experimental results on the impact of procedural (in)justice. *Justice Quarterly*, 34, 1184–1212.

Kochel, T. R., & Weisburd, D. (2017). Assessing community consequences of implementing hot spots policing in residential areas: Findings from a randomized field trial. *Journal of Experimental Criminology*, 13, 143–170.

Nagin, D. S., & Telep, C. W. (2017). Procedural justice and legal compliance. *Annual Review of Law and Social Science*, 13, 5–28.

President's Task Force on 21st Century Policing. (2015). *Final Report of the President's Task Force on 21st Century Policing*. Washington, DC: Office of Community Oriented Policing Services, U.S. Department of Justice.

NOTE: Focus on Pillars 1, 2, 4, and 5

Russell-Brown, K. (2017). The academic swoon over implicit racial bias: Costs, benefits, and other considerations. *Du Bois Review*, 15, 185–193.

Tyler, T. R., Jackson, J., & Mentovich, A. (2015). The consequences of being an object of suspicion: Potential pitfalls of proactive police contact. *Journal of Empirical Legal Studies*, 12, 602–636.

WEEK 8 (October 8): Fall Break

NO CLASS

WEEK 9 (October 15): Policing, Data, and Technology

Readings:

Book:

Ferguson, A. G. (2017). *The rise of big data policing: Surveillance, race, and the future of law enforcement*. New York: NYU Press.

Articles:

Jefferson, B. J. (2018). Predictable policing: Predicting crime mapping and geographies of policing and race. *Annals of the American Association of Geographers*, 108, 1–16

Ray, R., Marsh, K., & Powelson, C. (2017). Can cameras stop the killings? Racial differences in perceptions of the effectiveness of body-worn cameras in police encounters. *Sociological Forum*, 32, 1032–1050.

WEEK 10 (October 22): Race and Drugs: A Focus on the Opioid Epidemic

Readings:

Book:

Quinones, S. (2015). *Dreamland: The true tale of America's opiate epidemic*. New York: Bloomsbury.

Articles:

Mitchell, O., & Caudy, M. S. (2017). Race differences in drug offending and drug distribution arrests. *Crime & Delinquency*, 63, 91–112.

Vaughn, M. G., Salas-Wright, C. P., Cordova, D., & Nelson, E. J., & Jaegers, L. (In press). Racial and ethnic trends in illicit drug use and binge drinking among adolescent and young adult offenders in the United States. *Journal of Criminal Justice*. doi: 10.1016/j.jcrimjus.2017.05.009

Assignment:

Annotated bibliography due via email by 11:59pm on Tuesday, October 23

WEEK 11 (October 29): Prosecutors and Sentencing

Readings:

Book:

Pfaff, J. (2017). *Locked In: The true causes of mass incarceration—and how to achieve real reform*. New York: Basic Books.

Articles

Alexander, M. (2011). The new Jim Crow. *Ohio State Journal of Criminal Law*, 9, 7–26.

Franklin, T. W. (In press). The state of race and punishment in America: Is justice really blind? *Journal of Criminal Justice*. doi: 10.1016/j.jcrimjus.2017.05.011

WEEK 12 (November 5): Mass Incarceration and Its Consequences

Readings:

Articles:

Beck, A. J., & Blumstein, A. (In press). Racial disproportionality in U.S. state prisons: Accounting for the effects of racial and ethnic differences in criminal involvement, arrests, sentencing and time served. *Journal of Quantitative Criminology*. doi: 10.1007/s10940-017-9357-6

Campbell, M. C. Vogel, M., & Williams, J. (2015). Historical contingencies and the evolving importance of race, violent crime, and region in explaining mass incarceration in the United States. *Criminology*, 53, 180–203.

Decker, S. H., Ortiz, N., Spohn, C., & Hedberg, E. (2015). Criminal stigma, race, and ethnicity: The consequences of imprisonment for employment. *Journal of Criminal Justice*, 43, 108–121.

Enders, W., Pecorino, P., & Souto, A.-C. (In press). Racial disparity in U.S. imprisonment across states and over time. *Journal of Quantitative Criminology*. doi: 10.1007/s10940-018-9389-6

Miller, R. J. (2014). Devolving the carceral state: Race, prisoner reentry, and the micro-politics of urban poverty management. *Punishment & Society*, 16, 305–335.

Wakefield, S., & Wildeman, C. (2011). Mass imprisonment and racial disparities in childhood behavioral problems. *Criminology and Public Policy*, 10, 793–817.

WEEK 13 (November 12): Veterans Day

NO CLASS

WEEK 14 (November 19): Wrap-Up and Begin Paper Presentations

Readings:

Articles:

Stewart, E. A., Warren, P. Y., Hughes, C., & Brunson, R. K. (In press.). Race, ethnicity, and criminal justice contacts: Reflections for future research. *Race and Justice*. doi: 10.1177/2153368717738090

Assignment:

Article review due via email by 11:59pm on Tuesday, November 20.

WEEK 15 (November 26): Paper Presentations Continued

Readings:

None

Assignment:

Final papers due via email by 11:59pm on Tuesday, December 4

Supplemental Reading

We can only scratch the surface of important recent scholarship on race/ethnicity, crime, and justice during the semester. Here is a list of recent books (a mix of scholarly and popular nonfiction) and articles that I recommend if you're interested in exploring these issues in more detail. This is by no means comprehensive but provides some additional resources and works that unfortunately we do not have time to cover this semester:

Additional Non-Required Books:

See more from The Marshall Project at <https://www.themarshallproject.org/books/>

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Baumgartner, F. R., Epp, D. A., & Shoub, K. (2018). *Suspect citizens: What 20 million traffic stops tell us about policing and race*. New York: Cambridge University Press.

Burton, S., & Lynn, C. (2017). *Becoming Ms. Burton: From prison to recovery to leading the fight for incarcerated women*. New York: The New Press.

Coates, T.-N. (2015). *Between the world and me*. New York: Spiegel & Grau.

Eason, J. M. (2017). *Big house on the prairie: rise of the rural ghetto and prison proliferation*. Chicago: University of Chicago Press.

Davis, A. J. (ed.). (2017). *Policing the black man: Arrest, prosecution, and imprisonment*. New York: Pantheon.

Goffman, A. (2015). *On the run: Fugitive life in an American city*. New York: Picador.

Gottschalk, M. (2015). *Caught: The prison state and the lockdown of American politics*. Princeton, NJ: Princeton University Press.

Graves, A. (2018). *Infinite hope: How wrongful conviction, solitary confinement, and 12 years on death row failed to kill my soul*. Boston, MA: Beacon Press.

Hylton, D. (2018). *A little piece of light: A memoir of hope, prison, and a life unbound*. New York: Hachette Books.

Johnson, D., Warren, P. Y., & Farrell, A. (eds.). (2015). *Deadly injustice: Trayvon Martin, race, and the criminal justice system*. New York: New York University Press.

Kennedy, D. M. (2011). *Don't shoot: One man, a street fellowship, and the end of violence in inner-city America*. New York: Bloomsbury USA.

Leovy, J. (2015). *Ghettoside: A true story of murder in America*. New York: Spiegel & Grau.

- Lerman, A. E., & Weaver, V. M. (2014). *Arresting citizenship: The democratic consequences of American crime control*. Chicago: University of Chicago Press.
- Peffley, M., & Hurwitz, J. (2010). *Justice in America: The separate realities of blacks and whites*. New York: Cambridge University Press.
- Peterson, R. D., & Krivo, L. J. (2010). *Divergent social worlds: Neighborhood crime and racial-spatial divide*. New York: Russell Sage Foundation.
- Rice, S. K., & White, M. D. (eds). (2010). *Race, ethnicity, and policing: New and essential readings*. New York: New York University Press.
- Rios, V. M. (2011). *Punished: Policing the lives of black and Latino boys*. New York: New York University Press.
- Rothstein, R. (2018). *The color of law: A forgotten history of how our government segregated America*. New York: Liveright Publishing.
- Senghor, S. (2013). *Writing my wrongs: Life, death, and redemption in an American prison*. New York: Convergent.
- Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. New York: Spiegel & Grau.
- Stuart, F. (2016). *Down, out, and under arrest: Policing and everyday life in Skid Row*. Chicago: University of Chicago Press.
- Tonry, M. (2011). *Punishing race: A Continuing American dilemma*. New York: Oxford University Press.
- Vitale, A. S. (2017). *The end of policing*. New York: Verso.
- Walker, S., Spohn, C. C., & DeLone, M. (2018). *The color of justice: Race, ethnicity, and crime in America*. 6th ed. Boston, MA: Cengage.
- Ward, G. F. (2012). *The black child-savers: Racial democracy & juvenile justice*. Chicago: University of Chicago Press.

Additional Non-Required Articles:

- Agnew, R. (2015). Race and youth crime: Why isn't the relationship stronger? *Race and Justice*, 6, 195–221.
- Baumer, E. P. (2013). Reassessing and redirecting research on race and sentencing, *Justice Quarterly*, 30, 231–261.

- Chauhan, P., Cerdá, M., Messner, S. F., Tracy, M., Tardiff, K., & Galea, S. (2011). Race/ethnic-specific homicide rates in New York City: Evaluating the impact of broken windows policing and crack cocaine markets. *Homicide Studies, 15*, 268–290.
- Deaux, K. (2018). Ethnic/racial identity: Fuzzy categories and shifting positions. *ANNALS of the American Academy Political and Social Science, 677*, 39–47.
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