



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

**LEGAL ST 400/SOC 496: Neighborhoods, Crime, and Punishment
Fall Semester 2018**

COURSE INSTRUCTOR'S CONTACT INFORMATION & OFFICE HOURS:

Professor John M. Eason
Email: jeason2@wisc.edu
Tuesdays and Thursday 2:30-3:30 and by appointment.
Sewell Social Sciences 8115

CLASS MEETING TIME AND PLACE:

BIRGE 346
Tuesdays and Thursday 1:00-2:15 p.m.

COURSE DESCRIPTION:

Crime is often seen as a “city problem.” But not all cities/towns are alike and, more than that, not all neighborhoods are alike. In fact, one of sociology’s most enduring findings is that certain social problems—including crime—are highly concentrated *within* neighborhoods. The central question this course seeks to answer is: “*Why do neighborhoods vary in rates of crime and punishment?*” In addressing this question, the course covers a wide range of theories, paying particular attention to ecological, social structural, and cultural aspects of community-life. In addition to covering the main sociological theories in these areas, the course will also focus on several in-depth topics including: the prison boom, immigration, mass imprisonment, and mass supervision.

COURSE LEARNING OUTCOMES:

The goal of the course is to develop more nuanced, theoretical and empirically grounded insight into neighborhoods and how social inequality is produced and produces these relations. Students should be able to analyze and articulate their own arguments about how social, political, and cultural phenomena shape law and legal systems. Students should be able to analyze and articulate their own arguments about the social, political, and cultural impacts of law at the societal and individual levels. Students should be able to demonstrate knowledge about how legal ideas and ideologies have changed over time and have shaped law and legal systems. Students will demonstrate their abilities to find, interpret, and utilize resources relevant to law and society. Students will demonstrate their abilities to analyze information, to write clearly and persuasively, and to construct original arguments.

NUMBER OF CREDITS ASSOCIATED WITH COURSE

This is a three credit course.

HOW CREDIT HOURS ARE MET BY THE COURSE

This three credit course meets twice per week for 75 minutes per session over approximately 15 weeks. This is the status quo and represents the traditional college credit format used for decades. This three credit course will include at least 135 hours of learning activities, which include time in lectures or class meetings, in person or online presentations, reading, writing, studying, preparation for any of these activities, and any other learning activities.

REQUIRED TEXTS:

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

Jean, Peter K.S., 2008. *Pockets of crime: Broken windows, collective efficacy, and the criminal point of view*. University of Chicago Press.

Pattillo, Mary, 2008. *Black on the block: The politics of race and class in the city*. University of Chicago Press.

Sampson, Robert. J., 2012. *Great American city: Chicago and the enduring neighborhood effect*. University of Chicago Press

Sharkey, Patrick. 2018. *Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence*. Norton.

Vargas, Robert. 2016. *Wounded City: Violent Turf Wars in a Chicago Barrio*. Oxford Press.

COURSE REQUIREMENTS:

Assignments & Dates

Participation

In-Class Response

Discussion Leader

Paper 1

Paper 2

Final Paper

Date

TBA

TBA

TBA

Friday, October 10th (20% of final grade)

Friday, November 9th (20% of final grade)

Saturday, December 15th (30% of final grade)

Turning in Assignments

Papers should adhere to standard collegiate style having one-inch margins and be 12 point of a standard font. Your **first and last name** followed by the **name of the assignment**. For example, **JohnEason.paperassignment#1.doc** will be the first paper I would place in the designated content area on the due date.

FINAL PROJECT (GRADUATE STUDENTS ONLY)

Final projects should reflect your engagement with the seminar topic and are worth at least 25% of your final grade. Any of the following are acceptable project ideas:

-A critical review of at least 3 sets of readings from the course.

-A research proposal for a specific empirical project that would be strengthened by your engagement with the course readings.

- A concept clarification that draws on multiple sources in the course readings and beyond and applies it to your particular area of interest.
- Some similarly substantial piece of scholarly work (at least 3000 words) that demonstrates your sustained engagement with the ideas and materials featured in this course.

You will be required to submit a brief summary of the plan for your final project for my review early in the semester.

*Students who offer especially insightful and well placed comments during class or who make productive use of office hours may receive special consideration in border-line grading situations.

RULES, RIGHTS, RESPONSIBILITIES:

Attendance and Participation: Students are expected to attend class and participate. An unexcused absence will result in a participation grade penalty. Excused absences are accepted. Please review the student rules on attendance for what is considered an excused absence:

Computers: You may bring a computer to class to take notes on it; however, please refrain from sending email, opening web pages, playing games, or doing anything that will distract your classmates.

Cell Phones: Please turn off your cell phones during class. No texting is allowed.

See also the online Undergraduate Guide for Rules, Rights and Responsibilities at:
<http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

GRADING:

<u>Assignment</u>	<u>Points</u>
Participation	5
Discussion Leader	6
In Class Responses (7 of 10 worth 2 points each)	14
Paper 1 (4-5 pages)	20
Paper 2 (4-5 pages)	20
Final Presentation	5
Final Paper (8-10 pages)	30
Total	100

Final grades will be assigned as follows:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69.9
F	59.9 and lower

******Please note that total points earned are equal to final grade percentages******

COURSE SCHEDULE

*Denotes readings available through course reserves.

WHAT IS A NEIGHBORHOOD? AND WHY SHOULD WE CARE?

Overview & Objectives: What is a neighborhood? How do we define and measure a neighborhood? This week will cover the basic debates around these questions as well as some theories about why neighborhoods matter.

WEEK 1- Thursday, September 6th

Overview & Objectives: In this introductory class, we shall review all aspects of the course, including course content, design, and student projects. Discussion: Where are you from?

THE ECOLOGICAL PARADIGM & SOCIAL DISORGANIZATION THEORY

Overview & Objectives: This week we will discuss the ecological paradigm of the city: how different neighborhoods “fit together” in a symbiotic relationship to give the city its unique character. The emphasis is on social disorganization theory and its enduring relevance on criminological theory.

WEEK 2- Tuesday, September 11th

*Required Reading: Sampson, R.J. and Raudenbush, S.W., 2001. *Disorder in urban neighborhoods: Does it lead to crime*. Washington, DC: US Department of Justice, Office of Justice Programs, National Institute of Justice.

Thursday, September 13th

Required Reading: Sampson, Robert J. *The Great American City*. Chapters 1, 2, and 5

*Required Reading: Park and Burgess. *The City*. Chapter 2.

DIFFERENTIAL SOCIAL ORGANIZATION THEORY

Overview & Objectives: Critiques of the social disorganization theory (and the Chicago School, more generally) charged that poor urban neighborhoods were not *dis*-organized, but rather *differentially* organized. This week will review the rich qualitative and ethnographic literature that shows the social organization of urban neighborhoods.

WEEK 3: Tuesday, September 18th

*Required Reading: Clifford Shaw and Henry D. McKay. In *Crime: Readings*. (editors Robert D. Crutchfield, Charis Kubrin, George Bridges, and Joseph Weis). Thousand Oaks, CA: Sage. Pgs. 189-215.

Thursday, September 20th

Required Reading: Pattillo, Mary. *Black on the Block*. Introduction-Chapter 4.

*Suggested Reading: Drake and Cayton. *Black Metropolis (selected chapters)*.

WEEK 4: Tuesday, September 25th

Required Reading: Pattillo, Mary. *Black on the Block*. Chapter 5-Conclusion.

*Suggested Reading: *William Whyte. Street Corner Society (selected chapters)*.

Thursday, September 27th

PAPER CONFERENCES

WEEK 5: Tuesday, October 2nd

PAPER CONFERENCES

SOCIAL CONTROL & COLLECTIVE EFFICACY

Overview & Objectives: At the center of the most neighborhood-level theories of crime is the issue of social control. This week focuses on the mechanisms and structure responsible for formal and informal social control.

Thursday, October 4th

Required Reading: Sampson, Robert J. *The Great American City*. Chapters 7-8.

WEEK 6: Tuesday, October 9th

Required Reading: Sampson, Robert J. *The Great American City*. Chapters 9-10.

PAPER #1 DUE-Wednesday, October 10th

NEIGHBORHOOD CULTURE

Overview & Objectives: Is there such a thing as a “deviant” culture, or a culture that lends itself to higher rates of neighborhood crime? If so, what does it look like and how does it affect crime? This week reviews the leading theories that discuss the relationship between neighborhood culture and crime.

Thursday, October 11th

Required Reading: Anderson, Eli. *A Place on the Corner (selected chapters)*.

Suggested Reading: Carr, P. J. (2003). The new parochialism: The implications of the Beltway case for arguments concerning informal social control. *American Journal of Sociology*, 108(6), 1249-1291.

Suggested Reading: Sampson, R. J., & Bartusch, D. J. (1998). Legal Cynicism and (Subcultural?) Tolerance of Deviance: The Neighborhood Context of Racial Differences. *Law and Society Review*, 32(4), 777-804.

WEEK 7: Tuesday, October 16th

Required Reading: Harding, D. J. (2010). *Living the Drama: Community, Conflict, and Culture among Inner-City Boys* Chicago: University of Chicago Press. (selected chapters).

Suggested Reading: Clampet-Lundquist, S., Carr, P. J., & Kefalas, M. J. (2015, June). The sliding scale of snitching: A qualitative examination of snitching in three Philadelphia communities. In *Sociological Forum* (Vol. 30, No. 2, pp. 265-285).

BROKEN WINDOWS & SOCIAL DISORDER

Overview & Objectives: Does physical disorder, such as broken windows or litter, really lead to higher crime rates? If so, how and what can be done about it? This section reviews the highly debated Broken Windows theory, the larger issue of physical and social disorder, and how they relate to neighborhood crime.

Thursday, October 18th

Required Reading: Sampson, Robert J. *The Great American City*. Chapter 6.

Required Reading: Wilson, James Q. and George Kelling. (1982). "Broken Windows." *Atlantic Monthly*. March: 29-38.

Suggested Reading: Peter St. Jean. (2006). *Pockets of Crime*. Chicago: University of Chicago Press. Chapters 1 and 8.

WEEK 8: Tuesday, October 23rd

Required Reading: Peter St. Jean. (2006). *Pockets of Crime*. Chicago: University of Chicago Press. Chapters 2, 5, 6, and 7.

POLICING HIGH CRIME NEIGHBORHOODS

Overview & Objectives: Most solutions to crime control and prevention eventually discuss the issue of policing or policing practices. But, racial discrimination, segregation, and inequality—not to mention urban politics—make the policing of high crime neighborhoods an especially tricky task. During the next week we shall discuss the ins-and-outs of policing high-crime communities and how these relate to the theories discussed in this course. We begin by reading a controversial book on how policing affects a poor Black neighborhood in Philadelphia.

Thursday, October 25th

*Required Reading: Alice Goffman. *On The Run* (selected chapters).

*Required Reading: Victor Rios. *Punished* (selected chapters).

WEEK 9: Tuesday, October 30th

*Stuart, Forrest. 2016. *Down, Out, and Under Arrest: Police and everyday life in skid row*. Chicago: University of Chicago Press. (selected chapters).

THE UNDERGROUND ECONOMY

Overview & Objectives: In many poor neighborhoods, people often turn to illegal or “grey” markets to make a living. Such underground economies cover everything from gypsy cab drivers and off-the-books childcare providers to highly organized drug dealing operations and prostitution rings. But, just like everything else in this course, there is a particular social organization to the underground economies in urban neighborhoods.

Thursday, November 1st

*Required Reading: Contreras, Randol. *Stick Up Kids* (selected Chapters)

*Required Reading: Duck, Waverly. *No Way Out* (selected Chapters)

*Suggested Reading: Venkatesh, Sudhir. *Off the Books* (selected Chapters)

WEEKS 10: Tuesday, November 6th

PAPER CONFERENCES

REDUCING NEIGHBORHOOD CRIME

Thursday, November 8th

Required Reading: Sharkey, Patrick. 2018. *Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence*. Chapters 1-6.

PAPER #2 DUE-Friday, November 9th

WEEKS 11: Tuesday, November 13th

Required Reading: Sharkey, Patrick. 2018. *Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence*. Chapters 7-10.

NEIGHBORHOOD POLITICS & CRIME

Thursday, November 15th

Required Reading: Vargas, Robert. 2016. *Wounded City: Violent Turf Wars in a Chicago Barrio*. Chapters 1-4.

WEEKS 12: Tuesday, November 20th

Required Reading: Vargas, Robert. 2016. *Wounded City: Violent Turf Wars in a Chicago Barrio*. Chapters 5-Appendix.

NEIGHBORHOOD CHANGE & CRIME

Overview & Objectives: Neighborhoods change. Its resident's changes, and so do its social institutions. Surprisingly, very little research considers how neighborhood change affects crime rates. This week will discuss how certain processes of neighborhood change—gentrification, high-rise public housing, and natural disasters—influence neighborhood crime rates.

Thursday, November 22nd

THANKSGIVING RECESS

WEEKS 13: Tuesday, November 27th

Required Reading: Sampson, Robert J. *The Great American City*. Chapter 11.

*Suggested Reading: Taub, Richard. (2011). *Paths to Neighborhood Change*.

Thursday, November 29th

*Required Reading: Papachristos et al. (2011). *City & Community*.

*Required Reading: Kirk, David S. (2010). "A Natural Experiment on Residential Change and Recidivism: Lessons from Hurricane Katrina." *American Sociological Review*, 74: 484-505.

NEIGHBORHOOD CHANGE & PUNISHMENT

WEEK 14: Tuesday, December 4th

Required Reading: Eason, John M., 2017. *Big house on the prairie: rise of the rural ghetto and prison proliferation*. Chapters 1-5.

Thursday, December 6th

Required Reading: Eason, John M., 2017. *Big house on the prairie: rise of the rural ghetto and prison proliferation*. Chapters 6-Appendix.

Required Reading: Miller, R.J., 2014. Devolving the carceral state: Race, prisoner reentry, and the micro-politics of urban poverty management. *Punishment & Society*, 16(3), pp.305-335.

Suggested Reading: Stuart, F. and Miller, R.J., 2017. The Prisonized Old Head: Intergenerational Socialization and the Fusion of Ghetto and Prison Culture. *Journal of Contemporary Ethnography*, 46(6), pp.673-698.

WEEK 15: Tuesday December 11th

WRAP UP & STUDENT PRESENTATIONS

PAPER #3 DUE-Saturday, December 15th