

**SOC 311: Survey of Social Inequality and Stratification (W)**  
**Fall 2014**  
**MWF 2:30-3:20pm**

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Course Description: In this course, we examine the various intersections of inequality and criminal justice. Our society is stratified in a number of important ways that significantly influence the process of law making, the enforcement of law, the distribution of justice, and the form and severity of punishment. There are three main sections within this course that focus on different intersections of inequalities and crime. Altogether, we examine how economic, racial, gender, and colonial inequalities interact with crime, justice, and punishment.

The first section explores the relationship between economic inequality, racial inequality, and crime. Economic inequality refers specifically to the uneven dispersion of wealth within society and has been found by many criminologists to significantly impact the distribution of justice at all stages in the American criminal justice system. Section I of this course also deals with racial inequality as it relates to crime. Racialization is the process of ascribing “difference” to groups of people for the purpose of categorizing those who should be included or excluded and racism is the denigration of those who have been racialized and excluded as “Other”. One of the main theoretical tenets for this section is that racial inequality is intimately and inextricably tied to economic inequality through the origins of capitalism and imperialism. We begin this course by scrutinizing how this relationship between racial and economic inequality is symbiotic and how they influence crime, justice, and punishment.

In the second section of this course, we expand into an explicit analysis of gender inequality as it intersects with economic and racial inequalities, crime, justice, victimization, and punishment. Gender inequality refers to discrimination based on the social construct of gender and the uneven distribution of power and resources amongst the sexes. Importantly, this section contributes to our understanding of inequalities and crime by highlighting the main theoretical tenet that the lives of women and girls’ are subject to unique forms of social control and violence, particularly for women of color. Violent efforts to socially control women and girls are deeply rooted in capitalism, colonialism, and racism. Therefore this long-term perspective of gender inequality contributes to the study of criminology by contextualizing male violence against women and girls at the intersection of economic, racial, and colonial inequalities. This broader understanding of the reinforcing nature of all forms of inequality provides researchers and students with a comprehensive framework for making sense of gender inequality and crime from various perspectives including those of female offenders, victims, workers, and more.

The colonial roots of modern forms of inequality are often overlooked in the field of criminology, but in this course we explore how colonization is tied into inequalities and the social control of crime. Colonialism refers to the practice of occupying,

racializing, and controlling a territory for the purpose of economic exploitation and colonization is the process through which these goals are attained. Social control, through “the development of a coercive legal apparatus as well as extra-legal mechanisms” including violent force and punishment, has historically been used within colonization as a tool to incite fear within racialized “Others” and successfully achieve colonial, political, economic, cultural, legal, and social dominance. If we were to focus solely on economic and racial inequality in this course, we would miss this key connection in the history of social control, punishment, crime, and inequality.

**Special Note:**

The topics covered in this course can be extremely sensitive and I expect all of my students to be tolerant of differing perspectives. You must respect one another. Intolerant or mean-spirited comments are unacceptable. As college students, you must hold yourselves to a higher standard that reflects your maturity and ability to read or discuss issues you may not entirely understand or agree with.

**Student Learning Objectives:**

**1. Critical Thinking:**

I have constructed this course to emphasize the importance of engaging with both the theories and reading assignments. Critical thinking requires scholarly analysis of the subject matter and utilization of theory in a rigorous and detailed manner. Additionally, it benefits our world to encourage young adults to think about society and engage in their civic responsibilities in an incisive, thoughtful, and independent manner. The structure of this course is designed to encourage critical thinking by explicating the history of multiple, overlapping inequalities and placing this historical analysis at the forefront of our discussion of intersectionality. Additionally, the readings expose the unequal and unjust outcomes of inequalities and crime in their real and devastating consequences, which provides students with the necessary facts to deconstruct popular narratives and dominant ideas about crime, justice, and punishment. By actively problematizing and critiquing inequalities in crime and other areas of society, we begin the necessary work needed to eliminate these inequalities and their harmful consequences.

**2. Active Learning:**

As a social justice advocate, I encourage my students to actively learn about and participate in their community on a number of different levels. At the most basic level, class participation is expected in lectures and discussions. Students must come to class prepared to engage with the materials in a meaningful way. Second, critical analysis assignments are coupled with active learning activities that are designed to help you inform yourselves about the current events in broader society, particularly those events that are related to inequalities and crime. Finally, the extra credit opportunity is designed to make you engage with our student community by taking what you have learned about gender inequality and crime and spreading that knowledge to your student peers. This opportunity to volunteer with the Women’s Center is one meaningful and feasible way for students to engage with the anti-violence against women

movement on campus. You can actively participate in the efforts to eliminate the rape culture on campus and earn extra credit at the same time.

### 3. **Writing Development:**

I believe that students should be given every opportunity in college to develop and improve their communication and writing skills. Since we live in a world where a bulk of our communication happens through writing, it is a professional necessity to be able to communicate and reason in writing both clearly and effectively. There are three ways that we work to develop and improve your writing. First, the writing assignment is turned in at three stages: a first draft, second draft for peer review, and final draft. The first draft provides me with the opportunity to guide your writing, improve your grammar and language, and provide you with guidance in your analysis. This instructor feedback is written, but students are encouraged to meet with me during office hours for further verbal feedback. The second draft allows you to engage with your peer's writing in a meaningful way. This also provides you with an opportunity to test out your critical thinking skills and be exposed to other perspectives and styles of writing. Peer feedback is both verbal and written, as peer editing sessions occur in small groups during class and this feedback is recorded on hard copies of your rough drafts. The final draft is when you can incorporate your peer's suggestions and learn more about the multiple stages of editing and reviewing your own work. The critical analysis activities also foster writing development through practice engaging in critical thinking and writing skills.

### Required Readings:

#### **Books**

1. Bakan, Joel. *The Corporation: The Pathological Pursuit of Profit and Power*
2. Bosworth, Mary, and Jeanne Flavin. *Race, Gender, and Punishment: From Colonialism to the War on Terror*. New Brunswick, N.J.: Rutgers University Press, 2007.
3. Cole, David. *No Equal Justice: Race and Class in the American Criminal Justice System*. New York: New Press : Distributed by W.W. Norton, 1999.
4. Richie, Beth E. *Arrested Justice: Black Women, Violence, and America's Prison Nation*. New York [u.a.]: New York Univ. Press, 2012.

#### **Articles (Available on Laulima)**

5. Agozino, Biko. "Theorising Otherness, the War on Drugs and Incarceration." *Theoretical Criminology* 4, no. 3 (2000): 359–376.
6. Burgess-Proctor, A. "Intersections of Race, Class, Gender, and Crime Future Directions for Feminist Criminology." *Feminist Criminology* 1, no. 1 (2006): 27–47.
7. Chesney-Lind, M. "Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash." *Feminist Criminology* 1, no. 1 (January 1, 2006): 6–26. doi:10.1177/1557085105282893.
8. Hawkins, Darnell F. "Things Fall Apart: Revisiting Race and Ethnic Differences in Criminal Violence Amidst a Crime Drop." *Race and Justice* 1, no. 1 (2011): 3–48.

### Writing Assignments (40%):

This writing assignment requires that you submit a two rough drafts and a final paper. The first draft is worth 10% of your total grade. The second draft will be submitted for peer-review and is also worth 10% of your grade. The final paper is due on the last day of class and is worth 20% of your final grade. By this time it will be roughly 9-12

pages. All drafts must be in ASA format with 12-point Times New Roman font and double-spaced.

For this assignment, you are expected to connect the three sections of the course using the three main books and the required journal articles. The topic for this paper will be discussed at greater length during class, but the main question for this paper is: how is the distribution of justice unequal in America? We studied four main forms of inequality in this course, be sure to describe how justice is unequal at the intersections of all four forms of inequality. Remember to use multiracial feminism as your lens for analysis and cite all relevant readings. Finally, using any of the readings, please describe the relationship between crime and another form of inequality that we did not cover in class. For this portion of the paper, you can use any outside resources or look within the course texts for ideas.

#### Attendance (20%):

Though I do not require attendance, I strongly believe that it is important for students to attend the class lectures and engage with the materials on a regular basis. Students who attend class regularly and are prepared to participate will benefit greatly from the learning environment that is created. I will excuse any absences that are accompanied by a signed note from a relevant professional.

#### Critical Analysis Assignments (40%):

Each assignment is worth 10% of your grade for a total of 40% (4 total). For each assignment, select two newspaper articles that relate to crime and the form of inequality we are covering that week. There are two parts to the assignment. Part one is a summary of the article and part two is your analysis of that article. Each part should be roughly one paragraph, double-spaced, with 12-point Times New Roman font. Each assignment must be two pages long (minimum). You must cite in ASA format the news articles that you are using and attach a copy of your articles to the assignment. Your news articles must come from a daily newspaper. Additionally, you should reference and cite in ASA format the readings that you utilize in your analysis. Each assignment must be turned in on Laulima, as well as, in class in the form of a hard copy with the news articles attached to the back.

#### Extra Credit:

You will have an opportunity to earn extra credit (no more than 5%) for this course by volunteering for the Women's Center. Throughout the course of the semester the Women's Center hosts tabling events to raise awareness and understanding of violence against women on campus. Through education, they seek to reduce and prevent violence against women. Students who volunteer are expected to help with the activities and share their knowledge about gender inequality and crime with other college students. This is a wonderful way for you to step out of your comfort zone, engage with your peers, and solidify your knowledge of the materials by teaching other students. Specific dates and requirements will be discussed further in class.

**Grading Policy:**

A: 93- 100%	C+: 77- 79%
A-: 90- 92%	C: 73- 76%
B+: 87- 89%	C-: 70- 72%
B: 83- 86%	D: 60- 69%
B-: 80- 82%	F: less than 60%

KOKUA: Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Academic Integrity: The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from UH Mānoa.

- **Cheating**: Cheating includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying any official UH Mānoa record, and misrepresenting the facts in order to obtain exemptions from course requirements.
- **Plagiarism**: Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and "dry-labbing," which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.

## Course Reading and Assignment Schedule

DATES	READINGS DUE	ASSIGNMENTS
August 25	Syllabus	
<b>Section I: Intersecting Race, Class, and Criminal Justice</b>		
August 27	Burgess-Proctor, A. "Intersections of Race, Class, Gender, and Crime Future Directions for Feminist Criminology." (Laulima)	
August 29	Bakan, "Introduction" and "The Corporation's Rise to Dominance" (Chapter 1)	
September 1	No reading	<b>HOLIDAY</b>
September 3	Bakan, "Business as Usual" (Chapter 2)	
September 5	Bakan, "The Externalizing Machine" (Chapter 3)	
September 8	Bakan, "Democracy Ltd." (Chapter 4)	
September 10	Bakan, "Corporations Unlimited" (Chapter 5)	
September 12	Bakan, "Reckoning" (Chapter 6)	
September 15	Cole, "Introduction" p. 1-15	
September 17	Cole, Chapter 1: "Policing Race and Class" p. 16-62	
September 19	Cole, Chapter 2: "A Muted Trumpet" p. 63-100	
September 22	Cole, Chapter 3: "Judgment and Discrimination" p. 101-131	
September 24	Cole, Chapter 4: "The Color of Punishment" p. 132-157	
September 26	Cole, Chapter 5: "See No Evil, Hear No Evil" p. 158-168	
September 29	Cole, Chapter 6: "The Costs of Inequality" p. 169-180	
October 1	Cole, Chapter 7: "Remedies" p. 181-212	
October 3	Review Cole's <i>No Equal Justice</i>	<b>Critical Analysis #1 Due</b>
<b>Section II: Gender, Crime, and Justice</b>		
October 6	Chesney-Lind, M. "Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash." (Laulima)	
October 8	Richie, Chapter 1: "Introduction"	

	p. 1-22	
October 10	Richie, Chapter 2: “The Problem of Male Violence against Black Women” p. 23-64	
October 13	Richie, Chapter 3: “How We Won the Mainstream but Lost the Movement” p. 65-98	
October 15	Richie, Chapter 4: “Black Women, Male Violence, and the Buildup of a Prison Nation” p. 99-124	
October 17	Richie, Chapter 5: “The Matrix: A Black Feminist Response to Male Violence and the State” p. 125-156	<b>Critical Analysis #2 Due</b>
October 20	Richie, Chapter 6: “Conclusion” p. 157-166	
October 22	Review Richie’s <i>Arrested Justice</i>	<b>Rough Draft #1 Due</b>
<b>Section III: Colonialism, Crime, and Punishment</b>		
October 24	TBA	
October 27	Agozino, Biko. “Theorising Otherness, the War on Drugs and Incarceration.” (Laulima)	
October 29	Hawkins, Darnell F. “Things Fall Apart: Revisiting Race and Ethnic Differences in Criminal Violence Amidst a Crime Drop.” p. 1-18 (Laulima)	
October 31	Bosworth and Flavin, “Introduction” p. 1-10	
November 3	Bosworth and Flavin, Chapter 1 “Situating Colonialism, Race, and Punishment” p. 13-31	
November 5	Bosworth and Flavin, Chapter 2 “Ordering the Other: Reading Alaskan Native Culture Past and Present” p. 32-48	
November 7	Bosworth and Flavin, Chapter 3 “Colonialism and Its Impact on Mexicans’ Experiences of Punishment in the United States” p. 49-61	<b>Critical Analysis #3 Due</b>
November 10	Bosworth and Flavin, Chapter 4 “Multiple Jeopardy: The Impact of Race, Gender, and Slavery on the Punishment of Women in Antebellum America” p. 65-76	
November 12	Bosworth and Flavin, Chapter 5 “We Must Protect Our Southern Women: One Whiteness, Masculinities, and Lynching” p. 77-94	

November 14	Bosworth and Flavin, Chapter 6 “Slavery’s Legacy in Contemporary Attempts to Regulate Black Women’s Reproduction” p. 95-114	
November 17	Bosworth and Flavin, Chapter 7 “Immigration, Social Control, and Punishment in the Industrial Era” p. 117-133	
November 19	Review Chapters 1-7	
November 21	No reading	<b>Peer- Reviewed Draft Due</b>
November 24		<b>HOLIDAY</b>
November 26	Bosworth and Flavin, Chapter 8 “Identity, Citizenship, and Punishment” p. 134-148	
November 28	Bosworth and Flavin, Chapter 9 “Immigration Lockdown before and after 9/11: Ethnic Constructions and Their Consequences” p. 149-163	
December 1	Bosworth and Flavin, Chapter 10 “The Carceral Contract: From Domestic to Global Governance” p. 167-183	
December 3	Bosworth and Flavin, Chapter 11 “Latina Imprisonment and the War on Drugs” p. 184-199	
December 5	Bosworth and Flavin, Chapter 12 “Tough Men, Tough Prisons, Tough Times: The Globalization of Supermaximum Secure Prisons” p. 200-215	
December 8	Epilogue “Humanizing Difference: Toward a New Penalty” p. 216-221	<b>Critical Analysis #4 Due</b>
December 10	Review Chapter 6-Epilogue	
December 15-19		<b>FINAL PAPER DUE</b>