

SCJ 47:202:466: Community, Crime and Justice in Newark Fall 2018

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Class Schedule: Tuesdays/Thursdays 2:30pm-3:50pm; 217 Hill Hall

Office Hours: Tuesdays 1:30pm-2:30pm or by appointment

Course Objectives: One of the most meaningful criminological experiences available to you in Newark is to travel the full length of any of the major arteries that cross the metropolis (like Broad Street, Dr. Martin Luther King Blvd., Elizabeth Avenue, Market Street, Ferry Street, Central Avenue, etc.), and observe the changing nature of the neighborhoods through which you pass. Broad patterns involving the types of residents, businesses, architecture, and other general symbols of everyday life that differentiate local communities from one another quickly become apparent. Most notably, you will see evidence of inequalities across racial and ethnic groups in the conditions and experiences they have within their local communities. This is a fundamental component of social organization in the United States.

In this course, we utilize the local – i.e., Newark – to understand these broad structuring patterns of inequality in the U.S. and their history, sources, and consequences. In doing so, we will examine current theoretical perspectives; empirical research; and historical, biographical, journalistic and documentary works that bring these questions to life in the local context. Course assignments, likewise, are designed to provide the class with a deepened appreciation for and understanding of neighborhood conditions and their consequences across Newark. Questions we will investigate include: How do highly segregated and racially inequitable local communities affect crime and other outcomes? What social and cultural processes account for such inequalities across neighborhoods? How is social control being used in urban communities such as Newark? And what local efforts offer promise for lessening the crime and justice disparities in the city?

Learning Goals: This course is designed to prepare you to:

- Acquire a broad understanding of theoretical and empirical approaches taken to account for the connections between race/ethnicity, community conditions, and unequal outcomes
- Understand the conceptual and empirical connections of crime and social control with residential inequality
- Apply these understandings to the specific case of Newark through examination of academic, policy, and other local source materials
- Gain deeper knowledge of the history, sources, and consequences of crime, justice and other unequal outcomes in Newark, as well as local efforts aimed at ameliorating these
- Analyze community and crime patterns by synthesizing numerous data sources within a given neighborhood, and assess these findings in relation to other neighborhoods

Required Readings:

1. Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America*
2. Dale Russakoff, *The Prize: Who's in Charge of America's Schools?*
3. Jeff Hobbs, *The Short and Tragic Life of Robert Peace*
4. Articles and chapters posted on Blackboard

Course Requirements: Students are required to read assigned readings, attend all classes and participate in class discussion in a manner that reflects familiarity with the readings and previous class sessions. Students are required to be present from the beginning to the end of all class sessions, and to access the course Blackboard site and/or email regularly to stay informed about any changes in topics, assigned readings and other course announcements. Changes in the course schedule may be necessary, and where possible, announced in prior classes and by posting on the course Blackboard site/email.

The final grade will be assessed based upon your performance on the following assignments:

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| 1. Pop Quizzes | 25% |
| 2. Newark Neighborhood Project (including class presentation) | 30% |
| 3. My Neighborhood Assignment | 10% |
| 4. Assessing Rutgers-Newark Assignment | 10% |
| 5. Google Street View Assignment | 10% |
| 6. Readings Questions | 5% |

POP QUIZZES will be administered six times during the semester. These will be focused specifically on the readings assigned for that class period, and are designed to motivate you to keep up with the readings in order to engage fully in class discussions and ensure learning goals are being met. The lowest pop quiz grade (which includes a zero if you are absent when a quiz is given) will be dropped from my calculation of your final course grade.

ATTENDANCE and **PARTICIPATION** will be assessed in the following ways: First, I will take attendance each class session. It is a basic expectation that you come to class prepared and ready to engage. Three unexcused absences will result in a half letter grade reduction of your final grade (i.e., 5%). Each additional unexcused absence will result in an additional quarter letter grade reduction (i.e., 2.5%).

Second, each of you is responsible, FIVE TIMES during the semester, for bringing in three questions about the assigned reading(s) for that class period (see “Readings Questions” above). These will be evaluated based on their demonstration of your engagement with the reading(s). These questions are due **at the start of class** and WILL NOT be accepted once class has begun.

Offensive or Sensitive Material

In learning about crime and criminology, students may encounter language, depictions, or attitudes that they find disturbing or offensive. Please feel free to discuss with me any concerns you may have with course materials. At the same time, our topics for discussion may involve sensitive issues. If you would like to avoid participating in a particular class session, please see the professor before the class meeting.

Classroom Demeanor

All members of this class are required to conduct themselves in an appropriate and professional manner. This means: no tardiness, no early departures, no food, no cell phones, and no checking e-mail or other personal internet sites. Laptops are permitted only if disengaged from the internet and other electronic devices should be stored away unless you specifically seek the instructor's permission. In this class, we may have discussions that challenge our taken for granted assumptions about crime and justice. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues. While I am hopeful that the course materials will spark interesting discussion, personal insults or other types of demeaning, disrespectful, or threatening comments toward other class members about their experiences, backgrounds, or statements will NOT be tolerated.

Academic Conduct Policy

Please do your own work. Students caught plagiarizing in a paper or cheating on an exam will receive a zero on the assignment, and the case will be forwarded to the University's academic misconduct board. Plagiarism includes direct verbatim quotations lifted from written sources without citation, as well as paraphrasing quotes without citations. If you are using the ideas of an author, give the author credit for her or his work. For more details, see the document *Avoiding Plagiarism* posted on the course Blackboard site.

Disability Services: Students who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services for Students (973-353-5300) as soon as possible to ensure that such accommodations are arranged in a timely fashion.

PLEASE NOTE: We will make every attempt to stick to the syllabus as written, but scheduling conflicts may come up that require us to make minor adjustments.

Course Schedule & Assigned Readings

9/4 Introduction and Course Overview

PART I. Conceptual and Empirical Foundations

9/6 Why Study Communities?

READINGS: Bursik and Grasmick, "Basic Issues," Chapter 1 in *Neighborhoods and Crime* (Blackboard)

Peterson and Krivo, "Introduction: One Hundred Years and Still Counting," Chapter 1 in *Divergent Social Worlds* (Blackboard)

9/11 Neighborhood Variations & Their Consequences

DUE: My Neighborhood Assignment

READINGS: Peterson and Krivo, "Conclusion: Implications of the Racial-Spatial Divide," Chapter 6 in *Divergent Social Worlds* (Blackboard)

9/13 Newark Neighborhoods Project

GUEST SPEAKER: Lori Scott-Pickens, Rutgers School of Criminal Justice Director of Community Outreach

READINGS: Koning, "Newark 2016-2017 Community Probability Survey: Final Report," Chapters 1-2 (Blackboard)

PART II. Past as Prologue: The Relevance of History for Understanding the Present

9/18 The Context of Newark's 1967 Civil Unrest

READINGS: Mumford, *Newark: A History of Race, Rights, and Riots in America*, Chapters 1-2

9/20 The Context of Newark's 1967 Civil Unrest, cont.

READINGS: Mumford, *Newark: A History of Race, Rights, and Riots in America*, Chapters 3-5

9/25 The 1967 Civil Unrest and its Consequences

FILM SCREENING: *Riot*

READINGS: Mumford, *Newark: A History of Race, Rights, and Riots in America*, Chapters 6-7

Life Magazine, July 28, 1967, "Newark: The Predictable Insurrection" (Blackboard)

9/27 The 1967 Civil Unrest and its Consequences

GUEST SPEAKER: Kevin McLaughlin, filmmaker and director of *Riot*

READINGS: Mumford, *Newark: A History of Race, Rights, and Riots in America*, Chapters 8-9, Epilogue

PART III. Contemporary Inequality in Newark

- 10/2 Perceptions of Community Risk & Fear of Crime
DUE: Assessing the Rutgers-Newark Campus & Community Assignment
- 10/4 Perceptions of Community Risk & Fear of Crime, cont.
READINGS: Quillian and Pager, “Black Neighbors, Higher Crime?” (Blackboard)
Welsh, “Panic, Risk, Control: Conceptualizing Threats in a Post-9/11 Society” (Blackboard)
- 10/9 Newark Neighborhoods Project, cont.
GUEST SPEAKERS: Juan (JC) Ghiorzo & Ryan Whyte, Rutgers School of Criminal Justice
- 10/11 Further Consideration of Immigration, Crime & Justice in Newark
VIDEO CLIP SCREENING: <https://www.youtube.com/watch?v=ypUcLouS98I>
READINGS: Zatz and Smith, “Immigration, Crime and Victimization” (Blackboard)
Zoppo, “Newark Mayor Signs Sweeping Sanctuary City Executive Order” (Blackboard)
Carter, “Business in the Ironbound is Suffering as Newark’s Fearful Immigrant Community Hides” (Blackboard)
Franklin, “Despite Newark’s Sanctuary City Status, Undocumented City Resident Turned Over to ICE” (Blackboard)
Strub and Rizzo, “The Silent Deception of Newark’s ‘Sanctuary City’ Status” (Blackboard)
- 10/16 Inequality and its Complex Consequences: Individual Stories
FILM SCREENING: *Home*
READINGS: Hobbs, *The Short and Tragic Life of Robert Peace*, Parts I and II
- 10/18 Inequality and its Complex Consequences: Individual Stories, cont.
READINGS: Hobbs, *The Short and Tragic Life of Robert Peace*, Parts III and IV
- 10/23 Inequality and its Complex Consequences: Individual Stories, cont.
READINGS: Hobbs, *The Short and Tragic Life of Robert Peace*, Parts V and VI
- 10/25 Community Context and Police/Community Relations
READINGS: Brunson, “Police Don’t Like Black People: African American Young Men’s Accumulated Police Experiences” (Blackboard)
Durán, “Legitimated Oppression: Inner-City Mexican American Experiences with Police Gang Enforcement” (Blackboard)

Part IV: Initiatives on Inequality and Justice

- 10/30 The Newark Police Department & U.S. Department of Justice Consent Decree
FILM SCREENING: *Policing the Police*
READINGS: U.S. Department of Justice and U.S. Attorney's Office, "Investigation of the Newark Police Department" (Blackboard)
- 11/1 The NPD Consent Decree, cont.
GUEST SPEAKER: Andrea McChristian, Associate Counsel, New Jersey Institute for Social Justice
READINGS: Harvey, "Consent Decree: Independent Monitor – Fifth Quarterly Report" (Blackboard)
- 11/6 Schools and Community Inequality
VIDEO CLIP SCREENING: <http://www.oprah.com/own-oprahshow/mark-zuckerbergs-big-announcement-video>
READINGS: Russakoff, *The Prize: Who's in Charge of America's Schools?*, Chapters 1-4
- 11/8 Schools and Community Inequality, cont.
READINGS: Russakoff, *The Prize: Who's in Charge of America's Schools?*, Chapters 5-8
- 11/13 Schools and Community Inequality, cont.
READINGS: Russakoff, *The Prize: Who's in Charge of America's Schools?*, Chapters 9-12, Conclusion and Afterword
- 11/15 Newark Neighborhoods Project: Ward Team Meetings
DUE: Google Street View Assignment
- 11/20 **NO CLASS: HAPPY THANKSGIVING!!**
- 11/22 **NO CLASS: HAPPY THANKSGIVING!!**
- 11/27 Community Courts & Community Justice in Newark
GUEST SPEAKER: Kelly Mulligan-Brown, Newark Community Solutions Program Director, Center for Court Innovations
READINGS: Connor, "Legitimation in Action: An Examination of Community Courts and Procedural Justice" (Blackboard)
Clear and Karp, "The Community Justice Movement," Chapter 1 in *The Community Justice Ideal* (Blackboard)
- 11/29 Newark's Current Moments
READINGS: Zernike, "Promise vs. Reality in Newark on Mayor's Watch" (Blackboard)
Zernike, "Newark Mayoral Race Seen as Referendum on Booker" (Blackboard)
Zernike, "Defying Expectations, Mayor Ras Baraka is Praised in All Corners of Newark" (Blackboard)
Rojas, "A Revival Comes to Newark, but Some Worry It's 'Not for Us'" (Blackboard)

12/4 Newark Neighborhoods Project: Ward Team Meetings to Finalize Presentation Plans

12/6 Newark Neighborhoods Project: Reports on North, South and Central Wards

12/11 Newark Neighborhoods Project: Reports on East and West Wards
Course Wrap Up

WEDNESDAY DECEMBER 19TH, 12PM – Newark Neighborhoods Project Paper Due