

**DOING JUSTICE IN
PHILADELPHIA
1925-2050: DEJA VU
ALL OVER AGAIN
FALL 2019**

R. B. Taylor
Department
of Criminal
Justice
Temple
University

on the web at:
www.rbytaylor.net/dj_fa19_main.html
instructor main web site:
www.rbytaylor.net

Date of last update: 8/21/2019

**CJ 0853 / CRN 3630 /
Sec.001**

Basics

Instructor	R. B. Taylor , 537 Gladfelter Hall (GH)
Teaching Assistant	Mr. Joshua M. Koehnlein GH 514
Time & Place	Monday Wednesday Friday 9:00 - 9:50 AM - Anderson Hall 14
Office Hours	Monday 1:00 - 3:00 PM or by appointment or by appointment If these times do not work for you, and we need to chat, please call or email and we can set up an appointment.
Phone	215.204.7169
E-mail	EMAIL: at gmail.com write to: TUCLASSES. PLEASE USE THIS ACCOUNT FOR ALL CORRESPONDENCE. Current Temple University Syllabus policy also requires that a current Temple e-mail address be listed. It is ralph.taylor at the temple.edu address. BUT PLEASE DO NOT USE IT! I schedule when I look for student emails, and if you do not send it to the gmail account I am more likely to miss it. See email policy below.
TA information	Who: Mr. Josh Koehnlein Office #: 5TH FLOOR GLADFELTER HALL - 514 (turn left off of elevators, head right (south), take your next to last left and keep going) Email: at gmail.com write to: TBA Office hours: TBA

Instructor, College and University Policies

This section includes various policies that apply to this course. **It does not include all of my teaching and grading policies.** Therefore, you may encounter policies during the semester that are not included here,

although I have tried to be complete. If/as additional policies become relevant, you will receive written notification and we will discuss.

Academic Freedom: Student and faculty academic rights and responsibilities and academic freedom

"Freedom to teach and freedom to learn are inescapable facets of academic freedom. Temple University has adopted a policy on student and faculty academic rights and responsibilities." Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter can file a complaint under the University's policy on academic rights and The full policy can be found at:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint can be made to the Student Ombudsperson for the student's school or college. Unresolved complaints may be referred to the dean for handling in accordance with the school or college's established grievance procedure. Final appeals will be determined by the Provost.

Academic Honesty and Avoiding Academic Misconduct

[CLICK](#) to see College Policy circa 1983 - I think this gives you the clearest examples and reasoning.

So you are clear about all this, we will discuss in class the nature of academic misconduct, including plagiarism. You are responsible for understanding the different varieties of academic misconduct, and for understanding the Graduate School's policies as described below. If I encounter solid evidence of academic misconduct I will discuss the matter with you, and then deliver the consequence I deem appropriate. Possible consequences include: a reduced grade on the assignment in question; failure on the assignment in question (i.e., a 0); assigning a failing grade for the course; or attempting to have you expelled from Temple University. Should you wish to contest a decision I make on academic misconduct, I will inform you of the procedures to follow. The department and the college have fully specified grievance procedures for graduate students.

The following section is from the University's Graduate Bulletin policies and procedure page [<http://www.temple.edu/grad/policies/index.htm>]; the section is titled academic honesty

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; or undertaking the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a

particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred.

Absences

The only acceptable reasons for an absence are your own illness, a verifiable emergency, “one-time” work related conflict, death of a close family member, or religious observance (see below).

Non-emergency appointments with medical providers, appointments with advisors, needing to pick up a relative at the airport or a sibling at school, etc. are not “good” excuses.

For an absence to be excused both of the following conditions must be met.

a) You must notify me before the missed class by leaving a voice mail with the instructor (215 204 7169) *before class begins or very shortly after it begins if possible*, or sending the instructor an e-mail *before class or very shortly after it begins if possible*, AND

b) if relevant, provide written or printed out documentation (for, e.g., funeral attended, doctor's note, car towed, accident report).

If you miss class for any reason (i.e., “good excuse” or “no excuse”), you are responsible for staying informed about reading assignments, exercises missed, written assignments, etc. You can do this via checking Canvas, e-mail to me, email to Mr. Koehnlein the TA, or coming to office hours

I will not use class time to re-explain assignments, exams, or repeat information covered when you were absent. I will gladly fill you in on any of these matters in person, by e-mail, or by phone at another, mutually convenient, time or during scheduled office hours.

That said, If you are too sick to come to class but not sick enough to see a doc or go to the health center or the ER (e.g., really bad cold), **do not go to the health center just to get a sick note.**

Absences – Unexcused – and grades

Be aware, however, that, barring exceptional circumstances, **if you have four or more unexcused absences your course grade will drop one letter grade (e.g., A to B); if you have 10 or more unexcused absences your course grade will drop two letter grades (e.g., A to C).** This is in addition to the impact these absences have on your participation score.

The instructor keeps track of absences as explained above under **class participation**.

* in class you write something and put your name on it. This might be a work sheet, an exercise, a written answer to something.

* The instructor collects these.

* If you leave class after turning in something written, your worksheet will be removed.

* The percent of *sensible* written things you turn in over the semester determines your participation grade.

Cold Calling

Because there will be a lot of discussion in this class, you should expect both cold calling and to participate in class discussions. There is a pedagogical purpose here. I want you to develop informed opinions and informed positions in this topic area, and to engage in debate.

You also should expect that if you decline opportunities to participate in discussions, or respond to cold

calling, this could shave your participation grade. Someone who completes all the participation points but consistently says "I have no opinion" when asked about anything should not expect to receive 100% percent of his or her participation grade.

Controversial Subject Matter

In this class we will be discussing subject material that some students may consider controversial. Some students may find some of the readings, and/or some of the media materials used, and/or some of the comments in class (or in discussion conducted through Canvas) challenging. Our purpose in this class is to explore the subject matter deeply and to consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully, but of course are free to disagree respectfully with views expressed in class in electronic discussions through Canvas or in readings. We will spend time in class getting into focus how you want to be spoken to and listened to.

Disability statement

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately as soon as possible. Contact Disability Resources and Services at 215.204.1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities. You may require special services if you are sight or hearing impaired, or if you wish to register for gaining extra time for taking exams or completing assignments.

Email

You would do well to start thinking about how to send email in a professional manner. You can get a book about this called: "Send: The Essential Guide to Email for Office and Home." To learn more about this book [CLICK HERE](#).

For this course you may expect that I will reply to any email from you within three business days, except during break week. I may reply sooner, but there is no guarantee. If there is something we need to address speedily, it may be faster to chat with me about it at the next class meeting.

I will respond to *no more than* one written email per student per day.

Use the tuclasses at the gmail.com address for all course related email

Grading policies

1. If I encounter solid evidence of academic misconduct I reserve the right to fail you on the assignment in question, and/or to assign you a failing grade for the course, and/or deliver another consequence. I will try to state as clearly as I can the ways in which it is acceptable for you to cooperate with one another and network, and the ways in which it is not acceptable. **See above under academic honesty**
2. You do have a right to submit assignments for regrading. See below under regrading.

Missed/makeup quizzes

Here is the missed quiz policy. If you miss a quiz, and you notify me beforehand, and you have an acceptable and documented excuse, you are eligible to take a makeup for that quiz. Please note:

- All makeup quizzes will be administered immediately following the final exam. THE final exam for this course: Wednesday December 18, 8:00 am - 10:00 am
- All makeup quizzes will be short answer

Norms

We will be talking about listening and speaking norms.

The materials covered in this class can be viewed and reacted to in different ways, depending on a range of personal factors, including political orientation. We want to be able to talk comfortably about all this.

Regrading

You have the right to submit any assignment for regrading. If you wish to submit an assignment for regrading proceed as follows:

Prepare a written statement explaining why the assignment should be regraded. This applies to written assignments, essay exams, and multiple choice exam questions where you think there was more than one correct answer.

On a cover sheet print your name, TUID, name of the assignment or test, date of the assignment or test, and the date you submitted the assignment for regrading.

Staple the cover sheet to your written rationale and the original assignment.

Place a hard copy in my mailbox, and email me to let me know you have submitted a request for regrading.

I will review your request for regrading. I will consult with other faculty if I deem that appropriate. As a result of your request for regrading the grade on your original assignment may stay the same, or it may go up, or it may go down.

Religious Holidays

"If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, your instructor will offer you an opportunity to make up the class or course requirement if you make arrangement by informing your instructor of the dates of your religious holidays within two weeks of the beginning of the semester, or three days before the holidays if the occur in the first two weeks of class."

I would appreciate it if you would inform me of the status of your religious holidays not only by speaking to me, but also by sending me an email. That will make it a lot easier for me to keep track.

Rubrics

You will receive a separate rubric for each writing assignment. You will have some input to these rubrics.

Snow or Ice or SuperStorm Cancellation

Yes, winter is here. This is a **day** class and the emergency closing number is 101. If there IS a closing I will post an announcement on Canvas (if it's working) and on the main course web page . If there is no closing, assume that I am doing my best to get here.

Special Services

Students who may require special services should notify the instructor at the earliest opportunity, and I will put you into contact with the Office of Disability Resources and Services at Temple (<http://www.temple.edu/disability> - 215.204.1280). You may require special services if you are sight or hearing impaired, or if you wish to register for gaining extra time for taking exams.

Statistical, Tabular, and Graphical Data

You are going to be doing statistics in this class. You are going to be accessing survey data, analyzing it with a statistics program called Stata, generating tabular output, and contemplating and discussing what that output is telling you. You would be well advised to seek a different capstone course if you have any concerns about your abilities in this area.

You will be getting resources and guidance on accessing the relevant program, setting up your runs, saving your files, and interpreting your output.

You will be working with one particular survey data source, a recent national survey on public opinions about gun policy options.

Writing assignments: How to submit

To successfully submit a writing assignment you will do ALL of the following:

1. Submit the document on Canvas under the correct assignment location on or before the due date.
2. Attach a hard copy of the rubric for that assignment to a hard copy of your written work.
3. Submit the hard copy of the rubric and the assignment, stapled together, to the instructor on or before the due date.

All writing assignments are submitted BOTH via upload to the appropriate assignment page on canvas, and by turning in hard copy to the instructor. All submissions, both file upload in hard copy, are due on the due date, delivered to the instructor in class. The file needs to be uploaded to Canvas by 9:00 AM of the due date. **Canvas will shut off and not accept your assignment after 9:00 am.**

Writing assignments: Late assignments

The latest that you can submit a writing assignment and still be eligible to pass this course is one week past the due date. See the section on what you need to be eligible for a passing grade in this course.

If you are submitting late work it still needs to be uploaded to an appropriate location on the canvas assignment page. Late submissions will need to go to a different assignment upload location.

If you do submit late work you should expect that you will not receive full credit for that submission. It is not fair to others in the class to give you extra time to work on an assignment without a penalty.

Please be aware that file upload on canvas will shut off at that time.

There are extremely severe late penalties if your final version of Writing 6 comes in late. Each hour late costs you 1 point on a 100 point scale. Ten hours costs you a letter grade.

Submitting writing assignments

All writing assignments are submitted BOTH via upload to the appropriate assignment page on canvas, and by turning in hard copy to the instructor. All submissions, both file upload in hard copy, are due at noon on Friday of the week they are due.

Technology: Cell phones

See separate memo/policy outline document

Technology: Laptops

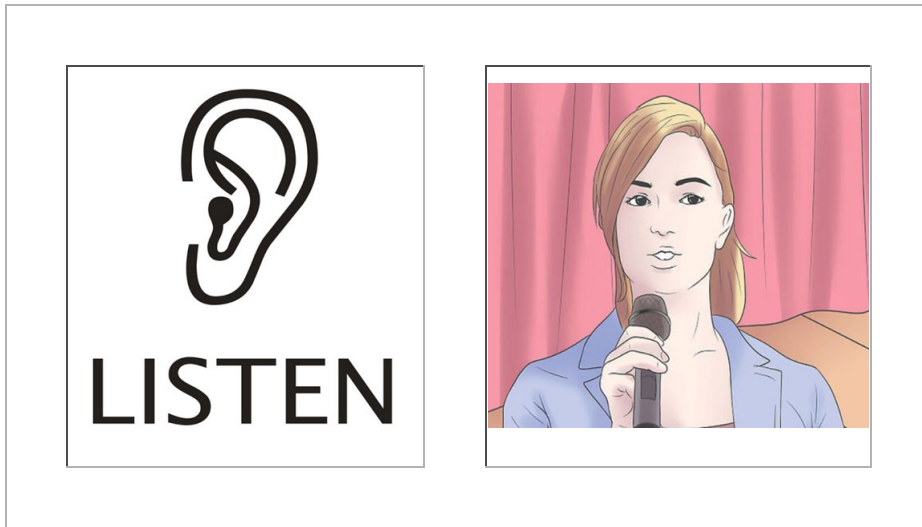
If you wish to use your laptop to take notes in class, I am going to ask you to sit in designated laptop zones.

That said, if you can do so easily, I strongly encourage you to take notes by hand. Doing so and listening without laptop distractions improves retention. If you want more background look under readings > technology on Canvas

Technology: Policies, social science, and course goals

What is behind these technology policies are two class themes: active learning, and an emphasis on developing **analog as well as digital skills.**

Those **relevant analog skills are listening carefully and speaking thoughtfully.**



Web pages for the course

All pieces of the syllabus for this course, including all the writing assignments, and the weekly sequence of assignments and topics, are available on the instructor's personal website at the following URL:

http://www.rbytaylor.net/dj_fa19_main.html

Usage policies and legal notice for WEB pages

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Doing Justice in Philadelphia 1925-2050: Deja Vu All Over Again

Fall 2019

CJ 0853 / CRN 3630 / Sec.001

http://rbytaylor.net/dj_fa19_main.html

Sequence of Topics and Readings

READINGS AND ASSIGNMENT DUE DATES SUBJECT TO CHANGE!
(be sure to hit REFRESH each time you reload page, and check date of last update)

DATE OF LAST UPDATE: 11/14/2019

NOTE. The date listed is the Monday of the week. It is the week the reading or assignment is **due** -- not the week it is assigned. **Most of the readings that are outside the book can be found in folders on the Canvas site.** If you have to go someplace ELSE besides Canvas, I will tell you where you can find the readings.

Week of	<p>Topic and Readings (readings are to be done BY that week).</p> <p>Expect a quiz on the readings at the beginning of every Monday class, except the week of 9/2 when it will be on Wednesday. Key terms and reader guide questions will be posted on Canvas.</p>
8/26	<p>TOPICS: Getting seated Getting introduced to your neighbor Technology in the classroom: The social science, the policy options, and considering your input Taking yourself seriously as a scholar: Gauging your intellectual virtues profile, and picking areas for development (GRADE IMPLICATION: You will do short writing and hand it in.) Most asked questions about the syllabus. Documenting different viewpoints Academic honesty and dishonesty. Why this is important. Class norms: How do we talk to one another? How do we listen to one another? Why this is important. Developing analog communication skills. Introduction to Choropleth maps EXERCISE David Brooks: cocktail parties vs. book parties</p>
9/2	<p>TOPIC Results on class norms Class opinions questionnaire: what and why Black: what does it mean to say law is a quantitative variable? Law varies in quantity Continue as needed: Introduction to Choropleth maps Understanding SES, and how it links to the behavior of law EXERCISE Exercise and discussion: the amount of law READ: (1)(Canvas) Scott, J. & Leonhardt, D. (May 15, 2005). "Shadowy Lines That Still Divide." <u>New York Times</u>. (2)(Canvas) Black pp 1 - 37 (Stratification)</p> <p>[NOTE - Reader's guide to Black is available; will be posted to Canvas]</p> <p>ONLINE: Links to class interactive graphics. May need to log in to NY Times through library</p> <p>https://archive.nytimes.com/www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_03.html</p>

9/9	<p>TOPICS Black: definition of the seriousness of the crime is a function of the relative social position of the two parties Black: Implications for: applying law in a vice context Black, Butler, and Prohibition Enforcement: Smedly Darlington Butler, 1924-1926</p> <p>READ: (1)(Canvas) Schmidt, H. (1987). <u>Maverick Marine: General Smedley D. Butler and the Contradictions of American Military History</u>. Lexington, Kentucky: University of Kentucky Press. Chapter 11: "Smashing crime and vice" (144-160) (2)(Canvas) Baldwin, F. D. (1960). Smedley D. Butler and prohibition enforcement in Philadelphia 1924-1925. <u>Pennsylvania Magazine of History and Biography</u>, LXXXIV(July), 352-368.</p>
9/16	<p>TOPICS Black: Butler, downward, and upward law: Examples from yesterday and today Attempt at Upward law: Butler takes on the big hotels Attempt at Upward law: Philadelphia Police Corruption Probe, 1928 TU_Charles: Urban Archives, clippings, microfilm, a million pictures, and other resources: The Library as a serious research vehicle</p> <p>READ: (1)(Canvas) Haller, M. (1985). Philadelphia bootlegging and the report of the special August grand jury. <u>The Pennsylvania Magazine of History and Biography</u>, 109(April), 215-233. (2)(Canvas) (March 18, 1951) "Dramatic murders set off 1928 probe" (p. 15-16) <u>Philadelphia Evening Bulletin</u>(?) file=clippings_1928_grand_jury_dec_misc_list_whoswho.pdf READ ONLY THE NAMED ARTICLE, NOT THE ENTIRE PDF (3)(Canvas) (Sept 22, 1928) "Black book lists S. Phila. police in rum shakedowns." (p. 8-9) <u>Philadelphia Evening Bulletin</u> file: clippings_1928_grand_jury_sep_17_1928.pdf READ ONLY THE NAMED ARTICLE, NOT THE ENTIRE PDF</p>
9/23	<p>TOPICS Black's horizontal dimension: center <==> margin - connections to race/ethnicity/foreign born PART I How are persons of color/foreigners/immigrants treated? Why? The Wickersham Commission, 1931: orientation The Wickersham Commission: Connections between presence of foreign born and crime Understanding the construction of rates</p> <p>READ (1)(Canvas) Black 48-55 – UP THROUGH THE section with the HEADER “Marginality and deviant behavior” (2) Boisson, S. (2006). When America sent her own packing. <u>American History</u>, 41(4), 20-27.</p> <p>EXERCISES: Constructing rates The Wickersham Commission's ecological data: Interpreting a scatterplot MOVIE (BOATS): "The Wrong Man" : Manny Balustrero</p>
9/30	<p>PAPER 1 DUE OCTOBER 2, 9:00 AM CANVAS UPLOAD AND HARD COPY PLUS RUBRIC</p> <p>TOPICS Black's horizontal dimension: center <==> margin - connections to race/ethnicity/foreign born PART II: Current context, illegal immigration, driving while brown or Black, Eric Garner</p>

ALL READINGS THIS WEEK ARE RECOMMENDED ONLY - NO QUIZ THIS WEEK READ

RECOMMENDED

(1) National Commission on Law Observance and Enforcement (1931). "Crime and the Foreign Born." Washington: Government Printing Office

file:nclo&e_foreign_born_part_2.pdf - **PRINT AND READ ONLY** **p. 91-111**

(2) (Canvas) Wilson, M. and J. Goldstein (2019 August 23). Police department's rank and file balk at Pantaleo's firing. **New York Times**. New York.

(3) (Canvas) Obituary: Eric Garner (2015). **New York Times Magazine**

(4) National Commission on Law Observance and Enforcement (1931). "Crime and the Foreign Born." Letter of transmittal and summary. Washington: Government Printing Office

file=nclo&e_foreign_born_transmittal.pdf

(W) Arpaio, saturation patrols, and "reign of terror" <http://www.youtube.com/watch?v=3v6iWiZu7AI>

(W) Interview with Sheriff Joe Supporters <http://www.youtube.com/watch?v=z88wdxE3jpY>

10/7

Black's horizontal dimension: Foreign born vs. native born in the context of public concern about undocumented immigrants; and the question about immigration and crime

READ:

(1) Online

<https://www.pewresearch.org/hispanic/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/>

Pew Research Center. (2015). Modern immigration wave brings 59 million to U.S., driving population growth and change through 2065. Washington, D.C.: September [ONLINE: https://www.pewresearch.org/hispanic/wp-content/uploads/sites/5/2015/09/2015-09-28_modern-immigration-wave_REPORT.pdf; accessed October 1, 2019].

(2) Online

<https://www.pewresearch.org/fact-tank/2019/06/12/5-facts-about-illegal-immigration-in-the-u-s/>

Krogstad, J. M., Passel, J. S., & Cohn, D. V. (2019). 5 facts about illegal immigration in the U.S. Washington, D.C.: Pew research Center: Fact Tank: News in the numbers, June 12 [ONLINE <https://www.pewresearch.org/fact-tank/2019/06/12/5-facts-about-illegal-immigration-in-the-u-s/>; accessed October 1, 2019].

10/14

TOPIC

MOVE PART I: First MOVE confrontation, 1977-1978, Mumia, Faulkner in 1981

REQUIRED READING:

(1) Janson, Donald (August 3, 1978). 22 in a radical group are ordered arrested by Philadelphia Judge. *New York Times*, p. A11.

(2) Anonymous (December 13, 1981). Policeman's death stirs racial tension: Philadelphia Blacks organize defense group for suspect wounded in gun battle. *New York Times*, p. 35.

REQUIRED VIEWING:

Osder, J. (2013). *Let the Fire Burn*. USA: Zeitgeist Films. **View chapters 1-7 OR first 45 minutes**

You can find this documentary on Youtube: <https://www.youtube.com/watch?reload=9&v=ISPQ66mu5Y0>

On Youtube chapter headings do not seem to always come up properly

Questions for reading/viewing

Go to this site:

http://rbytaylor.net/dj_sp15_jeopardy_MOVE_1.html

You want to know all the answers. Print out the linked pages and keep in front of you as you read and view.

10/21

TOPIC

MOVE II in Philadelphia: 1985: Black's model, and the role of race, religion, and political views in the horizontal dimension

REQUIRED READS:

(1) (CANVAS) **Perspective: MOVE survivor** (Canvas) Ramona Africa (April 17, 2004). "Who do you call when the police are the problem?" Typescript of speech, April, 2004.

fi = MOVE-Ramona_Africa17apr04.pdf

(Note: Ramona Africa was a young child when Move-2 took place in 1985.)

(2) (CANVAS) **Perspective: Police operations** Small, Bernard. (1978). MOVE. Temple University Urban Archive/Special Collections. Typescript

(3) (CANVAS) **Perspective: Religious studies** Evans, R. K. (in press). MOVE: A Religion. Introduction.

REQUIRED VIEWING:

Osder, J. (2013). *Let the Fire Burn*. USA: Zeitgeist Films. **View 45 minutes to the end**

RECOMMENDED:

Moore, M. T. (May 11, 2005). "1985 bombing in Philadelphia still unsettled." USA Today.

Find this article at: http://www.usatoday.com/news/nation/2005-05-11-philadelphia-bombing_x.htm

Questions for reading/viewing: Go to this site:

http://rbytaylor.net/dj_sp15_jeopardy_MOVE_2.html

REACTION PAPER AVAILABLE 10/23; REACTION PAPER DUE 10/25 9:00 AM FOR FULL CREDIT

10/28

TOPIC

Black's model: Is killing wrong? Applying Black's horizontal dimension to understand legal and popular response to an entire **pattern** of homicides?

READ

Grann (2017), *Killers of the Flower Moon*. New York: Random House **CHAPTERS 1-18**

PAPER 2 DISTRIBUTED MONDAY 10/28

11/4

TOPIC

Black's model: Is killing wrong? Applying Black's horizontal dimension to understand legal and popular response to an entire **pattern** of homicides?

READ

Grann (2017), *Killers of the Flower Moon*. New York: Random House **CHAPTERS 19-26**

11/11	<p>PAPER 2 DUE MONDAY 11/4 9:00 AM – LATE PAPERS LOSE POINTS</p> <p>TOPIC Third element in the Black tool box: law versus other forms of social control What is social control? How do law and social control connect? The broader historical context: The rise of the law and order agenda in the U.S. and changing pressures on justice agencies</p> <p>READ (1)(Canvas) Black, "Social Control" (105-111) (2)(Canvas) Page, B. I., & Shapiro, R. Y. (1992). <i>The Rational Public: Fifty Years of Trends in American's Policy Preferences</i>. Chicago: University of Chicago Press READ ONLY pp 90-97 fi = rational_public.pdf (3)(Canvas) Scammon, R. M., & Wattenberg, B. J. (1970). <i>The Real Majority</i>. New York City: Conrad-McCann. pp 35-44. fi = scammon_real_majority.pdf</p>
11/18	<p>TOPIC FUTUROLOGY PART I The past and the future: Holmesburg, "acres of skin," Prisons and civil liberties Short group exercises and reporting out: future threads</p> <p>READ (1)(Canvas) Mosley, R. (2001). <i>Futureland</i>, New York: Warner. READ ONLY THE CHAPTER: "Angel Island." (2) (Canvas) Epstein, A. (1979, November 25). At Holmesburg Prison, 320 human guinea pigs. Philadelphia Inquirer, pp. A-1 A-14-A-15.</p> <p>RECOMMENDED ONLY</p> <p>(3)(Canvas) Urbina, I. (2006). Panel suggests using inmates in drug trials. The New York Times, August 13, 2006.</p>
11/25	<p>NO CLASSES - THANKSGIVING WEEK</p>
12/2	<p>TOPIC FUTUROLOGY PART II Where are we going: The future of justice agencies in light of expected changes Working through and connecting some threads: survival rates (aging of population), video transmission technology, body worn cameras, rise of law and order agenda, guns</p> <p>EXERCISE: Where do you think we are going? Specific threads assigned to specific groups</p> <p>READ (1)(Canvas) Gilbow, S. L. 2007. Red card. <u>Fantasy and Science Fiction</u> 112:120-134.</p> <p>RECOMMENDED:</p> <p>NOTE: Source used for demographic modeling: Lee, R. D., and Carter, L.R. (1992). Modeling and Forecasting U. S. Mortality. <i>Journal of the American Statistical Association</i> 87: (No. 419),. 659-671, Tables 4, 5.</p>
12/9	<p>LAST FULL DAY OF CLASSES: MONDAY DECEMBER 9</p> <p>STUDY DAYS: TUESDAY DECEMBER 10 AND WEDNESDAY DECEMBER 11</p> <p>EXAMS THURSDAY DEC. 12 - WEDNESDAY DEC. 18</p>

WE ARE HAVING A REVIEW SESSION/MAKEUP CLASS TUESDAY DECEMBER 10, 9:00 - 9:50

This may include material from a makeup class but will DEFINITELY include a FINAL REVIEW SESSION

FINAL EXAM FOR THIS COURSE: WEDNESDAY DECEMBER 18, 8:00 AM - 10:00 AM

Mark your calendar now!

Paper 1 Assignment: Black and Butler

HOW ASSIGNMENT LINKS TO GenEd and U.S. History/GenEd goals

Relevant GenEd program goals

LINK: http://rbtaylor.net/dj_fa19_gened_program_goals.pdf

- Critical thinking: You will use a specific theoretical framework for understanding actions of justice agents and structural position of individuals in society, and for understanding reactions to those actions of justice agents.
- Contextualized learning: You also will contextualize by developing a longer term perspective about crime and justice in Philadelphia.
- Interdisciplinary thinking: You will be gaining and integrating historical, sociological and criminal justice perspectives.

Relevant U.S. Society GenEd area goals

LINK: http://rbtaylor.net/dj_fa19_gened_area_goals_us_society.pdf

- You will access historical documents and write an analysis of what you see.
- You will write conclusions about two topics that address two specific instances of law delivered, linking to the broader theme of law delivered and the structure of US society

Parameters

- Typed, double spaced, 12 pitch font, 1 inch margins
- Header: your TUID / DJ FA 19 / Paper 1
- Page numbers
- 350 – 500 words, exclusive of references
- References to two specific Philadelphia Inquirer articles within the specified date range (November 11, 1925 – December 31, 1925) and on topic. Each is worked into the paper.
- One specific quote from first Black *BoL* reading. Quote will have an in-line citation, and a full reference in the reference list.

- On or before the due date, Wednesday, October 2, 9:00 AM you will:
 - Upload the file in word doc or pdf format to the appropriate assignment page on Canvas, AND
 - Submit a hard copy of the paper to the instructor/TA at the above date/time, AND
 - Attach to the hard copy the rubric page, with the TUID field and name field filled in.
 - **You need to do all the above to get credit for on-time submission. Late submissions are penalized. See the syllabus.**
 - **Academic honesty policies apply. See syllabus. See: http://rbtaylor.net/academic_honesty.pdf**
 - **To stay eligible for a passing grade in this course you must submit the paper *no more than a week after the due date.***

Topic

You are writing an imaginary dialogue that takes place on December 31, 1925, in Smedley Darlington Butler's farmhouse in Chester County. Sociologist Donald Black travels back in time to help Butler understand why he failed in Philadelphia. Skip preliminaries and assume that each accepts the presence of the other in that time and space as a completely natural phenomenon. Assume further that Butler knows who Black is as a scholar, and that Black knows who Butler is. Assume further that Black and Butler have both read the Baldwin article, and Black and Butler have both read all of the issues of the Philadelphia Inquirer in the critical timeframe.

Your dialogue will reference two specific events during the key timeframe (11/11/1925 – 12/31/1925) through the use of two newspaper articles from your Inquirer search.

Your dialogue will reference two specific points about the vertical dimension of Black's model.

Your dialogue will work in at least one instance where Black quotes something relevant from the Baldwin article.

How to search

See file on Canvas

Grading Rubric

Paper 1 Assignment: Black and Butler Late Night Conversation: DJ / 0853 / Fall 2019

This form must be stapled to hard copy turned in, with TUID and name filled in

Your TUID:	
Last name:	
First name:	

Your thinking and use of sources

50 Possible	Conversation describes Butler's efforts at Prohibition enforcement against "the big hotels" in November and December, 1925 in Philadelphia, and the justice outcome, being sure to cover the reasons for the actions and for the outcomes. All this is from Butler's point of view. Also describes Black's interpretation of what happened. [Integrates historical, sociological, and criminal justice perspectives]				
All this is part of the conversation	Weak: misses integrating two or more sources at right and/or seriously mis-interprets at least two [< 30]	Moderately Weak: misses integrating two sources at right and/or <i>seriously</i> mis-interprets one or two sources [30-39]	Moderately Strong: misses integrating one source at right and/or <i>slightly</i> mis- interprets one source [40-45]	Strong: integrates specific historical dynamics and actors (including 1 Baldwin reference, 2 newspaper references) with the sociolegal frame (including 1 Black reference); AND correctly interprets all sources [45-50]	

Clear concluding statement

20 possible	Clear conclusion, supported by argument, answering the following: Was Butler's effort at even handed Prohibition enforcement, as typified by his raid on the Ritz Carlton in December and his efforts to padlock the hotel, doomed , given the Black model; or, instead, was the outcome a result of a specific constellation of conditions at that time and place? In short, do you favor a contingent historical interpretation, or a sociolegal interpretation, and why? Can get into what <i>could</i> have happened.				
All this is part of the conversation	Weak: Conclusion missing or extremely confused; AND substantial problems with supporting argument [< 16]	Moderately weak: Conclusion missing or extremely confused; OR substantial problems with supporting argument [14-16]	Moderately strong: Conclusion not completely clear and/or waffles; and/or minor problems with supporting argument [16-18]	Strong: Clear conclusion with clear supporting argument addressing both sides [18-20]	

Documentation / Demonstrates care in scholarship

24 possible	(1, 2) Correct in-line citation throughout for each newspaper reference (3,4) Correct reference in bibliography for each newspaper reference (5) Correct in-line citation throughout for Baldwin article (7) Correct reference in Bibliography for Baldwin (7) Correct in-line citation throughout for Black (8) Correct reference in bibliography for Black	
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Mechanics / Attention to detail

6 possible	Get all points if: all assignment parameters met, well organized paper, no spelling or grammatical errors	
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Academic honesty concerns: can lose credit for entire assignment, or worse. Be clear on policy.

TOTAL

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