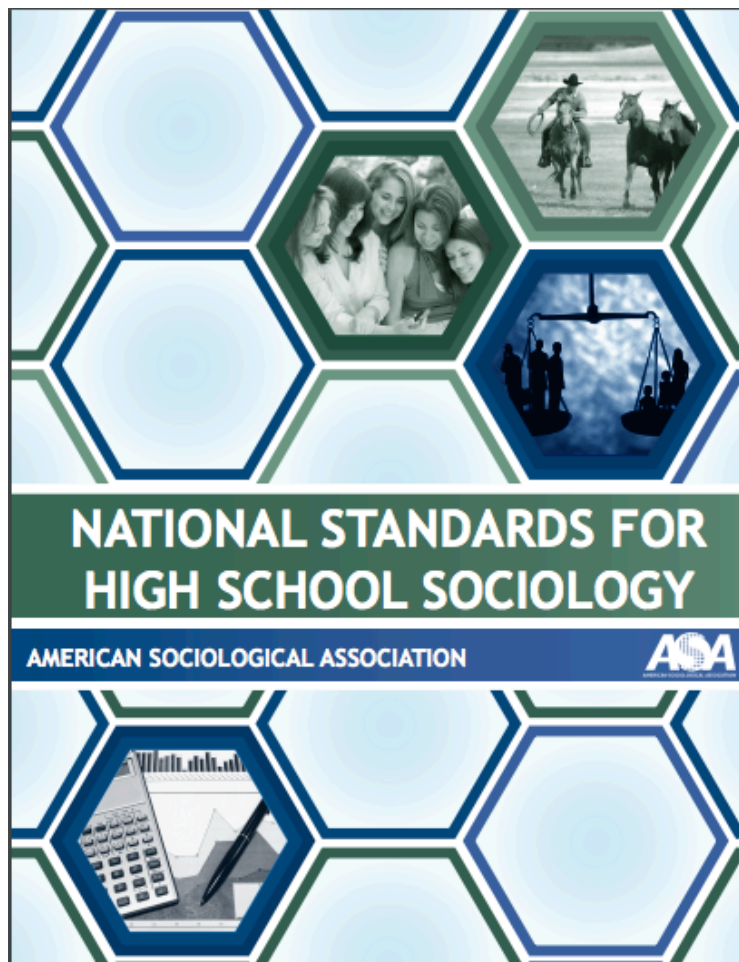


Welcome to the NCSS 2016 High School Sociology Symposium!  
Session 2 of 3  
Sponsored by the American Sociological Association.

If you have a digital device, please fill out our survey:  
[surveymonkey.com/r/ASAHSQuestionnaire](https://surveymonkey.com/r/ASAHSQuestionnaire)  
or  
fill it out in paper (on the back table)



Jean Shin, ASA  
Margaret Vitullo, ASA  
Hayley Lotspeich, Wheaton North H.S. Wheaton, IL  
Chris Salituro, Stevenson H.S. Lincolnshire, IL

NCSS 2016  
Session 2: Teaching Socialization, Stratification, and Inequality  
Chris Salituro, Stevenson High School, Lincolnshire, IL  
[csalituro@d125.org](mailto:csalituro@d125.org)

**Understanding the Components of Social Class**

Use this exercise with my blog post:

<http://sociologysal.blogspot.com/2016/11/the-components-of-social-class-in-usa.html>

There are many different ways that sociologists analyze social class. There is not one definition of what class is. Here are some components of social class. One must look at all of these as they fit together in a whole to really figure out social class. Pick someone (your parents would be a good choice) to analyze in terms of his/her class and see how they fit into the US. System:

**Income:**

Average in the US: \_\_\_\_\_ (50<sup>th</sup> percentile)

Your level: \_\_\_\_\_ (Your percentile: \_\_\_\_\_)

**Wealth:**

How much of the wealth in the U.S. do *you think* each quintile has? Divide 100% among each quintile:

Bottom 20%: \_\_\_\_\_ 2nd 20% \_\_\_\_\_ 3rd 20% \_\_\_\_\_ 4th 20% \_\_\_\_\_ 5th 20% \_\_\_\_\_ Top

How much do you think each quintile *should* have?

Bottom 20%: \_\_\_\_\_ 2nd 20% \_\_\_\_\_ 3rd 20% \_\_\_\_\_ 4th 20% \_\_\_\_\_ 5th 20% \_\_\_\_\_ Top

Average in the US: \_\_\_\_\_

Your level: List whether you above average, average or below average for each:

Average American: 50% own 2 cars, your level: \_\_\_\_\_

50% have a 401K, \_\_\_\_\_

66% own 1 home, 6% own a second home: \_\_\_\_\_

**Education:**

Your level:

This makes you more educated than \_\_\_\_\_ % of America.

**Location:**

Average home price in the US:

Average of the homes where you live:

Your home's worth:

**Prestige:**

What is the prestige rating of your job:

What is the median prestige level in the US:

Look at all of these together and determine what the class of this person is. Where do you think this person falls compared to the average American? How would you rate their social class?

Now look at the chart of social class. Where does the person fall on there? Does it lineup with what you thought? Why or why not?

# The U.S. Social Class Ladder

Social Class	Education	Occupation	Income	Percentage of Population
Capitalist	Prestige university	Investors and heirs, a few executives	\$500,000+	1%
Upper Middle	College or university, often with postgraduate study	Professionals and upper managers	\$90,000+	14%
Lower Middle	At least high school; perhaps some college or apprenticeship	Semiprofessionals and lower managers, craftspeople, foremen	About \$40,000	30%
Working Class	High school	Factory workers, clerical workers, retail sales, low-paid craftspeople	About \$30,000	30%
Working Poor	Some high school	Laborers, service workers, low-paid salespeople	About \$18,000	22%
Underclass	Some high school	Unemployed and part-time, on welfare	About \$10,000	3%

Source: Based on Gilbert, Dennis, and Joseph A. Kahl. *The American Class Structure: A New Synthesis*. 4th ed. Homewood, Ill.: Dorsey Press, 1993. Income estimates follow Duff, Christina. "Profiling the Aged: Fat Cats or Hungry Victims?" *Wall Street Journal*, September 28, 1995a: B1, B8.

## Membership for High School Teachers

High school teachers can join the ASA at a special discounted rate of \$65 for a full year. As ASA members, high school teachers receive all of the regular benefits of ASA membership, plus they automatically receive a personal subscription to Contexts magazine and full access to TRAILS, the Teaching Resources and Innovations Library for Sociology.

Use the promotional code: PROHS16 when registering your membership. Enroll or renew as an ASA High School Teacher member by clicking the link below.

Here is the ASA page for high school teachers:

The screenshot shows the ASA website's 'Resources for High School Sociology' page. The browser address bar displays 'www.asanet.org/teaching-learning/resources-high-school-sociology'. The website's navigation bar includes links for 'AMERICAN SOCIOLOGICAL ASSOCIATION', 'ANNUAL MEETING', 'PRESS CENTER', 'SECTIONS', 'MEMBERSHIP', and 'MEMBER LOGIN'. Below this, a secondary navigation bar features the ASA logo and links for 'TOPICS', 'RESEARCH & PUBLICATIONS', 'TEACHING & LEARNING', 'CAREER CENTER', 'ASA COMMUNITIES', 'NEWS & EVENTS', and 'ABOUT ASA'. The main content area is titled 'RESOURCES FOR HIGH SCHOOL SOCIOLOGY' and is divided into three columns. The left column, 'WELCOME TEACHERS!', contains a welcome message, contact information for 'highschool@asanet.org', and a section on 'National Standards for High School Sociology'. The middle column, 'Quick Links for High School Teachers', lists links to 'National Standards for High School Sociology', 'Membership for High School Teachers', 'TRAILS', 'ASA and NCSS', 'NCSS C3 Framework', 'Workshops', and 'High School Teachers Listserv'. The right column, 'TEACHING & LEARNING', lists links for 'FACULTY', 'DEPARTMENT LEADERS', 'HIGH SCHOOL TEACHERS' (with sub-links for ASA Symposium Materials NCSS 2013, 2014, and 2015), 'GRADUATE STUDENT RESOURCES', 'UNDERGRADUATE STUDENT RESOURCES', and 'TRAILS'.

→ ↻ 🏠 ⓘ www.asanet.org/teaching-learning/resources-high-school-sociology 🔍 ☆

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## RESOURCES FOR HIGH SCHOOL SOCIOLOGY

### WELCOME TEACHERS!

The American Sociological Association (ASA) believes that sociology at the high school level is a very important part of a student's curriculum and we are excited to support teachers with resources and a community of teachers. The ASA offers many resources for teachers to engage and excite students and to help launch the next generation of sociologists.

Have questions? Contact [highschool@asanet.org](mailto:highschool@asanet.org)

#### National Standards for High School Sociology

The American Sociological Association's (ASA) National Standards for High School Sociology are designed to provide guidance to teachers and administrators seeking to develop high quality, developmentally appropriate one-semester introductory sociology courses for students in the 9th-12th grades. The National Standards provided here do not address all of the topics that could be covered in a one-semester sociology course. Rather, they establish the minimal content that any foundational sociology class at the regular high school level should cover. [Read the standards.](#)

#### Quick Links for High School Teachers

- [National Standards for High School Sociology](#)
- [Membership for High School Teachers](#)
- [TRAILS](#)
- [ASA and NCSS](#)
- [NCSS C3 Framework](#)
- [Workshops](#)
- [High School Teachers Listserv](#)

#### TEACHING & LEARNING

- FACULTY
- DEPARTMENT LEADERS
- HIGH SCHOOL TEACHERS**
  - [ASA SYMPOSIUM MATERIALS NCSS 2013](#)
  - [ASA SYMPOSIUM MATERIALS NCSS 2014](#)
  - [ASA SYMPOSIUM MATERIALS NCSS 2015](#)
- GRADUATE STUDENT RESOURCES
- UNDERGRADUATE STUDENT RESOURCES
- TRAILS

High School Membership to ASA includes access to Trails, an online database of teaching resources.

trails.asanet.org/Pages/default.aspx

ASA Join More Resources Sign In

**trails** Teaching Resources and Innovations Library for Sociology

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**"When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful."**  
-bell hooks

TRAILS, the ASA Teaching Resources and Innovation Library for Sociology, offers thousands of pedagogical gifts (Good Ideas For Teaching Sociology). It's also the perfect place to publish your own teaching resources. Welcome!

Julie Pelton, PhD - TRAILS Editor

**Featured Resources**

[Introduction to Sociology Syllabus employing Team-based Learning](#)  
Killian, Worden  
Syllabus  
College 100

[Photo \(Visual\) Essay of Social Problems](#)  
Raid  
Assignment, Essay  
Any

**TIP:** Try "ADVANCED SEARCH" for more focused results.

**Search Terms:**  
Match All

**Resource Types:**

- ☐ All
- ☐ Assessments
- ☐ Assignments
- ☐ Audio
- ☐ Bibliographies
- ☐ Class Activities
- ☐ Essays
- ☐ Film Lists
- ☐ Images
- ☐ Lectures
- ☐ PowerPoint
- ☐ Syllabi
- ☐ Video
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**Subject Area:**  
Any

**Added:**  
Any

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**TEACHING SOCIOLOGY**

Search Results trails.asanet.org/\_layouts/ASA.x

trails.asanet.org/Pages/SearchResults.aspx?all=race&resourcetype=Assessment%2c+Assignment%2c+Class+Activity&subje...

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**Abstract:** This capstone project engages students in the social science research process. Working in groups, students must design and carry out an original research project. This is primarily completed in the last two-thirds of the term, although some preliminary in-class discussion occurs earlier. Each group must also produce...

**Beat the Bourgeoisie: A Social Class Inequality and Mobility Simulation Game**  
Norris

**Resource Type:** Class Activity

**Class Level:** Any

**Class Size:** Medium

**Language:** English

**Subject Area:** Introduction to Sociology/Social Problems

**Date Published:** 6/27/2016

**Abstract:** Simulation games can help overcome student resistance to thinking structurally about social class inequality, meritocracy, and mobility. Most inequality simulations focus solely on economic inequality and omit social and cultural capital, both of which contribute to social class reproduction. Using a pretest/posttest design, the current study evaluates a simulation game...

**Teaching the Sociological Imagination: Using Actual Lenses to See Personal Troubles as Public Issues**  
Scarborough

**Resource Type:** Class Activity

**Class Level:** College 100

**Class Size:** Any

**Language:** English

**Subject Area:** Introduction to Sociology/Social Problems

**Start a New Search**

**Search Terms:**  
Race  
Match All

**Resource Types:**

- ☐ All
- ☒ Assessments
- ☐ Assignments
- ☐ Audio
- ☐ Bibliographies
- ☒ Class Activities
- ☐ Essays
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- ☐ Websites

**Subject Area:**  
Introduction to Sociology/S...

**Added:**  
Any

Search [\(Advanced Search\)](#)



NCSS 2016  
Session 2: Teaching Socialization, Stratification, and Inequality  
Chris Salituro, Stevenson High School, Lincolnshire, IL  
[csalituro@d125.org](mailto:csalituro@d125.org)

**Social Inequality: Race and the Criminal Legal System**

**Abstract:**

Inequality is a broad concept that is central to the discipline of sociology and can be understood in a number of different contexts. Inequality is not simply a disparity in outcomes, such as educational attainment or income, but it is a systematic unequal distribution of rewards or life chances for different individuals within a group or groups within society. This can translate to differential access to resources like wealth, or different levels of social power which can affect one's ability to receive financial services or the treatment by the judicial system. As such, structural inequality is not a natural occurrence, but rather something that is largely created and maintained by social institutions.

The police controversies that have arisen over the past few years have illustrated how we are currently at a tumultuous juncture with respect to the public's perception of the criminal legal system. Moreover, criminal justice outcomes are often not discussed in terms of inequality, at least not in the same way that we tend to discuss earnings and achievement gaps, despite the fact that disparities in incarceration are unmatched by other social indicators that are typically analyzed as evidence of social inequality. For instance, the black-white incarceration disparity of 8 to 1 surpasses black-white disparities in unemployment (2 to 1), infant mortality (2 to 1), and wealth (1 to 5). Due to the dearth of classroom discussions that highlight these disparities as indicators of social inequality, this activity frames law enforcement disparities as a fundamental form of social inequality.

**Usage Notes:**

TIME: 30-45 Minutes

This exercise can be used in courses on race, stratification, social problems, or for any discussion of inequality and the criminal legal system. Follow the hyperlinks in the source section after each table to access the pdf.

Although this activity can be used in a number of ways, it may be best applied after a lecture that orients the class towards understanding the tenuous relationship that the criminal legal system has had with minority groups. The activity could also be paired with an assigned reading about mass incarceration (such as a news article, journal article, or a selection from an accessible text like Michelle Alexander's *The New Jim Crow* or Bruce Western's *Punishment and Inequality in America*) and then use the small group discussions as a segue for class discussion. As this can be a sensitive topic (and differently so for heterogeneous and homogenous classes), I suggest accompanying this activity with either a lecture or an assigned reading so that students see a model for data driven analyses.

In my early experience with this activity, a small number of students have pushed back against criticizing the legal system on the basis that the police serve an important function, but all discussions have been classroom appropriate. Different groups may come to varying conclusions, but this is a part of the exercise which facilitates discussion and pushes students towards noticing incongruities in the data. For example, students in Group 1 may notice that whites make up the majority of those arrested, but students in Group 2 may notice that people of color comprise the majority of those incarcerated.

Note: For Group 7's Fatal Occupational Injuries table, compare the Fatal Injury Rate for police and sheriff's patrol officers (page 1) to other professions. Farmers and ranchers, Supervisors of landscaping and groundskeeping workers, Construction laborers, and Taxi drivers and Chauffeurs have higher Fatal Injury Rates than police officers.

**Learning Goals and Assessments:**

**Goal 1:** Students will learn that sociology as a discipline is data driven.

**Assessment 1:** Students will be asked discuss every question in this activity in terms of the data provided.

**Goal 2:** Students will learn how to be perceptive data consumers.

**Assessment 2:** Students' ability to consume and analyze data will be assessed through discussion questions in small groups and as a whole.

**Goal 3:** Students will gain a fairly comprehensive understanding of how the criminal legal apparatus interacts with communities differently on the basis of race, and the amount of data that is required to make well-informed inferences.

**Assessment 3:** Students' ability to synthesize the various data and articulate how race affects law enforcement outcomes will be assessed in the discussion with the class as a whole.

## Group 1:

**TABLE 6**  
**Estimated arrests, by race and age group, 2010**

	Total	Race				Juvenile				Adult			
		White	Black	AIAN <sup>a</sup>	API <sup>b</sup>	White	Black	AIAN <sup>a</sup>	API <sup>b</sup>	White	Black	AIAN <sup>a</sup>	API <sup>b</sup>
<b>Total</b>	13,122,113	9,122,011	3,655,619	186,116	158,367	1,086,479	512,948	20,202	23,017	8,035,532	3,142,671	165,914	135,349
<b>Violent</b>													
Murder and non-negligent manslaughter	11,201	5,544	5,427	123	106	435	565	5	8	5,110	4,863	118	99
Forcible rape	20,088	13,210	6,305	293	280	1,800	1,023	28	19	11,410	5,282	266	261
Robbery	112,300	48,315	62,015	785	1,185	8,493	18,253	127	312	39,822	43,762	658	872
Aggravated assault	408,488	260,770	136,398	6,102	5,218	25,266	18,547	530	480	235,505	117,851	5,571	4,738
Simple assault	1,292,449	850,797	406,491	19,255	15,905	125,852	79,786	2,210	2,396	724,946	326,705	17,045	13,509
<b>Property</b>													
Burglary	289,769	195,782	88,742	2,499	2,746	40,230	23,749	515	710	155,552	64,993	1,983	2,036
Larceny-theft	1,271,410	875,621	359,084	18,132	18,573	181,694	90,117	3,669	5,583	693,927	268,966	14,463	12,990
Motor vehicle theft	71,487	45,339	24,197	891	1,060	8,662	6,662	219	217	36,677	17,535	672	843
Arson	11,296	8,519	2,523	126	127	3,438	1,006	50	67	5,081	1,517	76	61
Forgery and counterfeiting	78,101	51,861	24,894	443	903	1,127	523	10	28	50,734	24,372	433	876
Fraud	187,887	123,418	61,188	1,555	1,726	3,376	2,262	63	68	120,043	58,926	1,493	1,658
Embezzlement	16,616	11,019	5,157	113	327	276	152	4	9	10,743	5,005	109	318
Stolen property offenses	94,802	61,860	31,246	760	936	8,220	6,156	103	163	53,640	25,090	657	773
Vandalism	252,753	186,567	59,185	4,211	2,790	60,082	15,171	958	855	126,485	44,014	3,253	1,934
<b>Drug</b>													
Drug abuse violations	1,638,846	1,093,909	519,826	11,244	13,868	126,149	40,626	1,830	1,968	967,760	479,200	9,413	11,900
Drug sale/manufacturing	302,312	181,374	116,833	1,739	2,366	15,466	7,882	219	234	165,908	108,950	1,520	2,132
Drug possession/use	1,336,532	912,582	402,940	9,506	11,504	110,727	32,696	1,612	1,736	801,856	370,244	7,894	9,768
<b>Other</b>													
Weapon law violations	159,020	92,629	63,706	1,098	1,587	19,441	11,303	227	392	73,188	52,403	871	1,194
Prostitution and commercialized vice	62,668	33,991	26,592	434	1,651	393	621	11	16	33,598	25,970	423	1,635
Other sex offenses	72,628	53,491	17,133	954	1,050	9,297	3,392	94	186	44,195	13,741	860	864
Gambling	9,941	2,861	6,652	41	387	110	1,229	4	10	2,751	5,423	37	377
Offenses against family and children	111,062	74,265	34,033	2,002	762	2,726	931	99	26	71,539	33,102	1,903	736
Driving under the influence	1,412,223	1,209,990	162,164	18,309	21,761	10,956	684	204	182	1,199,034	161,480	18,105	21,579
Liquor laws	512,790	424,993	62,932	17,787	7,079	83,745	6,628	2,967	1,373	341,248	56,304	14,820	5,706
Drunkenness	560,718	461,338	84,918	10,815	3,646	11,246	1,077	283	94	450,092	83,841	10,532	3,552
Disorderly conduct	615,172	390,409	208,758	10,827	5,178	90,018	63,053	1,642	1,223	300,390	145,705	9,185	3,955
Vagrancy	32,033	17,901	13,194	723	214	1,614	501	6	15	16,287	12,693	717	200
Suspicion	1,166	745	407	6	8	90	42	0	1	655	365	6	6
Curfew and loitering law violations	94,797	56,190	36,304	1,007	1,296	56,190	36,304	1,007	1,296	0	0	0	0
<b>All other offenses except traffic</b>	3,720,402	2,470,677	1,146,147	55,582	47,996	205,554	82,586	3,335	5,319	2,265,123	1,063,562	52,246	42,677
<b>Population</b>	309,050,816	248,122,334	41,483,069	3,568,682	15,876,731	57,469,239	12,030,818	1,100,943	3,931,418	190,653,095	29,452,251	2,467,739	11,945,313

Note: Counts may not sum to total due to rounding. The offense categories are based on the FBI's classification system. See *Methodology* for details on UCR counting rules.

<sup>a</sup>American Indian or Alaska Native.

<sup>b</sup>Asian, Native Hawaiian, or other Pacific Islander.

Source: Bureau of Justice Statistics estimates based upon FBI's Age, Sex, and Race Summarized Yearly Arrest Master Files, 2010.

Source: [Bureau of Justice Statistics Arrests in the United States, 1990-2010](#)



Group 2:

**TABLE 8**  
Imprisonment rate of sentenced state and federal prisoners per 100,000 U.S. residents, by sex, race, Hispanic origin, and age, December 31, 2013

Age	Total <sup>a</sup>	Male					Female				
		Total male <sup>a</sup>	White <sup>b</sup>	Black <sup>b</sup>	Hispanic	Other <sup>a,b</sup>	Total female <sup>a</sup>	White <sup>b</sup>	Black <sup>b</sup>	Hispanic	Other <sup>a,b</sup>
Total <sup>c</sup>	478	904	466	2,805	1,134	963	65	51	113	66	90
18-19	181	340	115	1,092	412	344	14	7	33	17	24
20-24	755	1,382	601	3,956	1,617	1,472	95	73	154	100	131
25-29	1,067	1,937	954	5,730	2,289	2,082	168	140	260	173	232
30-34	1,187	2,183	1,104	6,746	2,529	2,257	180	156	277	169	235
35-39	1,071	1,994	1,009	6,278	2,321	1,951	151	133	240	133	178
40-44	917	1,713	938	5,244	2,007	1,730	131	113	224	107	144
45-49	782	1,464	827	4,486	1,700	1,495	112	90	202	99	135
50-54	567	1,082	615	3,382	1,382	1,171	70	54	128	72	94
55-59	348	679	389	2,132	1,016	750	36	26	72	44	52
60-64	208	415	252	1,269	714	497	19	14	34	25	27
65 or older	70	153	108	406	301	206	5	4	7	8	8
Total number of sentenced prisoners	1,516,879	1,412,745	454,100	526,000	314,600	118,100	104,134	51,500	23,100	17,600	11,900

Note: Counts based on prisoners with sentences of more than a year under the jurisdiction of state or federal correctional officials. Imprisonment rate is the number of prisoners under state or federal jurisdiction with a sentence of more than a year per 100,000 U.S. residents of corresponding sex, age, and race or Hispanic origin. Resident population estimates are from the U.S. Census Bureau for January 1 of the following year. Nevada did not submit 2013 data to NPS, and Alaska did not submit sex-specific counts or sentence length data in 2013. See *Methodology* for imputation strategy.

<sup>a</sup>Includes American Indians, Alaska Natives, Asians, Native Hawaiians, Pacific Islanders, persons of two or more races, or additional racial categories in the reporting information systems.

<sup>b</sup>Excludes persons of Hispanic or Latino origin.

<sup>c</sup>Includes persons age 17 or younger.

Sources: Bureau of Justice Statistics, National Prisoner Statistics Program, 2013; Federal Justice Statistics Program, 2013; National Corrections Reporting Program, 2012; Survey of Inmates in State and Federal Correctional Facilities, 2004; and U.S. Census Bureau, resident population estimates for January 1, 2014.

Source: [Bureau of Justice Statistics Prisoners in 2013](#)

Group 3:

U.S. DEPARTMENT OF JUSTICE • FEDERAL BUREAU OF INVESTIGATION • CRIMINAL JUSTICE INFORMATION SERVICES DIVISION

2013 Law Enforcement Officers Killed & Assaulted

Criminal Justice Information Services Division

Feedback | | |

Table 44

Law Enforcement Officers Feloniously Killed

Race and Sex of Known Offender, 2004–2013

Download Excel

Known offender		Total	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number of known offenders		565	61	56	59	66	42	45	80	76	52	28
Race	White	289	27	36	25	35	20	24	32	44	31	15
	Black	243	34	20	31	26	21	17	39	28	16	11
	Asian/Pacific Islander	9	0	0	0	4	1	0	2	1	1	0
	American Indian/Alaska Native	7	0	0	0	0	0	0	4	2	1	0
	Not reported	17	0	0	3	1	0	4	3	1	3	2
Sex	Male	551	61	56	58	65	40	43	78	74	50	26
	Female	13	0	0	1	1	2	2	2	2	2	1
	Not reported	1	0	0	0	0	0	0	0	0	0	1

Source: [FBI Uniform Crime Reports](#)

Group 4:

**TABLE 18**

**Contacts with police in which force was used or threatened, by demographic characteristics, 2002, 2005, and 2008**

Demographic characteristic	Residents experiencing use or threat of force during most recent contact					
	Number (in thousands)			Percent <sup>a</sup>		
	2002	2005	2008	2002	2005	2008
Total	664	716	574	1.5%	1.6%	1.4%
Sex						
Male	520	514	390	2.2%	2.2%	1.8%
Female	144	202	184	0.7	1.0	1.0
Race/Hispanic origin						
White <sup>b</sup>	374	406	347	1.1%	1.2%	1.2%
Black or African American <sup>b</sup>	173	183	130	3.5	4.3	3.4
Hispanic/Latino	103	105	68	2.5	2.6	1.6
Other <sup>b,c</sup>	15!	3!	19!	1.1!	0.2!	1.1!
Two or more races <sup>b</sup>	~	19!	11!	~	4.0!	2.4!
Age						
16-19	152	168	78	3.6%	4.0%	2.4%
20-19	230	271	253	2.1	2.5	2.5
30-39	117	135	122	1.2	1.6	1.5
40-49	95	66	61	1.0	0.7	0.8
50-59	50	39	33!	0.8	0.6	0.5!
60 or older	21!	38	27!	0.4!	0.8	0.6!

Note: Table is based on the resident's most recent contact with police that year. Data on use of force by police during most recent contact in 2002 were reported for 99.3% of police contact cases, in 2005 for 99.6%, and in 2008 for 99.8%. Detail may not sum to total due to rounding. See appendix table 18 for standard errors. Separate statistics on the racial categories that make up the other race category are not shown due to too few sample cases to obtain reliable estimates.

! Interpret data with caution; estimate based on 10 or fewer cases, or coefficient of variation is greater than 50%.

~Not applicable. The 2002 PPCS did not separately identify persons of two or more races.

<sup>a</sup>See Methodology for distribution of U.S. population who had contact with police.

<sup>b</sup>Excludes persons of Hispanic origin.

<sup>c</sup>Includes American Indians, Alaska Natives, Asians, Native Hawaiians, and other Pacific Islanders.

Source: [Bureau of Justice Statistics Special Report Contacts Between Police and the Public, 2008](#)

Group 5:

**TABLE 3**

**Number of reported arrest-related deaths, by demographic characteristics, 2003-2009**

Demographic characteristics	2003-2009	2003	2004	2005	2006	2007	2008	2009
Total	4,813	627	673	689	721	745	629	729
Sex								
Male	4,594	595	645	666	688	708	600	692
Female	218	32	28	22	33	37	29	37
Unknown	1	0	0	1	0	0	0	0
Race/Hispanic origin								
White, non-Hispanic	2,026	286	274	283	302	283	258	340
Black, non-Hispanic	1,529	196	215	222	212	249	217	218
Hispanic	949	109	145	136	164	159	106	130
Other*	150	30	23	24	22	18	14	19
Unknown	159	6	16	24	21	36	34	22
Age								
17 or younger	127	18	19	13	19	20	18	20
18-24	909	118	126	141	122	146	124	132
25-34	1,391	177	186	190	239	210	182	207
35-44	1,238	184	179	190	174	192	143	176
45-54	752	94	101	83	117	119	117	121
55 or older	317	30	55	51	30	45	41	65
Unknown	79	6	7	21	20	13	4	8

\*Includes American Indians, Alaska Natives, Asians, Native Hawaiians, other Pacific Islander, and persons of two or more races.

Source: [Bureau of Justice Statistics Arrest-Related Deaths 2003-2009](#)

Group 6:

**Subjects Armed with Firearms (32)**

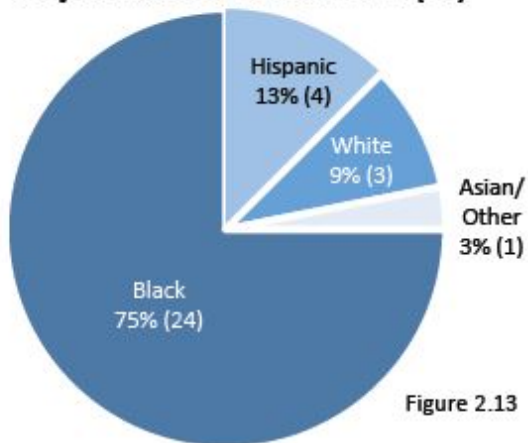


Figure 2.13

**Subjects Struck by Police Gunfire (29)**

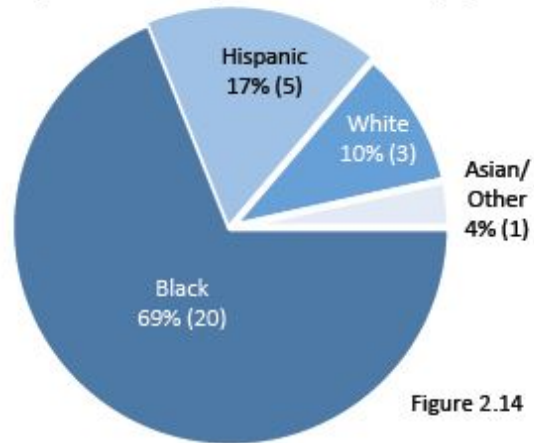


Figure 2.14

**Subjects Killed by Police Gunfire (16)**

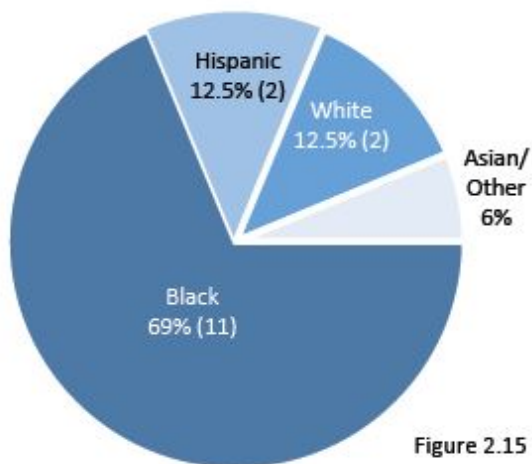


Figure 2.15

**Subjects Firing on Police (19)**

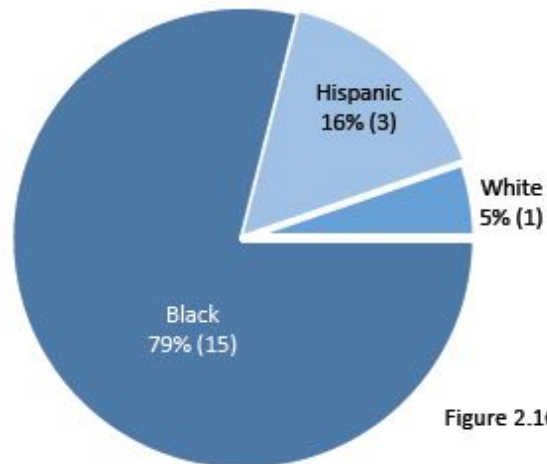


Figure 2.16

Source: [NYPD 2012 Annual Firearms Discharge Report](#)

Group 7:

[Bureau of Labor Statistics National Census of Fatal Occupational Injuries](#) (included separately)

### Questioned to be discussed in small groups:

For each source of data address the following in 1 – 2 sentences.

- 1) What is the source of data?
- 2) What information is the chart reporting?
- 3) Which group(s) are represented most?
- 4) If applicable, compare the demographics of your chart to the demographics of the United States as a whole (included below). Which group(s) are overrepresented? Which group(s) are underrepresented?
- 5) What is the overall “story” represented by the data, and why might this be?

### USA

People QuickFacts	USA
Population, 2014 estimate	318,857,056
Population, 2013 estimate	316,497,531
Population, 2010 (April 1) estimates base	308,758,105
Population, percent change - April 1, 2010 to July 1, 2014	3.3%
Population, percent change - April 1, 2010 to July 1, 2013	2.5%
Population, 2010	308,745,538
Persons under 5 years, percent, 2013	6.3%
Persons under 18 years, percent, 2013	23.3%
Persons 65 years and over, percent, 2013	14.1%
Female persons, percent, 2013	50.8%
-----	
White alone, percent, 2013 (a)	77.7%
Black or African American alone, percent, 2013 (a)	13.2%
American Indian and Alaska Native alone, percent, 2013 (a)	1.2%
Asian alone, percent, 2013 (a)	5.3%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.2%
Two or More Races, percent, 2013	2.4%
Hispanic or Latino, percent, 2013 (b)	17.1%

After we discuss these questions in small groups we will convene as a whole and each group will present their findings so that we may synthesize these data as a class.



### Questions to be discussed as a class:

- 1) What does Figure 2: Crime and jail rates per 100,000 (displayed below) tell us about trends in crime and incarceration? After hearing students' interpretations, it may be beneficial to provide a cogent interpretation to the class.
- 2) Situate these trends within the larger picture of crime in the US:

Figure 2: Crime and jail rates per 100,000



Source: For jail rates, see Craig A. Perkins, James J. Stephan, and Allen J. Beck, *Jails and Jail Inmates: 1993-94*. (Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, 1995); Allen J. Beck and Jennifer C. Karberg, *Prison and Jail Inmates at Midyear 2000*. (Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, 2001); Todd D. Minton and Daniela Golinelli, *Jail Inmates at Midyear 2013 - Statistical Tables*. (Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, 2014); and for crime rates, see Uniform Crime Reporting Statistics - UCR Data Online at <http://www.ucrdataatool.gov/>.

- 3) Putting all these data together, what do they tell us about the race and law enforcement?
- 4) How is race related to police death and civilian death at the hands of police?
- 5) Why does race matter?
- 6) What are the historical precedents to these phenomena? (Note: After hearing students' responses, you could ask them specifically to consider the influence of the War on Drugs, backlash to the Civil Rights Movement, history of slave patrols in the antebellum south, etc.)

### Suggested Citation:

Rochin, Nick. 2015. "Social Inequality: Race and the Criminal Legal System." Class Activity, powerpoint published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. (<http://trails.asanet.org>)



## Class System: American Monopoly Rules

**Goal:** Your goal isn't to see if you can necessarily win. See if you can survive in your class and perhaps move up to the total wealth of the social class above you.

**Task:**

Keep a running total of wealth you have in the column sheet. Write down the value of each property you bought and then at the end total up your new total sum of cash. Did you earn enough money to move up a class?

**Rules:**

*The class Income and Wealth are based on real percentages of money.*

Roll to determine what class you are in. The highest roll is Upper-Upper Class (Old \$), the second highest is Lower-Upper Class (New \$), third highest is Upper-Middle Class (white collar), etc.....

Play begins with the upper class player and then moves down by class.

Each time you pass go, you collect the income for YOUR CLASS.

**Jail:**

Upper-upper Class: Pay 50\$ and don't go to jail

Lower-upper: Pay 50\$ and get out next turn

Upper-middle: must try to roll doubles once and then can pay 50\$ on the next turn

Lower-middle: must try to roll doubles twice and then pay 50\$ on the next turn

Working: must roll doubles to get out

**Welfare:**

If you run out of money, you pay no rent an extra 30\$ (welfare) every time you pass go. Continue this way until you either: A) Buy Property B) have 270 dollars C) pass go 3 Times

**Free Parking:**

Can be a lottery if your group chooses.

Everyone who wants to play puts in 10 dollars. If you land on Free Parking you win the cash!

**Doubles:**

Roll again. Three doubles in a row means you are deviant and goes to jail (see jail rules)

Name: Player	Upper-Upper (Old \$) Horse	Lower-Upper (New\$) Hat	Upper-Middle (White-collar) Car	Extra Lower Middle	Lower-Middle) Dog	Extra Blue Collar	Working Class (Blue Collar) Iron
Income	\$500	\$230	\$150		\$89		\$36
Wealth	Boardwalk Park Place 4 Railroads \$3,728	Pacific Oriental  \$1,725	none  \$1,118		none  \$667		none  \$270

Debriefing monopoly.

<http://sociologysal.blogspot.com/2016/11/monopobility.html>

Compare to real life.

Intragenerational v. intergenerational mobility

Paul Piff Ted Talk

