

## Resources Compiled in Response to the Tina Rosenberg Article

The following list of resources was compiled by the CCSRE in collaboration and consultation with the following staff and faculty: Lauren Anderson, Andrea Baldwin, David Canton, Nathalie Ethoke, Jennifer Fredricks, Leo Garofalo, Sandy Grande, Loren Marulis, Jason Nier, Tracee Reiser, Jennifer Rudolph, Jefferson Singer, Bryana White, and Audrey Zakriski. Neither this list of resources nor our consultations were exhaustive and, thus, we look at this as a living document where others are able to add their contributions. Any questions or concerns about the readings can be directed to the person who recommend the text or to me as the Director of the CCSRE [smgra@conncoll.edu](mailto:smgra@conncoll.edu)

### **On the Rosenberg Article**

It is worth noting that Tina Rosenberg, is a highly decorated journalist and a winner of Pulitzer Prize and the MacArthur Fellowship, demonstrating that really smart and socially minded people are just as prone to be limited by their perspectives and positionalities as others when it comes to issues of race and racism. Also, journalists are typically not trained as science/social-science researchers and often make mistakes that lead to misrepresentations of various kinds. This practice is so rampant that a math society has developed program to train journalists in how to read statistics <http://www.maa.org/meetings/calendar-events/spinning-heads-and-spinning-news-the-use-and-abuse-of-statistics-in-the-media>.

*Prof. Jason Nier offers an analysis*

The article states

“One particularly intriguing study from Ohio State University found that the effect of antisocial friendship groups was so powerful that it *completely* explained the fact that black and Hispanic youth are more likely to be involved in criminal behavior than other youth, after controlling factors (Haynie and Payne 2006, 775). In other words, the reason a black or Hispanic youth is more likely to commit a crime than a similar white or Asian youth can be fully accounted for by the fact that his peer group is more likely to be a delinquent one” (p. 494).

### Analysis

This is a textbook case of a journalist failing to accurately report research findings. The above paragraph is a misleading representation of what the original research article written by Haynie and Payne (2006) actually says:

1. The page of the Haynie & Payne paper that is cited (p. 775) is the abstract, rather than an actual finding in the paper itself. The actual findings are reported on pages 787-795. This suggests that Rosenberg did not understand or may not have read the entire Haynie & Payne paper
2. If one were to read the entire paper, or even take a cursory glance at the results section one would arrive at a less definitive set of conclusions. For example, the phrase “the effect of antisocial friendship groups was so powerful that it completely explained the fact that black and Hispanic youth are more likely to be involved in criminal behavior” is not a correct interpretation of the results. Why is it incorrect?
  - a. While Tina Rosenberg uses causal language, the results from Haynie & Payne (2006) are entirely correlational. That does not mean the results are necessarily unimportant,

but it does mean that caution and qualification is warranted when trying to arrive at a “cause and effect” conclusion.

- b. The friendship variables used were not just measures of “antisocial” friendship groups, but were instead a more diverse set of measures of friendship networks. Having a racial heterogeneous (or racially homogeneous) friendship network is not a measure of anything “antisocial.” Clearly, the author did not understand the set of friendship network variables that were used in the research.
  - c. It is very misleading to use the adjectives “powerful” and “completely” to describe the magnitude of the research findings. Inspection of Table 2 in the Haynie & Payne (2006) article suggests that while the results are statistically significant, they are not that large. For example, when friendship variables are factored in, the regression coefficient that codes for impact of the race variable (i.e. the difference between blacks and whites) changes from .24 to .17. That is a difference that may be meaningful, but cannot be fairly described as “powerful” and it does not “completely” erase the racial difference. It only drops the race variable to being non-significant (which is not at all the same as “completely” erasing the result).
  - d. The author did not understand the dependent variable (DV). The DV is involvement with violence not “criminal behavior.” This again suggests that the author did not really read/understand the Haynie & Payne paper.
3. The sentence, “the reason a black or Hispanic youth is more likely to commit a crime than a similar white or Asian youth can be fully accounted for by the fact that his peer group is more likely to be a delinquent one,” has essentially the same problems as the prior sentence. The conclusions made confuse correlation with causation, overstate the magnitude of the results, and incorrectly reports the variables that were involved in the original analyses.
  4. In the second paragraph about race Rosenberg states, “Former prisoners go back to their old neighborhoods and meet up with their old gang or new people of the only type they may be comfortable with: criminals. But what people need is to stop hanging with associates who tempt them with stories of easy money or drug-filled nights. They need to start hanging out with people who think about the consequences of their actions, who value legitimate jobs, sobriety and family people who go to their AA meetings and GED classes, who are trying to rebuild their lives” (pg 494 -495).
    - a. No research or evidence is offered for the claims in this paragraph.

## **On “honor” and “honor codes”**

*Suggestions from Jefferson Singer, Dean of the College*

These two articles illustrate that building the honor code into the culture of the entire institution and along with student commitment to its tenets are the key factors to its success in reducing cheating and dishonesty. The articles emphasize that early discussion of the honor code and a student-driven enforcement policy are ways in which investment and peer respect are enhanced.

Dix, Emily L., Lydia F. Emery, and Benjamin Le. "Committed to the honor code: an investment

model analysis of academic integrity." *Social Psychology of Education* 17.1 (2014): 179-196.

Schwartz, Beth M., Holly E. Tatum, and Megan C. Hageman. "College students' perceptions of and responses to cheating at traditional, modified, and non-honor system institutions." *Ethics & Behavior* 23.6 (2013): 463-476.

*Suggestions from Prof. Lauren Anderson:*

1. The linked provided is a clip of Professor Kwame Anthony Appiah (NYU, Department of Philosophy) discussing the notion of honor:  
<http://aeon.co/video/philosophy/the-honor-code-a-short-film-about-conflict-resolution/>

Here is a link to Appiah's book, "The Honor Code: How Moral Revolutions Happen." The Preface and Chapter 1 may be of particular use for students:

<http://books.wwnorton.com/books/detail-inside.aspx?ID=22359&CTYPE=G>

2. Following the very public scandal on cheating at Harvard University in 2013, the article linked here provides an interesting read on honor codes and their critiques  
<http://harvardmagazine.com/2014/05/harvard-college-adopts-honor-code>
3. The International Center for Academic Integrity includes a link to a (dated) piece about the development of academic honor codes,  
[http://www.academicintegrity.org/icai/assets/model\\_code.pdf](http://www.academicintegrity.org/icai/assets/model_code.pdf) plus a link to Resource Guide "though 2012" with annotations.  
[http://www.academicintegrity.org/icai/assets/AI\\_Reader.pdf](http://www.academicintegrity.org/icai/assets/AI_Reader.pdf)

*Suggestions from Prof. Audrey Zakriski*

Suniya Luthar has done some of the best work in psychology on affluence and developmental risk - and is really one of the only developmental psychopathology researchers to make this her focus. Her samples are largely white and her frame has always been affluence and the risks to psychological development (especially in the teen years) associated with living in a culture of affluence. I think the work is relevant to the concerns people have raised about the honor code reading.

Her recent review article (Luthar, Barkin & Crossman, 2013) examines what has been learned since her first article on differences between lower income urban youth and higher income suburban youth in 1999. In this earlier study she found higher rates of substance use in the suburban affluent sample (which was surprising to her and most of the field at the time), and evidence for different mechanisms of risk. She notes that at the time her suburban sample was just supposed to be her "comparison sample" for a study of at-risk urban youth.

Luthar et al.'s 2013 review article "I can, therefore I must": Fragility in the upper-middle classes" begins:

"This paper is about a counterintuitive notion: that upper-middle class youth, who are en route to the most prestigious universities and well-paying careers in America, are more likely to be more troubled than their middle-class counterparts. Youth in poverty are widely recognized as being "at risk," but increasingly, significant problems have been seen at the other end of the socioeconomic continuum." (underlining added for emphasis here and below)

Published in the 25th anniversary issue of the *Journal of Development and Psychopathology*, she frames her work in a way that seems to provide a counterpoint to some of the concerns about the overbroad statements about delinquency and negative peer influence for black and Hispanic youth, naming affluence as an atypical developmental context. She writes:

“Our presentation through this paper is guided by the central tenets of developmental psychopathology (Cicchetti, 1984), a field that has grown exponentially since the first publication of this journal 25 years ago (Cicchetti, 1989, 2013). First, we consider how the scientific understanding of normative developmental processes (e.g., during adolescence) can illuminate phenomena in atypical contexts (in this case, affluence), as well as the reverse.”

She then clarifies what she means by "at-risk" in her paper, noting more carefully than the assigned paper did that increased risk for problems does not mean that everyone in that group will have such problems. Here she focuses on again on affluence:

“The second clarification pertains to what we mean by “at risk.” In studies of risk and resilience, the notion of risk is defined in terms of statistical probabilities (Luthar, Cicchetti, & Becker, 2000; Masten, 2001), wherein the incidence of problems is statistically higher in the presence of a particular condition (such as parent depression) than in other youth. Not all children of depressed parents are troubled; it is just that parental depression heightens vulnerability. Similarly, not all affluent youth are distressed, but an unusually large proportion shows serious levels of maladjustment, relative to parallel rates in national normative samples.”

In the full review, Luthar discusses the many studies that have now shown increased rates of substance use, rule-breaking/delinquency (including cheating), and internalizing problems in affluent teens (and some of the research showing that these problems can follow them into college). She also discusses mechanisms of risk in this context of affluence including parenting/family factors, peer social status for engaging in risky behaviors and other forms of peer influence, school context, and broader community influence.

Key reference: Luthar, S., Barkin, S.H., & Crossman, E.J. (2013). “I can, therefore I must”: Fragility in the upper-middle classes. *Development and Psychopathology*, 25, 1529-1549.

#### *Suggestions from Prof. Jenny Fredricks*

I echo Audrey's suggestion to look at Luthar's work. She really helps to problematize this notion of risk. Also, I find the focus on peer pressure an interesting choice to talk about the honor code, as many researchers have really questioned the notion of peer pressure and suggest that these effects are more about selection effects (or the values of peer group), and peer contagion effects (or consequences of putting risky peers together). I have attached a review article on peer research, which gives a good sense of where the field is now and little of this work focuses on peer pressure.

Brown, B. Bradford, and James Larson. "Peer relationships in adolescence." *Handbook of adolescent psychology* (2009)  
<http://website.education.wisc.edu/prsg/wp-content/uploads/2014/07/Brown-Larson-09-Peer-relas-in-adol-Hndbk-Adol-Psych-3rd-ed.pdf>

## On the Misrepresentation of Black and Latino men

*Suggestions from Prof. Andrea Baldwin*

The links below are readings on the structural barriers faced by Black and Latino men as well as on the ways in which they are mis-represented.

The Color of Fear <http://www.diversitytrainingfilms.com/films-2/films/>  
<https://www.youtube.com/watch?v=vBSImagHK8c>

The Color of Fear is an insightful, groundbreaking film about the state of race relations in America as seen through the eyes of eight North American men of Asian, European, Latino and African descent. In a series of intelligent, emotional and dramatic confrontations the men reveal the pain and scars that racism has caused them. What emerges is a deeper sense of understanding and trust. This is the dialogue most of us fear, but hope will happen sometime in our lifetime. (1994, 90 minutes)

When the Media Treats White Suspects and Killers Better Than Black Victims  
[http://www.huffingtonpost.com/2014/08/14/media-black-victims\\_n\\_5673291.html](http://www.huffingtonpost.com/2014/08/14/media-black-victims_n_5673291.html)

Rios, Victor M. "Stealing a bag of potato chips and other crimes of resistance." *Contexts* 11.1 (2012): 48-53.

Rios, V.M. and Sarabia, Rachel. (2015) Synthesized Masculinities: The Mechanics of Manhood among Delinquent Boys. In Pascoe, CJ and Bridges, Tristan *Exploring Masculinities: Identity, Inequality, Continuity and Change*. Oxford University Press

Rios, Victor M. *Punished: Policing the lives of Black and Latino boys*. NYU Press, 2011.

*Suggestion from Prof. David Canton*

Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern American*, 232-249, 276-277.

The author argues "...black criminality would become one of the most commonly cited and longest lasting justifications for black inequality and mortality in the modern urban world." (21)

Another excerpt:

In 1930, Nathaniel Cantor, a University of Buffalo criminologist, presented a paper at the Association for the Study of Negro Life and History Conference "Crime and the Negro." Cantor states "Perhaps in no other discipline are statistics as meaningless as in criminology and penology. Clear evidence of police malpractice and judicial bias around the country made plain the fact "that our whole legal machinery tends to operate unfavorable toward the Negro criminal." (243)

## Additional Resources from the CCSRE

### On Learning Context

The article linked here suggests that academic dishonesty may be more about the learning context than anything else and that "meaningful" learning experiences are great fetters to such behavior.

<https://www.bostonglobe.com/ideas/2013/08/03/how-college-classes-encourage-cheating/3Q34x5ysYcplWNA3yO2eLK/story.html>

#### On Academic Entitlement

A recent student project suggests a link between “academic entitlement” and academic dishonesty. Work on “academic entitlement” is a new area of research as it raises the question of the relationship between the corporatization of (higher) education under neoliberal capitalism.

<http://www.uwindsor.ca/dailynews/2013-05-29/academic-entitlement-leads-negative-consequences-student-researchers-find>

#### On Racial Battle Fatigue

Smith, William A. "Black faculty coping with racial battle fatigue: The campus racial climate in a post-civil rights era." *A long way to go: Conversations about race by African American faculty and graduate students* 14 (2004): 171-190.

#### On Funds of Knowledge

Moll, Luis C., et al. "Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms." *Theory into practice* 31.2 (1992): 132-141.