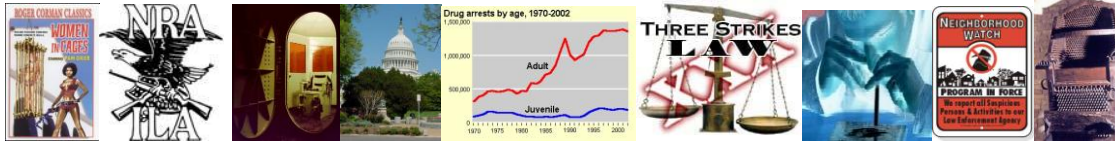


Valerie Jenness  
Criminology, Law & Society  
Room 2385, SE II  
824-3017 (office)  
e-mail: [Jenness@uci.edu](mailto:Jenness@uci.edu)

Spring 2009  
Tu/Th: 2-3:20 p.m.  
SSLH 100  
Office hours: Tu: 3:30-  
5:00 or by appoint.



## INTRODUCTION TO CRIMINOLOGY, LAW AND SOCIETY (C7)

**Course Objective.** This course will familiarize you with the study of criminology, law and society. To do so, the course is organized around three well-established interdisciplinary literatures: criminology, sociolegal studies, and the study of criminal justice. By the time this course is over, you should be able to think about crime, law, and criminal justice in a scholarly, theoretical, and data-driven way. Moreover, you will be able to think about social policy, especially crime control policies, in a more critical, systematic, empirical, and fruitful way.

**Course Content.** Consistent with the objectives above, this course is designed to provide you with a general understanding of some of the main theoretical perspectives and empirical findings that dominate contemporary criminology, sociolegal studies, and criminal justice studies. Focusing on the workings of the law and the criminal justice system, as well as the causes of crime and criminalization, we will:

1. review and critique both classical and contemporary approaches to the study of crime, law, and criminal justice;
2. identify the range of theoretical approaches and empirical findings in the scholarly literatures on crime, law, and criminal justice;
3. inventory and summarize empirical research related to crime, law, and criminal justice; and
4. assess the strengths and limitations of current crime control policies in light of empirical evidence.

To accomplish these goals, the course content will be organized around three central questions in the field of criminology, law and society, and criminal justice:

1. *Law making:* Where does law come from? Why do we have the particular laws we have? Why are some things criminal?
2. *Law breaking:* Given that some things are deemed criminal in every society, why do people do things that are criminal? What explains variation in the volume and types of crime committed?
3. *Detecting, processing, punishing, and rehabilitating law breakers (i.e., the workings of the justice system):* How does (and how should) society deal with people who have committed crime or are suspected of crime? How well does the

U.S. criminal justice system work in terms of the goals it articulates and the expectations of individuals, groups, and communities? How do other criminal justice systems work?

The idea here is to provide you with a sense of how social scientists address these questions. Recognizing that this is an introductory course and that there is not enough time in this one quarter course to fully elaborate responses to each of these questions, the course is designed to touch upon major issues, stimulate curiosity and the desire to learn more, and invite you to consider enrolling in upper division courses that more fully address the core questions raised in this course.

**Course Requirements:** Along with participating in class and reading the required material, the following constitute course requirements:

1. Online quizzes (five best scores, worth 5% of your grade (combined)).
2. In-class participation via I-Clickers (5% of your grade).
3. Participation in weekly discussion sections (5% of your grade). Each week the Teaching Assistants will lead live discussion sections. Each student should enroll in a discussion section and participate weekly in the same discussion section. The Teaching Assistants will evaluate each student's weekly participation in discussion sections.
4. Two short papers (each worth 10% of your grade). Each student is required to complete two short papers, each of which is described in detail on the final pages of the syllabus. As a condition of taking this course, students must agree that all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy agreement posted on the Turnitin.com site. Consult the instructors if you have any questions about this policy.
5. A midterm examination (30% of your grade) on May 5, 2009.
6. A comprehensive final exam (35% of your grade) on June 11, 2009.
7. This is a University of California class and, as with all UC classes, students are expected to abide by the student code of conduct and as well as the most basic rules of etiquette, including: getting to class on time and coming prepared to engage; turning off all electronic devices other than a laptop computer; not talking during lectures; and remaining respectful of diverse views when engaging in classroom debate. All views are allowed and welcome; however, expressing them in a respectful way is required. Reasonable people can disagree, but disagreement needs to be expressed in ways that are conducive to the free exchange of ideas, productive dialogue, and meaningful learning.
8. All students will be required to write and sign an honor code, stating, "I promise not to plagiarize or cheat in any way in this course, C7. On my honor, I will uphold the highest standards of honesty and integrity." A violation of this code will result in failing the course.
9. If you decide to drop this course, you must do so by the end of the third week.

**Teaching Assistants.** The Teaching Assistants in the table below are assigned to this course and will be working closely with you to facilitate your success in this course.

Name	Office	Office Hours	E-mail Address
Jacob Brown	Rm 2364, SE II	M 3-4, 5-5:30	jdbrown@uci.edu
Bryan Burton	Rm 2364, SE II	Th 12:30-2	bburton@uci.edu
Ashley Demyan	Rm 2364, SE II	Tu 12:30-2	ademyan@uci.edu
Tim Goddard	Rm 2364, SEII	Th 10-11:30	tgoddard@uci.edu
Shannon Reid	Rm 2364, SE II	W 1-2:30	reids@uci.edu

**Suggestions:** Although it is not required, you are encouraged to:

1. Raise your hand in class, question the professor, engage with the material via discussion, and otherwise ignore that this is a large class with over 400 students enrolled!
2. Get acquainted with one another. Exchange e-mail addresses and phone numbers. Form study groups. Engage in collaborative learning. Studies show that students who engage in collaborative learning tend to do better in college and beyond.
3. See the instructor and/or the TAs as often as is necessary to do well in this course. Do not wait until problems are irreparable or concerns are outdated to seek assistance. Try to make it to our office hours, but if that is not possible make an appointment. If you extend the effort, we will be available and willing to help you do well in this class.
4. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his/her specific needs. Also, contact the Disability Services Center at 949-824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Course Materials:** The course outline below lists required readings. Some of the required reading can be found in the required book for the course, *Law in America: A Short History*, by Lawrence Friedman and the others have been made available in the C7 Dropbox, which registered students can access by signing in under their UCI NetID at <http://eee.uci.edu>. At various points in the course, students will need to read news articles found in the *Los Angeles Times* and listen to podcasts available from I-Tunes or on the web. Therefore, the following constitutes required materials for this course:

1. Friedman, Lawrence M. 2004. *Law in America: A Short History*. New York: Random House
2. Articles and handouts made available in the course web page on eee
3. *The Los Angeles Times*
4. Podcasts

In addition, you will need to an I-Clicker for in-class participation.

**Course Outline and Assigned Readings:** The outline below indicates what we will be doing and when we will be doing it. Due dates and topics are not chiseled in stone; all topics and dates are tentative and subject to change. If changes are made, they will be announced in class. It is your responsibility to be in class.

## **SCHEDULE OF TOPICS AND READINGS**

### REQUIRED PRELIMINARY READING:

1. *On Classroom Etiquette: Stretching Toward the Future: A View of Laptop Computers From Both Sides of the Screen*, Catherine Ross Dunham
2. *On the Professor: Personality Highlight*, Valerie Jenness
3. *On Success: Some Protect the Ego by Working on Their Excuses Early*, Benedict Carey
4. *On Successful Writing: Candidate for a Pullet Surprise*, Jerrold H. Zar
5. *On Managing Stress: Stress is a Many-Splendored Thing*
6. *On Grades: Student Expectations Seen as Causing Grade Disputes*, Max Roosevelt

### WEEK 1: INTRODUCTION TO CRIMINOLOGY, LAW & SOCIETY

#### A. Required Reading:

1. All the preliminary readings listed above
2. *Before and After the Central Park Jogger: When Legal Cases become Social Causes*, Lynn Chancer.
3. *The Crime Decline in Context*, Richard Rosenfeld.
4. *Beyond Crime and Punishment: Prisons and Inequality*, Bruce Western and Becky Pettit
5. *Law in America: A Short History*, Chapter 1, Lawrence Friedman

## **LAW-MAKING**

### WEEK 2: LAWMAKING, CRIMINALIZATION, AND THE MAKING OF CRIME

#### A. Required Reading:

1. *The Characteristics of Criminal Law*, Edwin Sutherland and Donald R. Cressey
2. *The State, the Law, and the Definition of Behavior as Criminal or Delinquent*, William J. Chambliss
3. *Law in America: A Short History*, Chapter 2, Lawrence Friedman
4. *The Emergence, Content, and Institutionalization of Hate Crime: How a Diverse Policy Community Produced a Modern Legal Fact*, Valerie Jenness
5. *The Contradictions of Immigration Lawmaking: The Immigration Reform and Control Act of 1986*, Kitty Calavita
6. *Rethinking Crime and Immigration*, Robert J. Sampson

7. If You Build it They'll Come Anyway, Wayne A. Cornelius
8. Forbidden Footage, Martin Lasden
9. Congress on Crack: How Race Neutral Language Hides Racial Meaning, Marie Provine

WEEK 3: APPELLATE COURTS AND LAW MAKING, PART 2: MODERN EQUAL PROTECTION DOCTRINE

- A. Required Reading:
1. *Law in America: A Short History*, Chapter 4, Lawrence Friedman
  2. Legal Reasoning, David Kairys
  3. The Real Status of Blacks Today, Derrick Bell.
  4. Judicial Rhetoric, Meaning-Making, and the Institutionalization of Hate Crime Law, Scott Philips and Ryken Grattet
  5. *Plessy v. Ferguson* (1895)
  6. *Brown v. Board of Education* (1954)
  7. *Johnson v. CDCR* (2005) (Syllabus)
  8. Constitutional Adjudication in the United States as a Means of Advancing the Equal Stature of Men and Women Under Law, Ruth Bader Ginsburg
  9. Does the Supreme Court Still Matter, David Von Drehle

**LAW-BREAKING**

WEEK 4: INDIVIDUALISTIC THEORIES OF CRIME

- A. Required Reading:
1. Historical Explanations of Crime: From Demons to Politics, C. Ronald Huff
  2. The Criminal Man, Cesare Lombroso
  3. Evolutionary Psychology: New Science or the Same Old Storytelling?, Jeremy Freese
  4. Criminologists Opinions About Causes and Theories of Crime and Delinquency: A Follow-Up, Lee Ellis, Jonathon Cooper, and Anthony Walsh
  5. A General Theory of Crime, by Michael R. Gottfredson and Travis Hirschi
  6. Bad Seed or Bad Science: The Story of the Notorious Jukes Family, Scott Christianson
  7. This is Your Father's Brain on Drugs, Mike Males
  8. Personality and Crime: Are Some People Crime Prone?, Avshalom Caspi et al.

WEEK 5: INTERACTIONAL & STRUCTURAL THEORIES OF CRIME

1. Deviance, Valerie Jenness and Philip Goodman
2. A Social Learning Theory of Crime, Ronald Akers
3. Why do People Get Tattoos?, Milliann Kang and Katherine Jones
4. Denying the Guilty Mind, Michael Benson
5. Marijuana and Lifestyle: Exploring Tolerable Deviance, Andrew Hathaway

**WEEK SIX: MIDTERM EXAMINATION**

WEEK 6 (ONE DAY): INTERACTIONAL & STRUCTURAL THEORIES OF CRIME (CONT'D)

1. The Crime Drop and Beyond, Alfred Blumstein and Joel Wallman
2. The Rise and Decline of Homicide—And Why,” Alfred Blumstein, Frederick Rivera, and Richard Rosenfeld
3. Deviance, The American Dream, and Social Institutions, Steven F. Messner and Richard Rosenfeld
4. The Motivation to Commit Property Crime, Kenneth D. Tunnell
5. Socially Disorganized Rural Communities, by Kenneth D. Tunnell

**PROCESSING LAW-BREAKERS**

WEEK 7: JUSTICE SYSTEMS

A. Required Reading

1. United States Department of Justice. What is the Sequence of Events in the Criminal Justice System? <http://www.ojp.usdoj.gov/bjs/flowchart.htm>
2. *Law in America: A Short History*, Chapter 5, Lawrence Friedman
3. Why Whites Favor Spending More Money to Fight Crime: The Role of Racial Prejudice, Steven E. Barkan and Steven F. Cohn
4. The Extraordinary Condition of Extraordinary Rendition, the CIA, the DEA, Kidnapping, Torture and the Law, Joseph DiMento and Gilbert Geis

WEEK 8: THE POLICE AND THE COURTS

A. Required Reading

1. From Constabulary to Police Society: Implications for Social Control, by Evelyn Parks
2. Police, by Carl B. Klockars
3. Drug Use, Drug Possession Arrests, and the Question of Race: Lessons from Seattle, by Katherine Beckett, Kris Nyrop, Lori Pfingst, and Melissa Bowen
4. Racial Profiling, David A. Harris

5. Can the Police be Reformed?, Ronald Weitzer
6. The Decision to Prosecute, George F. Cole
7. Racial Justice: The Courts Consider Sentencing Disparities, by Marie Provine

#### WEEK 9: CORRECTIONS

##### A. Required Reading

1. The Body of the Condemned, Michel Foucault
2. Slammed, Jennifer Gonnerman
3. The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews, Mark W. Lipsey and Frank Cullen
4. Blacks and Ex-Cons Need Not Apply, Devah Pager
5. Punishment Beyond the Legal Offender, Megan Comfort
6. Coping with Innocence after Death Row, Sandra D. Westervelt and Kimberly J. Cook.
7. Trends in Public Support for the Death Penalty

#### WEEK 10: REVIEW, CRITIQUE, AND RECONSIDERATION

##### A. Special Topic: To Be Announced

##### B. Where Have We Been

1. Review all the above readings
2. Think about the material

##### C. Where are we going

1. Don't Ever Give Up
2. School in 1895

## WRITING ASSIGNMENT #1

**Overview:** Where does law come from; why do we have the particular laws we have; why are some things criminal? With these questions in mind, the purpose of this assignment is to provide you with an opportunity to think about law making as a process that produces some laws and not other laws.

**Requirements:** Locate a recent newspaper article published in the *Los Angeles Times* during this quarter or utilize a podcast that speaks to a timely public issue related to law making. Drawing on the ideas and examples presented in class, offer an analysis of how law is being made, by whom, and with what content. You can focus on any type of law you like, but the key to success on this assignment is threefold: 1) convey a good understanding of the issue being reported on in the press, 2) reveal a good understanding of select course material (i.e., lectures and readings) that relates to the issue being reported on, and 3) demonstrate how the course material can be applied to the issue/example being reported on in the press. With regard to #3 in particular, the goal is to show connections between what you are learning in class and an important issue in the world. Ideally, along the way, you will reveal that you are thinking about the course material in ways that are above and beyond how it has been presented in readings and in lectures. In other words, go beyond “mere regurgitation” to analysis and application.

**Format:** The paper should be approximately two pages in length and must be typed and double-spaced. Handwritten papers will not be accepted. Also, staple a copy of the article to your paper. Note: do not assume the grader will read the article, thus it is imperative to summarize it in your paper.

**Due:** In class no later than the 4<sup>th</sup> week of class. Please make and retain a copy of your paper prior to submitting it.

**A Final Note:** You are encouraged to contact a Teaching Assistant for assistance if any of the above guidelines are unclear, or if you simply want to discuss your ideas. As indicated on your syllabus, 10% of your grade for this course is determined by your performance on this paper.



## WRITING ASSIGNMENT #2

**Overview:** The purpose of this assignment is to provide you with an opportunity to think about theories of crime.

**Requirements:** Locate a newspaper article in the *Los Angeles Times* that was published during this quarter or utilize a podcast on a timely public issue to law-breaking. Identify and discuss what type of theory of causation of crime is conveyed in the report in an effort to explain the events/behaviors. How is the crime theorized (implicitly or explicitly)? Drawing on course materials, especially that which is contained in the second unit of the course, offer your own analysis of the event(s) reported in the paper. The key here is to achieve a nice balance between description (of your example) and analysis (drawing on relevant course material) while trying to explain the event(s).

**Format:** The paper should be approximately two pages in length and must be typed and double-spaced. Handwritten papers will not be accepted. Also, staple a copy of the article to your paper. Note: do not assume the grader will read the article, thus it is imperative to summarize it in your paper.

**Due:** In class no later than the 8<sup>th</sup> week of class. Please make and retain a copy of your paper prior to submitting it.

**A Final Note:** You are encouraged to contact the Teaching Assistant for assistance if any of the above guidelines are unclear, or if you simply want to discuss your ideas. As indicated on your syllabus, 10% of your grade for this course is determined by your performance on this paper.