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Criminology, Law & Society
School of Social Ecology
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Fall 2012
September 10-14, 2012
SBSG 1517
Office hours: by appt.
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INTRODUCTION TO CRIMINOLOGY, LAW AND SOCIETY

Objectives: As an introduction to the MAS program, this course has both substantive and technical goals:

1. This course will familiarize you with the academic study of the interrelated fields of criminology, law and society, and criminal justice. To accomplish this, readings and corresponding lectures are organized around three well-established interdisciplinary literatures: criminology, socio-legal studies, and criminal justice studies. By the time this course is over, you should be able to think about issues of crime, law, and criminal justice in a scholarly and thoughtful way. Moreover, you will be able to think about social policy, especially in regard to crime control, in a more fruitful way.
2. This course will also enable you to complete the MAS Program on-line by providing instruction on the technology required in your future classes. To accomplish this, there are multiple hands-on workshops designed to ensure you have an educationally fulfilling and successful experience taking the on-line courses that follow this one.

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, socio-legal 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, 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 one week 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 orient you to the rest of the MAS Program.

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

1. Daily participation in class discussion (10% of your grade).
2. Four short “response papers” written in class following the first four days of lectures (each worth 10% of your grade).
3. A final paper due no later than September 21, 2012 (50% of your grade).

Materials: The following constitutes required reading for this course:

1. *Writing for Social Scientists*, by Howard Becker
2. A subset of the individual readings itemized below and available on the course web page.

Suggestions: Although it is not required, you are encouraged to do the following in an effort to enhance your experience in this course:

1. Become acquainted with one another and form study groups. Engage in collaborative learning. Studies show that students who engage in collaborative learning tend to have a better educational experience.
2. Contact and consult with Professors Jenness and Pontell as well as the course TAs Stacy Calhoun and Victoria Foreman 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. If you need assistance, ask for it. If you ask for it, you’ll get it.

3. 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.

Expectations: You are now graduate students at the University of California, the premiere institution of higher education in both the U.S. and the world. Being a UC graduate student carries with it new and much greater levels of responsibility than many of you may have experienced as undergraduates, whether at UC or elsewhere. Expectations of faculty are considerably higher regarding both academic performance and personal initiative. You now have a new master status (amongst others you may have in your jobs and professions, for example) for the next two years while you are enrolled in this program. We expect that you will fulfill all obligations as UC graduate students during this time, just as you would in other aspects of your life or careers. Moreover, in this class, 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 work; 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, indeed, welcomed but 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 and attendant productive dialogue.

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.

SCHEDULE OF TOPICS AND READINGS

- I. Day 1: Monday, September 10, 2012
 - A. Session 1: Introduction to the MAS Program (Professors Jenness and Pontell)
 - B. Session 1: Writing for Social Scientists (Professor Pontell)
 - C. Session 2: Criminalization (Part I)—What Counts as Crime and Why (Professor Jenness)
 - D. Readings:
 1. *Writing for Social Scientists*, by Howard Becker
 2. *College*, by Dave Barry
 3. *Redundancies*
 4. *Candidate for a Pullet Surprise*, by Jerrold H. Zar
 5. *The Last Revision*
 6. *Hit Any Key to Continue*
 7. *The Emergence, Content, and Institutionalization of Hate Crime: How a Diverse Policy Community Produced a Modern Legal Fact*, by Valerie Jenness

8. From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem, by Valerie Jenness
9. Legal Reasoning, by David Kairys
10. Does the Supreme Court Still Matter?, by David Von Drehle

II. Day 2: Tuesday, September 11, 2012

- A. Session 1: Criminalization (Part II)—The Media, Fear of Crime, and the Politics of Crime Control (Professor Jenness)
- B. Session 2: Introduction to UCI Library Resources/How To Study Online (Julia Gelfand, Jia Frydenberg, Larry Cooperman)
- C. Readings:
 1. Science in Prime Time, by Neil Bennett
 2. Marriage by the Numbers, by Daniel McGinn
 3. Entertaining Crime: Television Reality Programs, by Mark Fishman and Gray Cavendar
 4. A Hoaxer Confesses and She Wasn't even Coaxed, by Alice Kahn
 5. Before and After the Central Park Jogger: When Legal Cases become Social Causes, by Lynn Chancer
 6. Murder, Capital Punishment, and Television: Execution Publicity and Homicide Rates, by William C. Bailey

III. Day 3, Wednesday, September 12, 2012

- A. Session 1: Who Does Crime and Why, Interactional Theories (Professor Jenness)
- B. Session 2: Who Does Crime and Why, Structural Theories (Professor Pontell)
- C. Readings:
 1. Conceptions of Deviant Behavior: The Old and the New, by Jack Gibbs
 2. Deviance, by Valerie Jenness and Philip Goodman
 3. Criminologists Opinions About Causes and Theories of Crime and Delinquency: A Follow-Up, by Lee Ellis, Jonathon Cooper, and Anthony Walsh
 4. A General Theory of Crime, by Michael R. Gottfredson and Travis Hirschi
 5. Crime Decline in Context, by Richard Rosenfeld
 6. The Crime Drop and Beyond, by Alfred Blumstein and Joel Wallman.
 7. Socially Disorganized Rural Communities, by Kenneth D. Tunnell

IV. Day 4: Thursday, September 13, 2012

- A. Session 1: Corrections and Prisons (Professor Jenness)
- B. Session 2: Crime in the Suites: White Collar Crime (Professor Pontell)
- C. Readings:
 1. Racial Justice: The Courts Consider Sentencing Disparities, by Marie Provine

2. Incarceration as a Deviant Form of Social Control: Jail Overcrowding in California, by Henry N. Pontell and Wayne N. Welsh
3. Beyond Crime and Punishment: Prisons and Inequality, by Bruce Western and Pettit
4. The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews, Mark W. Lipsey and Frank Cullen.
5. Punishment Beyond the Legal Offender, by Megan Comfort.
6. Organization as Class Bias in Local Law Enforcement: Arson-for-Profit as a “Nonissue”, by Barry Goetz
7. White-Collar Crime or Just Risky Business? The Role of Fraud in Major Financial Debacles, Henry N. Pontell
8. ‘Heads I Win, Tails You Lose’: Deregulation, Crime, and Crisis in the Savings and Loan Industry, by Kitty Calavita and Henry Pontell.
9. Identity Fraud, Cyber-Crime and White-Collar Delinquency, by Henry N. Pontell
10. Black Mist and White Collars: Economic Crime in the U.S. and Japan, by Henry N. Pontell and Gilbert Geis

V. Day 5: Friday, September 14, 2012

- A. Session 1: Concluding Comments/Policy and Research Questions (Professor Pontell)
- B. Readings:
 1. Why Whites Favor Spending More Money to Fight Crime: The Role of Racial Prejudice, by Steven E. Barkan and Steven F. Cohn.
 2. Rethinking Criminology: System Capacity and Criminal Justice: Theoretical and Substantive Considerations, by Henry N. Pontell
 3. Ironies of Social Control: Authorities as Contributors to Deviance Through Escalation, Nonenforcement, and Covert Facilitation, by Gary T. Marx
 4. Practice Test Questions
 5. Don’t Ever Give Up!