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Doheny Beach A & B  
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## INTRODUCTION TO CRIMINOLOGY, LAW AND SOCIETY

**Objectives:** As the first in a series of courses that comprise the MAS program, this class is unique in two ways: it is held on campus and it serves as an introduction to the MAS program. As an introduction, 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, lectures, in class exercises and activities, and writing assignments 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 data driven, social science informed, and fruitful way.
2. This course will also leave you well-positioned to complete the online courses for the MAS Program 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 course objectives, this introductory course is designed to expose you to 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.

The course content is 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?

By posing these questions and beginning the process of addressing them in a systematic way, we utilize this course to set the trajectory for success in the MAS Program. We do so knowing that subsequent courses will go more in-depth on topics only raised in this course while also raising issues and concerns that go unaddressed in this introductory course but related, in one way or another, to these overarching questions.

Specific questions and topics aside, this course is, in the first instance, designed provide you with a sense of how social scientists address these questions and encourage you to think like a social scientist when addressing the complicated issues related to law, crime, crime control, and public policy more generally. 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 attendance in class and reading the required material, the following constitute course requirements:

1. Daily participation in class discussion (20% of your grade).
2. Two short “response papers” (each worth 15% of your grade) addressing issues raised in the class and due no later than the last day of class (September 4, 2015). Note: of course, you can, and are encouraged to turn them in earlier!
3. A final paper due no later than 5:00 p.m. (PST) on September 12, 2015 (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:** 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. We cannot emphasize enough how important it is for you to get to know others in your cohort during this introductory course (i.e., before you leave UCI to reconnect online).

2. Contact and consult with Professors Jenness and Pontell as well as the course TAs Stacy Calhoun and Adam Ghazi-Tehrani 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. We are here and we want to provide assistance; it is your responsibility to ask us for it as you need 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 (or TDD 949-824-6272) as soon as possible to better ensure that such accommodations are implemented in a timely fashion. We are more than happy to ensure appropriate accommodations if/when the Disability Services Center directs us to do so.

**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 or an I-Pad; not talking during lectures (unless invited to do so!); and remaining respectful of diverse views when engaging in classroom (or online) 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, August 31, 2015

- A. Session 1: Introduction to the MAS Program  
(Professors Jenness and Pontell)
  
- B. Session 1: Writing for Social Scientists (Professor Pontell)
  - 1. Turbocharge Your Writing Today, by Maria Gardiner and Hugh Kearns
  - 2. Waiting for the Motivation Fairy, by Maria Gardiner and Hugh Kearns
  - 3. *Writing for Social Scientists*, by Howard Becker
  - 4. College, by Dave Barry
  - 5. Redundancies, no author named
  - 6. Candidate for a Pullet Surprise, by Jerrold H. Zar
  - 7. The Last Revision, no author named
  - 8. Hit Any Key to Continue, no author named
  
- C. Session 2: Criminalization (Part I)—What Counts as Crime and Why  
(Professor Jenness)
  - 1. The Emergence, Content, and Institutionalization of Hate Crime: How a Diverse Policy Community Produced a Modern Legal Fact, by Valerie Jenness
  - 2. From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem, by Valerie Jenness
  - 3. Prostitution: Facts and Fictions, by Ronald Weitzer
  - 4. Legalize it? A Bulletin from the War on Drugs, by Eric Goode
  - 5. Illegal Drugs, from the Polls
  - 6. Does the Supreme Court Still Matter?, by David Von Drehle

### II. Day 2: Tuesday, September 1, 2015

- A. Session 1: Criminalization (Part II)—The Media, Fear of Crime, and the Politics of Crime Control (Professor Jenness)
  - 1. Science in Prime Time, by Neil Bennett
  - 2. Marriage by the Numbers, by Daniel McGinn
  - 3. Before and After the Central Park Jogger: When Legal Cases become Social Causes, by Lynn Chancer
  - 4. CSI: The Scenes Behind the Look, by Tina Weber and Stephan Timmermans
  - 5. Do Video Games Kill?, by Karen Sternheimer
  - 6. The Death Penatly, from the Polls

- B. Session 2: Introduction to UCI Library Resources/How To Study Online (Brian Williams, Billy Ryoo)

III. Day 3, Wednesday, September 2, 2015

- A. Session 2: Who Does Crime and Why, Structural Theories (Professor Pontell)
  - 1. Crime Decline in Context, by Richard Rosenfeld
  - 2. The Crime Drop and Beyond, by Alfred Blumstein and Joel Wallman
  - 3. Where Have All the Burglars Gone?, by Tallinn (in *The Economist*)
  - 4. The Curious Case of the Fall of in Crime, no author named (in *The Economist*)
  - 5. Socially Disorganized Rural Communities, by Kenneth D. Tunnell
  - 6. Life and Death in the City: Neighborhoods in Context, by John Logan
  
- B. Session 2: Crime in the Suites: White Collar Crime (Professor Pontell)
  - 1. Organization as Class Bias in Local Law Enforcement: Arson-for-Profit as a “Nonissue”, by Barry Goetz
  - 2. White-Collar Crime or Just Risky Business? The Role of Fraud in Major Financial Debacles, by Henry N. Pontell
  - 3. ‘Heads I Win, Tails You Lose’: Deregulation, Crime, and Crisis in the Savings and Loan Industry, by Kitty Calavita and Henry Pontell
  - 4. Identity Theft, by Henry N. Pontell and Gilbert Geis
  - 5. Black Mist and White Collars: Economic Crime in the U.S. and Japan, by Henry N. Pontell and Gilbert Geis
  - 6. In Financial Crisis, No Prosecutions of Top Figures, by Gretchen Morgenson and Louise Story
  - 7. White-Collar Criminology and the Occupy Wall Street Movement, by Henry N. Pontell and William K. Black

IV. Day 4: Thursday, September 3, 2015

- A. Session 1: Who Does Crime and Why, Interactional Theories (Professor Jenness)
  - 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. Home Cooking: Marketing Meth, by Henry Brownstein, Timothy M. Mulchay, Bruce G. Taylor, Johannes Fernandes-Juessy, and Carol Hafford
  - 6. Stealing a Bag of Potato Chips and other Crimes of Resistance, by Victor Rios

- B. Session 1: Punishment, Corrections, and Prisons (Professor Jenness)
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. Blacks and Ex-Cons Need Not Apply, by Devah Pager
  5. Status Disparities in the Capital of Capital Punishment, by Scott Philips
  6. Incarceration and Stratification, by Sara Wakefield and Christopher Uggen
  7. Punishment Beyond the Legal Offender, by Megan Comfort

V. Day 5: Friday, September 4, 2015

- A. Session 1: Concluding Comments/Policy and Research Questions (Professor Pontell)
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. Mass Murder: What Causes it? Can It Be Stopped?, by Katherine Newman, Michael Mann, Randall Collins, and James Ron
  5. Explaining and Eliminating Racial Profiling, by Donald Tomaskovic-Devey and Patricia Warren
  6. Rethinking Crime and Immigration, by Robert J. Sampson
  7. Science, Politics, and Forensics, by Stefan Timmermans
  8. Practice Test Questions
  9. Don't Ever Give Up!