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Criminology, Law & Society
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Monday: 7-9:50 p.m.
SSLH 100
Office hours: M 5:00-
6:45 p.m. or by appt.

INTRODUCTION TO CRIMINOLOGY, LAW AND SOCIETY (C7)

James A. Garfield, the 20th President of the United States, said: “Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.” More recently, when running for President of the United States, Hillary Clinton argued: “Everyone in America should respect the law and be respected by the law. We need to end mass incarceration, use strategies like police body cameras to improve accountability, increase substance abuse treatment, and aim resources at criminals who pose the greatest threat. And we need to invest in education and job training—the foundations of success.” In contrast, Donald Trump said the following when running for President of the United States: “We need law and order. If we don't have it, we're not going to have a country.” He explained, “We can have safe streets. But unless we stand up for tough anticrime policies, they will be replaced by policies that emphasize criminals’ rights over those of ordinary citizens. Soft criminal sentences are based on the proposition that criminals are the victims of society. A lot of people in high places really do believe that criminals are victims. The only victim of a violent crime is the person getting shot, stabbed, or raped. The perpetrator is never a victim. He’s nothing more than a predator.” Taking these historic and contemporary ideas seriously, this course provides an opportunity for you to educate yourself about justice in general and the criminal justice in particular. Even more, it will enable you to think critically about these kinds of public proclamations.

Our focus will be on the criminal justice system in the U.S. To understand the structure and functioning of this criminal justice requires understanding both the historical and current social context of crime and justice, including the structure and workings of three interrelated institutions: the police and law enforcement, criminal courts and judicial decision-making, and punishment and corrections. The course content is organized around six central questions:

1. What is the criminal justice system and how does it relate to other institutions?
2. What is the history and structure of policing? Related, how does policing work and with what consequences for individuals, communities, and societies?
3. What is the history and structure of the courts? Related, how does judicial-decision-making work and with what consequences for individuals, communities, and societies?

4. What is the history and structure of punishment and corrections? Related, how does punishment and corrections work and with what consequences for individuals, communities, and societies?
5. What does crime control and criminal justice look like in the 21st century and how might it look in the immediate and distant future?
6. How can we think about criminal justice as a “loosely coupled” system intertwined with other institutions?

To address these and related questions, we will review and critique both classical and contemporary approaches to the study of criminal justice, including key concepts, theoretical frameworks, and empirical findings. Throughout, we will discuss and debate the explanatory power of theoretical frameworks, the validity and generalizability of research findings, and the practical, legal, and moral implications of what we learn.

By the time this course is over, you should be able to think critically about the people involved in the criminal justice system, the policies and practices that structure the criminal justice system, proposals for reforming the criminal justice system, and the many ways in which the criminal justice system interfaces with other institutions (e.g., the media, the family, the economy, etc.). Moreover, you will be able to think about crime and crime control policies in a more critical, systematic, empirical, and fruitful way. Ultimately, the goal of this course is to accomplish what good education always accomplishes: stimulate curiosity and the desire to learn more; acquire, critique, and apply knowledge; understand and respond to the complexities of life by using information tools, research skills, creative thinking, reasoning and analysis; benefit from the ability to communicate effectively, including in productive dialogue with people whose experiences differ from your own and who may be separated from you by time, space, culture, and station in life.

Requirements

The most basic requirement is threefold: that you read the syllabus and other course materials, routinely check Canvas for course updates, and come to class prepared to engage and ready to learn. This means that you should come to class having completed the required reading for that day. You are expected and will be encouraged to actively engage in class by asking questions, providing comments, and participating in exercises. If you miss class, you are responsible for getting notes from another student (not from the Professor or a TA). Missing class more than once or twice is likely to compromise your grade because you will not be there to participate in class and earn credit accordingly. Likewise, it is your responsibility to read course e-mails and consult Canvas to keep up-to-date on the course.

Along with attending class, reading assigned material, reading course e-mails, and routinely checking Canvas for course updates, the following constitute course requirements:

1. Quizzes on the required readings (10% of your grade).

2. In-class participation via I-Clickers (10% of your grade). Each student is required to have an iClicker brand classroom response transmitter with A through E response capabilities and to register its serial number via the Canvas website. Information about how to register your iClicker via Canvas can be found at: <http://www.classrooms.uci.edu/ars/student.html>. These devices are available for purchase at the UCI Bookstore.
3. Short reaction essays (10% of your grade). Each student is required to respond in writing to prompts provided in class and/or on Canvas. Details will be provided in class and/or on Canvas.
4. Two short paper assignments (each worth 10% of your grade for a total of 20% of your grade). Papers must be turned in on the due date. Details will be provided in a separate document.
5. A midterm examination (20% of your grade). Midterm exams must be taken on the scheduled date at the scheduled time; there will be no make-up exams absent proof of an emergency.
6. A comprehensive final exam (30% of your grade). The final exams must be taken on the scheduled date at the scheduled time; there will be no make-up exams absent proof of an emergency.
7. Submitting a signed confirmation sheet (provided by the instructor) to attest to the fact that you have read the entire course syllabus.
8. This is a University of California class and, as with all UC classes, students are expected to abide by the student code of conduct 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.
9. Electronic devices can be useful tools for learning and they can distract from learning. We want the former and not the latter. Make sure your cell phones are silenced and put away during class, and please do not text or make/accept phone calls during class. Students with phones that ring during class will be asked to leave. You may use a laptop/tablet in class, but only to take notes, access course material, and look-up information related to the course. Do not use your laptop to explore the Internet, Tweet, visit Facebook, etc. Do not take pictures or videos of lectures or materials presented in class. The professor may ask

that all devices be put away during some portions of selected class sessions, so please come to class prepared with pen and paper. If the professor or TAs see you browsing Facebook or some other website/application during class, we will ask you to leave class.

10. Abide by the following e-mail protocol: Student e-mail inquiries about course material, course logistics, and administrative matters should be sent to the TA. If the TA determines that the inquiry is addressed on the syllabus, the TA will refer the student to the syllabus by writing back, simply, "ITS" (in the syllabus). If the TA thinks an issue raised via e-mail should be addressed by the instructor, the TA will forward the e-mail to the instructor. The TAs and the instructor may not respond directly to an individual e-mail, and may instead choose to address issues raised via communication to the entire class either in class or via Canvas. Again, it is each student's responsibility to routinely check Canvas to keep current on the course.
11. All students are required to uphold the highest standards of academic honesty and integrity. For details on UCI's policy on academic honesty, please see the UCI Catalogue or <http://www.editor.uci.edu/catalogue/appx/appx.2.htm#gen0>. It is every student's responsibility to read and understand UCI's academic honesty and integrity policies. "Clicking in" for others constitutes cheating and may result in a failing grade for all parties involved.
12. If you want to dispute a grade you must do so via a memo addressed to your TA. In the memo, explain what you are disputing, how you understand the grading criteria, and why your work should be reconsidered. The TA or the professor will seriously consider your request and may adjust your grade in an upward or downward direction.
13. Course material provided by the instructor, including power point slides and handouts, is protected by copyright. Duplicating any course material for any reason other than copying for this course is prohibited without permission. None of the course material may be given or sold to any individual or firm. None of these materials may be used for case studies, class notes to accompany textbooks, teaching materials provided to others, teaching materials produced commercially for sale or distribution, examples of course materials or any other use. No recording of lectures or taking pictures of slides is permissible without prior approval.

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
Taylor Kidd	SE 2, Rm. 3342	Tues. 2-3 p.m.	tkidd@uci.edu
Mark Magidson	SE 2, Rm. 3342	Mon. 5:30-6:30 p.m	magidson@uci.edu
Nathan Mahaffey	SE 2, Rm. 3342	Thurs. 1:30-2:30 pm.	nmahaffe@uci.edu

Your TA assignments will be announced on Canvas.

Suggestions for Success

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. Also, knowing other students in the class will be helpful if and when you miss class because if you miss class you are responsible for getting notes from another student. The professor and TAs will not provide notes.
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. We want you to do well in this class!
4. If you need an accommodation based on the impact of a disability, please 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.
5. Try to have fun. Learning can be both hard work and it can also be fun.

Materials

The course outline below lists required readings. Some of the required reading can be found in the required book for the course, *Introduction to Criminal Justice: A Sociological Perspective*, edited by Charis E. Kubrin and Thomas D. Stucky. Other required readings are available on Canvas, 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 iTunes or on the web. In addition, you will need access to Netflix in order to watch “13th” and an I-Clicker for in-class participation. Finally, you are strongly encouraged to register for daily news related to criminal justice from “The Marshall Report” (see: <https://www.themarshallproject.org/#.s4R0ZaVDs>). According to their mission statement, “The Marshall Project is a nonpartisan, nonprofit news organization that seeks to create and sustain a sense of national urgency about the U.S. criminal justice system. We achieve this through award-winning journalism, partnerships with other news outlets and public forums. In all of our work we strive to educate and enlarge the audience of people who care about the state of criminal justice.”

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 and/or via Canvas. It is your responsibility to be in class and to routinely check Canvas for updates.

WEEK 1

THINGS TO CONSIDER UPFRONT

Required:

- 10 Commandments, Elliot Ratzman (<https://www.insidehighered.com/views/2015/01/20/essay-10-commandments-professor-his-students>)
- On Classroom Etiquette: Stretching Toward the Future: A View of Laptop Computers From Both Sides of the Screen, Catherine Ross Dunham
- On Success: Some Protect the Ego by Working on Their Excuses Early, Benedict Carey
- On Successful Writing: Candidate for a Pullet Surprise, Jerrold H. Zar
- On Grades: Student Expectations Seen as Causing Grade Disputes, Max Roosevelt
- Color Blindness and Interracial Interaction: Playing the Political Correctness Game, Michael I. Norton, Samuel R. Sommers, Evan P. Apfelbaum, Natassia Pura, and Dan Ariely

INTRODUCTION TO CRIMINAL JUSTICE

Required:

- Preface, Charis Kubrin and Thomas Stuckey (*Introduction to Criminal Justice*)
- FBI Releases 2015 Crime Statistics, FBI National Press Office (<https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2015-crime-statistics>)
- FBI Releases 2015 Crime Statistics from the National Incident-Based Reporting System, Encourages Transition, FBI (<https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2015-crime-statistics-from-the-national-incident-based-reporting-system-encourages-transition>)
- 13 Important Questions About Criminal Justice We Can't Answer...And the Government Can't Either, Tom Meagher (<http://www.alternet.org/human-rights/criminal-justice-questions-we-cant-answer>)
- Criminal Justice is Becoming a "Latino Issue," Juleyka Lantigua-Williams (<http://www.theatlantic.com/politics/archive/2016/09/why-criminal-justice-is-becoming-a-latino-issue/500864/>)
- There's a Deep Divide in How Blacks and Whites See Race. New Numbers Prove It, Jaweek Kaleem (<http://www.latimes.com/nation/la-na-race-relations-survey-pew-201606237-snap-htmlstory.html>)
- 18 Examples of Racism in the Criminal Legal System, Bill Quigley (http://www.huffingtonpost.com/entry/18-examples-of-racism-in-criminal-legal-system_us_57f26bf0e4b095bd896a1476)

MEDIA AND PORTRAYALS OF CRIME AND CRIMINAL JUSTICE

Required:

- Crime in 2015: A Final Analysis, Ames Grawert and James Cullen (<https://www.brennancenter.org/analysis/crime-2015-final-analysis>)
- In U.S., Concern About Crime Climbs to a 15-Year High, Alyssa Davis (<http://www.gallup.com/poll/190475/americans-concern-crime-climbs-year-high.aspx>)
- Voters' Perceptions of Crime Continue to Conflict with Reality, John Gramlich (<http://www.pewresearch.org/fact-tank/2016/11/16/voters-perceptions-of-crime-continue-to-conflict-with-reality/>)
- The Most Dangerous Crime Rankings, Richard Rosenfeld and Janet Lauritsen
- The "Criminal" Black Lesbian: Where Does This Damaging Stereotype Come From?, Nicole Pasulka (<http://www.npr.org/sections/codeswitch/2016/03/17/456541972/the-criminal-black-lesbian-where-does-this-damaging-stereotype-come-from>)
- *Podcast*: 'Washington Post' Reporter Explores How Pop Culture Influences View of Police, NPR's Kelly McEvers (<http://www.npr.org/2016/10/27/499637421/washington-post-reporter-explores-how-pop-culture-influences-views-of-police>)
- How 'Black Lives Matter' and Falling Crime are Rewriting The Rules for Legal Dramas, Lauren-Brook Eisen (<http://sassnotcrass.com/how-black-lives-matter-and-falling-crime-are-rewriting-the-rules-for-legal-dramas-guest-column>)

Recommended:

- Moral Panic, Moral Breach: Bernhard Goetz, George Zimmerman, and Racialized News Reporting in Contested Cases of Self-Defense, Jennifer Carlson
- Who is the Victim Here?: The Psychological Effects of Overrepresenting White Victims and Black Perpetrators on Television News, Travis Dixon
- *Shots in the Mirror: Crime Films and Society*, Nicole Hahn Rafter

WEEK 2

THINKING HISTORICALLY (MARTIN LUTHER KING'S BIRTHDAY—NO CLASS)

Required:

- *Documentary*: "13th" on Netflix (<https://www.youtube.com/watch?v=V66F3WU2CKk>; [https://en.wikipedia.org/wiki/13th_\(film\)](https://en.wikipedia.org/wiki/13th_(film)))
- *Video*: "Mississippi Goddam," by Nina Simone (<https://www.youtube.com/watch?v=LJ25-U3jNWM>) and read about it (<http://www.newstatesman.com/music/2010/03/mississippi-goddam-nina-simone>)
- An article of your choosing that speaks to any of the themes found in "13th".

Recommended:

- Ava DuVernay's 13th Reframes American History, Julyka Lantigua-Williams (<http://www.theatlantic.com/entertainment/archive/2016/10/ava-duvernay-13th-netflix/503075/>)
- Netflix's "13th" Explores "Modern Slavery" in Incendiary New Documentary, Pamela Kruger (<http://fortune.com/2016/10/06/13th-netflix-documentary-ava-duvernay/>)

- Racial Violence in Black and White, Benjamin Balthaser (<http://bostonreview.net/editors-picks-us/benjamin-balthaser-racial-violence-black-and-white>)
- Why Whites Favor Spending More Money to Fight Crime: The Role of Racial Prejudice, Steven E. Barkan and Steven F. Cohn

WEEK 3

FOUNDATIONAL FRAMEWORKS

Required:

- Criminal Justice Theories and Ideologies, Francis Cullen and Karen E. Gilbert (Chapter 1 of *Introduction to Criminal Justice*)
- Sociological Perspectives on Punishment, David Garland (Chapter 2 of *Introduction to Criminal Justice*)
- Two Models of the Criminal Process, Herbert L. Packer (Chapter 3 of *Introduction to Criminal Justice*)
- *Podcast: How a Theory of Crime and Policing Was Born, and What Went Terribly Wrong*, NPR's Shankar Bedantam (<http://www.npr.org/2016/11/01/500104506/broken-windows-policing-and-the-origins-of-stop-and-frisk-and-how-it-went-wrong>)

Recommended:

- Criminal Justice Theory: It's Time to Ask Why, Peter Kraska and John J. Brent (Chapter 4 of *Introduction to Criminal Justice*)
- What Caused the Great Crime Decline in the U.S.?, Matt Ford (<http://www.theatlantic.com/politics/archive/2016/04/what-caused-the-crime-decline/477408/>)
- 10 (Not Entirely Crazy) Theories Explaining the Great Crime Decline: From Aging to Gentrification to Prozac, Dana Goldstein (<https://www.themarshallproject.org/2014/11/24/10-not-entirely-crazy-theories-explaining-the-great-crime-decline#.mtfAXdFF6>)

WEEK 4

CRIMINALIZATION AND CRIME

Required:

- Explaining Criminalization: From Demography and Status Politics to Globalization and Modernization, Valerie Jenness
- The Criminalization of Bad Mothers, Ada Calhoun (<http://www.nytimes.com/2012/04/29/magazine/the-criminalization-of-bad-mothers.html>)
- Legalize it? A Bulletin from the War on Drugs, by Erich Goode
- The Politics of Blood: HIV Criminalization in the Modern Era, John Vitzileos (<https://medium.com/neon-tommy/the-politics-of-blood-hiv-criminalization-in-the-modern-era-8d682ae2f062#.39bd7nu3k>)

- The Criminalization of Almost Everything, Cato Policy Report (<https://www.cato.org/policy-report/januaryfebruary-2010/criminalization-almost-everything>)

Recommended:

- The Emergence, Content, and Institutionalization of Hate Crime: How a Diverse Policy Community Produced a Modern Legal Fact, by Valerie Jenness
- Shadow Citizens: Felony Disenfranchisement and The Criminalization of Debt, Ann Camett
- Drunk with Power: What Was Prohibition Really About?, by Kelefa Sanneh (<http://www.newyorker.com/magazine/2015/12/21/drunk-with-power>)

WEEK 5

THE POLICE: HISTORY, STRUCTURE, FUNCTIONING, AND CRITICAL ISSUES

Required:

- Policing, Charis Kubrin and Thomas, Stuckey (*Introduction to Criminal Justice*)
- Policing a Free Society, Herman Goldstein (Chapter 5 of *Introduction to Criminal Justice*)
- The Evolving Strategy of Police: A Minority View, Hubert Williams and Patrick V. Murphy (Chapter 6 of *Introduction to Criminal Justice*)
- POLICEwomen or PoliceWOMEN? Doing Gender and Police Work, Cara E. Rabe-Hemp (Chapter 7 of *Introduction to Criminal Justice*)
- The Social Organization of Arrest, Donald J. Black (Chapter 8 of *Introduction to Criminal Justice*)
- What Can Police Do to Reduce Crime, Disorder, and Fear?, David Weisburd and John E. Eck (Chapter 9 of *Introduction to Criminal Justice*)
- Driving While Black: Bias Processes and Racial Disparity in Police Stops, Patricia Warren, Donald Tomaskovic-Devey, William Smith, Matthew Zingraff, and Marcinda Mason (Chapter 10 of *Introduction to Criminal Justice*)
- Explaining and Eliminating Racial Profiling, Donald Tomaskovic-Devey and Patricia Warren

Recommended:

- *Podcast: A History of Criminal Justice and Policing*, The Brian Lehrer Show (<http://www.wnyc.org/story/30-issues-history-criminal-justice-and-policing/>)
- Law Enforcement and the Rule of Law: Is There a Tradeoff?, David H. Bayley (Chapter 11 of *Introduction to Criminal Justice*)
- Black and Blue, Shehzad Nadeem, Sudhir Venkatesh, Laurence Ralph, Elliott Currie, and Katherine Beckett
- One Police Shift: Patrolling an Anxious America, Jess Bidgood et al. (<http://www.nytimes.com/2016/07/24/us/police-ridealongs.html>)
- The Case for More Female Cops, Sarah Smarsh (<https://blog.longreads.com/2016/07/26/why-we-need-more-female-cops/>)
- Head of Police Chiefs Group Apologizes for 'Historical Mistreatment' of Minorities, Merritt Kennedy (<http://www.npr.org/sections/thetwo-way/2016/10/18/498380373/head-of-police-chiefs-group-apologizes-for-historical-mistreatment-of-minorities>)

- The Officer Could Have Taken Him to Jail, but Took Him to His Sister's Funeral Instead, Kate Irby (<http://www.star-telegram.com/news/nation-world/national/article104390156.html>)

WEEK 6: MIDTERM EXAMINATION

WEEK 7

MAKING EMPIRICAL AND ANALYTIC CONNECTIONS (PRESIDENT'S DAY—NO CLASS)

Required:

- Drug Use, Drug Possession Arrests, and the Question of Race: Lessons from Seattle, Katherine Beckett, Kris Nyrop, and Lori Pfingst
- An article of your choosing that speaks to the relationship between criminalization, the "epidemiology of behavior, law enforcement practice, sentencing, and disparity.

WEEK 8

THE COURTS: HISTORY, STRUCTURE, FUNCTIONING, AND CRITICAL ISSUES

Required:

- The Courts, Charis Kubrin and Thomas Stuckey (*Introduction to Criminal Justice*)
- Prosecutorial Justifications for Sexual Assault Case Rejection: Guarding the "Gateway to Justice," Cassia Spohn, Dawn Beichner, and Erika Davis-Frenzel (Chapter 12 of *Introduction to Criminal Justice*)
- Alabama Prosecutor Sets the Penalties and Fills the Coffers, Shaila Dewan and Andrew Lehren (<http://www.nytimes.com/2016/12/13/us/alabama-prosecutor-valeska-criminal-justice-reform.html>)
- The Public Defender: "But How Can You Sleep Nights?," Lisa J. McIntyre (Chapter 13 of *Introduction to Criminal Justice*)
- Dean's Desk: The United States Needs a Defender General, Andrea D. Lyon (<http://www.theindianalawyer.com/deans-desk-the-united-states-needs-a-defender-general/PARAMS/article/41749>)
- Should We Really "Ban" Plea Bargaining?: The Core Concerns of Plea Bargaining Critics, Douglas Guidorizzi (Chapter 15 of *Introduction to Criminal Justice*)
- Florida's Broken Sentencing System: Designed for Fairness, It Fails to Account for Prejudice, Josh Salman, Emily Le Coz, and Elizabeth Johnson (<http://projects.heraldtribune.com/bias/sentencing/>)
- The Social Context of Guidelines Circumvention: The Case of Federal District Courts, Brian D. Johnson, Jeffrey T. Ulmer, and John H. Kramer (Chapter 18 of *Introduction to Criminal Justice*)
- In Alabama, You Can Be Sentenced to Death Even if Juror's Don't Agree, Ken Faulk (<https://www.themarshallproject.org/2016/12/07/in-alabama-you-can-be-sentenced-to-death-even-if-jurors-don-t-agree#.GiG2J5Pnf>)

- A Federal Judge's New Model for Forgiveness, Jesse Wegman (<http://www.nytimes.com/2016/03/16/opinion/a-federal-judges-new-model-for-forgiveness.html>)

Recommended:

- Judges' Race and Judicial Decision Making: Do Black Judges Sentence Differently?, Darrell Steffensmeier and Chester L. Britt (Chapter 14 of *Introduction to Criminal Justice*)
- The Convergence of Race, Ethnicity, Gender, and Class on Court Decisionmaking: Looking Toward the 21st Century, Marjorie S. Zatz (Chapter 16 of *Introduction to Criminal Justice*)
- How Drug Treatment Courts Work: An Analysis of Mediators, Denise C. Gottfredson, Brooke W. Kearley, Stacy S. Najaka, and Carlos M. Rocha (Chapter 19 of *Introduction to Criminal Justice*)
- Racially Based Jury Nullification: Black Power in the Criminal Justice System, Paul Butler (Chapter 17 of *Introduction to Criminal Justice*)
- Detaining the Poor: How Money Bail Perpetuates an Endless Cycle of Poverty and Jail Time, Bernadette Rabury and Daniel Kopf (<https://www.prisonpolicy.org/reports/incomejails.html>)
- Poor Offenders Pay a High Price When Probation Turns on Profit, Adam Geller (<http://www.dailymail.co.uk/wires/ap/article-3484519/Poor-offenders-pay-high-price-probation-turns-profit.html>)
- Extreme Prison Sentences: Legal and Normative Consequences, Melissa Hamilton

WEEK 9

PUNISHMENT AND CORRECTIONS: HISTORY, STRUCTURE, FUNCTIONING, AND CRITICAL ISSUES

Required:

- Corrections, Charis Kubrin and Thomas Stuckey (*Introduction to Criminal Justice*)
- From Theory to Policy: Evidence-Based Corrections, Doris Layton MacKenzie (Chapter 20 of *Introduction to Criminal Justice*)
- The Scourge of Racial Bias in New State's Prisons, Michael Schwartz, Michael Winerip and Robert Gebeloff (<http://www.nytimes.com/2016/12/03/nyregion/new-york-state-prisons-inmates-racial-bias.html>)
- Revisiting Attica Shows How New York State Failed to Fulfill Promises, Michael Winerip, Tom Robbins, and Michael Schwartz (<http://www.nytimes.com/2016/08/26/nyregion/revisiting-attica-shows-how-new-york-state-failed-to-fulfill-promises.html>)
- The Changing Nature of Death Penalty Debates, Michael L. Radelet and Marian J. Borg (Chapter 21 of *Introduction to Criminal Justice*)
- The Death Penalty Loses Majority Support for the First Time in 45 Years, Niraj Chokshi (<http://www.nytimes.com/2016/10/04/us/death-penalty-loses-majority-support-for-first-time-in-45-years.html>)

- What I Learned from Executing Two Men, Semon Frank Thompson (<http://www.nytimes.com/2016/09/18/opinion/sunday/what-i-learned-from-executing-two-men.html>)
- Troubles at Women's Prison Test Alabama, Kim Severson (<https://www.nytimes.com/2014/03/02/us/troubles-at-womens-prison-test-alabama.html>)
- How My Time as a Private Prison Guard Changed the Way I See Inmates, M. Leann Skeen (<https://www.themarshallproject.org/2016/10/13/how-my-time-as-a-private-prison-guard-changed-the-way-i-see-inmates#.pNrpCqHcc>)

Recommended:

- Sex Offender Community Notification laws: Are Their Effects Symbolic or Instrumental in Nature?, Lisa L. Sample, Mary K. Evans, and Amy L. Anderson (Chapter 22 of *Introduction to Criminal Justice*)
- Collective Action in Prisons: Protests, Disturbances, and Riots, Bert Useem and Michael D. Reisig (Chapter 24 of *Introduction to Criminal Justice*)
- Women's Accounts of Their Prison Experiences: A Retrospective View of Their Subjective Realities, Mark R. Pogrebin and Mary Dodge (Chapter 23 of *Introduction to Criminal Justice*)
- My Four Months as a Private Prison Guard, Shane Bauer (<http://www.motherjones.com/politics/2016/06/cca-private-prisons-corrections-corporation-inmates-investigation-bauer>) (Note: watch video included in article)
- What Will the Future of Incarceration Look Like, John Surico (<http://www.vice.com/read/what-will-the-future-of-incarceration-look-like>)

WEEK 10

CRIME CONTROL AND CRIMINAL JUSTICE IN THE 21ST CENTURY

Required:

- Crime Control in the 21st Century, Charis Kubrin and Thomas Stuckey (*Introduction to Criminal Justice*)
- Social Insecurity: The Transformation of American Criminal Justice, 1965-2000, Anthony M. Platt (Chapter 25 of *Introduction to Criminal Justice*)
- Big Brother and His Science Kit: DNA Databases for 21st Century Crime Control?, Paul E. Tracy and Vincent Morgan (Chapter 28 of *Introduction to Criminal Justice*)
- Microscopic Hair Comparison and the Sociology of Science, Simon Cole and Troy Duster
- Was the Robber 6-foot-3 or 5-foot-6?, Maurice Chammah (<https://www.themarshallproject.org/2016/12/12/was-the-robber-6-foot-3-or-5-foot-6#.WoxJ1QIDX>)
- *Video:* Wrongfully Convicted Tenn Mann Fights for Compensation, Omar Villafranca (<http://www.cbsnews.com/news/after-31-years-in-prison-for-a-crime-he-didnt-commit-mann-fights-for-exoneration/>)
- The New McCarthyism: Repeating History in the War on Terrorism, David Cole (Chapter 29 of *Introduction to Criminal Justice*)

- Finding Alternatives to the Carceral State, James B. Jacobs (Chapter 30 of *Introduction to Criminal Justice*)
- What Would a Rational Criminal Justice System Look Like?, Raoul Martinez (<https://aeon.co/ideas/what-would-a-rational-criminal-justice-system-look-like>)
- *Video*: Paula Cooper: Meet the Man Who Forgave His Grandmother's Killer (<http://www.indystar.com/videos/news/2016/12/12/paula-cooper:-meet-man-who-forgave-his-grandmother's-killer/95174062/>)

Recommended:

- Incarceration and Stratification, Sara Wakefield and Christopher Uggen (Chapter 27 of *Introduction to Criminal Justice*)
- The Politics of Crime, Katherine Beckett and Theodore Sasson (Chapter 26 of *Introduction to Criminal Justice*)
- *Video*: The State of the American Criminal Justice, Cato Institute (<https://www.cato.org/events/state-american-criminal-justice>), including:
- The Human Toll of Incarceration
 - From Attica to Mass Incarceration
 - The Intersection of Technology in 21st Century Policing
 - Prosecutor Integrity
 - Inside the Courtroom
- Prison Revolt: A Former Law-and-Order Conservative Takes a Lead on Criminal Justice Reform, Bill Keller (<http://www.newyorker.com/magazine/2015/06/29/prison-revolt>)
- To Change the World, Start with Prisons, Christian Colson (<http://www.foxnews.com/opinion/2016/03/24/to-change-world-start-with-prisons.html>)
- Justice Department Program to No Longer Use “Disparaging” Terms “Felons” and “Convict,” Andrea Noble (<http://www.washingtontimes.com/news/2016/may/4/justice-dept-no-longer-use-terms-felon-convict/>)