

CRIJ 5305
PROSEMINAR IN CRIMINOLOGY AND CRIMINAL JUSTICE
FALL 2020
WEDNESDAY, 6:00 PM TO 8:50 PM, UGLC 116

Professor: Dr. Mario V. Cano
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STATEMENT REGARDING COVID-19 PRECAUTIONS

You must stay at home and report if you (1) have been diagnosed with COVID19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures. Please note that if COVID-19 conditions deteriorate in the City of El Paso, this course may be transitioned to a full remote delivery.

STATEMENT REGARDING COVID-19 ACCOMMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) at cass@utep.edu to discuss temporary accommodations for on-campus courses and activities.

COURSE OVERVIEW

The course examines the sources and processes of social control and policy associated with crime and delinquency. The nature of crime and major institutions of the criminal justice system, particularly law enforcement, courts and sentencing, and institutional/community corrections are also discussed. The course emphasizes the complexity associated with the American criminal justice system.

COURSE OBJECTIVES

- Examine the complex history of social control and the three primary justice institutions.
- Explore the nature of crime and criminality at the micro-level and macro-level.
- Gain an understanding of structure and processes of the justice system.
- Synthesize knowledge and evaluate criminal justice empirical research.
- Identify issues with and gaps in the criminology and criminal justice literature.
- Develop strong research and writing skills.
- Become familiar with university-wide research and UTEP Library resources.

REQUIRED BOOKS

Abt, Thomas. (2019). *Bleeding out: The devastating consequences of urban violence--and a bold new plan for peace in the streets*. Basic Books.

Forman Jr, J. (2017). *Locking up our own: Crime and punishment in Black America*. Farrar, Straus and Giroux.

Kohler-Hausmann, I. (2018). *Misdemeanorland: Criminal courts and social control in an age of broken windows policing*. Princeton University Press.

Kotlowitz, Alex. (2019). *An American summer: Love and Death in Chicago*. Penguin Random House.

Pratt, T. C. (2018). *Addicted to incarceration: Corrections policy and the politics of misinformation in the United States*. Sage Publications (second edition).

COURSE STRUCTURE AND GRADING

Attendance and Participation: This course is a seminar in which students will be expected to make a meaningful contribution to the discussion, and carry a large part of the conversation. In addition to completing the assigned reading, students should attend class—whether face-to-face or virtually—with the readings and notes in hand, questions, and critiques. The class works best when students are engaged. Do not be afraid to talk or to share ideas—you are just as likely (if not more likely) to gain insights and learn from each other as you are from me. Consistent attendance, coupled with thoughtful participation that advances the class discourse, are required to earn full credit. This class requires that you participate in scheduled **Blackboard Collaborate** sessions during weeks when classes are not scheduled face-to-face (please see the course schedule for live virtual lectures). Please become familiar with the class attendance policy (face-to-face and virtually):

<u>Missed Classes</u>	<u>Final Course Grade Penalty</u>
One	No penalty
Two	B or less
Three	C or less
Four or more	F

Any ongoing issue(s) that may preclude a student from attending and participating in class may merit an excused absence, and should be discussed with the professor in a timely manner, not toward the end of the semester. An excused absence will be granted at the discretion of the professor. Attendance and participation are worth 15 percent of the overall course grade.

Course Papers: Students will be expected to write three course papers in the semester. The papers are a synthesis and evaluation of the readings assigned for that previous two to three weeks. More specifically, the paper should make sense of the literature assigned for that last few weeks, beyond a traditional literature review (do not reiterate what you read). Discuss what the readings do to inform us about policy and the status of criminal justice institutions. Make an attempt to bring the readings together in a meaningful way. For instance, articulate a common theme, issue, or similar methodological approach expressed throughout the literature. With respect to mechanics, papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, be between three to four pages in length, and use APA or Chicago format. To receive full credit, papers should be submitted as a hard copy by the due date, at the beginning of class and electronically to mcano13@utep.edu (if submitted on the due date). Late papers are not accepted. Course papers are due on September 16th, October 14th, and November 18th. Each course paper is worth 15 percent of the overall course grade.

Final Paper: The final paper—which will also be introduced virtually in a 15-minute, conference-style slide presentation during the final class meeting—is the “front end” to a research article that would be submitted to a peer-reviewed journal. This means it will contain the introduction, comprehensive literature review (all relevant studies), theoretical framework, and current focus sections of a manuscript. You may select a paper topic associated with criminological theory or criminal justice systems; including an idea beyond what is discussed in the course, as long it is approved by the professor. Students are expected to discuss their paper topic and progress with the professor throughout the semester. A paper topic and abstract should be submitted in hard copy on October 28th. There is an expectation that the “front end” paper will eventually be developed into a full manuscript with “methods” and “results” sections, and thus be submitted to a peer-reviewed journal in future semesters.

With respect to mechanics, papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, between 10 and 12 pages in length, and use APA or Chicago format. To receive full credit, papers should be submitted by December 4th electronically to mcano13@utep.edu. Late papers are not accepted. The final paper is worth 40 percent of the overall course grade.

Percentage Values for Course Requirements:

Attendance and Participation	15 percent
Course Paper x 3	45 percent
Final Paper and Slide Presentation	<u>40 percent</u>
	100 percent

Grade Percentage Distribution:

A = 89.5 or more percent	B = 79.5 to 89.4 percent	C = 69.5 to 79.4 percent
D = 59.5 to 69.4 percent	F = 59.4 percent or less	

ACADEMIC INTEGRITY AND HONESTY

The University of Texas at El Paso has a system of Academic Integrity and Scholastic Integrity based on personal integrity of all scholastic work undertaken at the University. Academic dishonesty comprises, but is not limited to, cheating, plagiarism, collusion, or submitting work for credit that is fully or partially completed by someone else. In addition to other guidelines of academic integrity, submitting work (e.g., annotated bibliography or book paper) that is identical or relatively similar to work submitted in a different course is considered plagiarism. At a minimum, students who engage in academic misconduct will receive a failing grade on the assignment or in the course. Please become familiar with the University policy on academic integrity and honesty outlined in Student Conduct and Discipline, Section II, Chapter I of the UTEP Handbook of Operating Procedures in the UTEP Handbook of Operating Procedures. Information can be found on the website of the Office of Student Conduct and Conflict Resolution: <http://sa.utep.edu/osccr/student-conduct/>.

EXPECTATIONS FOR CLASSROOM CONDUCT

No texting is permitted, as it is a great distraction to other students and the professor. Use of a cellular phone in case of an emergency should be discussed with the professor before class. Electronic devices are only permitted for taking notes. Students who engage in behavior that disrupts the learning environment—whether in a face-to-face or virtual environment—will be asked to leave the class. **Students who consistently text during lectures will be asked to leave the class.** All student activities in the University, including this course, are governed by the provisions of the policy on Student Conduct and Discipline, Section II, Chapter I of the UTEP Handbook of Operating Procedures.

Copyright 2020 (Mario Cano) as to this syllabus and all lectures. During this course, students are prohibited from selling notes, lectures, and presentations or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

EMAIL POLICY

The professor will answer emails in a timely manner. As most of you are currently or will be professionals (criminal justice or otherwise), a certain amount of professionalism is expected in your communications. As such, all emails will be expected to contain proper grammar. They must be formatted in a professional manner as well (salutation and closing, etc.). If your emails are not well-articulated and professional, there is a high likelihood that there will be no response.

In particular, this means no “text speak” or “Internet lingo,” use of all caps, and no swearing. **The email should indicate the course in which you are enrolled.**

STUDENTS WITH DISABILITIES

The professor is committed to assisting students with a documented disability. If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email at cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Important Notes: The professor does not post slide presentations online, share lecture notes, or discuss missed lectures through email. Arrangements for obtaining missed class notes should be made with classmates. Please make sure that you have immediate access to the personal email linked to your Blackboard account, as all course emails and notifications will be sent through Blackboard. **With the exception of book chapters (which will be posted in Blackboard), students are expected to locate all assigned journal article readings using online databases and UTEP Library resources.** Begin collecting assigned readings early, as the professor is not responsible for readings you cannot get to as a result of procrastination. The professor reserves the right to make any changes to the course requirements and deadlines.

COURSE SCHEDULE

Week 1 (virtual live seminar) The Nature of Crime and Criminal Justice Institutions
08/26

Lilly, Cullen, and Ball Chapter 1 (reading posted on Blackboard)
Mallicoat, Chapter 1, (reading posted on Blackboard)

Week 2 (face-to-face)
09/02

Abt, Thomas. (2019). *Bleeding out: The devastating consequences of urban violence--and a bold new plan for peace in the streets*. Basic Books.

Week 3 (virtual live seminar) Nature of Crime
09/09

Sampson, R. J., & Wilson, W. J. (1995). Toward a theory of race, crime, and urban inequality. *Race, crime, and justice: A reader, 1995*, 37-56.

Holtfreter, K., Reisig, M. D., & Pratt, T. C. (2008). Low self-control, routine activities, and fraud victimization. *Criminology, 46*(1), 189-220.

Krivo, L. J., Peterson, R. D., & Kuhl, D. C. (2009). Segregation, racial structure, and neighborhood violent crime. *American journal of Sociology, 114*(6), 1765-1802.

Stewart, E. A., & Simons, R. L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. *Criminology*, 48(2), 569-605.

Pyrooz, D. C., McGloin, J. M., & Decker, S. H. (2017). Parenthood as a turning point in the life course for male and female gang members: a study of within-individual changes in gang membership and criminal behavior. *Criminology*, 55(4), 869-899.

Week 4 (face-to-face) Neighborhoods, Race, and Crime
09/16

Kotlowitz, Alex. (2019). *An American summer: Love and death in Chicago*. Penguin Random House.

Course Paper Due

Week 5 (virtual live seminar) Effectiveness of Policing Strategies
09/23

Wilson, J. Q., & Kelling, G. L. (1982). Broken windows. *Atlantic monthly*, 249(3), 29-38.

Rosenfeld, R., Fornango, R., & Rengifo, A. F. (2007). The impact of order-maintenance policing on New York City homicide and robbery rates: 1988-2001. *Criminology*, 45(2), 355-384

Rosenfeld, R., Fornango, R., & Baumer, E. (2005). Did ceasefire, compstat, and exile reduce homicide?. *Criminology & Public Policy*, 4(3), 419-449.

Pyrooz, D. C., Decker, S. H., Wolfe, S. E., & Shjarback, J. A. (2016). Was there a Ferguson Effect on crime rates in large US cities?. *Journal of criminal justice*, 46, 1-8.

Wolfe, S. E., & Nix, J. (2016). The alleged “Ferguson Effect” and police willingness to engage in community partnership. *Law and human behavior*, 40(1), 1.

Week 6 (face-to-face) Issues in Policing
09/30

Warren, P., Tomaskovic-Devey, D., Smith, W., Zingraff, M., & Mason, M. (2006). Driving while black: Bias processes and racial disparity in police stops. *Criminology*, 44(3), 709-738.

Kane, R. J., & White, M. D. (2009). Bad cops: a study of career-ending misconduct among New York City police officers. *Criminology & Public Policy*, 8(4), 737-769.

Rojek, J., Rosenfeld, R., & Decker, S. (2012). Policing race: The racial stratification of searches in police traffic stops. *Criminology*, 50(4), 993-1024.

Ready, J. T., & Young, J. T. (2015). The impact of on-officer video cameras on police–citizen contacts: Findings from a controlled experiment in Mesa, AZ. *Journal of experimental criminology*, 11(3), 445-458.

White, M. D., Ready, J. T., Kane, R. J., & Dario, L. M. (2014). Examining the effects of the TASER on cognitive functioning: findings from a pilot study with police recruits. *Journal of Experimental Criminology*, 10(3), 267-290.

Week 7 (virtual live seminar) Policing and the Courts
10/07

Kohler-Hausmann, I. (2018). *Misdemeanorland: Criminal courts and social control in an age of broken windows policing*. Princeton University Press.

Week 8 (face-to-face) Immigration and Crime
10/14

Ousey, G. C., & Kubrin, C. E. (2018). Immigration and crime: Assessing a contentious issue. *Annual Review of Criminology*, 1, 63-84.

Wang, X. (2012). Undocumented immigrants as perceived criminal threat: A test of the minority threat perspective. *Criminology*, 50(3), 743-776.

Ferraro, V. (2016). Immigration and crime in the new destinations, 2000–2007: A test of the disorganizing effect of migration. *Journal of quantitative criminology*, 32(1), 23-45.

Light, M. T., & Miller, T. (2018). Does undocumented immigration increase violent crime?. *Criminology*, 56(2), 370-401.

Xie, M., & Baumer, E. P. (2018). Reassessing the breadth of the protective benefit of immigrant neighborhoods: A multilevel analysis of violence risk by race, ethnicity, and labor market stratification. *Criminology*, 56(2), 302-332.

Course Paper Due

Week 9 (virtual live seminar) Courts and Sentencing
10/21

Spohn, C., and Holleran, D. (2000). The imprisonment penalty paid by young, unemployed black and Hispanic male offenders. *Criminology*, 38(1), 281-306.

Feldmeyer, B., & Ulmer, J. T. (2011). Racial/ethnic threat and federal sentencing. *Journal of Research in Crime and Delinquency*, 48(2), 238-270.

Cano, M. V., & Spohn, C. (2012). Circumventing the penalty for offenders facing mandatory minimums: Revisiting the dynamics of “sympathetic” and “salvageable” offenders. *Criminal Justice and Behavior*, 39(3), 308-332.

Kim, B., Spohn, C., & Hedberg, E. C. (2015). Federal sentencing as a complex collaborative process: Judges, prosecutors, judge-prosecutor dyads, and disparity in sentencing. *Criminology*, 53(4), 597-623.

Ulmer, J. T. (2019). Criminal Courts as Inhabited Institutions: Making Sense of Difference and Similarity in Sentencing. *Crime and Justice*, 48(1), 483-522.

Week 10 (face-to-face) Sentencing and Incarceration Policy
10/28

Forman Jr, J. (2017). *Locking up our own: Crime and punishment in Black America*. Farrar, Straus and Giroux.

Final Paper Topic and Abstract in Hard Copy Due

Week 11 (virtual live seminar) Corrections
11/04

Kreager, Derek. A., and Kruttschnitt, Candace. (2018). Inmate society in the era of mass incarceration. *Annual Review of Criminology*, 1, 261-283.

Marquart, James. W. (1986). Prison guards and the use of physical coercion as a mechanism of prisoner control. *Criminology*, 24(2), 347-366.

Cullen, Francis. T., Jonson, Cheryl. L., and Nagin, Daniel. S. (2011). Prisons do not reduce recidivism: The high cost of ignoring science. *The Prison Journal*, 91(3_suppl), 48S-65S.

Mears, Dan P., and Bales, William D. (2009). Supermax incarceration and recidivism. *Criminology*, 47(4), 1131-1166.

Week 12 (face-to-face) Incarceration Policy
11/11

Pratt, T. C. (2018). *Addicted to incarceration: Corrections policy and the politics of misinformation in the United States*. Sage Publications (second edition).

Week 13 (virtual live seminar) Incarceration Policy and Inequality
11/18

Rose, D. R., and Clear, T. R. (1998). Incarceration, social capital, and crime: Implications for social disorganization theory. *Criminology*, 36(3), 441-480.

Western, B., & Wildeman, C. (2009). The black family and mass incarceration. *The ANNALS of the American Academy of Political and Social Science*, 621(1), 221-242.

Kubrin, C. E., & Stewart, E. A. (2006). Predicting who reoffends: The neglected role of neighborhood context in recidivism studies. *Criminology*, 44(1), 165-197.

Turanovic, J. J., Rodriguez, N., & Pratt, T. C. (2012). The collateral consequences of incarceration revisited: A qualitative analysis of the effects on caregivers of children of incarcerated parents. *Criminology*, 50(4), 913-959.

Course Paper Due

Week 14 (virtual live seminar) Victimization
11/25

Macmillan, R. (2001). Violence and the life course: The consequences of victimization for personal and social development. *Annual Review of Sociology*, 27(1), 1-22.

Xie, M., & McDowall, D. (2008). The effects of residential turnover on household victimization. *Criminology*, 46(3), 539-575.

Pratt, T. C., & Turanovic, J. J. (2016). Lifestyle and routine activity theories revisited: The importance of “risk” to the study of victimization. *Victims & Offenders*, 11(3), 335-354.

Berg, M. T., Stewart, E. A., Schreck, C. J., & Simons, R. L. (2012). The victim–offender overlap in context: Examining the role of neighborhood street culture. *Criminology*, 50(2), 359-390.

Pratt, T. C., Turanovic, J. J., Fox, K. A., & Wright, K. A. (2014). Self-control and victimization: A meta-analysis. *Criminology*, 52(1), 87-116.

Week 15 (virtual live seminar) Final Class Meeting
12/02

Final Paper Presentations

Final Paper due December 4th at Midnight