

**CRIJ 5305**  
**PROSEMINAR IN CRIMINOLOGY AND CRIMINAL JUSTICE**  
**FALL 2019**  
**WEDNESDAY, 6:00 PM TO 8:50 PM, EDUCATION 112**

Professor: Dr. Mario V. Cano  
Office: 111M Education  
Office Hours: Monday and Wednesday, 1:30 PM to 3:00 PM and by Appointment  
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**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**

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

Lilly, J. R., Cullen, F. T., & Ball, R. A. (2018). *Criminological theory: Context and consequences*. Sage Publications (optional).

Mallicoat, S. L. (2017). *Crime and Criminal Justice: Concepts and Controversies*. Sage Publications (first edition).

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 material, students should attend class with the readings and notes in hand, questions, and critiques. The class works best when students are present and 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. Please become familiar with the following policy of attendance and grade deduction for unexcused absences:

<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 hinder class attendance and participation and may merit an excused absence 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 20 percent of the overall course grade.

**Research Assignment:** Students will complete a one-time, written research assignment, comprised of a series of questions to familiarize them with UTEP Library and university-wide research resources. The questions will be handed out during the first class meeting. The assignment is due as a hard copy on September 11th and is worth 10 percent of the overall course grade.

**Course Papers:** Students will be expected to write two course papers in the semester. The papers are a summary of the readings assigned for that week (select two weeks from Week 2 through Week 14). More specifically, the paper should make sense of the literature assigned for that week, beyond a traditional literature review. Discuss what the readings do to inform us about policy and the status of criminal justice institutions. Make an attempt to bring the week's 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 four to six pages in length, and use APA or Chicago format. To receive full credit, papers should be submitted as a hard copy at the beginning of class and electronically to [mcano13@utep.edu](mailto:mcano13@utep.edu) by 5:30 PM (on the date of submission). Course papers will no longer be accepted after the beginning of class on Week 14. Each course paper is worth 15 percent of the overall course grade.

**Final Paper:** The final paper—which will also be introduced 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 2nd. There is an expectation that the “front end” paper will be further developed in a full manuscript with “methods” and “results” sections, and thus be submitted to a peer-reviewed journal in the near future.

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 as a hard copy and electronically to [mcano13@utep.edu](mailto:mcano13@utep.edu) by 5:30 PM (on the date of submission). 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	20 percent
Research Assignment	10 percent
Course Paper x 2	30 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 may 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 2019 (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](mailto: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](http://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**      **Course Overview: The Nature of Crime and Criminal Justice Institutions** **09/28**

Lilly, Cullen, & Ball (Chapter 1)  
Mallicoat (Chapter 1)

### **Week 2**      **Nature of Crime** **10/04**

Cohen, L.E. and M. Felson. 1979. Social change and crime rate trends: A routine activities approach. *American Sociological Review* 44:588-608.

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.

Miller, J. (1998). Gender and victimization risk among young women in gangs. *Journal of research in crime and delinquency*, 35(4), 429-453.

McGloin, J.M., C. Sullivan, A.R. Piquero, and T.C. Pratt. 2007. Local life circumstances and offending specialization/diversity: comparing opportunity and propensity models. *Journal of Research in Crime and Delinquency* 44:321-46.

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 3**      **Neighborhoods, Race, and Crime** **10/11**

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

**Week 4            Policing Strategies and Police Subculture**  
**09/18**

Mallicoat (Chapter 7)

Bittner, E. (1967). *The police on skid-row: A study of peace keeping*. Ardent Media.

Van Maanen, J. (1978). The asshole. *Policing: A view from the street*, 221-238.

Klockars, C. B. (1980). The dirty Harry problem. *The Annals of the American Academy of Political and Social Science*, 452(1), 33-47.

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

Skolnick, J. (2002). Corruption and the blue code of silence. *Police Practice and Research*, 3(1), 7-19.

Sunshine, J. & Tyler, T. R. (2003). The role of procedural justice and legitimacy in shaping public support for policing. *Law and Society Review*, 37(3), 513-547.

Nix, J. (2015). Predictive policing. In R. G. Dunham & G. P. Alpert (eds.) *Critical issues in policing: Contemporary readings* (7<sup>th</sup> ed.) (pp. 275-288). Long Grove, IL: Waveland Press, Inc.

Reitzel, J. D., Piquero, N. L. & Piquero, A. R. (2015). Problem-oriented policing. In R. G. Dunham & G. P. Alpert (eds.) *Critical issues in policing: Contemporary readings* (7<sup>th</sup> ed.) (pp. 499-512). Long Grove, IL: Waveland Press, Inc.

**Week 5            Topics in Policing I**  
**09/25**

Mallicoat (Chapter 8)

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

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.

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.

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.

Gau, J. M., & Brunson, R. K. (2010). Procedural justice and order maintenance policing: A study of inner-city young men's perceptions of police legitimacy. *Justice quarterly*, 27(2), 255-279.

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

Tankebe, J. (2013). Viewing things differently: The dimensions of public perceptions of police legitimacy. *Criminology*, 51(1), 103-135.

**Week 6      Incarceration Policy**  
**10/02**

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

**Week 7      Topics in Policing II**  
**10/09**

Reisig, M. D. (2010). Community and problem-oriented policing. *Crime and justice*, 39(1), 1-53.

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.

Adams, K. (2015). What we know about police use of force. In R. G. Dunham & G. P. Alpert (eds.) *Critical issues in policing: Contemporary readings* (7<sup>th</sup> ed.) (pp. 532-547). Long Grove, IL: Waveland Press, Inc.

Fyfe J. J. (2015). The split-second syndrome and other determinants of police violence. In R. G. Dunham & G. P. Alpert (eds.) *Critical issues in policing: Contemporary readings* (7<sup>th</sup> ed.) (pp. 517-531). Long Grove, IL: Waveland Press, Inc.

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.

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.

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.

**Week 8          Courts and Sentencing**  
**10/16**

Mallicoat (Chapters 9 and 10)

Spohn, C., & 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.

Bushway, S., Redlich, A. D., & Norris, R. J. (2014). An explicit test of plea bargaining in the “shadow of the trial.” *Criminology*, 52(4), 723-754.

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 9          Courts**  
**10/23**

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

**Week 10        Corrections**  
**10/30**

Mallicoat (Chapters 11 and 12)

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

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

Cullen, F. T., Jonson, C. L., & Nagin, D. S. (2011). Prisons do not reduce recidivism: The high cost of ignoring science. *The Prison Journal*, 91(3\_suppl), 48S-65S.

- Mears, D. P., & Bales, W. D. (2009). Supermax incarceration and recidivism. *Criminology*, 47(4), 1131-1166.
- Marquart, J. W. (1986). Prison guards and the use of physical coercion as a mechanism of prisoner control. *Criminology*, 24(2), 347-366.
- Adams, K. (1992). Adjusting to prison life. *Crime and Justice*, 16, 275-359.
- 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.

**Week 11      Victimization**  
**11/06**

- Cohen, L. E., & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 588-608.
- Lauritsen, J. L., Sampson, R. J., & Laub, J. H. (1991). The link between offending and victimization among adolescents. *Criminology*, 29(2), 265-292.
- 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.
- Rountree, P. W., Land, K. C., & Miethe, T. D. (1994). Macro-micro integration in the study of victimization: A hierarchical logistic model analysis across Seattle neighborhoods. *Criminology*, 32(3), 387-414.
- 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 12      Corrections Policy**  
**11/13**

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

**Week 13      Juvenile Justice**  
**11/20**

Mallicoat (Chapter 13)

Bridges, G. S., & Steen, S. (1998). Racial disparities in official assessments of juvenile offenders: Attributional stereotypes as mediating mechanisms. *American sociological review*, 554-570.

Feld, B. C. (1997). Abolish the juvenile court: Youthfulness, criminal responsibility, and sentencing policy. *J. Crim. L. & Criminology*, 88, 68.

Rodriguez, N. (2013). Concentrated disadvantage and the incarceration of youth: Examining how context affects juvenile justice. *Journal of Research in Crime and Delinquency*, 50(2), 189-215.

Johnson, B. D., & Kurlychek, M. C. (2012). Transferred juveniles in the era of sentencing guidelines: Examining judicial departures for juvenile offenders in adult criminal court. *Criminology*, 50(2), 525-564.

Zane, S. N. (2017). Do criminal court outcomes vary by juvenile transfer mechanism? A multi-jurisdictional, multilevel analysis. *Justice Quarterly*, 34(3), 542-569.

Lane, J. (2018). Addressing Juvenile Crime: What Have We Learned, and How Should We Proceed?. *Criminology & Public Policy*, 17(2), 283-307.

Campbell, C., Papp, J., Barnes, A., Onifade, E., & Anderson, V. (2018). Risk assessment and juvenile justice: An interaction between risk, race, and gender. *Criminology & Public Policy*, 17(3), 525-545.

**Week 14      Immigration and Crime**  
**11/27**

Velez, M. B. (2009). Contextualizing the immigration and crime effect: An analysis of homicide in Chicago neighborhoods. *Homicide Studies*, 13(3), 325-335.

Martinez Jr, R., Stowell, J. I., & Lee, M. T. (2010). Immigration and crime in an era of transformation: A longitudinal analysis of homicides in San Diego neighborhoods, 1980–2000. *Criminology*, 48(3), 797-829.

- Wang, X. (2012). Undocumented immigrants as perceived criminal threat: A test of the minority threat perspective. *Criminology*, 50(3), 743-776.
- Lyons, C. J., Vélez, M. B., & Santoro, W. A. (2013). Neighborhood immigration, violence, and city-level immigrant political opportunities. *American Sociological Review*, 78(4), 604-632.
- 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.
- Ousey, G. C., & Kubrin, C. E. (2018). Immigration and crime: Assessing a contentious issue. *Annual Review of Criminology*, 1, 63-84.
- 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.

**Week 15      Final Class Meeting**

**12/04**

Final Paper Presentations