

Quarter: Fall 2022

Meeting times: Mondays and Wednesdays at 3:30-4:50pm

Room: [HG 1800](#)

## C126: Drugs, Crime, & Social Control

Instructor: [Justin L. Sola](#)

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Office Location and Hours: 2:00-3:15pm on Wednesday at SE II 3317 & by appointment

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Office Location and Hours: 2:00-3:15p on Monday at SE II 3323, and on Thursday by appointment online (zoom meeting id: 477 145 2681) or in-person (with 24 hour notice or more)

### INTRODUCTION AND LEARNING OBJECTIVES

This course will **1)** help you understand the research landscape of US policies on drugs and crime, and **2)** introduce you to the broader effects of US policies of social control. Course materials include cutting-edge research from journal articles, book chapters, and annual review articles, culminating with the Philly D.A. – a 2021 PBS documentary series that prominently features current debates on drugs, crime, and social control.

The overall course goal is to improve your critical thinking regarding social research and public policy, organized around the extraordinarily important content area of drugs, crime, and social control in the US. We will do this by **1)** advancing your familiarity with research findings and policy debates on drugs, crime, and social control; and **2)** advancing your critical reading, analysis, and writing skills.

Classes will feature lecture, discussion, and problem-solving segments that examine research and policy questions – for example, different approaches to drug-testing, policing, and sanctioning. Outside of class, students can expect to spend 6-10 hours per week on assignments including: **reading** research articles and book chapters (40-95 pages a week), **writing** 2 or 3 short critical response papers, **a midterm**, and **a final** (both take-at-home, time-limited, open-book format). Grading in the course will emphasize constructive writing feedback.

### COURSE MATERIALS

- All required readings and materials will be available digitally without additional cost.

### COURSE ASSIGNMENTS & GRADING POLICIES

3 short critical response papers	60% – <b>Lowest grade dropped, easy 100 on 3rd</b>
Take at home midterm	15% – <b>Open book, take-at-home, 1.5 hours</b>
Take at home final	25% – <b>Open book, take-at-home, 2 hours</b>

### What does a number grade mean?

- Grades 96-100 reflects graduate-level performance. Such students may be asked about their interest in research positions.
- Grades 90-95 reflect near-graduate school performance (aka graduate-ready).
- Grades 80-89 reflect a range of good undergraduate-level performance.

- Grades 70-79 reflect the misapplication of an important part of the assignment (for example, writing structure / lack of a clear topic).
- Grades 60-69 reflect the misapplication of at least two important parts of the assignment (for example, writing structure and several instances of misunderstanding important research).
- Grades 59 or below reflect several misapplications of important parts of the assignment, fundamental misunderstanding of course content, or work that does not address the prompt.

### How do number grades correspond to letter grades?

93-100% <b>A</b>	90-92% <b>A-</b>	88-89% <b>B+</b>
83-87% <b>B</b>	80-82% <b>B-</b>	78-79% <b>C+</b>
73-77% <b>C</b>	70-72% <b>C-</b>	68-69% <b>D+</b>
63-67% <b>D</b>	60-62% <b>D-</b>	<60% <b>F</b>

### Late Assignments and Make-up Exam Policy

Please tell us about circumstances and emergencies **before** due dates! Otherwise, late assignments and make-up exams will not usually be accepted. I know that your work deserves consideration, even if it is late; the truth is that quarters are too fast to grade late work. I am sorry about that. I struggled with this myself as an undergrad – please contact me (Justin) to talk.

### Readings and Class Attendance

Doing well does not require sorcery; the first step is to do the readings and attend class.<sup>1</sup> Class lectures, discussions, group activities, and problem-solving segments build on your readings, and assignments in turn build on your classroom engagement. These are fair game for exams, so I recommend you attend (though we will not take attendance). Refer to Professor Rubin's [superb guide](#) – which includes a notes template – on how to read the non-textbook sources. Focus on:

1. The research question(s) of the study, and the author(s)'s expectations about them.
2. The research methods of the study; particularly where data comes from, how the research question is operationalized with the data, and how it is analyzed.
3. The findings of the study, and how the author(s) interpret these findings in the conclusion.
4. How the study relates to other readings, class discussions, and your experiences or knowledge.

### Critical Response Papers

Critical response papers are due on Canvas (in .pdf, .docx, .doc, or .rtf formats) before class on the listed date. Specific prompts will be released at least one week before the due date. Your lowest grade will be dropped, so you have the option to do only 2, or do all 3 for the best possible grade. The 3rd critical response paper **will be given a 100% if students would have earned an 85% or above according to the rubric**. Otherwise, students who turn in (relevant) papers will receive an **85%**. General guidelines are below, but specific prompts overrule them. Critical response papers should:

1. Use at least 3 separate sources to inform your argument, data, and analysis. Those sources should be primary sources (unless the secondary text was assigned in this course).

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<sup>1</sup> If you do about half the readings and attend most classes, it will take a lot of effort and anxiety to squeak by with an 80%. Attend every class and do each reading (skimming where necessary) and you will know more, do better, and be less stressed.

2. Be 350 words or less in length, double-spaced, 1-inch margins, with legible 12-point font.
3. Have a bibliography on a separate page (this does not count towards the word limit).
4. Use in-text citations (or footnotes) and bibliographic references for claims that are not obvious. For example, an incarceration statistic requires a citation, but the existence of incarceration does not. Any social science format is acceptable; I suggest the [American Sociological Association style](#) because I use it here (so you can copy-paste references).
5. Feature a clearly stated and answerable question or hypothesis in the first paragraph. Throughout the rest of your response paper, you will need to explore this question or hypothesis with evidence, and address your findings at the end of the paper.

### **Take-home Midterm and Final**

The midterm and final exams will be available to begin during a 48 hour period on Canvas (see the weekly schedule for dates and times). For the midterm, you will have **1.5 hours (90 minutes) to complete the exam after you begin on Canvas**. For the final exam, you will have **2 hours (120 minutes) to complete the exam after you begin on Canvas**. All material (class and readings), including those covered in the midterm, can be on the final. Both the midterm and the final will feature a mix of multiple-choice and short answer questions.

During the exam, you can use any class materials and notes. I encourage you to study for the exam together (e.g., quiz each other, compare reading notes, make a study guide), but **you must take the exam alone and not consult with (or assist) your peers**. Examples: **(1)** If you have a cloud-shared study guide, download it prior to the exam so that you do not violate policy. **(2)** If you have a class group chat, do not use it to discuss the exam during the exam periods. **(3)** If you have an essay or response you wrote previously, you can refer to it but you cannot copy-paste it.

### EMAIL POLICY

**Double check the syllabus about due dates, policies, assignments, and exams.** Attend office hours (and ask questions in class) to seek clarification. If your question is unaddressed, you should usually email the TA first: briefly describe the issue and then suggest how we might address it. You can expect an initial response within 2 business days (email on Friday, hear back by Tuesday).

### POLICY ON PLAGIARISM AND STUDENT CONDUCT

- Plagiarism is not acceptable – please familiarize yourself with [UCI's Academic Integrity Policy](#). If a case is identified, the student will receive no credit and the case will be advanced to the Dean's Office. All papers and exam answers will be subject to [Turnitin](#) or similar software.
- Please follow the [student code](#), with an emphasis on mutual respect so that we can safely learn about and debate highly contentious topics. The most learning can happen if we arrive at class on time and practice mutual respect for others, especially when we think they are wrong.

### PERSONAL EMERGENCIES & SPECIAL ACCOMMODATIONS

- Life is uncertain for all of us! Should an emergency or situation arise, please see us in office hours or contact us via email as soon as possible.
- If you have specific learning needs or disabilities, you should see me (Justin) in office hours or as soon as possible. Disability Services Center accommodations can be arranged by phone (949-824-7494) or email ([dsc@uci.edu](mailto:dsc@uci.edu)).

## WEEKLY SCHEDULE AND ASSIGNMENTS (due by listed class dates)

\* indicates optional readings

### Introduction and Methods Refresher

#### Class 1: September 26, 2022

1. **Pages 107-130:** Bachman, Ronet D., and Russell K. Schutt. 2020. "The Process and Problems of Research Related to Crime and Criminology." Excerpt of Pp. 107–130 in *The Practice of Research in Criminology and Criminal Justice*. SAGE Publications, Inc.
2. Rubin, Ashley. 2019. [Guide to Reading Non-Textbook Texts](#). University of Hawai'i, Manoa.
  - a. \* Glass, David J. 2010. "A Critique of the Hypothesis, and a Defense of the Question, as a Framework for Experimentation." *Clinical Chemistry* 56(7):1080–85. doi: [10.1373/clinchem.2010.144477](https://doi.org/10.1373/clinchem.2010.144477).

### The Criminalization of Drug Abuse in the US

#### Class 2: September 28, 2022

1. **Pages 32-70:** Mosher, Clayton, and Scott Akins. 2014. "Drug Controversies and Demonization." Pp. 32–70 in *Drugs and Drug Policy: The Control of Consciousness Alteration*. Thousand Oaks: SAGE Publications, Inc.
  - a. \* **Pages 7-30:** U.S. Department of Health. 2021. *2020 National Survey on Drug Use and Health Annual National Report. Substance Abuse and Mental Health Services Administration*. U.S. Department of Health & Human Services.
  - b. \* Glei, Dana A., and Samuel H. Preston. 2020. "Estimating the Impact of Drug Use on US Mortality, 1999-2016." *PLOS ONE* 15(1):e0226732. doi: [10.1371/journal.pone.0226732](https://doi.org/10.1371/journal.pone.0226732).

#### Class 3: October 3, 2022

1. **Pages 89-100:** Simon, Jonathan. 2007. *Governing Through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear*. Oxford, New York: Oxford University Press.
2. Gaston, Shytierra. 2019. "Producing Race Disparities: A Study of Drug Arrests across Place and Race." *Criminology* 57(3):424–51. doi: [10.1111/1745-9125.12207](https://doi.org/10.1111/1745-9125.12207).
  - a. \* **Pages 423-463:** Mosher, Clayton, and Scott Akins. 2014. "Policies Regulating Illegal Drugs." Pp. 423–63 in *Drugs and Drug Policy: The Control of Consciousness Alteration*. Thousand Oaks: SAGE Publications, Inc.

### Mainstream Criminology of Drug Policy and Social Control

#### Class 4: October 5, 2022

1. Caulkins, Jonathan P., and Mark A. R. Kleiman. 2012. "Drugs and Crime." Pp. 1–49 in *The Oxford Handbook of Crime and Criminal Justice*, edited by M. Tonry. Oxford University Press.
  - a. \* Lindsay, Sadé L., and Mike Vuolo. 2021. "Criminalized or Medicalized? Examining the Role of Race in Responses to Drug Use." *Social Problems* 68(4):942–63. doi: [10.1093/socpro/spab027](https://doi.org/10.1093/socpro/spab027).

### **Class 5: October 10, 2022**

1. Burt, Callie H. 2020. "Self-Control and Crime: Beyond Gottfredson & Hirschi's Theory." *Annual Review of Criminology* 3(1):43–73. doi: [10.1146/annurev-criminol-011419-041344](https://doi.org/10.1146/annurev-criminol-011419-041344).
  - a. \* Geis, Gilbert. 2000. "On the Absence of Self-Control as the Basis for a General Theory of Crime: A Critique." *Theoretical Criminology* 4(1):35–53. doi: [10.1177/1362480600004001002](https://doi.org/10.1177/1362480600004001002).
  - b. \* Liazos, Alexander. 1972. "The Poverty of the Sociology of Deviance: Nuts, Sluts, and Preverts." *Social Problems* 20(1):103–20. doi: 10.2307/799504.

### **The Costs of Incarceration**

### **Class 6: October 12, 2022**

1. **Chapter 4 "Human Frailty" – Pages 46-62:** Western, Bruce. 2018. *Homeward: Life in the Year After Prison*. New York: Russell Sage Foundation.
2. Zarkin, Gary A., Alexander J. Cowell, Katherine A. Hicks, Michael J. Mills, Steven Belenko, Laura J. Dunlap, and Vincent Keyes. 2015. "Lifetime Benefits and Costs of Diverting Substance-Abusing Offenders From State Prison." *Crime & Delinquency* 61(6):829–50. doi: [10.1177/0011128712461904](https://doi.org/10.1177/0011128712461904).

### **Class 7: October 17, 2022**

1. **Chapter 8 "Back to Jail" – Pages 121-138:** Western, Bruce. 2018. *Homeward: Life in the Year After Prison*. New York: Russell Sage Foundation.
  - a. \* Sykes, Bryan L., Meghan Ballard, Andrea Giuffre, Rebecca Goodsell, Daniela Kaiser, Vicente Celestino Mata, and Justin Sola. 2022. "Robbing Peter to Pay Paul: Public Assistance, Monetary Sanctions, and Financial Double-Dealing in America." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 8(1):148–78. doi: [10.7758/RSF.2022.8.1.07](https://doi.org/10.7758/RSF.2022.8.1.07).

### **➤ First Critical Response Paper Due October 17 Before Class**

### **Criminological and Policy Debates on Sanctions, Surveillance, and Policing**

### **Class 8: October 19, 2022**

1. Nagin, Daniel S. 2016. "Project HOPE." *Criminology & Public Policy* 15(4):1005–7. doi: [10.1111/1745-9133.12263](https://doi.org/10.1111/1745-9133.12263).
2. Hawken, Angela. 2018. "Economic Implications of HOPE from the Demonstration Field Experiment." *Criminology & Public Policy* 17(4):901–6. doi: [10.1111/1745-9133.12415](https://doi.org/10.1111/1745-9133.12415).
  - a. \* Lattimore, Pamela K., Doris Layton MacKenzie, Gary Zajac, Debbie Dawes, Elaine Arsenault, and Stephen Tueller. 2016. "Outcome Findings from the HOPE Demonstration Field Experiment." *Criminology & Public Policy* 15(4):1103–41. doi: [10.1111/1745-9133.12248](https://doi.org/10.1111/1745-9133.12248).
  - b. \* Cowell, Alexander J., Alan Barnosky, Pamela K. Lattimore, Joel K. Cartwright, and Matthew DeMichele. 2018. "Economic Evaluation of the HOPE Demonstration Field Experiment." *Criminology & Public Policy* 17(4):875–99. doi: [10.1111/1745-9133.12407](https://doi.org/10.1111/1745-9133.12407).

### **Class 9: October 24, 2022**

1. Kurlychek, Megan C., and Brian D. Johnson. 2019. "Cumulative Disadvantage in the American Criminal Justice System." *Annual Review of Criminology* 2(1):291–319. doi: [10.1146/annurev-criminol-011518-024815](https://doi.org/10.1146/annurev-criminol-011518-024815).
  - a. \* Sandoval, Juan R. 2020. "‘Everyone Is on Supervision’: The Function of Home Visits in Structuring Family Dynamics and Exerting Continuous Control." *Journal of Offender Rehabilitation* 59(4):177–97. doi: [10.1080/10509674.2020.1733166](https://doi.org/10.1080/10509674.2020.1733166).

### **Class 10: October 26, 2022**

1. Evans, William N., and Emily G. Owens. 2007. "COPS and Crime." *Journal of Public Economics* 91(1):181–201. doi: [10.1016/j.jpubeco.2006.05.014](https://doi.org/10.1016/j.jpubeco.2006.05.014).
  - a. \* Ang, Desmond. 2021. "The Effects of Police Violence on Inner-City Students." *The Quarterly Journal of Economics* 136(1):115–68. doi: [10.1093/qje/qjaa027](https://doi.org/10.1093/qje/qjaa027).
  - b. \* Legewie, Joscha, and Jeffrey Fagan. 2019. "Aggressive Policing and the Educational Performance of Minority Youth." *American Sociological Review* 84(2):220–47. doi: [10.1177/0003122419826020](https://doi.org/10.1177/0003122419826020).

### **Class 11: October 31, 2022**

1. Braga, Anthony A., Rod K. Brunson, and Kevin M. Drakulich. 2019. "Race, Place, and Effective Policing." *Annual Review of Sociology* 45(1):535–55. doi: [10.1146/annurev-soc-073018-022541](https://doi.org/10.1146/annurev-soc-073018-022541).
  - a. \* Engel, Robin S., Michael R. Smith, and Francis T. Cullen. 2012. "Race, Place, and Drug Enforcement." *Criminology & Public Policy* 11(4):603–35. doi: [10.1111/j.1745-9133.2012.00841.x](https://doi.org/10.1111/j.1745-9133.2012.00841.x).

➤ **Midterm Opens October 31 after class, closes 48 hours later on November 2 at 5pm.**

### **Policy Considerations: Jobs**

### **Class 12: November 2, 2022**

1. Lindsay, Sadé L. 2022. "Damned If You Do, Damned If You Don't: How Formerly Incarcerated Men Navigate the Labor Market with Prison Credentials\*." *Criminology* 60(3): 455–479. doi: [10.1111/1745-9125.12307](https://doi.org/10.1111/1745-9125.12307).
  - a. \* Bhuller, Manudeep, Gordon B. Dahl, Katrine V. Løken, and Magne Mogstad. 2020. "Incarceration, Recidivism, and Employment." *Journal of Political Economy* 128(4):1269–1324. doi: [10.1086/705330](https://doi.org/10.1086/705330).

### **Class 13: November 7, 2022**

1. Sugie, Naomi F., Noah D. Zatz, and Dallas Augustine. 2020. "Employer Aversion to Criminal Records: An Experimental Study of Mechanisms." *Criminology* 58(1):5–34. doi: [10.1111/1745-9125.12228](https://doi.org/10.1111/1745-9125.12228).
  - a. \* Wozniak, Abigail. 2015. "Discrimination and the Effects of Drug Testing on Black Employment." *The Review of Economics and Statistics* 97(3):548–66. doi: [10.1162/REST\\_a\\_00482](https://doi.org/10.1162/REST_a_00482).

➤ **Second Critical Response Paper Due November 7 Before Class**

**Policy Considerations: Wealth and Community**

**Class 14: November 9, 2022**

1. Sykes, Bryan L., and Michelle Maroto. 2016. "A Wealth of Inequalities: Mass Incarceration, Employment, and Racial Disparities in U.S. Household Wealth, 1996 to 2011." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(6):129–52. doi: [10.7758/RSF.2016.2.6.07](https://doi.org/10.7758/RSF.2016.2.6.07).
  - b. \* Aizer, Anna, and Joseph J. Doyle Jr. 2015. "Juvenile Incarceration, Human Capital, and Future Crime: Evidence from Randomly Assigned Judges." *The Quarterly Journal of Economics* 130(2):759–803. doi: [10.1093/qje/qjv003](https://doi.org/10.1093/qje/qjv003).

**Class 15: November 14, 2022**

1. Muñiz, Ana. 2014. "Maintaining Racial Boundaries: Criminalization, Neighborhood Context, and the Origins of Gang Injunctions." *Social Problems* 61(2):216–36. doi: [10.1525/sp.2014.12095](https://doi.org/10.1525/sp.2014.12095).

**Policies' Cascading Effects**

**Class 16: November 16, 2022**

1. Chiricos, Ted, Kelle Barrick, William Bales, and Stephanie Bontrager. 2007. "The Labeling of Convicted Felons and Its Consequences for Recidivism." *Criminology* 45(3):547–81. doi: [10.1111/j.1745-9125.2007.00089.x](https://doi.org/10.1111/j.1745-9125.2007.00089.x).

**Class 17: November 21, 2022**

1. Hinton, Elizabeth, and DeAnza Cook. 2021. "The Mass Criminalization of Black Americans: A Historical Overview." *Annual Review of Criminology* 4(1):261–86. doi: [10.1146/annurev-criminol-060520-033306](https://doi.org/10.1146/annurev-criminol-060520-033306).
  - a. \* Pickett, Justin T., Amanda Graham, and Francis T. Cullen. 2022. "The American Racial Divide in Fear of the Police." *Criminology* 60(2):291–320. doi: [10.1111/1745-9125.12298](https://doi.org/10.1111/1745-9125.12298).

**Philly D.A. –Policy is Fundamentally Hard**

**Class 18: November 23, 2022**

1. Philly D.A. Episodes 1-3
2. VERA Institute of Justice. 2016. The Discretionary Power of Prosecutors.
  - a. \* Arndt, Maria E. 2021. "Examining the Gap Between Prosecutor Attitudes and Decisions: Case Prioritization Through Case Elimination Mechanisms in Driving With a Suspended License Cases." *Criminal Justice Review* 07340168211061162. doi: [10.1177/07340168211061162](https://doi.org/10.1177/07340168211061162).
  - b. \* Lynch, Mona. 2018. "Prosecutorial Discretion, Drug Case Selection, and Inequality in Federal Court." *Justice Quarterly* 35(7):1309–36. doi: [10.1080/07418825.2018.1535083](https://doi.org/10.1080/07418825.2018.1535083).

➤ **Third Critical Response Paper Due Nov 27 Before Midnight**

**Class 19: November 28, 2022**

1. Philly D.A. Episodes 4-6
  - a. \* Stevenson, Megan T. 2018. "Distortion of Justice: How the Inability to Pay Bail Affects Case Outcomes." *The Journal of Law, Economics, and Organization* 34(4):511-42. doi: [10.1093/jleo/ewy019](https://doi.org/10.1093/jleo/ewy019).

**Email questions about final exam *before* Nov 28 class**

**NOT IN PERSON (Prerecorded Lecture)! Class 20: November 30, 2022**

1. Philly D.A. Episodes 7-8
  - a. \* Ouss, Aurélie. 2020. "Misaligned Incentives and the Scale of Incarceration in the United States." *Journal of Public Economics* 191:104285. doi: [10.1016/j.jpubeco.2020.104285](https://doi.org/10.1016/j.jpubeco.2020.104285).

➤ **Final Opens December 5 at noon, closes 48 hours later on December 7 at noon.**