CRCJ 5381-001: CRIME AND PUBLIC POLICY

Fall 2017

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Office hours: M 11:00-12:00; T 1:00-2:00; W 11:00-12:00; or by appointment

Class location: UTASF 120

Day/Times: M/W 6:00-9:20

**Course Materials:**

Smith, C. F. (2016). *Writing public policy: A practical guide to communicating in the policy making process* (4th ed.). Oxford University Press: New York, NY.

In addition, readings will primarily consist of academic research articles. Citations will be provided for you to access assigned materials. Readings not available through electronic databases will be located on Blackboard.

**Description of Course Content:**

This course addresses crime and criminal justice policy. Emphasis is on the examination of political forces that shape criminal justice responses and policy initiatives. In the context of theoretical paradigms, the impact of race, class, economics, and gender on development of criminal justice public policy is examined.

**Student Learning Outcomes:**

* Have an understanding of issues and trends related to policy making in various areas of criminal justice policy
* Have an understanding of what factors contribute to policy making
* Be able to critically assess the differences between evidence based policy and ideological policy
* Identify the role of media and political forces in shaping criminal justice policy
* Critically assess intended and unintended consequences of criminal justice policy

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents’ Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**Student Support Services Available:** The University of Texas at Arlington has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Academic Assistance resource page of the Office of Student Success Programs, [www.uta.edu/uac/studentsuccess/academic-assistance](http://www.uta.edu/uac/studentsuccess/academic-assistance). To help students address personal, academic and career concerns, individual counseling is also available. For more information, students are encouraged to contact Counseling Services [www.counseling.uta.edu](http://www.counseling.uta.edu/) at (817) 272-3671 or visit a counselor in 216 Davis Hall.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Course requirements:**

**Exam 1 25%**

**Exam 2 25%**

**Policy Analysis 50%**

**Reading:** Readings are expected to be completed before the class for which the readings are assigned. Familiarity with the material facilitates understanding and ability to participate in discussion.

**Exams (2)** - There will be two exams, each worth 25% of your grade. Exams will be graded on thoroughness and accuracy of answers provided as well as the grammar and clarity of writing.

**Class Participation:** Both class attendance and participation are strongly encouraged as well as expected. As this is a graduate class, a major component of the learning that takes place is through interaction with classmates.

**Policy Analysis and Presentation:** Instructions in separate document.

**The grading scale for this course will be:**

A ------------------------100-90

B ------------------------89-80

C ------------------------79-70

D ------------------------69-60

Below 60 = F

**Course Outline:**

Please note that the following is the desired course outline. The instructor reserves the right to change the schedule found below. Each student is responsible for any changes as announced during class discussions and lectures.

**Academic Calendar**

Be prepared to discuss the readings assigned to the topic for each class meeting.

**Aug 28** – **CLASS TO START AT 7:00** Introductions; Syllabus - Discussion topics: Biology

Biology Readings:

Moffitt, T. E., Ross, S. & Raine, A. (2011). Crime and biology. In J. Q. Wilson & J. Petersilia (Eds.), *Crime and public policy* (pp. 53-87). New York, NY: Oxford Press.

(Available on Blackboard)

Roque, M., Welsh, B. C., & Raine, A. (2012). Biosocial criminology and modern crime prevention. *Journal of Criminal Justice, 40*, 306-312.

Casey, B. J., Getz, S., & Galvan, A. (2008). The adolescent brain. Developmental Review, 28, 62-77.

Wright, J. P., & Cullen, F. T. (2012). The future of biosocial criminology: Beyond scholars’ professional ideology. *Journal of Contemporary Criminal Justice, 28*, 237-253.

Walsh, A., & Yun, I. (Forthcoming). Examining the race, poverty, and crime nexus adding Asian Americans and biosocial processes. *Journal of Criminal Justice*. (Available on Blackboard)

**Aug 30** – Discussion topics: Mental Health and Drugs

Read Chapter 1 in *Writing Public Policy*

Mental Health Readings:

Raphael, S., & Stoll, M. A. (2013). Assessing the contribution of the deinstitutionalization of the mentally ill to growth in the US incarceration rate. *The Journal of Legal Studies*, 42.

(Available on Blackboard)

Swartz, J. A., & Lurigio, A. (2007). Serious mental illness and arrest: The generalized mediating effect of substance abuse. *Crime and Delinquency, 53*, 581-604.

Morabito, M. S., & Socia, K. M. (2015). Is dangerousness a myth? Injuries and police encounters with people with mental illnesses. *Criminology and Public Policy, 14*, 253-276.

Smith, K. L. (2012). Lost souls: Constitutional implications for the deficiencies in treatment for persons with mental illness in custody. *Golden Gate University Law Review, 42*, 497-523.

Hnatow, D. (November 2015). Emergency psychiatry: Working with law enforcement to provide health care for the acute mentally ill. *Psychiatric Times*.

Drugs Readings:

Thirty years of America’s Drug War – Frontline chronology

<http://www.pbs.org/wgbh/pages/frontline/shows/drugs/cron/>

Baum, D. (April 2016). Legalize it all: How to win the war on drugs. *Harper’s Magazine*.

<http://harpers.org/archive/2016/04/legalize-it-all/>

Morris, R. G., TenEyck, M. Barnes, J. C., & Kovandzic, T. V. (2014). The effect of medical marijuana laws on crime: Evidence from state panel data, 1990-2006. *PLoS ONE, 9(3).*

Barnes, M. C., & Arndt, G. (2013). The best of both worlds: Applying federal commerce and state police powers to reduce prescription drug use. *Journal of Health Care Law and Policy, 16*, 271-307.

Drug war policies: Jeff Sessions orders tougher drug crime charges. (May 12, 2017). The Economist. <https://www.economist.com/blogs/democracyinamerica/2017/05/drug-war-policies>

**Sept 6** – Discussion topics: Guns and Family

Read Chapter 2 in *Writing Public Policy*

Gun Readings

Phillips, S., & Maume, M. O. (2007). Have gun will shoot?: Weapon instrumentality, intent, and the violent escalation of conflict. *Homicide Studies, 11*, 272-294.

Kleck, G. (2009). Mass shootings in schools: The worst possible case for gun control. American Behavioral Scientist, 52, 1447-1464.

Vittes, K. A., Vernick, J. S., & Webster, D. W. (2013). Legal status and source of offenders’ firearms in states with the least stringent criteria for gun ownership. *Injury Prevention, 19*, 26-31.

Pierce, G. L., Braga, A. A., & Wintemute, G. (2015). Impact of California firearms sales laws and dealer regulations on the illegal diversion of guns. *Injury Prevention, 21*. (Available on Blackboard).

Donohue (Available on Blackboard)

Family Readings:

van de Rakt, M., Nieuwbeerta, P., & Apel, R. (2009). Association of criminal convictions between family members: Effects of siblings, fathers and mothers. *Criminal Behaviour and Mental Health, 19*, 94-108.

Beaver, K. M. (2013). The familial concentration and transmission of crime. *Criminal Justice and Behavior, 40*, 139-155.

Theobald, D., Farrington, D. P., & Piquero, A. R. (2013). Childhood broken homes and adult violence: An analysis of moderators and mediators. *Journal of Criminal Justice, 41*, 44-52.

Turney, K., & Wildeman, C. (2015). Detrimental for some? Heterogeneous effects of maternal incarceration on child wellbeing. *Criminology and Public Policy, 14,* 125-156.

Giordano, P. C., & Copp, J. E. (2015). “Packages” of risk: Implications for determining the effect of maternal incarceration on child wellbeing. *Criminology and Public Policy, 14*, 157-169.

Arditti, J. (2015). Family process perspective on the heterogeneous effect of maternal incarceration on child wellbeing: The trouble with differences. *Criminology and Public Policy, 14*, 169-182.

**Sept 11** – Juveniles and Community

Read Chapter 3 in *Writing Public Policy*

Juveniles Readings

Chesney-Lind, M., & Shelden, R. (Available on Blackboard)

Loeber, R., Menting, B., Lynam, D. R., Moffitt, T. E., Stouthamer-Loeber, M., Stallings, R., et al. (2012). Findings from the Pittsburg Youth Study: Cognitive impulsivity and intelligence as predictors of the age-crime curve. Journal of the American Academy of Child and Adolescent Psychiatry, 51, 1136-1149.

Justice Policy Institute. (2014). Sticker shock: Calculating the full price tag of youth incarceration. (Available on Blackboard).

Scott, E. S., & Grisso, T. (2005). Developmental incompetence, due process, and juvenile justice policy. *North Carolina Law Review, 83*.

(Available on Blackboard)

Farrington, D., Loeber, R., & Howell, J. C. (2012). Young adult offenders: The need for more effective legislative options and justice processing. *Criminology and Public Policy, 11*, 729-750.

Community Readings

Clear, T. R., Rose, D. R., & Ryder, J. A. (2001). Incarceration and the community: The problem of removing and returning offenders. *Crime and Delinquency, 47*, 335-351.

Hinkle, J. C. (2013). The relationship between disorder, perceived risk, and collective efficacy: A look into indirect pathways into the broken windows thesis. *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society, 26*, 408-432.

(Available on Blackboard)

Barton, M. S., & Gruner, C. P. (2016). The theoretical explanation of the influence of gentrification on neighborhood crime. *Deviant Behavior, 37*, 30-46.

Woo, A., & Joh, K. (2015). Beyond anecdotal evidence: Do subsidized housing developments increase neighborhood crime? Applied Geography, 64, 87-96.

Rothstein, R. (2015). From Ferguson to Baltimore: The fruits of government-sponsored segregation. *Journal of Affordable Housing & Community Development Law, 24*. (Link available on Blackboard)

**Sept 13** – Labor Markets and Policing

Read Chapter 4 in *Writing Public Policy*

Labor Markets Readings

Baron, S. W. (2008). Street youth, unemployment and crime: is it that simple? Using General Strain Theory to untangle the relationship, *Journal of Criminology and Criminal Justice, 50*, 399-434.

Crutchfield, R. D., & Pitchford, S. R. (1997). Work and crime: The effects of labor stratification, *Social Forces, 76*, 93-118.

Pettit, B., & Lyons, C. J. (2009). Incarceration and the legitimate labor markets; examining age-graded effects on employment and wages*, Law and Society Review, 43*, 725-75.

Weiman, D. F. (2007). Barriers to Prisoner’s reentry into the labor market and the social cost of recidivism, *Social Research, 74*, 575-611.

Aaltonen, M., MacDonald, J. M., Martikainen, P., & Kivivouri, J. (2013). Examining the generality of the unemployment-crime association. Criminology, 51, 561-594.

(Available on Blackboard)

Policing Readings:

Hryniewicz, D. (2011). Civilian oversight as a public good: Democratic policing, civilian oversight, and the social. *Contemporary Justice Review, 14*, 77-83.

Drakulich, K. M., & Crutchfield, R. D. (2013). The role of perceptions of police in informal social control: Implications for the racial stratification of crime and control. *Social Problems, 60*, 383-407.

Black, P. J., & Kari, C. J. (2010). Policing diverse communities: Do gender and minority status make a difference.*Journal of Ethnicity in Criminal Justice, 8*(3), 216-229.

Meares, T. L. (2017). The path forward: Improving the dynamics of community-police relationships to achieve effective law enforcement policies. *Columbia Law Review*, <http://columbialawreview.org/content/the-path-forward-improving-the-dynamics-of-community-police-relationships-to-achieve-effective-law-enforcement-policies/>

Fagan, J. & Richman, D. (2017). Understanding recent spikes and longer trends in American murders. *Columbia Law Review*. <http://columbialawreview.org/content/understanding-recent-spikes-and-longer-trends-in-american-murders/>

**Sept 18 – Exam 1**

**Sept 20** – Discussion topics: Sex Offenders and Domestic Violence

Read Chapter 5 in *Writing Public Policy*

Sex Offenders Readings

Levenson, J. S., D’Amora, D. A., & Hein, A. L. (2007). Megan’s Law and its impact on community re-entry for sex offenders, *Behavioral Sciences and the Law, 25*, 587-602.

Zgoba, K., Veysey, B. M., & Dalessandro, M. (2010). An analysis of the effectiveness of community notification and registration: Do the best intentions predict the best practices? *Justice Quarterly, 27*, 667-691.

Terry, K. J. (2011). What is smart sex offender policy? *Criminology and Public*

*Policy, 10*, 275-282.

Tewksbury, R., Jennings, W. G., & Zgoba, K. M. (2012). A longitudinal examination of sex offender recidivism prior to and following the implementation of SORN. *Behavioral Sciences and the Law, 30*, 308-328.

Platt, E. R. (2013). Gangsters to greyhounds: The past, present, and future of offender registration. New York University Review of Law and Social Change, 37.

(Available on Blackboard)

Domestic Violence Readings

Hirschel, D., Buzawa, E., Pattavina, A., & Faggaini, D. (2008). Domestic violence and mandatory arrest laws: To what extent do they influence police arrest decisions? The *Journal of Criminal Law and Criminology, 98*, 225-298.

Krienert, J. L., & Walsh, J. A. (2011). My brother’s keeper: A contemporary examination of reported sibling violence using national level data, 200-2005. *Journal of Family Violence, 26*, 331-342.

Messinger, A. M. (2011). Invisible victims: Same-sex IPV in the National Violence against Women Survey. *Journal of Interpersonal Violence, 26*, 2228-2243.

Stinson Sr., P. M., & Liederbach, J. (2013). Fox in the henhouse: A study of police officers arrested for crimes associated with domestic and/or family violence. Criminal Justice Policy Review, 24, 601-625.

**Sept 25** – Incarceration

Read Chapter 5-6 in *Writing Public Policy*

Incarceration Readings

Wenzel, M., & Thielmann, I. (2006). Why we punish in the name of justice: Just desert versus value restoration and the role of social identity. *Social Justice Research, 19*, 450-470.

Crank, B. R., & Brezina, T. (2013). “Prison will either make ya or break ya”: Punishment, deterrence, and the criminal lifestyle. *Deviant Behavior, 34*, 782-8002.

Wermink, H., Apel, R., Nieuwbeerta, P., & Blokland, A. A. J. (2013). The incapacitation effect of first-time imprisonment: A matched samples comparison. *Journal of Quantitative Criminology, 29*, 579-600.

Sampson, R. (2011). The incarceration ledger: Toward a new era in assessing societal consequences. *Criminology and Public Policy, 10*, 819-828.

Lobuglio, S. F., & Piehl, A. M. (Fall 2015). Unwinding mass incarceration. *Issues in Science and Technology,* 56-61.

Kohler-Hausmann, J. (June 2015). Guns and butter: The welfare state, the carceral state, and the politics of exclusion in the postwar United States. *The Journal of American History*, 87-99.

**Sept 27** – Rehabilitation and Treatment and Privatization of Corrections

Read Appendix A and B in *Writing Public Policy*

Rehabilitation and Treatment Readings

Martinson, R. (1974). What Works?

(Available on Blackboard)

Lipsey, M. W., & Cullen, L. T. (2007). The effectiveness of correctional rehabilitation: A review of systematic reviews. *Annual Review of Law and Social Science, 3*, 297-320.

Weisburd, K. (2015). Monitoring youth: The collision of rights and rehabilitation. *Iowa Law Review, 101*, 297-342.

Texas Department of Criminal Justice. (2015). Evaluation of offenders released in fiscal year 2011 that completed rehabilitation tier programs. State of Texas: Executive and Administrative Services. (Available on Blackboard).

Fortune, C., Ward, T., & Willis, G. M. (2012). The rehabilitation of offenders: Reducing risk and promoting better lives. *Psychiatry, Psychology, and Law, 19*, 646-661.

Privatization of Corrections

Culp, R. F. (2005). The rise and stall of prison privatization: An integration of policy analysis perspectives. Criminal Justice Policy Review, 16, 412-442.

Kyle, P. H. (2013). Contracting for performance: Restructuring the private prison market. *William and Mary Law Review, 54*, 2087-2114.

Wright, K. A. (2010). Strange bedfellows? Reaffirming rehabilitation and prison privatization. *Journal of Offender Rehabilitation, 49*, 74-90.

Genter, S., Hooks, G., & Mosher, C. (2013). Prisons, jobs and privatization: The impact of prisons on employment growth in rural US counties, 1997-2004. *Social Science Research, 42*, 596-610.

**Oct 2** – Discussion topics: Community Corrections and Re-entry and Immigration

Read Chapter 8 in *Writing Public Policy*

Community Corrections and Re-entry Readings

Wolff, N., Shi, J., & Schuhmann, B. E. (2012). Reentry preparedness among soon-to-be-released inmates and the role of time served. *Journal of Criminal Justice, 40*, 379-385.

DeMichele, M., & Payne, B. K. (2012). Measuring community corrections’ officials’ perceptions of goals, strategies, and workload from a systems perspective: Differences between directors and nondirectors. *The Prison Journal, 92*, 388-410.

Mitchell, D., Tafrate, R. C., Hogan, T., & Olver, M. E. (2013). An exploration of the association between criminal thinking and community program attrition. *Journal of Criminal Justice, 41*, 81-89.

Mears, D. P., & Cochran, J. C. (2012). U.S. prisoner reentry health care policy in international perspective: Service gaps and the moral and public health implications. *The Prison Journal, 92*, 175-202.

Garland, B., Wodahl, E., & Schuhmann, R. (2013). Value conflict and public opinion toward prisoner reentry initiatives. *Criminal Justice Policy Review, 24*, 27-48.

Immigration Readings

Harris, C. T., & Feldmeyer, B. (2013). Latino immigration and White, Black, and Latino violent crime: A comparison of traditional and non-traditional immigrant destinations. *Social Science Research, 42*, 202-216.

Orrick, E. A., & Piquero, A. (2015). Assessing the impact of Mexican nativity on sentence length. *Criminal Justice Policy Review, 26*, 643-664.

Ackerman, A. R., & Furman, R. (2013). The criminalization of immigration and the privatization of immigration detention: Implications for justice. *Contemporary Justice Review, 16*, 251-263.

Feldmeyer, B., Harris, C. T., & Scroggins, J. (2015). Enclaves of opportunity or “ghettos of last resort?” Assessing the effects of immigrant segregation on violent crime rates. *Social Science Research, 52*, 1-17.

Wadworth, T. (2010). Is immigration responsible for the crime drop? An assessment of the influence of immigration on changes in violent crime between 1999 and 2000. *Social Science Quarterly, 91*, 531-555.

**Oct 4 – Exam 2**

**Oct 9 – Policy Presentations**

**Oct 11 – Policy Presentations**