

Course Change Request

Indiana University

IUPUI & iub Campus

Check Appropriate Boxes: Undergraduate credit [] Graduate credit [x] Professional credit []

1. School/Division School of Public and Environmental Affairs
2. Academic Subject Code SPEA 3. Current Course Number J 682 4. Current Credit Hours 3
5. Current Title Criminal Justice Planning and Management
6. Effective Semester/Year for changes listed below: Fall 2009 7. Instructor: Various

Type of Change Requested (Check appropriate boxes and indicate changes)

- 8. Change course number to: (must be cleared with University Enrollment Services)
9. Current course title: Criminal Justice Planning and Management
Change to: Planning and Management for Criminal Justice and Public Safety
Recommended abbreviation (optional)
10. Current credit hours fixed at: or variable from: to
Change to credit hours fixed at: or variable from: to
11. Current lecture contact hours fixed at: or variable from: to
Change to lecture contact hours fixed at: or variable from: to
12. Current non-lecture contact hours fixed at: or variable from: to
Change to non-lecture contact hours fixed at: or variable from: to
13. Is this course currently graded with S-F (only) grades? Yes No
Change to S-F (only) grading? Yes No
14. Does this course presently have variable title approval? Yes No
Is variable title approval being requested? Yes No
15. Is this course being discontinued? For all campuses or for this campus only
16. Current course description Issues in criminal justice planning and management, in policing, courts, and corrections are addressed. The problems faced by administrators in the implementation and development of public policies are considered.

Change course description to (not to exceed 50 words) Methods and procedures involved in criminal justice and public safety planning and management. Administration and implementation of public policies in policing, courts, corrections, emergency management and homeland security. Organization, decision making, evaluation and human resource issues of public policy.

- 17. Justification for change Addition of public safety issues; previous description & title reflected only criminal justice. (Use additional paper if necessary)
18. Are the necessary reading materials currently available in the appropriate library? Yes
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 2-27-09
Department Chairman/Division Director

Approved by: [Signature] Date 2/25/09
Dean

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Indiana University - Purdue University at Indianapolis
School of Public and Environmental Affairs

SPEA-J 682 – PLANNING AND MANAGEMENT
FOR CRIMINAL JUSTICE & PUBLIC SAFETY

Meeting Times: Mondays 6:00-8:40 (BS 3011)

Professor: Dr. Roger Jarjoura
Business/SPEA Building - Room 4066
278-2270 (office) 274-7860 (fax)
E-mail: rjarjour@iupui.edu

Office Hours: Mondays 3:00-5:00
or by appointment

Course Description

This course will address issues in planning and management for criminal justice and public safety. We will consider these issues as they relate to policing, the courts, and corrections. Throughout the course, we will identify and explore problems and challenges faced by administrators within criminal justice and public safety agencies of policing, courts, corrections, emergency management and homeland security. Organization, decision making, evaluation and human resource issues of public policy.

The course will explore the ethics of criminal justice and public safety administration. We will examine the principles of ethics as they relate to individual behavior and choice within criminal justice and public safety organizations, as well as the applications of loyalty and fairness within the context of the justice system. Examples and cases are considered as a way to further examine the complexities of ethical decision making. Students will learn to recognize moral issues related to the operations of public organizations, particularly those within the criminal justice system. Students will spend time developing their moral imagination and sharpening their analytical and critical thinking skills. By doing so, students will be better prepared to sort out disagreements arising from moral and ethical questions. Assignments in the course are designed to help students learn to make decisions (and exhibit behavior) that is reflective, well-reasoned, intellectually responsible, and morally sensitive.

Decision making is considered as a topic in its own right, particularly from the perspective of the criminal justice or public safety manager. Topics will be considered that highlight the steps involved in planning for change and intervention, the evaluation of criminal justice policies, and the decisions that are available at each of the stages of the criminal justice system. We will consider the responsibilities that are inherent in criminal justice administration and management.

Course Objectives

At the conclusion of the course, students will be able to do the following:

- Identify the varieties of criminal justice and public safety policies that currently exist
- Identify various influences on crime and public safety
- Apply simple steps of policy analysis to a current policy
- Apply simple steps of policy development to current crime and public safety problems
- Critically analyze criminal justice and public safety policies

MPA Core Competencies

The SPEA IUPUI MPA program has developed a set of core competencies to be addressed in the MPA core curriculum. This section describes the competencies to be addressed in this course.

Governance

- To be able to analyze situations which involve interaction between the public, private, and nonprofit sectors in solving social problems and to work collaboratively with those individuals and institutions in coming up with strategies for financing and managing these social problems.
 - By developing the skills to critically assess published research and the policy implications contained therein, the students will work with others in the class to consider ways to improve on the current policies. This will be framed within a structure of integrity and ethical decision making.

Strategic Analysis and Action

- To have an understanding of the key forces that drive change and the flexibility and adaptability that are essential attributes for implementing change.
 - We will consider case studies of implemented policies and explore the implications of their experiences.
- To understand the role of technology in public policy and management.
 - We will look at some examples of the use of technology to strive for smarter and more rational policy.
- To identify the factors that motivate the economic and political behavior of various agents in society (and across the sectors) and use this information in planning, strategizing, and decision-making.
 - We explore the sociopolitical contexts of each of the policies that we examine.

Professionalization

- To develop self-awareness about one's responsibility and service to the public, to have an understanding of the role values play in decision making, and a commitment to ethical practices and professional excellence.
 - We will explore frameworks for ethical decision making. We will also examine a framework for responsible policy development and implementation.
- To take responsibility for one's own work and decisions. To complete one's work in a professional and ethical manner.
 - Students will learn about ethical decision making and provide ethical analyses of different policies and practices.

Course Requirements

Policy Statements

This course is a graduate seminar and is therefore dependent upon discussion and active participation by each student. Each student is expected to come to class prepared to discuss the readings and analyze the issues raised therein. To facilitate discussion, each student will prepare a policy statement for each of the readings. The policy statements are worth 20% of your final grade. Bring two copies to class,

submitting one at the start of class and retaining the other for reference during discussion. Policy statements are short forms of policy briefs (about four pages double spaced), written for use by policy makers, planners, and researchers in the development and evaluation of policies. The statements you write will prove quite informative and useful in that they will highlight timely, important, and controversial policy issues and will give you a deeper understanding of the challenges in policy making. In some cases, the reading is clearly about a particular policy and its impacts while other readings might not discuss policy specifically, but rather imply policy solutions or highlight how individuals and groups may influence policy, or challenges in policy making for example.

Your statement has two parts.

Part I - Your statement begins with a description of the issues at hand and the points of view of authors (when relevant). Place the theme of the reading within a particular policy or set of policies if relevant. When doing this is not relevant, describe what you see as the broader ideological perspective(s) or issues highlighted in the reading and the meaning of the material to criminal justice or public safety policy.

Part II - Then address ONE of the following:

A) Describe the controversial issues involved and when relevant, both sides of the policy (and ethical) debate as you would describe it (who is involved or affected, how and at what benefits and costs?)

B) Describe in specific form what your policy solution would be to address problems described in the reading. Write it in such a way as to persuade a policy maker to adopt your point of view and your policy.

Student Discussants

Each student will serve as discussion leader for one of those readings as assigned. When you are assigned discussion leader, your statement for that reading will address both tasks in Part II above so that you are prepared to discuss the material. As discussion leader, begin by briefly (not more than a couple of minutes) placing the article in context (Part I of the statement) and then introduce the ethical debate, open the floor to discussion, and then when appropriate, move to a discussion of potential policy solutions. Draw others into discussion. Then summarize the discussion. Each student will be assigned discussion leader for one reading. This task is worth 5% of your final grade.

Policy Research Paper

There will be one major writing assignment due during the semester, which involves a synthesis of much of the course material. Each student will select a topic to examine. More specific instructions on this assignment will be distributed in class after the third week of the course. Each student will first submit a draft of the project on November 19. A revised version will be due December 10 based on feedback from the instructor. This project is worth 40% of your final grade.

Final Exam

The final exam will be in essay format. The exam is worth 35% of your final grade.

Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iupui.edu/code/>, Part II Student Responsibilities, G). All faculty have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students" and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the *IUPUI Code of Student Rights, Responsibilities, and Conduct* to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct. Significant violations of the *Code* can result in expulsion from the University. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz.
 - c. A student must not steal examinations or other course materials.
 - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
 - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
 - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
 - h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. Interference.

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Classroom Etiquette and Disorderly Conduct

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, using computers to surf the web or for other non-class activities, talking or laughing with others, arriving late, and so forth. These behaviors are distracting to the instructor and to classmates, and SPEA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://life.iupui.edu/help/code.asp> in order to understand your responsibilities as a student.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that

withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (in 6 week summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (in 6 week summer session)

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. In

SPEA, a student has 90 days after the conclusion of a course to appeal a grade. In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfm.html>.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at <http://registrar.iupui.edu/activeduty.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar's website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.

COURSE OUTLINE

August 27 - Topic: Course Introduction, Ethics and Decision Making

September 3 - Labor Day, no class

September 10 - Topic: Program Development, Planning

Readings:

1. Jones, Peter R. (2006). Quality Matters: For Program Development and Evaluative Research. *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 571-574.
2. Lowenkamp, Christopher T.; Latessa, Edward J.; Smith, Paula. (2006). Does Correctional Program Quality Really Matter? The Impact of Adhering To the Principles of Effective Intervention. *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 575-594.
3. Andrews, Donald A. (2006). Enhancing Adherence to Risk-Need Responsivity: Making Quality a Matter of Policy. *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 595-602.
4. Welsh, Wayne N. (2006). The Need for a Comprehensive Approach to Program Planning, Development, and Evaluation. *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 603-614.

September 17 - Topic: Public Opinion and Criminal Justice Policy

Readings:

1. Travis, Lawrence F. (2006). Public Preference for Rehabilitation. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 623-626.
 2. Nagin, Daniel S.; Piquero, Alex R.; Scott, Elizabeth S.; and Steinberg, Laurence. (2006). Public Preferences for Rehabilitation Versus Incarceration of Juvenile Offenders: Evidence from a Contingent Valuation Survey. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 627-652.
 3. Bishop, Donna M. (2006). Public Opinion and Juvenile Justice Policy: Myths and Misconceptions. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 653-664.
 4. Cullen, Francis T. (2006). It's Time to Reaffirm Rehabilitation. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 665-672.
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September 24 - Topic: Framework for Ethical Public Policy Analysis

Readings: Reading Packet, Section 1.

October 1 - Topic: The Individual, Loyalty

Readings: Reading Packet, Section 2.

October 8 - Topic: Ethics in Criminal Justice

Readings: Reading Packet, Section 3.

October 15 - Topic: Race and Policing

Readings:

1. Russell-Brown, Katheryn. (2007). Can Blue Help You? *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 1-4.
 2. Alpert, Geoffrey P.; Dunham, Roger G.; and Smith, Michael R. (2007). Investigating Racial Profiling by the Miami-Dade Police Department: A Multimethod Approach. *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 25-56.
 3. Martinez, Jr., Ramiro. (2007). Incorporating Latinos and Immigrants into Policing Research. *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 57-64.
 4. Skolnick, Jerome H. (2007). Racial Profiling—Then and Now. *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 65-70.
 5. Brunson, Rod K. (2007). "Police Don't Like Black People": African-American Young Men's Accumulated Police Experiences. *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 71-102.
 6. Jones-Brown, Delores. (2007). Forever the Symbolic Assailant: The More Things Change, the More They Remain the Same. *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 103-122.
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7. Stewart, Eric A. (2007). Either They Don't Know or They Don't Care: Black Males and Negative Police Experiences. *Criminology & Public Policy*, Vol. 6 Issue 1, pp. 123-130.
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October 22 - Topic: Problem-Oriented Policing

Readings:

1. Manning, Peter K. (2005). Problem Solving? *Criminology & Public Policy*, Vol. 4 Issue 2, pp. 149-154.
 2. Cordner, Gary; and Biebel, Elizabeth Perkins. (2005). Problem-Oriented Policing in Practice. *Criminology & Public Policy*, Vol. 4 Issue 2, pp. 155-180.
 3. Herbert, Steve. (2005). POP in San Diego: A No-So-Local Story. *Criminology & Public Policy*, Vol. 4 Issue 2, pp. 181-186.
 4. Innes, Martin. (2005). What's Your Problem? Signal Crimes and Citizen-Focused Problem Solving. *Criminology & Public Policy*, Vol. 4 Issue 2, pp. 187-200.
 5. Sulphur Police Department, Hurricane RITA: After Action Report.
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October 29 - Topic: Compstat, Police Searches

Readings:

1. Weisburd, David; Mastrofski, Stephen D.; McNally, Ann Marie; Greenspan, Rosann; and Willis, James J. (2003). Reforming to Preserve: COMPSTAT and Strategic Problem Solving in American Policing. *Criminology & Public Policy*, Vol. 2 Issue 3, pp. 421-456.
 2. Firman, John R. (2003). Deconstructing COMPSTAT to Clarify Its Intent. *Criminology & Public Policy*, Vol. 2 Issue 3, pp. 457-460.
 3. Klinger, David A. (2003). Spreading Diffusion in Criminology. *Criminology & Public Policy*, Vol. 2 Issue 3, pp. 461-468.
 4. Moore, Mark H. (2003). Sizing Up COMPSTAT: An Important Administrative Innovation in Policing. *Criminology & Public Policy*, Vol. 2 Issue 3, pp. 469-494.
 5. Fagan, Jeffrey. (2004). Shocking the Conscience: Beyond the Routine Illegality of Police Searches. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 309-314.
 6. Gould, Jon B.; and Mastrofski, Stephen D. (2004). Suspect Searches: Assessing Police Behavior under the U.S. Constitution. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 315-362.
 7. Harcourt, Bernard E. (2004). Unconstitutional Police Searches and Collective Responsibility. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 363-378.
 8. Fyfe, James J. (2004). Stops, Frisks, Searches, and the Constitution. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 379-396.
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November 5 - Topic: Problem-Solving Courts

Readings:

1. Kleiman, Mark A.R. (2003). Drug Court Can Work. Would Something Else Work Better? *Criminology & Public Policy*, Vol. 2 Issue 2, pp. 167-170.
 2. Gottfredson, Denise C.; Najaka, Stacy S.; and Kearley, Brook. (2003). Effectiveness of Drug Treatment Courts: Evidence from a Randomized Trial. *Criminology & Public Policy*, Vol. 2 Issue 2, pp. 171-196.
 3. Goldkamp, John S. (2003). The Impact of Drug Courts. *Criminology & Public Policy*, Vol. 2 Issue 2, pp. 197-206.
 4. Harrell, Adele. (2003). Judging Drug Courts: Balancing the Evidence. *Criminology & Public Policy*, Vol. 2 Issue 2, pp. 207-212.
 5. Ostrom, Brian J. (2003). Domestic Violence Courts. *Criminology & Public Policy*, Vol. 3 Issue 1, pp. 105-108.
 6. Gover, Angela R.; MacDonald, John M.; and Alpert, Geoffrey P. (2003). Combating Domestic Violence: Findings from an Evaluation of a Local Domestic Violence Court. *Criminology & Public Policy*, Vol. 3 Issue 1, pp. 109-132.
 7. Uekert, Brenda K. (2003). The Value of Coordinated Community Responses. *Criminology & Public Policy*, Vol. 3 Issue 1, pp. 133-136.
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November 12 - Topic: Sentencing Drug Offenders

Readings:

1. Inciardi, James A. (2004). Policy Issues in the Sentencing of Drug Offenders. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 397-400.
 2. Sevigny, Eric L.; and Caulkins, Jonathan P. (2004). Kingpins or Mules: An Analysis of Drug Offenders Incarcerated in Federal and State Prisons. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 401-434.
 3. Kleiman, Mark A.R. (2004). Toward (More Nearly) Optimal Sentencing for Drug Offenders. *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 435-440.
 4. Nadelmann, Ethan A. (2004). Criminologists and Punitive Drug Prohibition: To Serve or to Challenge? *Criminology & Public Policy*, Vol. 3 Issue 3, pp. 441-450.
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November 19 - Topic: Get Tough Sentencing

Readings:

1. Frost, Natasha A. (2006). Mandatory Minimum Sentencing. *Criminology & Public Policy*, Vol. 5 Issue 1, pp. 1-4.
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2. Merritt, Nancy; Fain, Terry; and Turner, Susan. (2006). Oregon's Get Tough Sentencing Reform: A Lesson in Justice System Adaptation. *Criminology & Public Policy*, Vol. 5 Issue 1, pp. 5-36.
 3. Barker, Vanessa. (2006). Deliberating Crime and Punishment: A Way out of Get Tough Justice? *Criminology & Public Policy*, Vol. 5 Issue 1, pp. 37-44.
 4. Tonry, Michael. (2006). Criminology, Mandatory Minimums, and Public Policy. *Criminology & Public Policy*, Vol. 5 Issue 1, pp. 45-56.
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November 26 - Topic: Violence Risk Screening

Readings:

1. Burrell, William. (2006). Screening for Risk of Violence in Community Corrections. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 737-742.
 2. Davies, Garth; and Dedel, Kelly. (2006). Violence Risk Screening in Community Corrections. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 743-770.
 3. Auerhahn, Kathleen. (2006). Conceptual and Methodological Issues in the Prediction of Dangerous Behavior. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 771-778.
 4. Dal Pra, Zachary. (2006). Community Corrections' Quest to Predict Violence. *Criminology & Public Policy*, Vol. 5 Issue 4, pp. 779-784.
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December 3 - Topic: Mass Incarceration

Readings:

1. Crutchfield, Robert D. (2004). Mass Incarceration. *Criminology & Public Policy*, Vol. 3 Issue 2, pp. 265-266.
 2. Lynch, James P.; and Sabol, William J. (2004). Assessing the Effects of Mass Incarceration on Informal Social Control in Communities. *Criminology & Public Policy*, Vol. 3 Issue 2, pp. 267-294.
 3. Meares, Tracey L. (2004). Mass Incarceration: Who Pays the Price for Criminal Offending? *Criminology & Public Policy*, Vol. 3 Issue 2, pp. 295-302.
 4. Piehl, Anne Morrison. (2004). The Challenge of Mass Incarceration. *Criminology & Public Policy*, Vol. 3 Issue 2, pp. 303-308.
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December 10 - Topic: Reentry

Readings:

1. Pogarsky, Greg. (2006). Criminal Records, Employment, and Recidivism. *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 479-482.
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2. Kurlychek, Megan C.; Brame, Robert; and Bushway, Shawn D. (2006). Scarlet Letters and Recidivism: Does an Old Criminal Record Predict Future Offending? *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 483-504.
 3. Pager, Devah. (2006). Evidence-Based Policy for Successful Prisoner Reentry. *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 505-514.
 4. Raphael, Steven. (2006). Should Criminal History Records Be Universally Available? *Criminology & Public Policy*, Vol. 5 Issue 3, pp. 515-522.
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FINAL EXAM - December 17

Important dates to keep in mind:

August 29 - Last day to drop without a "W"

November 13 - Last day to drop class