

Public Administration 777

Criminal Justice Administration (and Policy)

Spring 2017

- Meeting times: Hybrid: Wednesdays, 6-8:45
In Person DTC 617
January 25
February 8, 22
March 8, 29
April 12, 26
May 10, 24
Online alternating weeks excepting Spring Break, March 22
- Instructor: Professor Jeff Snipes (Program in Criminal Justice Studies)
HSS 238 (Main/South campus)
jsnipes@sfsu.edu
Office hours: T/Th 11-12 (HSS 238)
Tuesdays prior to in-class meetings 5-6/and or during break (downtown campus, office number to be announced)
By phone or appointment if needed
- Course philosophy: This is the second time this course has been offered in the Public Administration program at SFSU. I first debuted it as a combination of Criminal Justice Administration and Criminal Justice Policy, with a readings emphasis on Administration/Management. This semester I plan for it to be a mixture as well, but with a readings emphasis on CJ Policy. At the time of the writing of this syllabus there are nine students enrolled; this small number affords us the opportunity for some flexibility in course development.
- Course description: This course provides an overview of criminal justice agencies in the police, courts, and corrections sectors. It explores public policy issues relevant to criminal justice, at times with case studies. The course seeks to be timely by analyzing issues that are “hot topics,” those that are facing our society’s and others’ criminal justice systems today. The course links policy debates and issues with the application of management theories to the structure, processes, and behavior of criminal justice organizations.

Student Learning Outcomes:

1. *To apply organizational theories to problems faced by criminal justice governmental agencies.*
2. *To distinguish between particular management problems that arise among the three dominant arenas of criminal justice: police, court, and corrections.*
3. *To analyze major policy issues in criminal justice with an eye for respecting multiple stakeholder perspectives.*
4. *To work together in devising potential solutions for hypothetical and real-world criminal justice problems.*
5. *To develop the ability to succinctly argue as a small group for a particular side of a contentious criminal justice issue.*
6. *To work together as one unit toward addressing criminal justice problems facing the San Francisco Bay Area.*

In-Class Meetings (Starting week 3—week 1 is an introduction):

- I. Debate on week-off topic (two teams, moderated by Snipes).
- II. Overview of current week's topic (Snipes)

Break

- III. Off-shoot/special topic pertaining to week (Led by student/s)
- IV. Group practical exercise and discussion

Caveat. In the possible event I schedule a guest speaker, the guest would replace II and IV above.

Off-Week (Online) Activity:

- I. A policy debate question. I will provide the question each time, and assign two teams. Format in minutes will be 10 (Team 1), 10 (Team 2), and 10 for discussion.
- II. Next student topic leaders prepare presentation.

Required Text: Stacy L. Mallicoat and Christine L. Gardiner, *Criminal Justice Policy*. SAGE (2013).

Readings: In addition to the text assignments indicated in the assignments below, additional readings will be assigned. I will post these on iLearn and the continually update the syllabus on iLearn.

Paper: The paper associated with student-led topics should directly address the prompts associated with the topic, be approximately 5 double-spaced pages in length, include citations and a reference section (or footnotes), and be turned in within three weeks of the session, or the end of the semester, whichever date is earlier.

Grading:

Mid-term exam (take-home essay):	25%
Final exam (take-home essay):	25%
Overall debate contribution:	25%
Student-led discussion and associated paper:	25%

- A: 92-100
- A-:89-91
- B+:87-88
- B: 82-86
- B-:79-81
- C+:77-78
- C: 72-76
- C-: 69-71
- D+:67-68
- D: 62-66
- D-: 59-61

Topics/Readings—Weekly Schedule:

In-Class:

Week 1	1/25	Introduction to course, overview of C JS
3	2/8	Policing High-Risk Places Text, Chapter 4 Braga et al., “Hot Spots Policing Effects on Crime” Sherman et al., “An Integrated Theory of Hot Spots Patrol Strategy”

<https://www.theatlantic.com/magazine/archive/2014/04/is-stop-and-frisk-worth-it/358644/>

Student-led topic: The Pros and Cons of Stops-and-Frisks in High-Risk Places.

5 2/22 Mandatory Arrest Policies
Text, Chapter 7
Sherman and Berk, "The Minneapolis Domestic Violence Experiment"
Maxwell et al., "The Effects of Arrest on Intimate Partner Violence"

Student-led topic: Provide an overview of state-by-state approaches to mandatory arrests for domestic violence

7 3/8 War on Drugs
Guest lecturer: Jim Dudley. No student-led topic or debate
Text, Chapter 8 [**Midterm Exam Distributed**]

9 3/29 Responses to Mentally 111 [**Midterm Exam Due**]
Text, Chapter 13

Student-led topics: (1) What are some different prominent mental health courts around the country, and how do they vary in their models? (2) There is conflicting research as to how effective these courts are in reducing recidivism. The text refers to in the last two paragraphs on p. 212. Please look into those studies and offer some possible explanations for the different findings.

11 4/12 Restorative Justice / Three Strikes
Text, Chapters 15-16

Student-led topics: (1) Discuss the New Zealand changes to its youth justice system following its reform in 1989 (2) What is the concept of victim compensation and what are some of the different models for carrying it out?

13 4/26 Capital Punishment
Text, Chapter 15
Alexander/Gerould/Snipes, "The Valley of the Shadow of Death: A Tale of Tragedy and Redemption."

Student-led topics: (1) Elaborate on the research about the deterrence effect of capital punishment, as well as the brutalization effect. Specifically summarize the findings of Ehrlich (1975) and Yang and Lester (2008). Both citations can be

found in the references section of your book. (2) Provide a detailed summary of both Propositions 62 and 66 from California's 2016 election. Speculate as to why Proposition 66 passed and Proposition 62 failed.

- 15 5/10 SexTrafficking of Minors
 AB 109 Alignment
 Readings to be distributed on iLearn
[Final Exam Distributed]
- 5/24 Course conclusion **[Final Exam Due]**

Online-weeks:

- Week 2 2/1 Homeland Security / Immigrants and Crime
 Text, Chapters 5-6
 Debate topic:
 Side 1: Kathryn Steinie's death should have been prevented by better public policy.
 Side 2: Steinie's death was unfortunate, but outweighed by the needs of sanctuary cities.
- 4 2/15 Controlling the Sexual Offender
 Text, Chapter 9
 Debate topic:
 Side 1 : Civil commitment of sexual offenders after completion of their sentence is good public policy if implemented properly.
 Side 2: Civil commitment is unjust and/or unnecessary.
- 6 3/1 Public Policy and White-Collar and Corporate Crime
 Text, Chapter 10
 No Debate this week; assignment is reading only
- 8 3/15 "War on Gangs"
 Text, Chapter 11
 No Debate this week; assignment is mid-term
- 10 4/5 Juvenile Waiver
 Text, Chapter 12
 Debate topic:
 Side 1 : States generally have acceptable and defensible laws pertaining to the transfer of juveniles to adult court.

Side 2: States transfer far too many juveniles to adult court and should change their laws making it much more difficult to do so.

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| 12 | 4/19 | Supermax
Text, Chapter 17
There will be no debate this week. |
| 14 | 5/3 | Reentry and Rehabilitation / Gender Responsive Practices
Text, Chapter 14, 19 |

The following is key information from our college pertaining to deadlines and other administrative issues. Please read it over carefully, as the instructor has no discretion regarding or control over these guidelines and deadlines.

CHSS Withdrawal Policy: The last day to drop a class is February 10th, 2017 until 11:59pm. Administrative drops will no longer be permitted or approved after February 10th. Starting February 11th - April 24th you must submit a paper withdrawal petition. Withdrawal from a class starting February 11th will be considered for *serious and compelling* reasons only and **must have accompanying documentation.** The following reasons are **not** considered *serious and compelling*. Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours, illness, etc.)**. From April 25th - May 16th, 2017, you may not withdraw from a class or the University, except only in the case of a **documented** serious illness or verified accident.

Withdrawals cannot be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the Associate Dean. **You are only allowed to withdraw from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or Chair does not constitute automatic approval from the Associate Dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/src>.

CR/NC Option: The last day to request CR/NC option is March 17th, 2017 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permission numbers is January 23th - February 10th, 2017 until 11:59. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting February 11th, a Waiver of College Regulations petition must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through SF State Gateway : Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

The information contained here can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched2173.html>.

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Student Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
For more information on your rights and available resources: <http://titleix.sfsu.edu>