CRIM 200 / SOC 200
Introduction to Criminal Justice
University of Pennsylvania
Spring 2018

Lecture
Tuesday & Thursday, 10:30-12:00
Stiteler Hall B6

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Course Description
This course examines how the criminal justice system responds to crime in society as well as how society responds to the criminal justice system. The course reviews the historical development of criminal justice agencies in the United States and the available scientific evidence on the effect these agencies have on controlling crime. The purpose of the course is to increase your knowledge about how the U.S. criminal justice system works but we will also spend a great deal of time thinking about the quality of the available evidence and *how* we know what we know.

The course is empirically oriented. That is, while many of us will likely have strong normative views on a number of the topics we will cover, the course will focus on the available evidence and how that evidence can (or cannot) inform public policy. As your instructor, I strive always to remain objective. I may share my opinion with you from time to time, but only insofar as my opinion is based on my experience as a researcher. I think that I can be most valuable to you by helping you to understand the costs and benefits of various policy instruments so that you can make an informed decision for yourself, incorporating both the empirical evidence as well as your normative beliefs. I should also mention that solutions to pressing criminal justice policy problems are rarely simple. I encourage you to embrace the nuance that is involved in thinking through issues like racial

discrimination in the criminal justice system, the use of "mass incarceration" to maintain public safety and order maintenance policing.

While this is an introductory course, I very much want this course to be policy relevant – after a couple of introductory lectures, we will spend each class meeting discussing a particular topic or set of policy questions that are relevant *right now*. I will provide some background on the issue and will provide a brief overview of what we know and do not know about the issue, to date. Topics we will cover this semester include the use of force by police against citizens, the effectiveness of mass incarceration, the use of capital punishment, the effectiveness of gun control laws, and the relationship between immigration and crime to name a few.

More than anything, I hope that you will find this material interesting and that you will have fun in this course. In my view, getting criminal justice policy right is both extremely important and extremely challenging. Perhaps some of you will end up pursuing a career in this area – if this is of interest to you, I am happy to chat more with you.

Course Readings
There is no textbook for the course. Each class has several assigned readings which I will make available on *Canvas* or by providing a URL to a website where the reading may be found. The readings are a mix of news articles from respected outlets such as the *New York Times* and the *Wall Street Journal*, book chapters from edited volumes, policy briefs written for policymakers and academic journal articles from the fields of criminology, economics, sociology, political science, law, medicine, public health and statistics. Some of the material you will find in the journal articles is technical and will be challenging – please read everything very carefully. I will spend some time in lecture clarifying some of the more technical material you will encounter.

Evaluation
Your course grade will be based on three exams and a short policy memo (3-4 pages in length). Exam #1 is worth 20% of your grade, Exam #2 is worth 25% of your grade and Exam #3 is worth 30% of your grade; the policy memo constitutes the remaining 25%. There is also the opportunity to earn up to 3 points of extra credit (described below).

- Exams consist of a mix of multiple choice and short answer questions. The three exams are tentatively scheduled <u>in class</u> for the following dates:
    - Thursday, February 8th
    - Thursday, March 15th
    - Tuesday, April 24th

- Policy Memo – You will write a short policy memo designed to inform a hypothetical policymaker about what we know and do not know about a particular topic from the academic literature. I will provide more detail on the assignment later in the semester.

- Extra Credit – You can earn up to three points of extra credit by participating in class through the use of classroom technology. How will this work? Periodically I will ask you questions or poll you about your opinion on some criminal justice policy. Your responses will be recorded electronically; the amount of extra credit you receive will be based on how

many questions you answer.

Please note that I reserve the right to raise your final grade to reflect your improvement over the course of the semester or to account for circumstances that might arise and affect your academic performance.

Course Policies
The following policies govern our shared experience this semester.

Class Attendance
I will not take attendance and, with the exception of missed exams, you do not need to provide documentation when you do not come to class. That being said, please do come to class every day. Exams will draw heavily on material presented in lecture and, more important, attending class regularly is the best way to get the most out of your college career.

Late or Missed Work
Students will not be excused from exams or to make up work except in the following circumstances: a medical problem, a death in the immediate family, a religious holiday, participation in university activities at the request of university authorities, or other compelling circumstances beyond the students' control. If you know you will be absent on the day of an exam you must notify me via email as soon as possible but no later than one week prior to the scheduled assignment. You are expected to take the exam **PRIOR** to the scheduled exam date. Failure to do so will result in a "zero" grade for the exam. In the event of an emergency, please notify me via email as soon as possible and be prepared to provide some documentation of your circumstance. Please note that there are no make-up exams – In the event that you miss an exam for an approved reason, I will assign greater weight to the remaining two exams.

Grade Disputes
If you have questions or concerns about your grade(s) and believe that we should review them; you must submit a written request via email that describes your concern in detail. This request must be submitted within one week of the day that the grades for the relevant assignment were disseminated. Be advised that requests for a grade dispute review may result in the raising or lowering of the grade in question.

E-mail and Technology
I will generally respond quickly to your emails, but there may be times when I am unable to do so. If you have not heard back from me for 24 hours, please re-send your e-mail. I ask that you try to save substantive questions for class or office hours.

I welcome the use of technology (laptops, iPads, etc.) in the classroom so long as your use of these tools does not become a distraction to your fellow students. I reserve the right to restrict technology use during class if this becomes a problem.

Guidelines for Class Discussion
An over-arching objective for our class meetings is to have a classroom environment wherein a wide variety of opinions can be freely voiced and where constructive dialogue flourishes. In order to have fruitful, informative discussions you should come to class having read, listened to, or watched, as well as thought about the assigned course materials for the day. Discussing

and engaging with the assigned course material is an essential component of your learning in this course.

Your fellow students are a key resource in the learning process. This is an excellent opportunity for us to learn from each other and broaden our perspectives. In order to achieve a comfortable discussion environment for all, I ask you to abide by the following guidelines:

- **Treat everyone with respect.** Name-calling, excessive interrupting and domination of the class discussion are not appropriate.
  Support free speech. Everyone in the classroom is free to express opinions and ask questions without fear of censure from classmates. You can disagree with an opinion without insulting the opinion holder. You should express your opinions, as long as they are well-founded and respectfully communicated, even if (perhaps, *especially* if) you think that none of your classmates will agree. Class will likely be boring and unrewarding if we all agree with each other all of the time.

Academic Integrity
Students are expected to abide by the University of Pennsylvania Code of Academic Integrity, which is contained below. Additional information about expected standards of intellectual honesty can be found here:
http://www.upenn.edu/academicintegrity/index.html

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.

Academic Dishonesty Definitions
Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions:
A. Cheating: Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.
B. Plagiarism: Using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person's paper, article, or computer work and submitting it for an assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.
C. Fabrication: Submitting contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.
D. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.
E. Misrepresentation of academic records: Misrepresentation of academic records: misrepresenting or tampering with or attempting to tamper with any portion of a student's

transcripts or academic record, either before or after coming to the University of Pennsylvania. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.
F. Facilitating Academic Dishonesty: Knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam, etc.
G. Unfair Advantage: Attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use., etc.

*** If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.**

Preliminary Schedule of Course Topics [subject to modification]

Class #	Day	Date	Planned Topic(s)
1	Thursday	Jan 11th	Course Introduction
2	Tuesday	Jan 16th	The size and scope of the U.S. criminal justice system
3	Thursday	Jan 18th	Measuring Crime
4	Tuesday	Jan 23rd	Crime Trends; Why did crime fall in the 1990s?
5	Thursday	Jan 25th	Empirical Evidence I: How do we know what works?
6	Tuesday	Jan 30th	Empirical Evidence II: How do we know what works?
7	Thursday	Feb 1st	Cost-Benefit Analysis and Crime Control
8	Tuesday	Feb 6th	Application: Neighborhood Conditions, Lead and Crime
9	Thursday	Feb 8th	**EXAM #1**
10	Thursday	Feb 13th	Introduction to Policing; Are Police Effective?
11	Tuesday	Feb 15th	"Broken Windows" Policing
12	Thursday	Feb 20th	Police Stops of Civilians
13	Tuesday	Feb 22nd	Police Use of Force I.
14	Thursday	Feb 26th	Police Use of Force II.
15	Thursday	Mar 1st	Is there a "Ferguson effect?"
	Tuesday	Mar 6th	**NO CLASS -- SPRING BREAK**
	Thursday	Mar 8th	**NO CLASS -- SPRING BREAK**
16	Tuesday	Mar 13th	New Issues in Policing
17	Thursday	Mar 15th	**EXAM #2**
18	Tuesday	Mar 20th	Introduction to Sanctions
19	Thursday	Mar 22nd	Do sanctions deter criminal behavior?
20	Tuesday	Mar 27th	Swift and Certain Punishment
21	Thursday	Mar 29th	Capital punishment in the United States
22	Tuesday	Apr 3rd	Bail and Pre-Trial Detention
23	Thursday	Apr 5th	Special Topic: Gun Violence
24	Tuesday	Apr 10th	**CRIM DAY -- SPECIAL GUEST SPEAKER**
25	Thursday	Apr 12th	Special Topic: Crime and Public Space
26	Tuesday	Apr 17th	Special Topic: Domestic Violence / Prisoner Re-Entry
27	Thursday	Apr 19th	Special Topic: Immigration and Crime
28	Tuesday	Apr 24th	**EXAM #3**

Preliminary Schedule of Course Readings

Class #1: Course Introduction [No Readings]

Class #2: The Criminal Justice System

- Marcus, Paul (1996). "The United States Criminal Justice System: An Overview," College of William & Mary Law School.
- The Justice System, Bureau of Justice Statistics.
  - https://www.bjs.gov/content/justsys.cfm
- Justice Expenditures and Employment, FY 1982-2007 -Statistical Tables. Bureau of Justice Statistics 2011.

Class #3: Measuring Crime

- The Nation's Two Crime Measures, Department of Justice, 2004, NCJ 122705.
- Uniform Crime Reports, UCR Handbook, 2004.
- National Crime Victimization Survey, 2015.
- Article: Poston, Ben. "Hundreds of assault cases misreported by Milwaukee Police Department," *Milwaukee Journal-Sentinel*, May 22, 2012
  - http://archive.jsonline.com/watchdog/watchdogreports/hundreds-of-assault-cases-misreported-by-milwaukee-police-department-v44ce4p-152862135.html

Class #4: Crime Trends

- Blumstein, Alfred (2000). "Disaggregating the Violence Trends," *The Crime Drop in America*, p. 14-41.
- Levitt, Steven D. (2004). "Understanding Why Crime Fell in the 1990s: Four Factors that Explain the Decline and Six That Do Not," *Journal of Economic Perspectives* 18(1): 163-190.

Class #5: Empirical Evidence I.

- Freedman, David (1991). "Statistical Models and Shoe Leather," *Sociological Methodology* 21: 291-313.

Class #6: Empirical Evidence II.

- Sampson, Robert (2010). "Gold Standard Myths: Observations on the Experimental Turn in Quantitative Criminology," *Journal of Quantitative Criminology* 25: 489-500.

Class #7: Cost-Benefit Analysis and Policy Evaluation

- Chalfin, Aaron (2016). "The Economic Cost of Crime," in *Encyclopedia of Crime and Punishment* (Wesley Jennings, ed.), Hoboken, NJ: Wiley. 1-12.
- Ashenfelter, Orley (2006). "Measuring the Value of a Statistical Life: Problems and Prospects," *The Economic Journal* 116: 10-23.

Class #8: Application – Neighborhood Conditions, Lead Exposure and Crime

- Article: Wolfers, Justin. "Growing Up in a Bad Neighborhood Does More Harm Than We Thought," *The New York Times*, March 25, 2016.
  - https://www.nytimes.com/2016/03/27/upshot/growing-up-in-a-bad-neighborhood-does-more-harm-than-we-thought.html

- Article: Drum, Kevin. "Lead: America's Real Criminal Element," *Mother Jones*, February 11, 2016.
    - http://www.motherjones.com/environment/2016/02/lead-exposure-gasoline-crime-increase-children-health
- Feigenbaum, James and Christopher Mueller (2016). "Lead Exposure and Violent Crime in the Early Twentieth Century," forthcoming, *Explorations in Economic History*.

Class #9: Exam #1 [No Readings]

Class #10: Are Police Effective?

- Jonathan Klick and Alexander Tabarrok (2005). "Using Terror Alert Levels to Estimate the Effect of Police on Crime," *The Journal of Law and Economics*, 48(1): 267-279.

Class #11: "Broken Windows Policing"

- Article: Kelling, George L. and James Q. Wilson. "Broken Windows: The Police and Neighborhood Safety," *The Atlantic*, March 1982.
    - http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465
- Article: Kelling, George L. and William T. Bratton. "Why We Need Broken Windows Policing," *City Journal*, Winter 2015.
    - http://www.city-journal.org/html/why-we-need-broken-windows-policing-13696.html
- Article: Childress, Sarah. "The Problem with Broken Windows Policing," *Frontline*, June 28, 2016.
    - http://www.pbs.org/wgbh/frontline/article/the-problem-with-broken-windows-policing/
- Article: Mueller, Benjamin and Al Baker. "Rift Between Officers and Residents as Killings Persist in South Bronx," *The New York Times*, December 31, 2016.
    - http://www.nytimes.com/2016/12/31/nyregion/bronx-murder-40th-precinct-police-residents.html

Class #12: Police Stops of Civilians

- Robin S. Engel (2008). "A critique of the 'outcome test' in racial profiling research." *Justice Quarterly*. 25(1): 1-36.
- Goel, Sharad, Justin M. Rao and Ravi Shroff (2016). "Precinct or Prejudice: Understanding Racial Disparities in New York City's Stop-and-Frisk Policy," *Annals of Applied Statistics* 10(1): 365-394.

Class #13: Police Use of Force I.

- Article: Mullainathan, Sendhil. "Police Killings of Blacks: Here is What the Data Say," *The New York Times*, October 16, 2015.
    - http://www.nytimes.com/2015/10/18/upshot/police-killings-of-blacks-what-the-data-says.html
- Fryer, Roland G. (2016). "An Empirical Analysis of Racial Differences in Police Use of Force," *National Bureau of Economic Research Working Paper No. 22399*.
- Blog Post: Feldman, Justin. "Roland Fryer is Wrong: There is Racial Bias in Shootings by Police," July 12, 2016.

- http://scholar.harvard.edu/jfeldman/blog/roland-fryer-wrong-there-racial-bias-shootings-police
- Blog Post: Simonsohn, Uri. "Teenagers in Bikinis: Interpreting Police-Shooting Data," July 14, 2016.
  - http://datacolada.org/50

Class #14: Police Use of Force II.

- MacDonald, John, Robert J. Kaminski and Michael R. Smith (2011). "The Effect of Less-Lethal Weapons on Injuries in Police Use of Force Events," *American Journal of Public Health* 99(12): 2268-2274.
- Barak Ariel, Alex Sutherland, Darren Henstock, Josh Young, Paul Drover, Jayne Sykes, Simon Megicks, and Ryan Henderson (2016). "Wearing body cameras increases assaults against officers and does not reduce police use of force: Results from a global multi-site experiment." *European Journal of Criminology*, 13(6): 744-755.
- Walker, Samuel, Geoffrey P. Alpert and Dennis J. Kenney (2000). "Early Warning Systems for Police: Concept, History, and Issues," *Police Quarterly* 3(2).

Class #15: Is there a "Ferguson effect?"

- Article: Desmond, Matthew and Andrew V. Papachristos. "Why Don't You Just Call the Cops?," *The New York Times*, September 30, 2016.
  - http://www.nytimes.com/2016/10/01/opinion/why-dont-you-just-call-the-cops.html
- Article: MacDonald, Heather. "The New Nationwide Crime Wave," *Wall Street Journal*, May 29, 2015.
  - http://www.wsj.com/articles/the-new-nationwide-crime-wave-1432938425
- Rosenfeld, Richard (2016). "Documenting and Explaining the 2015 Homicide Rise: Research Directions," U.S. Department of Justice, National Institute of Justice Research Report.
- Article: Beckett, Lois. "Is the Ferguson effect real? Researcher has second thoughts," *The Guardian*, May 13, 2016.
  - https://www.theguardian.com/us-news/2016/may/13/ferguson-effect-real-researcher-richard-rosenfield-second-thoughts

Class #16: New Issues in Policing

- Article: Hvistendahl, Mara. "Can Predictive Policing Prevent Crime Before It Happens?," *Science Magazine*, September 28, 2016.
  - http://www.sciencemag.org/news/2016/09/can-predictive-policing-prevent-crime-it-happens
- Article: Davey, Monica. "Chicago Police Try to Predict Who May Shoot or Be Shot," *The New York Times*, May 23, 2016.
  - http://www.nytimes.com/2016/05/24/us/armed-with-data-chicago-police-try-to-predict-who-may-shoot-or-be-shot.html

Class #17: Exam #2 [No Readings]

Class #18: Introduction to Sanctions

- Article: Powell, Betsey. "Has mass incarceration failed?" *The Toronto Star*, July 23, 2008.

- http://www.thestar.com/SpecialSections/Crime/article/460767
- Wilson, James Q. "Do the time, lower the crime," *Los Angeles Times*, March 30, 2008.
  - http://www.latimes.com/news/opinion/la-op-wilson30mar30,0,7917289.story
- John J. Donohue (2009). "Assessing the Relative Benefits of Incarceration: The Overall Change Over the Previous Decades and the Benefits on the Margin," in Steven Raphael and Michael Stoll, eds., "*Do Prisons Make Us Safer? The Benefits and Costs of the Prison Boom*," pp. 269-341.

Class #19: Do sanctions deter criminal behavior?

- Cullen, Francis T., Cheryl Lero Jonson and Daniel S. Nagin (2011). "Prisons Do Not Reduce Recidivism: The High Cost of Ignoring Science," *The Prison Journal* 91(3): 49-65.
- David S. Abrams. 2012. "Estimating the deterrent effect of incarceration using sentencing enhancements." *American Economic Journal: Applied Economics*, 4(4): 32-56.

Class #20: Is "swift and certain" punishment effective?

- Hawken, Angela and Mark Kleiman (2009). "Managing Drug Involved Probationers with Swift and Certain Sanctions: Evaluating Hawaii's HOPE," U.S. Department of Justice, National Institute of Justice Report.
- Cook, Philip J. (2016). "Behavioral Science Critique of HOPE," *Criminology & Public Policy*, forthcoming.

Class #21: Capital Punishment in the United States

- Donohue, John J. and Justin Wolfers (2006). "Uses and Abuses of Empirical Evidence in the Death Penalty Debate," *Stanford Law Review* 58: 791-846.

Class #22: Bail and Pre-Trial Detention

- "Bail in the United States," *Wikipedia*.
  - https://en.wikipedia.org/wiki/Bail_in_the_United_States
- Article: Pinto, Nick. "The Bail Trap," *The New York Times*, August 13, 2015.
  - http://www.nytimes.com/2015/08/16/magazine/the-bail-trap.html
- Article: Dewan, Shalia. "When Bail is Out of Defendant's Reach, Other Costs Mount," *The New York Times*, June 10, 2015
  - http://www.nytimes.com/2015/06/11/us/when-bail-is-out-of-defendants-reach-other-costs-mount.html
- Article: Corbett-Davies, Sam, Sharad Goel and Sandra Gonzalez-Bailon. "Even Imperfect Algorithms Can Improve the Criminal Justice System," *The New York Times*, December 20, 2017.
  - https://www.nytimes.com/2017/12/20/upshot/algorithms-bail-criminal-justice-system.html

Class #23: Gun Violence

- Planty, Michael and Jennifer L. Truman (2013). "Firearm Violence, 1993-2011," U.S. Department of Justice, Bureau of Justice Statistics.
  - https://www.bjs.gov/content/pub/pdf/fv9311.pdf
- Cook, Philip J., Jens Ludwig, Sudhir Venkatesh and Anthony A. Braga (2007). "Underground Gun Markets," *The Economic Journal* 117: 558-588.
- Article: Riley, Jason L. "Gun Control Won't Fix Chicago," *The Wall Street Journal*, July 5, 2016

- http://www.wsj.com/articles/gun-control-wont-fix-chicago-1467761037

Class #24: "CRIM DAY" [No Readings]

Class #25: Crime and Public Space

- Chalfin, Aaron, Benjamin Hansen, Jason Lerner and Lucie Parker (2017). "Community Infrastructure and Crime: Evidence from a Randomized Experiment of Street Lighting in New York City," Working Paper.
- Branas, Charles C. et al. (2011). "A Difference-in-Differences Analysis of Health, Safety and Greening Vacant Urban Space," *American Journal of Epidemiology* 174(111): 1296-1306.

Class #26: Domestic Violence / Prisoner Re-Entry

- Tjaden, Patricia and Nancy Thoennes (2000). "Full Report of the Prevalence, Incidence, and Consequences of Violence Against Women," U.S. Department of Justice.
- Article: Mueller, Benjamin, Ashley Southall and Al Baker. "A Familiar Pattern in a Spouse's Final Act," *The New York Times*, April 9, 2016.
  - http://www.nytimes.com/2016/04/10/nyregion/murder-40-bronx-new-york.html
- Article: Iyangar, Radha. "The Protection Battered Spouses Don't Need," *The New York Times*, August 7, 2007.
  - http://www.nytimes.com/2007/08/07/opinion/07iyengar.html
- Article: Doleac, Jennifer. "More Job Opportunities, Less Recidivism," *Real Clear Policy*, December 15, 2016.
  - http://www.realclearpolicy.com/articles/2016/12/15/more_job_opportunities_less_recidivism.html

Class #27: Immigration and Crime

- Butcher, Kristin F. and Anne Morrison Piehl (2008). "Crime, Corrections, and California: What Does Immigration Have to Do with It," *Public Policy Institute of California Population Trends and Profiles* 9(3).
- Camarota, Steven A. and Jessica M. Vaughan (2009). "Immigration and Crime," Center for Immigration Studies.
- Article: Nowraseth, Alex. "Immigration and Crime – What the Research Says," *Cato at Liberty*, July 14, 2015.
  - https://www.cato.org/blog/immigration-crime-what-research-says
- Article: Chalfin, Aaron. "Do Mexican Immigrants "Cause" Crime?,"
  - http://crim.sas.upenn.edu/fact-check/do-mexican-immigrants-cause-crime

Class #28: Exam #3 [No Readings]