

CJ 399: Problems in Criminal Justice
Evidence-Based Practices and Programs in Criminal Justice
Spring 2017

Tuesday/Thursday [3:30 – 4:45pm]

Instructor: Dr. Adam K. Matz
Office:
Phone:
E-mail: _____
Office Hours: TR 1:00-3:00pm, W 9:00-12:00pm

Course Description

This course will focus on the development and identification of evidence-based practices and programs (a.k.a., EBP) in criminal justice. A review of practices and programs in each area of the justice system will be explored including the juvenile justice system, policing, sentencing, and corrections. The course will rely heavily on systematic reviews of the empirical literature from which criminal justice practices and programs are deemed as effective, ineffective, or promising. This will include a review of work conducted by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the National Institute of Justice (NIJ), and other governmental efforts to promote empirically-justified programs.

Course Objectives

- Examine the origins of evidence-based practices in criminal justice
- Define and identify evidence-based practices and programs, as well as promising and ineffective practices and programs, in juvenile justice, policing, sentencing, and corrections
- Interpret and critique systematic reviews in relation to the rating of program effectiveness used to identify evidence-based practices and programs
- Consider the implications of evidence-based practices and program findings on real-world practice

Prerequisite(s)

CJ majors and minors only (though not a requirement, it is also recommended students have taken Soc 323, Soc 326, CJ 350, CJ 351).

Required Readings

- Greenwood, P. (2014). *Evidence-based practice in juvenile justice: Progress, challenges, and opportunities* (Springer Briefs in Criminology: Translational Criminology). New York, NY: Springer.
- Weisburd, D., Farrington, D. P., & Gill, C. (Eds.). (2016). *What works in crime prevention and rehabilitation: Lessons from systematic reviews* (Springer Series on Evidence-Based Crime Policy). New York, NY: Springer.
- Additional readings, including journal articles and other supplemental resources, as assigned or provided by the professor.

Graded In-Class Activities (unannounced)

In addition to weekly readings and quizzes, unannounced in-class activities will be conducted and made up of critical thinking questions, minute papers, group activities, and other activities as decided upon by the professor. There will be no more than 10 graded in-class activities throughout the course of the semester, though there will be ample opportunities provided for input and discussion (not graded). Each activity will be worth 10 points for completion for a total of no more than 100 points (about 8% of the total grade). For any unannounced in-class group activities the final product will be graded and all students within the group will receive the same grade. Below are some examples of these activities.

- *Critical Thinking Question(s)* – During class students will be engaged in various discussions and will be asked to, individually or in groups, respond to specific critical questions that require a thoughtful analysis of a problem in corrections. This requires students to be sufficiently prepared for class by reading the assigned materials.
- *Minute Paper(s)* – A half-page response written in-class concerning a specific corrections dilemma. The professor will announce the topic and question in-class and provide students an opportunity to write a response, summarize main points of the lecture, or respond to other types of questions. The writing will generally be followed by a class discussion or group activity.
- *Group Activity(ies)* – On occasion students may be required to work in groups to collectively address or discuss a corrections dilemma and present a summary of their discussion to the larger class.

Literature Review Assignment

Each student will select a program or intervention, with the professor's approval, that interests them and develop a literature review devoted to the topic (8-10 pages using 12-point font, *Times New Roman*, double-spaced, and one-inch margins [note the title and reference pages do not count towards the length of the paper]). The paper will outline the program/ intervention, its purpose and intended goal, its history of application, and summarize the research conducted on the program including the methods used as well as the outcomes. The paper should also include a discussion and conclusion that considers the value of the program/ intervention, its potential, and whether it is a program worthy of further attention and investment. While there is no limit to the number of references that can be used your paper should contain at least 10 references from peer-reviewed journals (which can be located at <http://library.und.edu/>).

The paper should conform to the standards set forth in the latest edition (6th) of the American Psychological Association (APA) style guide (see <http://apastyle.org/>). *A draft of the manuscript is due on April 13th. The final manuscript is due on May 11th.* Each must be submitted on Blackboard by midnight that day to receive full credit. The draft is worth 10 of the 100 points for the assignment (about 17% of the final grade). Failure to submit a draft is an automatic loss of 10 points. The draft does not have to be a complete paper, but should demonstrate substantive progress so that I can offer quality advice on further improvement and refinement.

Class Presentation Assignment

Students will present a summary of their manuscripts to the class. Each presentation should last up to 15 minutes and include a PPT that summarizes the key points of your paper. The presentation is worth a total of 50 points (about 8% of the final grade). PPTs must be submitted to Blackboard, by midnight the day of the presentation. The rubric on the following page applies to both the paper and presentation. Students will be provided a sign-up sheet to schedule their presentation. Presentations will occur during the last two weeks of class, prior to finals week.

Rubric for Paper and Presentation

	A (Excellent)	B (Competent)	C (Developing)	F (Needs Work)
Creativity and Originality	You exceed the parameters of the assignment, with original insights or a particularly engaging style.	You meet all the parameters of the assignment.	You meet most of the parameters of the assignment.	You do not meet the parameters of the assignment.
Structure	Your ideas are presented in a logical and coherent manner throughout the paper/ presentation, with strong topic sentences to guide the reader/ listener. The reader can effortlessly follow the structure of your ideas.	The reader/ listener can follow the structure of your ideas with very little effort.	The reader/ listener cannot always follow the structure of your ideas.	The reader/ listener cannot follow the structure of your ideas.
Clarity	Your sentences are concise and well crafted, and the vocabulary is precise; the reader/ listener can effortlessly discern your meaning.	The reader/ listener can discern your meaning with very little effort.	The reader/ listener cannot always discern your meaning.	The reader/ listener cannot discern your meaning.
Mechanics	There are no distracting spelling, punctuation, or grammatical errors, and quotations are all properly cited (in the paper/PPT).	There are few distracting spelling, punctuation, and/or grammatical errors, and quotations are all properly cited (in the paper/PPT).	There are some distracting spelling, punctuation, and/or grammatical errors, and/or some of the quotations are not properly cited (in the paper/PPT).	There are significant and distracting spelling, punctuation, or grammatical errors, and/or the quotations are improperly cited (in the paper/PPT).

*Adapted from Ambrose, Bridges, DiPietro, Lovett, & Norman (2010).

Quizzes and Exams

Each chapter from Greenwood (2014) and Weisburd et al. (2016) will be accompanied by a five-item quiz on Blackboard, to be completed prior to the class period associated with that chapter (see *Tentative Course Schedule*). Note, completing the quiz that day after the start of class will result in an automatic deduction of one-point, and a subsequent point deduction each day thereafter. The quizzes will contain five multiple-choice, true/false, or matching items intended to help you review the reading material. A total of 20 quizzes will be administered worth 5 points each (totaling 100 points, or about 17% of the final grade). Four exams, including a final comprehensive exam, will be conducted worth 50 points each (200 points). Exams will contain essay questions based on the assigned reading materials and lectures. The final exam will be comprehensive and cover content related to the entire course. All quizzes and exams will be accessed on Blackboard.

Grading Scheme

Component	Points	% of Grade
Attendance/Participation	50	8%
Class Activities (x10)	100	17%
Literature Review Draft/Final	100	17%
Presentation	50	8%
Chapter Quizzes (x20)	100	17%
Exams (x4)	200	33%
Total	600	100%

Course Policies and Statements

Attendance

Students are expected to attend class, read the assigned material, be attentive and participate in class, and complete required assignments in a timely fashion. Students are also expected to come to class on time, stay until the end of class, and to dedicate their time in class to academics. Side conversations are not permitted, nor is reading newspapers, writing papers for other courses, etc. Phones, pagers, etc. should be turned off except by prior arrangement for emergencies. Any of these disruptive behaviors may impact the final participation grade (attendance and participation is worth 50 points, 8% of final grade). Students are permitted up to three unexcused absences without impacting their grade, but are responsible for contacting the instructor to complete any missed work. Additional absences will negatively impact a student's class attendance/participation score. Students arriving more than 10 minutes late, or leaving more than 10 minutes early, will be considered absent; first offense is a warning. Attendance will be checked at the beginning of each class. A class participation rubric is provided below and will be used to further inform students' final attendance/participation grade.

Rubric for Class Participation

	A (Exemplary)	B (Competent)	C (Developing)	F (Not Engaged)
Frequency and Quality	Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.	Attends class regularly but rarely contributes to the discussion in the aforementioned ways	Does not attend class and never contributes to the discussion in the aforementioned ways.

*Adapted from Ambrose, Bridges, DiPietro, Lovett, & Norman (2010).

Late Assignments/ Make-up Examinations

Late assignments and exams will be marked down one letter grade per day late or not accepted if more than five days late. Make-up work may be different and/or more difficult than the original assignment/ exam.

Notice of Non-Discrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/ Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Disability Access Statement

Contact me using the contact information on the first page of this syllabus to request disability accommodations, discuss medical information, or plan for an emergency evacuation. To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at <http://und.edu/disability-services/>, 190 McCannel Hall, or 701.777.3425.

Reporting Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or go to <http://und.edu/affirmative-action/title-ix>.

Faculty reporting obligations regarding sexual violence

Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not

want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.

How to seek help when in distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm>.

How to Recognize When a Student is in Distress

The term “distressed” can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, fearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

Tentative Course Schedule

Class	Description	Readings
Tuesday January 10, 2017	<i>Introductions and Syllabus Review</i>	
Thursday January 12, 2017	<i>EBP in Juvenile Justice</i>	Ch. 1-3 (Greenwood, 2014) +Quizzes on Blackboard
Tuesday January 17, 2017	<i>Connecticut and Hawaii</i>	Ch. 4 (Greenwood, 2014) +Quiz on Blackboard
Thursday January 19, 2017	<i>Maine and New Mexico</i>	Ch. 5 (Greenwood, 2014) +Quiz on Blackboard
Tuesday January 24, 2017	<i>Louisiana</i>	Ch. 6 (Greenwood, 2014) +Quiz on Blackboard
Thursday January 26, 2017	<i>Pennsylvania, Washington, Florida, & California</i>	Ch. 7 (Greenwood, 2014) +Quiz on Blackboard *Guest Speaker: Shawn Peterson, Administrator with ND Juvenile Courts in 13 counties
Tuesday January 31, 2017	<i>Lessons Learned in Juvenile Justice</i>	Ch. 8 (Greenwood, 2014) +Quiz on Blackboard
Thursday February 2, 2017	EXAM I	*Complete on Blackboard
Tuesday February 7, 2017	<i>Systematic Reviews and "What Works"</i>	Ch. 1 (Weisburd et al., 2016) +Quiz on Blackboard
Thursday February 9, 2017		
Tuesday February 14, 2017	<i>Developmental and Social Prevention</i>	Ch. 2 (Farrington et al., 2016) +Quiz on Blackboard
Thursday February 16, 2017		
Tuesday February 21, 2017	<i>Community Interventions</i>	Ch. 3 (Gill, 2016) +Quiz on Blackboard
Thursday February 23, 2017		
Tuesday February 28, 2017	<i>Situational Prevention</i>	Ch. 4 (Bowers & Johnson, 2016) +Quiz on Blackboard
Thursday March 2, 2017	EXAM II	*Complete on Blackboard
Tuesday March 7, 2017	<i>Policing</i>	Ch. 5 (Telep & Weisburd, 2016) +Quiz on Blackboard *Begin Considering Topics
Thursday March 9, 2017		
Tuesday March 14, 2017 Thursday March 16, 2017	SPRING BREAK	

Tuesday March 21, 2017	ACJS Annual Meeting	*Out of Class Assignment [Work on Literature Review]
Thursday March 23, 2017		
Tuesday March 28, 2017	<i>Sentencing & Deterrence</i>	Ch. 6 (Perry, 2016) +Quiz on Blackboard *Finalize Paper Topics
Thursday March 30, 2017	Guest Speaker(s): <i>Dee Spurgeon DaLee Wilkinson Grand Forks Adult Probation</i>	
Tuesday April 4, 2017	<i>Correctional Programs</i>	Ch. 7 (Wilson, 2016) +Quiz on Blackboard
Thursday April 6, 2017	<i>Correctional Programs</i>	<i>Assigned Readings: Criminology & Public Policy: Special Issue on Hawaii HOPE</i>
Tuesday April 11, 2017	<i>Drug Interventions</i>	Ch. 8 (Holloway & Bennett, 2016) +Quiz on Blackboard
Thursday April 13, 2017	EXAM III	*Complete on Blackboard *Submit Draft on Blackboard
Tuesday April 18, 2017	<i>Qualitative Data</i>	Ch. 9 (Ajzenstadt, 2016) +Quiz on Blackboard
Thursday April 20, 2017	<i>Evidence Mapping</i>	Ch. 10 (Caudy et al., 2016) +Quiz on Blackboard
Tuesday April 25, 2017	<i>Economic Analyses</i>	Ch. 11 (Mallender & Tierney, 2016) +Quiz on Blackboard
Thursday April 27, 2017	<i>"What Works"</i>	Ch. 12 (Weisburd et al., 2016) +Quiz on Blackboard
Tuesday May 2, 2017	<i>Class Presentations</i>	*Submit PPT on Blackboard
Thursday May 4, 2017	<i>Class Presentations</i>	*Submit PPT on Blackboard
Thursday May 11, 2017	FINAL EXAM	*Complete on Blackboard *Submit Final Paper on Blackboard