

CCJ 7930: Seminar in Criminal Justice Policy Analysis
Spring 2008 – Wednesday 6:00 - 8:45

Dr. Brandon Applegate

HPA I 360

Office Hours: Tu & Th 3:30 – 6:00 p.m.

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Course Description

This course is an advanced seminar in criminal justice policy issues. It is expected that prior to taking this seminar students have a basic understanding of the criminal justice system, its components, and their functions. This course will focus on integration of theoretical concepts with empirical evidence. Upon completion of the course, students will have advanced knowledge of key issues in criminal justice policy areas. Students will critically discuss criminal justice policy areas based on theoretical arguments and empirical evidence. As a key component of the course, students will learn to conduct advanced empirical analysis of policy-relevant issues. Consequently, students will be required to collect and analyze relevant data. These data may be original, or you may use secondary data.

Suggested Reference Texts

Norusis, M. (2006). *SPSS 15.0 Guide to Data Analysis*. Upper Saddle River, NJ: Prentice Hall. (ISBN: 0131593897)

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, 5th ed. Washington, DC: Author. (ISBN: 1557987912)

Course Requirements and Grading:

Successful doctoral seminars demand considerable student participation. Your understanding of the issues and comprehension of the course readings will be used to assess your performance in this course. In addition to attendance and participation, “one-page papers,” a presentation, and an empirical research paper are required. The presentation will be based on the research paper you write.

The paper will count 30% of the grade. This scholarly paper should follow the format of a criminal justice journal article. It should incorporate theoretical development through a review of the relevant literature, description of methodology used to collect data, data analysis, and discussion of the findings, including theoretical issues and especially policy implications. It should be written in APA style and follow a publishable format. Handouts and class time will be used to help you prepare this paper. It is due at the time of your presentation. It is expected that each paper will strive to be of sufficient quality that it may be published in a scholarly journal. If your paper is accepted for publication your grade can be modified (this will occur after the semester concludes). Acceptable paper lengths are generally between 25 and 35 total pages (including title page, references, etc.).

The presentation will constitute 20% of the course grade. You will present your paper orally to the class during the final two weeks of the term. Each presentation should be between 15 and 20 minutes. This presentation will allow you to share your work with your classmates and get their feedback. It will also help you to prepare for making conferences presentations and a prospectus defense. If this paper is accepted for presentation at one of the following conferences, your grade for the presentation will be increased: Southern Criminal Justice Association conference – which will be held October 1-4 in New Orleans – or the UCF Public Affairs Conference

– which will be held during the Fall 2008 term). Proof of acceptance for presentation must be presented before the completion of the Spring 2008 semester.

Two weeks of class will be devoted to each topic. We will spend the first week reading and discussing several readings. Prior to our meeting the following week, you will prepare a “one-page paper.” In this paper, you will present an argument, based on the assigned readings and any external materials you wish, that leads to a hypothesis which can be tested using the data you will receive. It should cite the relevant literature. The paper may be no more than one page in length. It may be single spaced, but must use no smaller than 11 point font and no less than 1 inch margins. If you include citations to literature that was not part of the assigned readings, you must provide a full reference (references may appear on a second page). In total, the one-page papers will be worth 30% of your final grade.

The final 20% of course grades will be based on class participation. Each class period will involve questions and discussion or hands-on work with concepts and data. Active involvement is required.

Class attendance is not part of your course grade. It is expected, however, that you will attend every class meeting. If you miss more than one class, for whatever reason, your final grade will be reduced by one full letter grade.

The University’s plus (+) and minus (-) grading system will be used for final grades, following the scale shown below:

94-100	A	78-79	C+
90-93	A-	74-77	C
88-89	B+	70-73	C-
84-87	B	0-69	F
80-83	B-		

Schedule

Date	Topic	Readings
Jan 9	Introduction	Mears (2007)
Jan 16	Public opinion	Cullen et al. (2000); McCorkle (1993); Sprott (1999); Chiricos et al. (2004)
Jan 23	Public opinion	
Jan 30	Jail populations	Irwin (1985); Bureau of Justice Assistance (2000); Sabol et al. (2007)
Feb 6	Jail populations	
Feb 13	Juvenile Transfer	Bishop (2000); Feld (1993); Sanborn (1994); Puzanchera (2003); Snyder et al. (2000)
Feb 20	Juvenile Transfer	
Feb 27	Probation supervision	Glaze & Bonczar (2007); Mair & May (1997); Feeley &

Simon (1992); Wood & May (2003); Steiner et al. (2005)

Mar 5	Probation supervision	
Mar 19	Direct supervision jails	Tartaro (2006); Williams et al. (1999); Zupan & Menke (1988); Wener (2005); Applegate & Paoline (2007)
Mar 26	Direct supervision jails	
Apr 2	To be announced	to be announced
Apr 9	To be announced	
Apr 16	Presentations	
Apr 23	Presentations	

References for Readings Listed Above

- Applegate, B. K. & Paoline, E. A., III. (2007). Jail officers' perceptions of the work environment in traditional versus new generation facilities. *American Journal of Criminal Justice*, 31, 64-80.
- Bishop, D.M. (2000). Juvenile offenders in the adult criminal justice system. In M. Tonry (ed.), *Crime and justice: A review of research* (pp. 81-167). Chicago, IL: University of Chicago Press.
- Bureau of Justice Assistance. (2000). *A second look at alleviating jail crowding: A systems perspective*. Washington, DC: Bureau of Justice Assistance.
- Chiricos, T., Welch, K., & Gertz, M. (2004). Racial typification of crime and support for punitive measures. *Criminology*, 42, 359-389.
- Cullen, F. T., Fisher, B. S., and Applegate, B. K. (2000). Public opinion about punishment and corrections. In M. Tonry (ed.), *Crime and justice: A review of research* (pp. 1-79). Chicago: University of Chicago Press.
- Feeley, M. M. & Simon, J. (1992). The new penology: Notes on the emerging strategy of corrections and its implications. *Criminology*, 30, 449-474.
- Feld, B.C. (1993). Juvenile justice and the criminal court alternative. *Crime & Delinquency*, 39, 403-424.
- Glaze, L. E. & Bonczar, T. P. (2007). *Probation and parole in the United States, 2006*. Washington, DC: U. S. Bureau of Justice Statistics.
- Irwin (1985). *The Jail*. Berkeley, CA: University of California Press.
- Mair, G. & May, C. (1997). *Offenders on probation*. Home Office Research Study 167.
- McCorkle, R. C. (1993). Punish and rehabilitate? Public attitudes toward six common crimes. *Crime & Delinquency*, 39, 240-252.
- Mears, D. P. (2007). Towards rational and evidence-based crime policy. *Journal of Criminal Justice*, 35, 667-682.
- Puzzanchera, C.M. (2003). *Delinquency cases waived to criminal court, 1990-1999*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.
- Sabol, W. J., Minton, T. D., & Harrison, P. M. (2007). *Prison and jail inmates at midyear 2006*. Washington, DC: Bureau of Justice Statistics.
- Sanborn, J.B., Jr. (1994). Certification to criminal court: The important policy questions of how, when and why. *Crime & Delinquency*, 40, 262-281.
- Snyder, H.N., Sickmund, M., and Poe-Yamagata, E. (2000). *Juvenile transfers to criminal court in the 1990s: Lessons learned from four studies*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.
- Sprott, J.B. (1999). Are members of the public tough on crime? The dimensions of public "punitiveness." *Journal of Criminal Justice*, 27, 467-474.
- Steiner, B., Wada, J., Hemmens, C. & Burton, V. S., Jr. (2005). The correctional orientation of community corrections: Legislative changes in the legally prescribed functions of community corrections 1992-2002. *American Journal of Criminal Justice*, 29, 141-159.
- Tartaro, C. (2006). Watered down: Partial implementation of the new generation jail philosophy. *The Prison Journal*, 86, 284-300.

- Wener, R. (2005). The invention of direct supervision. *Corrections Compendium*, 30(2), 4-7, 32-34.
- Williams, J. L., Rodeheaver, D. G. & Huggins, D. W. (1999). A comparative evaluation of a new generation jail. *American Journal of Criminal Justice*, 23, 223-246.
- Wood, P. B. & May, D. C. (2003). Racial differences in perceptions of the severity of sanctions: A comparison of prison with alternatives. *Justice Quarterly*, 20, 605-631.
- Zupan, L. L. & Menke, B. A. (1988). Implementing organizational change: From traditional to new generation jail operations. *Policy Studies Review*, 7, 615-625.