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| Course title: | Criminal Justice Policy |
| Course #/term: | SW 645, Fall 2022 |
| Time and place: | ONLINE Saturday September 17 & Sunday September 18 from 9am-5pm EST |
| Credit hours: | 1 |
| Prerequisites: | None |
| Instructor: | Lisa Fedina, BSW, MSW, PhD |
| Pronouns: | she/her/hers |
| Contact info: | Email: LFedina@umich.edu You may expect a response to email within 48 hours |
| Office: | 3833B SSW |
| Office hours: | By appointment |

Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

1. Course Statement

a. Course description

This course will survey major criminal justice issues facing adult populations in the U.S. Current criminal justice policies and policy alternatives to promote socially just responses to crime and justice will be reviewed. Special topics such as mass incarceration, policing, and health and mental health needs in the criminal justice system will be covered, including relevant state and federal social policies aimed at addressing these issues.

b. Course objectives and competencies

Upon completion of the course, students will be able to:

- 1) Discuss and analyze current debates and trends in criminal justice.
- 2) Identify and critique the strengths and limitations of existing criminal justice policies.
- 3) Apply theoretical and conceptual frameworks that integrate social work and criminal justice to promote socially just policy.

c. Course design

The course will utilize a combination of lectures, in class exercises, and discussion. This will be conducted both synchronously and asynchronously given the online class format. The course content is organized into five modules:

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| Module 1 | Introduction and Overview of the Criminal Legal System |
| Module 2 | Historical and Contemporary Perspectives |
| Module 3 | Social Work Perspectives |
| Module 4 | Policy Analysis, Advocacy, and Activism |
| Module 5 | Assignment Guidelines and Resources: Analysis of a State or Federal Policy |

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate

injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

There is no required textbook for this class. All class materials including readings, videos, pre-recorded lectures, among other materials will be made available on the course Canvas site and will be organized in modules. It is expected that students will complete all assigned readings and related materials prior to the scheduled time in which we will meet synchronously. All readings and other class materials will be debriefed during class times when we are scheduled to meet synchronously over the two scheduled class days. Class materials will also be debriefed asynchronously using the discussion board feature on Canvas.

b. Class schedule

Below is the two-day schedule for our class. Please note that you will have two 30-minute lunch breaks on each of class plus additional smaller breaks built into the class time during asynchronous work.

| Date/Time | Module | Required Readings & Assignments |
|---|----------|--|
| Pre-class work to be completed before Saturday 9/17 | Module 1 | <p>READ</p> <ul style="list-style-type: none"> • Syllabus • Alexander, M. (2010). The New Jim Crow. <i>Ohio State Journal of Criminal Law</i>. 9(1), 7-26. • Binswanger, I. A., Redmond, N., Steiner, J. F., & Hicks, L. S. (2012). Health disparities and the criminal justice system: an agenda for further research and action. <i>Journal of Urban Health</i>, 89(1), 98-107. • Carter, T. (2021). Person-first language is |

| Date/Time | Module | Required Readings & Assignments |
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| | | <p>not enough. <i>Urban Institute</i>.</p> <p>WATCH</p> <ul style="list-style-type: none"> • AVID Jail Project – Inmates with Mental Illness Tell Their Stories. • Women in Prison Living with Mental Illness • Course Overview <p>POST</p> <ul style="list-style-type: none"> • Welcome and Introduction – DUE 9/16 • Pre-Class Reading Reflections – DUE 9/16 |
| Saturday 9/17 Schedule | | |
| Synchronous Meeting 9:00am – 10:00am | Module 1 | Introductions, course/schedule overview, Q & A |
| Asynchronous Work 10:00am-11:00am | Module 2 | <p>LISTEN</p> <ul style="list-style-type: none"> • Justice in America Episode 9: How Democrats and Republicans Created Mass Incarceration (48 min) |
| BREAK 11:00am-11:15am | | |
| Synchronous Meeting 11:00-12:00pm | Module 2 | <ul style="list-style-type: none"> • Meet for small group break out activity and discussion (30 min) • Large group discussion (20-30 min) |
| LUNCH BREAK 12:00pm-12:30pm | | |
| Asynchronous Work 12:30pm-3:00pm | Module 2 | <p>READ</p> <ul style="list-style-type: none"> • Davis, A. Y. (2003). Are Prison's Obsolete Chapter 6. Steven Stories Press, NY. • Right on Crime Website – 'The Criminal Justice Challenge' • Right on Crime Website – 'The Conservative Case for Reform' |

| Date/Time | Module | Required Readings & Assignments |
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| | | <ul style="list-style-type: none"> • Stern. V. (2012). The International Challenge: The Movement Against the War on Drugs. Sentencing Project Essays. P. 60-61 • Shyrokonis, Y. (2021). Ancient Solutions to Current Problems: The Case for Restorative Justice. <i>Michigan Journal of Public Affairs</i>, Op-Ed. |
| Synchronous Meeting 3:00pm-5:00pm | Module 2 | <ul style="list-style-type: none"> • Meet for small group break out discussion on comparative perspectives (30 min.) • Large group discussion (20 min) • Guest lecture with U-M Social Work and Psychology Doctoral Student Yuliya Shyrokonis (45 min) |
| Sunday 9/18 Schedule | | |
| Asynchronous Work 9:00am-10:00am | Module 3 | <p>WATCH</p> <ul style="list-style-type: none"> • Derrick Jackson, MSW - Problem Oriented Policing. <p>READ</p> <ul style="list-style-type: none"> • Professor Daicia Price, MSW – Mental Health Training for Law Enforcement (P. 2-5) • Leah A. Jacobs, Mimi E. Kim, Darren L. Whitfield, Rachel E. Gartner, Meg Panichelli, Shanna K. Kattari, Margaret Mary Downey, Shanté Stuart McQueen & Sarah E. Mountz. (2021) Defund the Police: Moving Towards an Anti-Carceral Social Work, <i>Journal of Progressive Human Services</i>, 32:1, 37-62. |
| BREAK 10:00am-10:15am | | |
| Asynchronous Work 10:15am-11:30am | Module 3 | <p>READ</p> <ul style="list-style-type: none"> • Pettus-Davis, C. & Epperson, M.W. (2015). From Mass Incarceration to Smart |

| Date/Time | Module | Required Readings & Assignments |
|---|-----------------------|---|
| | | <p>Decarceration. Grand Challenges for Social Work Initiative.</p> <ul style="list-style-type: none"> • Epperson, M.W. & Pettus-Davis, C. (2016). Policy Recommendations for Meeting the Grand Challenge to Promote Smart Decarceration. Policy Brief No. 9. <p>POST</p> <ul style="list-style-type: none"> • Grand Challenge for Social Work Discussion |
| <p>LUNCH BREAK 11:30am-12:00pm</p> | | |
| <p>Synchronous Meeting 12:00pm-1:00pm</p> | <p>Module 3 and 4</p> | <ul style="list-style-type: none"> • Meet for small group break out discussion on social work perspectives (30 min.) • Large group discussion on social work perspectives (15-20 min) • Brief lecture on policy analysis, advocacy, and activism (10-15 min) |
| <p>Asynchronous Work 1:00pm-2:30pm</p> | <p>Module 4</p> | <p>READ</p> <ul style="list-style-type: none"> • Hankivsky, O. (Ed.). (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver, NC: Institute for Intersectionality Research and Policy. (SKIM P. 33-42). • Bowen, E.A. & Murshid, N.S. (2016). Trauma-Informed Social Policy: A Conceptual Framework for Policy Analysis and Advocacy. <i>American Journal of Public Health</i>, 106, 223-229. • The Opportunity Agenda. (2016). Ten Lessons for Talking About Criminal Justice Issues. • Epperson & Pettus-Davis. (2015). Voices of Formerly Incarcerated Individuals in the Decarceration Movement. |

| Date/Time | Module | Required Readings & Assignments |
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| | | <p>INDIVIDUAL POST</p> <p><u>Do Not Submit Yet – Prepare a Draft for Synchronous Group Work</u></p> <ul style="list-style-type: none"> • Crafting a Socially Just Policy Statement |
| <p>BREAK 2:30pm-2:45pm</p> | | |
| <p>Synchronous Meeting 2:45pm-4:30pm</p> | <p>Module 4 and 5</p> | <ul style="list-style-type: none"> • Small group breakout discussion on advocacy and share/workshop your socially just policy statement • Large group discussion and share-out • Course wrap-up • Review of final assignment guidelines |

c. Assignments

| Assignment | Due date | Percent of overall grade |
|--|--|--------------------------|
| <p>Group work and discussion posts</p> | <p>A total of six discussion posts due during scheduled meeting times.</p> <p>The sixth and final post on <i>Crafting a Socially Just Policy Statement</i> is due after class by Wednesday 9/22 at 11:59pm</p> | <p>40%</p> |
| <p>Policy paper</p> | <p>Submit via Canvas Monday 10/3 at 11:59pm.</p> <p>Please be sure to submit a Word Document – not a PDF.</p> | <p>60%</p> |

There are a total of 6 asynchronous discussion posts due across the two-day class period (note: you will have until 9/22 to submit the sixth and final discussion post). There are no specific guidelines for the length of discussion posts. In general, a satisfactory discussion post answers all questions presented and reflect a level of critical thinking and analysis that demonstrates comprehension and application of the material. Please see Module 5 for the assignment guidelines for your policy paper.

d. Attendance and class participation

Learning takes place when you can engage with the material, and part of that engagement occurs in discussions with each other. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. I recognize that illness and other unforeseen emergencies may arise during the course period. Please contact me as soon as possible if you are ill or encounter an issue that would lead you to miss class or any portion of the class. The School's [Policy on Class Attendance](#) can be found in the MSW Student Guide.

e. Grading

Please see the following SSW Policies related to grading:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

With regard to late assignments, please email me if you have a concern about turning in an assignment on time. Assignments must be uploaded into Canvas by the due date.

Grades are assigned as follows:

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| A = 93-100% | B+ = 87-89% | C+ = 77-79% | D+ = 67-69% |
| A- = 90-92% | B = 83-86% | C = 73-76% | D = 60-66% |
| | B- = 80-82% | C- = 70-72% | F = 0-59% |

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of

any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*