



Course title:	Criminal Justice Policy
Course #/term:	SW 645, Winter 2022
Time and place:	ONLINE Saturday February 4 & Sunday February 5 9am-5pm EST
Credit hours:	1
Prerequisites:	None
Instructor:	Terri Gilbert, BA, MSW
Pronouns:	she/her/hers
Contact info:	Email: terrigil@umich.edu You may expect a response to email within 48 hours
Office:	3798 SSW
Office hours:	By appointment

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 and weekend class format. The course content is organized into five modules:

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

α. Text and class materials

There is no required textbook for this class.

All class materials including readings, videos, pod casts will be made available on the course Canvas site and will be organized in Modules and in Files. 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. To fully engage in the course, it is expected that students will complete the required readings and/or video viewing prior to class and during the asynchronous time periods preceding the times in which they will be discussed. Reading materials are meant to supplement lecture content and key discussion items.

Students should anticipate being asked to respond to questions and elaborate on the readings as part of their class participation. This is an advanced graduate class. The quality of the class depends – in large part – on the quality of our collective efforts to engage in discourse on the subject matter and assigned materials.

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 day of class plus additional smaller breaks built into the class time during asynchronous work periods.

Date/Time	Module	Required Readings & Assignments
Pre-Work		
Asynchronous Work		<p>Watch</p> <ul style="list-style-type: none"> • “We need to talk about injustice” and • “Just Mercy” – Bryan Stevenson (in Modules on Canvas) <p>Listen</p> <ul style="list-style-type: none"> • “Media and Politics”, an interview with Ashish Prashar • “The Women’s House of Detention”, an interview with Hugh Ryan <p>Read</p> <ul style="list-style-type: none"> • <u>The New Jim Crow</u> by Michelle Alexander • Person-First Language Is Not Enough <p>POST</p> <ul style="list-style-type: none"> • Welcome and Introduction • Pre-class reading reflection
Saturday 2/4 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 11:15-12:30pm	Module 2	<p>Guest Lecture Kristen Staley, JD, Director Michigan Indigent Defense Commission</p> <ul style="list-style-type: none"> • Q & A
LUNCH BREAK 12:30pm-1:00pm		

Date/Time	Module	Required Readings & Assignments
Asynchronous Work 1:00pm-2:30pm	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 Conservative Case for Reform’ • Towards the Horizon of Abolition: A conversation with Miriam Kaba • Shyrokonis, Y. (2021). Ancient Solutions to Current Problems: The Case for Restorative Justice. <i>Michigan Journal of Public Affairs</i>, Op-Ed. <p>LISTEN</p> <p>Towards the Horizon of Abolition: A conversation with Miriam Kaba</p>
Synchronous Meeting 2:30pm-3:30pm 3:45pm – 4:45	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) <p>Guest lecture Linda Rexler, JD, President, CREW.</p> <ul style="list-style-type: none"> • Q & A Community-based advocacy for policy change.
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. • Black Mama Bailout: #FreeBlackWomxn

Date/Time	Module	Required Readings & Assignments
BREAK 10:00am-10:15am		
Synchronous Work 10:15am-11:30am	Module 3	Guest Lecture Leonard Swanson, LMSW, Center for Behavioral Health and Justice, "From crisis to care: Michigan's evolving behavioral health ecosystem" <ul style="list-style-type: none"> • Discussion Q & A
LUNCH BREAK 11:30am-12:00pm		
Asynchronous Work 12:00pm-1:00pm	Module 3	<ul style="list-style-type: none"> • The Sentencing Project: Key findings and Recommendations (pp 4-6) and Life Lessons (aka policy recommendations pp 32 – 35) • Pettus-Davis, C. & Epperson, M.W. (2015). From Mass Incarceration to Smart Decarceration. Grand Challenges for Social Work Initiative. • Epperson, M.W. & Pettus-Davis, C. (2016). Policy Recommendations for Meeting the Grand Challenge to Promote Smart Decarceration. Policy Brief No. 9. POST <ul style="list-style-type: none"> • Grand Challenge for Social Work Discussion
Synchronous Meeting 1:00 – 2:00pm 2:00 – 2:30 2:30 – 3:00		Guest lecture Daphne Brydon, PhD. "Juvenile Life Without Parole" <ul style="list-style-type: none"> • Q & A • • Meet for small group break out discussion on social work perspectives (30 min.) • Brief lecture on policy analysis, advocacy, and activism (10-15 min)
BREAK 3:00pm-3:15pm		
Asynchronous Work 3:15 – 4:00	Module 4	READ <ul style="list-style-type: none"> • Hankivsky, O. (Ed.). (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver, NC: Institute for

Date/Time	Module	Required Readings & Assignments
		<p>Intersectionality Research and Policy. (SKIM P. 33-42).</p> <ul style="list-style-type: none"> • 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. <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
Synchronous Meeting 4:00 – 5:00pm	Module 4 and 5	<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
Group work and discussion posts	<p>A total of six discussion and group paper 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 Saturday, February 11th at 11:59pm</p>	<p>Five posts are 6 points each</p> <p>Final post is 10 points</p> <p>Total posts = 40 points/40% of your grade</p>
Policy paper	<p>Submit via Canvas Saturday 2/18 at 11:59pm.</p> <p>Please be sure to submit a Word Document – not a PDF.</p>	60 points/ 60%

This course uses Canvas as a resource for all course readings as well as for detailed explanations of assignments and the submission of assignments. Assignment descriptions and readings for each module, as well as grading and class announcements can be found on Canvas. Please review the site and the class schedule carefully.

All assignments are posted on Canvas with a more in-depth explanation and **rubric**. Please carefully review this rubric because this is how your work will be graded. If you have any questions about an assignment, please feel free to reach out to me with your questions prior to the due date of the assignment.

There are a total of 4 asynchronous discussion posts and 2 group written assignments due across the two-day class period. The final discussion post – Crafting a Socially Just Policy Statement will be due on Saturday, February 11th. 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. (note: you will have until February 18th to submit the sixth and final assignment)

d. Attendance and class participation

Discussion of historical and current events in criminal justice and public policy necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current policies have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a policy position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will begin to learn how to create, evaluate and analyze criminal justice policy in simple and complex forms, be able to defend your position and to think carefully about the issues at hand. I ask questions to prompt thinking,

to provoke reaction and to help you hone your point of view. I expect you to be engaged in the course material and contributing questions and comments in class discussions.

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

Due Dates

Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission. With regard to late assignments, please email me if you have a concern about turning in an assignment on time.

Incompletes

Incompletes will not be granted unless circumstances prevent you from completing the coursework. You must formally request an incomplete from me prior to the end of the semester.

Grade Dispute Process

If you believe that you have been graded unfairly on an assignment, I will review your concerns upon submission of a specific written request for re-evaluation. Because this is a graduate program, you are expected to produce graduate-level work products. Your future employer will expect the same.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

I may re-evaluate the submitted work, and/or I may ask you to complete additional or revised work to bring the work up to standard in order to adjust your grade.

Please consult the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [Policy for grading in special circumstances](#) can be referenced using these links.

Grades are assigned as follows:

Final grades are based on 100 percentage points. Letter grades are assigned to points totals according to the following scale:

100 +	A+	77 - 79	C+
93 - 100	A	73- 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	67 - 69	D+
83 - 86	B	63 - 66	D
80 - 82	B-	<63	E

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*