MENTAL HEALTH AND THE CRIMINAL JUSTICE SYSTEM

CRIJ 4300-002   CRN 17177

The University of Texas at El Paso

Fall 2020

Instructor
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Office Hours: Online only, by appointment

Course Time; Location
This is a hybrid course. As such, part of the class will be live, online lectures via Blackboard Collaborate and part of the class will be face-to-face discussion sessions. The live, online lectures will be held Mondays from 6:00 pm to 7:30 pm. The live, online lectures will be recorded for those who cannot attend live. The face-to-face discussion sessions will be held Wednesdays, from 6:00 pm to 7:20 pm in UGLC 106.

Required Texts.
• Slate, R.N, Buffington-Vollum, J.K. & Johnson, W.W. (2013). *The Criminalization of Mental Illness, Second Edition.* Durham, N.C.: Carolina Academic Press:

Course Description
In this course we will review central topics in the interaction between mental health and the criminal justice system. Specifically, we will begin by learning key concepts from clinical psychology that help to illuminate aspects of the interaction between mental health and the criminal justice system. The rest of the course will focus on various topics involved in the intersection between mental disorders/mental health and the criminal justice system to include rates of mental illness in the criminal justice system, civil commitment (inpatient and outpatient), competency to stand trial, criminal responsibility, diversion programs, mental health courts and providing mental health treatment in correctional settings. Finally, we will discuss potential ways to improve how the criminal justice system addresses people with mental disorder. It is hoped that by taking this course students will greatly improve their understanding of mental disorders and how they relate to aspects of the criminal justice system and develop an understanding for how current problems in this area could be solved.

Learning Outcomes
Students will learn:

1) Key concepts from clinical psychology that are central to better understanding the interaction between mental disorder and the criminal justice system.
2) Foundational knowledge regarding rates of mental illness in the criminal justice system, possible causes of such rates, civil commitment (inpatient and outpatient), standards of competency and responsibility, efforts to divert mentally ill people from the criminal justice system, efforts to reduce recidivism among mentally ill offenders, and providing mental health treatment in correctional environments. This will include acknowledging areas of uncertainty in the research literature.
3) Possible ways to improve how the criminal justice system addresses people with mental disorders.

Communication
UTEP e-mail is the best way to communicate with me. I will do my best to respond to your messages within 24 hours, but it may occasionally take me longer to respond. Please keep in mind I do not have access to either Blackboard or UTEP e-mail during regular business hours. Also please limit calling me at the number provided separately to emergency situations.

Blackboard
Everything you need for this class can be found on Blackboard. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard *regularly*.

Disability Accommodations
If you have a disability and require accommodation, please contact the Center for Accommodations and Support Services at 915-747-5148 or via email (case@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

The University Writing Center
Students are encouraged to use the University Writing Center if they would like help improving their writing. For the Fall 2020 semester, the University Writing Center will conduct online, live sessions with students and accept e-mailed papers which they will attempt to return within 72 hours with feedback. For more information please see their website at https://www.utep.edu/uwc/.

Please be clear about what the Writing Center is and what it is not. Specifically, the Writing Center is a resource students can use to *become better writers*. It is not intended as a place you can take your paper, have it proofread and then be guaranteed an 'A' on your paper. Put another way, it is not a 'car wash' for your papers. Becoming a better writer takes consistent effort over a long period of time. In many ways, you can think of becoming a better writer like learning a second language. It takes time, effort and practice. Just as it would not be rational to think you could attend a one-hour, online meeting with 'The French Center' and be able to speak French fluently once you were finished, it is not rational to think you can attend a meeting with The Writing Center and then have a great paper.

Finally, regardless of if you receive help through the Writing Center or not, you are responsible for the final content of your paper. All papers will be graded in the same manner as discussed more thoroughly below regardless of if they were first brought to the Writing Center. In other words, telling me "but I took it to the Writing Center!" will have no effect on your grade for any written assignments.

Withdrawal From / Dropping Of The Course

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

a) For students who drop a course within the first 2 weeks ***before* the official census date (September 9, 2020)**, the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.

b) Dropping a course ***after* the official census date (September 9, 2020), but before the course drop date (October 30, 2020)** will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6 drop limit.

c) If the course is dropped ***after the course drop date (October 30, 2020)*** or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.

d) UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify Dr. Nabors at: esnabors@utep.edu . Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Academic Dishonesty
Academic dishonesty in any form will not be tolerated. Per UTEP policy, academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

If I suspect you of engaging in academic dishonesty, I will contact the Office of Student Conduct and Conflict Resolution (OSCCR) regarding my suspicions. OSCCR staff will investigate the situation, decide if you have engaged in academic dishonesty, and will issue what punishment they find appropriate. This process will include asking me what I think your punishment should be. I WILL recommend, at a minimum, that you fail the class.

Course Vision & Policies

<u>Course Vision</u>

I want this class to provide an experience that is at least equal to if we were always meeting in a traditional classroom (or what I have recently come to learn is called "F2F" or "face to face).

Truth be told, I would prefer to be teaching this class solely in a traditional classroom. I am assuming some, if not many, of you would prefer to be taking this class only in a traditional classroom.

But these are difficult times, and we must do what we can to make the best of a tough situation.

The coronavirus pandemic has asked at least a little from all of us. It has taken a lot from some of us. If our biggest obstacle to come from this is occasionally stumbling while taking/teaching an online class we should all consider ourselves lucky.

<u>Online Participation in Discussions</u>

I will NOT have a minimal number of required postings or responses on a Discussion Board or other forums. I do, however, nonetheless strongly advise you regularly log on to Blackboard and participate in discussions or other forums.

Why am I not having a minimal number of required postings or responses? I don't require people to speak a minimum number of times when I teach in a classroom, and if my goal is to have this class approximate such a setting as closely as possible it does not make sense to have such requirements in an online setting. I also worry that requiring people to post/respond a given number of times simply results in a whole lot of people saying the same thing once, and then just responding to the same one or two people they always respond to. That, to me, doesn't seem like a 'discussion' but rather just going through the motions.

For more on how I grade class participation, see the below section "Determination of Grade – Class Participation."

<u>Late Written Assignments</u>
All written assignments are due by 6:00 pm on the day they are due. Turning a written assignment in between one second and 23:59:59 (twenty-three hours, fifty-nine minutes and fifty-nine seconds) late may result in decreasing your score by ten points. Turning a written assignment in between 24 hours and 47:59:59 (forty-seven hours, fifty-nine minutes and fifty-nine seconds) late may result in decreasing your score by twenty points. Written assignments turned in 48 hours or more late may receive a score of zero.

In *extremely rare* situations, students who do not submit a paper on time due to a dire emergency (e.g. death of a family member, serious illness) may be allowed to turn it in late. You will, however, need to notify me via e-mail as soon as possible that you will be turning the paper in late and subsequently provide written documentation of the emergency. If you do need to turn a paper in late because of a dire emergency, you will be expected to do so quickly.

<u>Course courtesy</u>

• Inappropriate Communication
There's a well-known tendency for people to be bolder in what they communicate online than what they would say in a face-to-face situation. While this can be good, for instance when someone who may not be comfortable speaking in a face-to-face situation is comfortable speaking online, it can also be bad. Specifically, some folks get inappropriate/aggressive/hostile online when they wouldn't be that way in person. This could be due to a number of factors including a sense that the person on the other end of their message is somehow less 'real,' or that their comments are somehow 'anonymous' because they are made online. (Neither of which, just to be clear, is true).

It's very important to realize that all University standards of student conduct are still in effect for online classes, including standards for appropriate communication. Specifically, while the University's interest in students' First Amendment rights still applies, so too does its standards regarding harassment and other forms of inappropriate speech. For more information, see https://www.utep.edu/hoop/section-2/speech-expression-and-assembly.html.

Incidents of inappropriate communication in an online forum will be handled on a case-by-case basis, with the possibility that such incidents will be referred to the OSCCR

In short, think about what you're about to post before you post it. A good rule of thumb may be "if you wouldn't say it in person, don't say it online."

• Netiquette
One of the new words I've learned in preparing to teach an online class is "netiquette." It basically has to do with being polite and not overly informal in online communication. Issues of 'netiquette' are far less serious than issues of inappropriate communication, but are still good to be aware of. To make an analogy to a traditional classroom, an inappropriate communication would be cursing at me or threatening me. Issues of 'netiquette' would be calling me "dude" or "bro."

Here's a guide to netiquette that is good to review.
https://www.utep.edu/extendeduniversity/cid/_Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses.pdf

• Emoticons
The truth is, communicating online is hard and is rife for misinterpretation. Words said in person that are perfectly fine given the communicator's body language, facial expression and tone can come across as harsh when typed online. As such, I have no problem with the use of emoticons in discussion boards and other online forums. A well-placed (-: can go a long way in showing your good intent, and is much better than saying "I hope my last statement was not interpreted as intending hostility because it was not sent with such a goal in mind." (-:

But DO NOT put emoticons in your papers!!!

Situations Not Specifically Addressed Above
Situations not specifically addressed in this syllabus will be addressed on a case-by-case basis. I will consult with other faculty, and reaching the decision on how to address the situation will be based on what is fair to all involved parties including the student at the center of the issue, myself, and other students in the course.

Technology Requirements

To participate in this course you'll need a desktop/laptop computer with speakers and likely a microphone and reliable access to Blackboard through www.my.utep.edu. UTEP recommends using Firefox or Google Chrome. You'll also need a word processor.

Please submit papers as .pdfs. Assuming you have Word, you can write your paper as you normally would, then click "Save As" and change the form of the document to .pdf. That'll save a new copy of the paper as a pdf, but you'll still have the Word document.

If you encounter computer problems you can't fix, call the UTEP Help Desk.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus activities.

Determination of Grade

Your grade will be based on the following:

• **Class Participation (25%)**
"How are you going to grade class participation?" As explained above, I will not have a minimum number of required posts/responses either per class or across the course as a whole. Rather, your grade for class participation will be based on my general impression of how often you participate in the face to face discussion sessions on Wednesday evenings, any online discussions and other forums, and more importantly the general quality of your comments and questions. To be clear, I tend to value quality of a comment or question over quantity. I will essentially always have an impression of where you fall on this. I should be able to regularly update your class participation grade and as such you will be able to see where you are at any point in the semester. If at any point you want to know what you can do to improve your class participation grade all you will have to do is ask me. But it will be up to you to ask me. It is possible that everybody can get the full 25% for this, but it is also possible that people could get none of the 25% for this.

• **Five Papers (First Paper – 5%; Second Paper – 10%; Third, Fourth and Fifth Papers – 20%)**

Each of you will have to write five papers for this class, each of which needs to be five to seven pages long. All written assignments should be in 12-point, Times New Roman font, double-spaced with standard one-inch margins. If you need to cite anything, you should use American Psychological Association citation style.

All the papers will involve answering one of the discussion topics for each class, listed below. Specifically, there are eleven discussion topics throughout the semester and *you will need to pick five of them to write a paper on*. The lecture for a given topic will be on Monday, the discussion for that topic will be on Wednesday and then the paper for that discussion topic will be due the following Monday. I expect the papers to incorporate material from the readings, lectures and class discussion for that topic.

Each of you needs to e-mail me the list of five topics you will write papers on by September 9, 2020.

*** How The Written Assignments Will Be Graded ***

The ability to write well is one of the core skills that anyone in college must develop and it is my hope that I can help each of you become better writers. Toward this goal, I have written a *Guide To Improving Your Writing* which is posted on Blackboard. Everyone is required to read this guide and will be held responsible for all information in it. Please feel free to ask me questions about anything in it you do not understand. In addition, clarity of writing and grammar (including spelling) WILL affect your grade on all four written assignments.

Here is how the written assignments will be graded.

I will assign an initial score (out of 100) for the overall quality of the points you make in your assignment. This is essentially "how well did you answer the question that lies at the heart of the assignment?" The 'best' paper will receive an initial score of 100, with other initial scores assigned relative to the paper that earns the 100.

After this score is assigned, I will then deduct points for lack of clarity and poor grammar in the following way:

A 1-point reduction for each sentence that I consider to be unclear in that I have to read it twice to understand what you are saying. In addition, there will be a 1-point reduction for each simple sentence that reduces the overall stylistic quality of the paper. I understand that sometimes simple sentences improve the clarity of written material. I really do. I do not, however, want people turning in assignments that are a string of simple sentences in an effort to ensure each individual sentence can be understood. My goal here is to push you to become better writers, and turning in a paper filled with simple sentences does not move us toward that goal. These 'clarity reductions' will be capped at 10 points so as a poorly written paper will be reduced by one letter grade.

There will also be a 1-point reduction for each of the specific errors listed in Section B of the *Guide To Improving Your Writing*. Because these specific errors are truly very easy to avoid there will be no cap for these reductions.

*** "Do you curve your grades?"

Yes, in the following ways.

For class participation, each student is effectively graded compared to the student who participates the best. As such, somebody (or many somebodies) will get a 100 for class participation and everybody else is graded in comparison to that student(s).

For the written assignments, and as explained above, the paper(s) which answer the question at the heart of the assignment the best will receive an initial score of 100 with other papers receiving initial scores relative to that paper. This effectively 'curves' the scores for the written assignments. Please note, deductions for poor writing and grammatical errors will be deducted from this initial score as explained above.

Because these 'curves' are worked into each assignment, there is no 'curve' for your final score for the class.

Grade Breakdown

90 – 100 % = A
80 – 89.99… % = B
70 – 79.99… % = C
60 – 69.99…% = D
0 – 59.99…% = F

You will receive a score of 0 – 100 on each of the five components of your grade (class participation and the four papers). Your final grade for the class will be calculated with the following formula:

$$[U(.25) + V(.05) + W(.10) + X(.20) + Y(.20) + Z(.20)] = \text{Final Grade}$$

Where U = score for Class Participation
      V = score on First Paper
      W = score on Second Paper
      X = score on Third Paper
      Y = score on Fourth Paper
      Z = score on Fifth Paper

I will not round up. In order to get a grade you MUST get the minimum score listed above for that grade, i.e. an 89.7 is a B, not an A.

Course Schedule

Adjustments to the course schedule and assignments are unlikely, but may occur. Adjustments will be announced via Blackboard.

Week of August 24, 2020.
   Reading: Course syllabus and Guide To Improving Your Writing
   Lecture (August 24): Class introduction, syllabus, Guide To Improving Your Writing
   Discussion (August 26): Reviewing the Guide To Improving Your Writing

Week of August 31, 2020
   Reading: Chapter One - Introduction
   Lecture (August 31): Important constructs from clinical psychology, mental disorders;
   Discussion (September 2): How to organize papers

Week of September 7, 2020
   Reading: None
   Lecture: None (Labor Day)
   Discussion (September 9): Questions from first three weeks.

Week of September 14, 2020
   Reading: Chapter Two – The History of Criminalization of Persons With Mental Illnesses
   Lecture (September 14): Continuing important constructs from clinical psychology, mental
        disorders; rates of mental disorders in the criminal justice system and possible causes.
   Discussion (September 16):

   You're the newly appointed warden for a jail where 45% of the inmate population has been diagnosed with a mental illness. What could you do to figure out if this is accurate? What obstacles might you face in trying to find out if the 45% figure is accurate?

   If this is one of your paper topics, the paper is due September 21, 2020.

Week of September 21, 2020
   Reading: Chapter Three – Challenges and Needs of Persons With Mental Illness
   Lecture (September 21): Challenges and needs of persons with mental illness.
   Discussion (September 23):

   - *Do you think there is a stigma against people with mental illness?*
       - *If yes, what is the 'stigma'? What is the negative belief about the mentally ill?*
       - *What evidence is there that there is a stigma? What evidence is there that there is not?*
       - *If yes, do all people with a mental illness face a sigma, or just some?*
       - *Is mental illness different than other characteristics that are stigmatized?*
   - *Could there be a generational gap on this question?*
   - *If there is a stigma, how, if at all, should the criminal justice respond to that stigma when it comes to mentally ill offenders?*

   If this is one of your paper topics, the paper is due September 28, 2020.

Week of September 28, 2020

     Reading: Chapter Four – Civil Commitment

     Lecture (September 28): Civil Commitment

     Discussion (September 30):

- *Do you think it should be easier to civilly commit people?*
  - *What would be some benefits of making it easier?*
  - *What would be some costs of making it easier?*
  - *What impact would making it easier have on the criminal justice system?*
  - *What impact would making it harder have on the criminal justice system?*

     <u>If this is one of your paper topics, the paper is due October 5, 2020.</u>

Week of October 5, 2020

     Reading: Chapter Five - Outpatient Commitment

     Lecture (October 5): Outpatient Commitment

     Discussion (October 7):

The authors make the point that the public mental health system and the criminal justice system are interwoven. When it comes to the mentally ill, if the mental health system doesn't help them the criminal justice system eventually will. And if the criminal justice system doesn't effectively help them, they'll fall back on to the public mental health system. They arguably have a lot of the same patients in common, just at different times.

- *Given that, why do you think there isn't more collaboration between the two systems?*
- *What could be done to foster such collaboration?*
- *What problems would that entail?*
- *How could you overcome those problems?*

     <u>If this is one of your paper topics, the paper is due October 12, 2020.</u>

Week of October 12, 2020

     Reading: Chapter Six – Law Enforcement Response To Persons With Mental Illness In Crisis

     Lecture (October 12): Law Enforcement Response To Persons With Mental Illness In Crisis

     Discussion (October 14):

There's no research to show that CITs reduce recidivism or increase treatment participation, yet there are thousands of CIT programs around the country.

- *Why do you think that is?*
- *Do you agree with it?*
- *What if you were the Chief of Police for a city that did not have a CIT, would you implement one knowing they are not supported by research but are very popular?*
- *Would it matter if your mayor REALLY wanted you to start a CIT?*

     <u>If this is one of your paper topics, the paper is due October 19, 2020</u>

Week of October 19, 2020

      Reading: Chapter Seven – Jail Processing of Persons With Mental Illnesses

      Lecture (October 19): Jail Processing of Persons With Mental Illnesses

      Discussion (October 21):

> *You're the Warden of a jail with approximately 2,000 inmates and only two full-time mental health counselors. One inmate, Riley Patrick, has been diagnosed with schizophrenia and has an extensive history of inpatient treatment. Mr. Patrick is serving a 10-month sentence for petty theft and will not be releasing for another four months. While in general population Mr. Patrick kept behaving in an erratic manner (e.g. shouting at apparent hallucinations, not showering for days on end, and often not standing for count). Mr. Patrick refuses to take antipsychotic medication and he does not meet criteria for involuntary medication. Mr. Patrick has, however, repeatedly delayed clearing the institution's count and other inmates have said if he is not removed from the unit they will go on a hunger strike until he is. What would you do with Mr. Patrick?*

> If this is one of your paper topics, the paper is due October 26, 2020.

Week of October 26, 2020

      Reading: Chapter Eight – Traditional Court Processing of Defendants with Mental Illness: Competency To Stand Trial

      Lecture (October 26): Competency To Stand Trial

      Discussion (October 28):

- *Scenario #1. Your client is facing felony charges. You have questions as to his competency, but if he is referred for an evaluation and found incompetent you suspect he will refuse treatment and could remain in the facility for five years. The prosecution has offered that if he pleads guilty they will recommend six months of jail time. Do you refer him for a competency evaluation? Why or why not, and what are possible negative repercussions to your decision?*

- *Scenario #2. You're a judge and a particular mentally ill defendant is now appearing before you for the third time on the same minor case (possession of crack cocaine, punishable by up to two years in prison). To date, he has been sent to the state hospital for competency restoration treatment twice before, but as soon as he leaves the hospital he refuses medication and is incompetent by the time he's back in court. When he returns to your court a third time it is apparent that he is, again, very mentally ill and likely not competent. What do you do and why?*

> If this is one of your paper topics, the paper is due November 2, 2020.

Week of November 2, 2020

      Reading: Chapter Nine – Traditional Court Processing of Defendants with Mental Illness:
                     Insanity Defense

      Lecture (November 2): The Insanity Defense

      Discussion (November 4):

- *Do you approve of the M'Naghten standard?*
  - *If yes, why? Are you bothered that so few people meet it? Are you bothered that many people whose criminal behavior is clearly the product of their mental illness nonetheless don't meet the standard?*
  - *If no, why not? What standard would you implement? What might be some problems with the standard you would implement?*

      <u>If this is one of your paper topics, the paper is due November 9, 2020.</u>

Week of November 9, 2020

      Reading: Chapter Ten – Mental Health Courts

      Lecture (November 9): Mental Health Courts

      Discussion (November 11):

           You're a non-Mental Health Court judge. One day a defendant appears before you who was previously enrolled in a Mental Health Court but was expelled from the Mental Health Court because he repeatedly failed to attend treatment or take his psychotropic medication. He has pled guilty to his current charge and you have to sentence him. The range of sentence is 1-3 years. Everything else being equal, you would likely sentence him to 2 years. Do you give him a longer sentence in light of his previous failing of Mental Health Court? What might be a benefit to giving him a longer sentence? What problems might come from giving him the longer sentence?

      <u>If this is one of your paper topics, the paper is due November 16, 2020.</u>

Week of November 16, 2020

Reading: Chapter Eleven – Mental Illness In the Prison Population: Secure and Treat?

Lecture (November 16): Correctional Psychology

Discussion (November 18):

You are the new Director of a state Department of Corrections. Your agency has been sued numerous times by former inmates and their families alleging inadequate mental health care. To date, your agency has had to pay $5,000,000 in out-of-court settlements to end these lawsuits. In speaking with the Mental Health Administrator (who oversees all aspects of mental health care in the agency), she admits that the agency is woefully understaffed in terms of mental health providers, but that it would cost approximately $10,000,0000 more a year to hire enough staff and provide enough materials (e.g. books, journals) for treatment.

- *What arguments can you make to the Governor that he needs to increase the DOC's budget by an additional $10,000,000 a year in order to hire this additional staff and provide material?*
- *What objections would you expect to hear? What are your responses to those objections?*

If this is one of your paper topics, the paper is due November 23, 2020.

Week of November 23, 2020

Reading: Chapter Twelve – Diversion and Reentry: Strategies for Discharging Offenders Living With Mental Illness

Lecture (November 23): Reentry

Discussion (November 25):

In any endeavor in which you try to help people change, there's a risk to setting the bar too high in that if your standards can't be met even by people who have worked hard you are setting them up for failure and they may stop trying to improve. There is also, however, a risk in setting the bar too low in that if goals are always easy for them to meet they will not grow and improve.

- *You're a new probation officer overseeing recently released prison inmates with mental health problems. What kind of probation officer are you going to be? A 'high-bar' kind or a 'low-bar' kind? What are the pros and cons of each approach? Regardless of what type of probation officer you want to be, what would you do in working with the probationers to ensure as many of them are as successful as they can be?*

If this is one of your paper topics, the paper is due November 30, 2020.

Week of November 30, 2020

Reading: Chapter 13 – Conclusion: Striving For Informed Policies

Lecture (November 30): Solutions

Discussion (December 2):

- What do you think makes it difficult for law enforcement agencies to do genuine research?
- How could those obstacles be overcome?