



**OPPPM 407/507: Criminal Justice Policy**  
Spring 2022 (CRN 34917)

**Class:** 2:00-3:20, Monday and Wednesday, 117 ED

**Instructor:** Michael Weinerman, PhD

**Office:** My home (my primary job is for the state of Oregon)

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**Pronouns:** He/Him/His

**Phone:** 503-302-7255

**Office Hours:** M 3:20 - 4:20 - 117 ED

W 3:20 - 3:50 - 117 ED

F by appointment, via Teams. Email for appointment.

### **Course Description**

This is a 400/500 level elective course focusing on US criminal justice policy, with an emphasis on policy in Oregon. The course focuses on policy making and criminal justice practice with particular consideration of current policy issues, key stakeholder groups, criminal justice data, and professional communication when working in and adjacent to criminal justice policy issues. The course provides an overview of the criminal justice system, from how we define crime to post-prison supervision, emphasizing unintended consequences at each juncture and comparative policy lessons.

### **Student Learning Outcomes**

Following completion of this course, students will be able to:

1. Understand the mechanics of the criminal justice system.
2. Analyze issues related to criminal justice policy using equity and efficiency criteria.
3. Evaluate major components of criminal justice policy and institutions, including policing, case processing, pretrial detention, jail, prison, and community supervision.
4. Communicate clearly and professionally about criminal justice policy and institutions.

### **Student Conduct**

It is expected that students will attend every session except when due to exigent circumstances. Additionally, students are expected to participate in discussion on a regular basis. Daily sessions will be discussion heavy, in both small and large groups, so there will be plenty of opportunities. In addition, there are online forums where comments can count towards participation in lieu of in-class participation. Both in-person and online

participation should adhere to professional standards akin to writing email to colleagues and stakeholders or participating in meetings on the public record.

### Assignment and Course Grades

Course grades will be based on the following components. All assignments are to be submitted on Canvas.

#### Component Percentage

Participation, Discussion, Attendance - 15%

- In class discussion is a primary component of this class. Daily attendance is expected. Absences may be excused with instructor approval and a one paragraph reflection on the readings of the day.

Policy Memo and Executive Summary - 35%

- Details on Canvas

Policy Research Paper and Executive Summary - 50%

- Details on Canvas

#### Graduate Students

You have the same assignments, but more is expected. Participation should be more frequent and exhibit greater mastery of the subject matter. Written assignments will each require either a literature review/annotated bibliography on the policy topic selected and/or an additional component to be identified in discussion with the instructor.

### Required Book

Pfaff, John. *Locked In: The True Causes of Mass Incarceration*.

NOTE: this was not available to order thru the duck store, but should be readily available online at reasonable prices (at time of writing I'm seeing used versions under \$10 with shipping). I have one spare copy that students may use, as needed.

### Course Outline

Day	Topic	Readings <i>Subject to Change</i>
Mon. Mar 28	Introductions - Why Criminal Justice (CJ)?	<ul style="list-style-type: none"><li>● Pfaff - Preface &amp; Introduction</li><li>● <a href="#">Bureau of Justice Statistics - The Justice System</a></li><li>● <a href="#">Ghandnoosh, Sentencing Project - Summary of Inequities in CJ systems</a></li></ul>
Wed. Mar 30	CJ System Overview, Data Limitations, & Inequities	<ul style="list-style-type: none"><li>● <a href="https://oregoncapitalchronicle.com/2022/03/04/mixed-results-for-criminal-justice-reform-bills-in-oregon-legislature/">https://oregoncapitalchronicle.com/2022/03/04/mixed-results-for-criminal-justice-reform-bills-in-oregon-legislature/</a></li></ul>

Mon. Apr 4	Defining Crime	<ul style="list-style-type: none"> <li>● Pfaff - Chapter 1</li> <li>● <a href="#">Measure 110 Background Brief</a></li> <li>● Optional: <a href="#">SB 576, "Kaylee's Law"</a> <i>Please be aware that Kaylee's story involves sexual assault and violence on a college campus, if you choose to look into the background of this law.</i></li> <li>● Optional: <a href="#">Hi-Phi Nation - S4E01 - Criminal Minds</a></li> </ul>
Wed. Apr 6	Police Practices and Police Discretion	<ul style="list-style-type: none"> <li>● <a href="#">Howell 2016</a></li> <li>● <a href="#">Measure 110 Lund Article</a></li> <li>● Optional: <a href="#">Hi-Phi Nation - S4E02 - Police Discretion</a></li> <li>● Optional: <a href="#">Nowacki &amp; Spencer 2019</a></li> </ul>
Mon. Apr 11	Police Violence	<ul style="list-style-type: none"> <li>● Ang 2020 - The Effects of Police Violence on Inner-City Students</li> <li>● <a href="https://mappingpoliceviolence.org/">https://mappingpoliceviolence.org/</a></li> </ul>
Wed. Apr 13	Police Violence and Police Alternatives	<ul style="list-style-type: none"> <li>● <a href="https://campaignzero.org/solutions.html">https://campaignzero.org/solutions.html</a></li> <li>● <a href="#">All the resources on this Vera page.</a></li> </ul>
Mon. Apr 18	Jails	<ul style="list-style-type: none"> <li>● <a href="#">Copp &amp; Bales - Jails and Local Justice System Reform: Overview and Recommendations</a></li> <li>● Optional: <a href="#">CJC Jail Report from 2020</a></li> </ul>
Wed. Apr 20	Jails	<p><b>GUEST SPEAKER:</b> Clint Riley - Lane County Jail Captain</p>
Mon. Apr 25	Pretrial Detention	<ul style="list-style-type: none"> <li>● Digard - Justice Denied: The Harmful and Lasting Effects of Pretrial Detention</li> <li>● Kalief Browder's story. There's a lot of coverage online <a href="#">here's one article</a>. <i>Caution: his story involves self-harm</i></li> <li>● Optional, recommended: <a href="#">Examining Pretrial Detention in Oregon: A Qualitative Analysis of Decision Making</a></li> <li>● Optional: Heaton, Mayson, Stevenson - The downstream consequences of misdemeanor pretrial detention</li> </ul>
Wed. Apr 27	Pretrial Detention	<ul style="list-style-type: none"> <li>● <a href="#">ABA article on Risk Tools</a></li> <li>● Oregon's big pretrial reform bill, incase you're interested in the actual text <a href="#">SB 48</a></li> <li>● Optional, and long: <a href="#">IACHR - Measures to reduce pretrial detention</a></li> </ul>
Mon. May 2	Case Processing	<ul style="list-style-type: none"> <li>● <b>Policy Memo and Exec. Summary Due on Canvas by the beginning of class.</b></li> <li>● Pfaff - Ch 2. pp. 69-77</li> <li>● Pfaff - Ch 5.</li> </ul>
Wed.	Case	<ul style="list-style-type: none"> <li>● <a href="#">Menkel-Meadow - Restorative Justice: What is it and how</a></li> </ul>

May 4	Processing	<a href="#">does it work?</a> <ul style="list-style-type: none"> <li>Optional: Sherman &amp; Strang. Restorative Justice: The Evidence</li> </ul>
Mon. May 9	Sentencing - Prisons	<ul style="list-style-type: none"> <li>Pfaff - Ch. 2 pp. 51-69</li> <li>Pfaff - Ch. 4</li> <li>Optional: Pfaff - Ch. 3</li> </ul>
Wed. May 11	Sentencing - Prisons	<ul style="list-style-type: none"> <li>Pfaff - Ch. 6</li> <li>Non-unanimous juries. SB 1511. <a href="https://pamplinmedia.com/pt/9-news/537974-430783-bill-ad-dressing-old-non-unanimous-convictions-stalls">OPB article. https://pamplinmedia.com/pt/9-news/537974-430783-bill-ad-dressing-old-non-unanimous-convictions-stalls</a></li> </ul>
Mon. May 16	Sentencing - Prison Alternatives	<ul style="list-style-type: none"> <li>Pfaff - Ch 7</li> </ul>
Wed. May 18	Post-Prison, Probation, & Parole	<ul style="list-style-type: none"> <li>Keene et al - Stigma, Housing and Identity after Prison</li> </ul>
Mon. May 23	Post-Prison, Probation, & Parole	<b>GUEST SPEAKER:</b> Paul Solomon, Executive Director - Sponsors
Wed. May 25	Policy Review	<ul style="list-style-type: none"> <li>Pfaff - Ch 8.</li> </ul>
Mon. May 30	Memorial Day NO CLASS	Memorial Day NO CLASS
Wed. Jun 1	TBD	

### **Policies**

**Late Assignment:** Late assignments will be deducted 10% of the total assignment value for each day that they are late (i.e., within the first 24 hours after the due time => 10% deduction). Exceptions to this rule are at the instructor's discretion and universally require documentation.

**Incomplete:** Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct: You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism: Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

### **Professional Practice**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, we ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Students are expected to behave in a professional manner at all times:

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- You will be expected to be active learners and participants. I assume that the reason you are here is to learn and it is my belief that the best way for you to learn is for you to push yourself into thinking in new ways. I see my role, then, as a facilitator in your learning process, guiding you through ideas and concepts that may be new to you, but with the expectation that you will grab the concepts and run with them. That is, I'm not expecting you to regurgitate facts and definitions back to me. I want you to think and actively interact with me and other students.

### **Writing**

If you struggle with writing or just want to get better, I encourage you to use the services of the Writing Lab. The Writing Lab begins week two of the term and closes at 5:00pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the Writing Lab to schedule your appointment.) 9:00am–5:00pm, Monday–Friday, 72 PLC (Prince Lucien Campbell).

### **Documented Disabilities**

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

### **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu)

### **Inclusion Statement**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).