

**SW 492: *The impact of various social policies on criminality, criminalization, and the criminal justice system***  
**Dr. Sheryl Kubiak**  
**Spring 2016**

Professor Information

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**Class period:** Wednesday, \*5:20pm-8:00pm (Note: leaving campus at 4pm on most class days)

**Location:** Cooper Street Correctional Facility Jackson, MI or Baker Hall

\*Note: While class starts at 5:00pm, we will leave campus at 4:00pm. We should arrive back on campus by 900pm; Note on 1/20 we will leave campus earlier than 4:00pm.

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**COURSE DESCRIPTION**

This course engages students in critical readings and discussions focused on various social policies that may affect what is defined as 'criminal' and the criminalization of an individual. Specific social policies discussed during the course include mental health, substance use/misuse, and immigration and detention. Using a policy analytic framework, the course will encourage students to evaluate current policy and develop alternative policies. In developing alternatives, consideration of opposing and supporting forces – as well as social and financial costs – will be studied.

This course uses an 'Inside-Out Prison Exchange' model of teaching. This model provides an opportunity for a small group of students from Michigan State University and a group of individuals residing within Cooper Street Correctional Facility (JCS) to exchange ideas and perspectives about these topics and related social issues. It is a chance for all participants to gain a deeper understanding of the intersection of social and health policies within the United States and how such policies intersect with the criminal/legal system.

**OBJECTIVES**

- To create an environment that will facilitate the honest and respectful exchange of ideas in a dialogic format.
- To provide an experiential setting for participants to test and hone their theoretical understanding about various social policy and criminal/legal issues.
- To develop the analytical capacities of those involved regarding various perceptions of and perspectives on these issues.
- To furnish the residents who are involved in an opportunity to explore their own views on these issues in an academic setting, through structured discussion and course materials.
- To assist all involved in further developing their capacities for both written and oral self-expression.

**FORMAT OF CLASS MEETINGS**

The group meets every Wednesday evening throughout the semester for 2½ hours. Most weeks, the meetings take place at Cooper Street Correctional Facility (JCS), where the Michigan State students and a group of men in the institution gather for class. The meetings at JCS consist of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week.

Meetings that are held separately (**1<sup>st</sup>, 3<sup>rd</sup> and final week**) will be held at 2:00pm for Outside Students; 5:30 pm for Inside Students. During these meetings, everyone has the opportunity to debrief the process at the beginning and end of the semester.

## **REQUIRED READING**

### Books

- Early, P. (2007). *Crazy: A Father's Search through America's Mental Health Madness*.
- Golash-Boza, T. (2011). *Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America*.
- Mohammed, R. & Fritsvold, E. (2008). *Dorm room dealers: Drugs and the privilege of race and class*.

### Articles

- Karger & Stoesz (2013). *Social Welfare Policy Research: A framework for policy analysis. American Social Welfare Policy: A pluralist approach, 7<sup>th</sup> edition*
- *Segal (2013). Analyzing and researching social welfare policies.*
- National Alliance for the Mentally Ill – NAMI (2011). *State Mental Health Cuts: A national Crisis*.
- Torrey, E.F., Kennard, A.D., et. al., (2010). *More mentally ill persons are in jail and prisons than hospitals: A survey of states. Publication of the Treatment Advocacy Center and National Sheriff's Association*.
- Office of National Drug Control Policy. (2014). *National Drug Control Budget: FY 2015 Highlights*.
- SEMCA Regional Needs Assessment (2012). *Prescription Drug Abuse, Chp. 8*.
- Gotsch, K. (2011). *Breakthrough in U.S. Drug Sentencing Reform. Sentencing Project*.
- SAMHSA (2014). *Substance Use and Mental Health Estimates from the 2013 National Survey on Drug Use and Health: Overview of Findings*.
- U.S. Department of Homeland Security. (2009). *Immigration and Customs Enforcement: Immigration Detention Overview and Recommendations*.
- Lutheran Immigration and Refugee Service (2012). *Unlocking Liberty: A way forward for U.S. immigration detention policy*.

The assigned readings are to be done **PRIOR TO CLASS**, according to the attached schedule.

## **GRADING and ASSIGNMENTS**

Grades for this class are dependent upon three written assignments (weekly reflection papers, group project summary paper, and final paper) and participation in the course. Each assignment is explained below. Please note: **No late papers, including final papers, will be accepted.**

1. **Reflection Papers:** Each student is required to **complete eight reflection papers** (as well as a final paper). **A paper will be due after each joint class held at JCS.** Papers are **due the week following a particular session;** you can't skip a week and then submit a paper on that session two weeks later.

For MSU students, they are to be typed, double-spaced, at least 2 pages in length. For JCS students, the reflections papers are to be written, double-spaced (every other line), at least 4 pages in length. All papers need to incorporate a *minimum of 4 references or quotes (with proper citations) from the week's readings*. **Make sure you credit the specific materials that you refer to or quote**, even when you are using books/articles that are assigned for the class. The papers will call for you to observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion.

*Hint: Since your final paper is a policy analysis, stay tuned to the social policies that are illuminated in readings/discussions that you find interesting.*

- Each reflection paper should include three sections:
- Section One: Observations (things you **see** within the class)
  - Section Two: Analysis and Integration (of reading/discussion)
  - Section Three: Reactions (your feelings/insights)

Tips for writing a strong reflection paper are provided at the end of the syllabus.

2. **Group Summary Report.** As a result of your work in your 4-person policy group, you will be responsible for producing a summary of the group’s policy position paper. This will be a brief paper/flyer that will concisely illustrate the problem, the current policy, and the policy solution proposes. This brief paper will be presented at the closing ceremony by the group. (see additional information on this later in the syllabus).
3. **Final Paper :** In lieu of a final exam, a **final paper** of approximately 8-10 pages in length, typed, double-spaced for MSU students and 16-20 pages in length, hand-written, double-spaced (every other line) for JCS students, and a **final group project** will be required. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed. A minimum of 8 citations will be required in the final paper. The final paper will be due on the last day class will be held, when we will meet in separate sessions to debrief the semester. Additional guidelines for preparing this last, integrative product will be handed out during semester. **IF YOU DO NOT SUBMIT A FINAL PAPER BY THE DEADLINE, YOU WILL NOT PASS THE CLASS.**
4. **Participation.** It is very important that each member of the class fully participate in discussions. Each student will also be asked to assess their own participation. See details on grading below.

**GRADING POLICY**

Given the interactive nature of this study, one-third of the grade will be based on attendance and full participation. This includes attention, listening, AND actively joining in the dialogue, in both large and small groups. The rest of the grade will depend on the quality of the written work submitted: reflection papers (1/3) and final paper (1/3). Papers must be handed in over the course of the semester – not at the end. **Papers written by ALL students will be graded according to standard MSU grading procedures.**

Grading

Reflection paper (8 papers x 20pts)	160 points
(6 pts observation, 10 pts analysis, 4 reaction)	
Participation & Listening	100 points
Final group project (100 pts)	100 points
Final paper (100 pts)	100 points
<b>Total possible points</b>	<b>460 points</b>

**The following scale will be used for your grading:**

Grade	Percent Range	Point Range
4.0	(Above 90.0%)	414-460
3.5	(85.0% - 89.9%)	391-413
3.0	(80.0% - 84.9%)	368-390
2.5	(75.0% - 79.9%)	345-367
2.0	(70.0% - 74.9%)	322-344
1.5	(65.0% - 69.9%)	299-321
1.0	(60.0% - 64.9%)	276-298
0	Below 60.0%	275 and below

## **ATTENDANCE AND PARTICIPATION**

The Inside-Out class, most of which will be held at JCS, is dialogue-based and highly interactive. A group of about 12 outside students and a group of about 12 inside students will meet for a weekly seminar through which we will explore social policy issues. Of the 15 weeks that we meet during the semester, 12 of the meetings will be inside prison; 10 will provide opportunities for interaction. Given the unique nature of this class, it is **IMPERATIVE** that each student attends and fully participates in every session. (Note that one-third of your grade is based on attendance and **ACTIVE** participation). Since we clarified scheduling issues prior to your signing up for the class and MSU is providing two vans to transport students to JCS, there should be no problems with attendance. If, due to both **SERIOUS** and **VERIFIABLE** circumstances, you will be unable to attend one of the sessions, you **MUST CONTACT ME IN ADVANCE**. Any absence will change the dynamics of the group, as well as disappoint those who will be participating in the program. This is a special program that will take special effort on the part of each of us.

***Active participation is key to this process.*** As a group, we will be discussing many issues, some of which may be controversial in nature. We are all -- everyone involved -- challenged to speak up and say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity, we each have to take responsibility for the direction and depth of the discussion. Also, while listening is vitally important and necessary to this process, sitting back to **JUST LISTEN** is not acceptable. Everyone must be fully involved for this to work. Conversely, we are a group – and those who ‘dominate’ the dialogue and do not allow for the involvement of others, also disrupt the potential of the group.

**SAYING NOTHING IS EQUIVALENT TO SAYING TOO MUCH.** Participation grades will be given during each of the 10 sessions where there are group (large or small) discussions (10 points total for each session) and will be based upon the following:

1. Attempt to engage (i.e. raising hand) 2 pts per class
2. Making Contributions to the group discussions
  - a. Respectful comments (i.e., using ‘I’ statements rather than ‘you’ statements) = 4 pts class
  - b. Time appropriate (i.e. if you speak, be mindful of others who are trying to engage, keep remarks brief and focused on the content) 4 points per class
3. Silence when appropriate (listening) 2 pts per class

## ***MISCELLANEOUS INFORMATION***

*Meeting Times: For MSU (OUTSIDE) students.* Needless to say, when we are traveling to the prison, it is **ABSOLUTELY NECESSARY** to be **ON TIME** – to meet the group at the time and place arranged. We will be using the campus vans for these trips, which will leave campus at 4:00pm and will be parked at the turn around in front of Baker Hall.

**Attire for Outside Students: All MSU (outside) students need to wear an oversized MSU t-shirt or sweatshirt to each class. There are NO EXCEPTIONS! This rule is in place to avoid having students wear shirts or blouses that are too tight, revealing, see-through, or inappropriate for entering a correctional facility. In order to minimize distraction and avoid the risk of being denied entrance into the prison because of improper attire, every student MUST wear the MSU t-shirt. Similarly, nice (and loose fitting) slacks must be worn. If you are denied access to the prison due to attire, you will not receive participation grades for that session.**

## **CONTACTING THE INSTRUCTOR**

For Michigan State (Outside) students: You can feel free to contact me via e-mail at any time – it is the best way to reach me – and I will respond, in most cases, within the same day. If you would like to set up a meeting with me, it is best done via e-mail, as well. For inside students, you can contact me via Mr. Hankinson at JCS. He can send an email or call me.

## **ACADEMIC HONESTY**

Article 2.3.3 of the Academic Freedom Report states "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the School of Social Work adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide).

Michigan State University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

**Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance.** All work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media, these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. **Everything used from other sources** -- suggestions for organization of ideas, ideas themselves, or actual language -- **must be cited**. A good rule to follow is that when you find it, you can use it, if you cite it!! Cutting and pasting from websites/online articles without proper citation is considered plagiarism. In addition, you must do your own work, as extremely similar papers will not receive credit. Any plagiarism will result in 0 points for the assignment and may result in a failing grade for this class.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. You are required to complete all course assignments on your own. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. In addition, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) web site to complete any assignment in this course (See: <http://www.msu.edu/unit/ombud/honestylinks.html> for further clarification). The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college. Students who believe that they have been unfairly accused may appeal through the School or College's academic grievance procedure.

## **DISABILITIES**

Disability Statement: This course is open to all students who met the academic requirements for participation. If you need accommodations due to a disability, you must first register with the Resource Center for Persons with Disabilities (RCPD) at call 353-9642 (voice), 355-1293 (TTY), or visit <http://MyProfile.rcpd.msu.edu>. After you have received your authorized accommodation from RCPD, you should discuss your needs with me. Ideally, we should meet within the first week of class.

## **WEEKLY SCHEDULE**

<b>Week/ Date</b>	<b>Topic</b>	<b>Activities</b>	<b>Readings for Class</b>
Week 1 1/13	Student Orientation	<b>Separate</b> meetings with Inside and Outside Students to set rules and standards of behavior	<b>Review rules</b>
Week 2 1/20	First Combined	Review of syllabus, icebreaker, review of the rules, group discussion. Course overview	Syllabus; perceptions and perspectives; standpoint

	Meeting	(What do we mean by policy? Hot topics in social policy?).	Start Reading Ahead
Week 3 1/27	De-Briefing	<b>Separate</b> meetings with Inside and Outside students. Thoughts and reactions to previous weeks' class; overview of CJ system.	<b>REACTION PAPER 1 DUE!</b>
Week 4 2/3	Policy Analysis Frameworks	Icebreaker; what do we mean by policy?; discussion of readings, brainstorming, small groups.	Karger & Stoesz: Framework for policy analysis. Segal, 2013: Analyzing and researching social welfare policies. CDC Policy Analytic Framework (Powerpt)
Week 5 2/10	Mental illness, mental health policy and practice	Prison tour for outside students	Crazy: A Father's Search through America's Mental Health Madness (Chpt 1 - 10) Torrey et al. More MI people in jails and prisons. REACTION PAPER 2 DUE
Week 6 2/17	Mental illness, mental health policy and practice	Discussion of reading; group discussion	Crazy: A Father's Search through America's Mental Health Madness (Chps 11-25; 29; 32). NAMI State Mental Health Cuts: A national Crisis. REACTION PAPER 3 DUE
Week 7 2/24	Drug use/misuse trends, policies, and implications	Discussion of reading; group discussion.	NSDUH Summary Dorm Room Dealers, chapters 4 & 5  REACTION PAPER 4 DUE
Week 8 3/2	Drug use/misuse trends, policies, and implications?	Discussion of reading; small group discussion.  <b>NOTE: NO CLASS 3/9/16 – SPRING BREAK</b>	Drug Control Policy Budget U.S. Drug Sentence Reform SEMCA Needs Assessment: Prescription Drug Abuse REACTION PAPER 5 DUE
Week 9 3/16	Immigration and Detention	Discussion of reading; small group discussion.	Immigration Nation (chp 1-3): Homeland Security REACTION PAPER 6 DUE
Week 10 3/23	Immigration and Detention	Discussion of reading; small group discussion.	Immigration Nation (chp 4, 5, conclusion); Lutheran Immigration Services REACTION PAPER 7 DUE
Week 11 3/30	Policy Alternatives Overview	Discussion of reading; small group discussion.	Review of readings; Handouts – Kingdon's Window of Opportunity; Review CDC Handout. REACTION PAPER 8 DUE
Week 12 4/6	Group Project	Students work in groups of 4 (2 inside; 2 outside students) for final project	
Week 13 4/13	Group Project	Students work in groups of 4 (2 inside; 2 outside students) for final project	
Week 14 4/20	Closing Ceremony	Presentation of Group Projects; Students say goodbye	GROUP PROJECT DUE
Week 15 4/27	Final Debriefing	<b>Separate</b> Session; Course evaluation; post-class survey	<b>FINAL PAPERS DUE</b>

## ADDITIONAL INFORMATION ON ASSIGNMENTS

### 1. Reflection Papers

#### TIPS FOR WRITING REFLECTION PAPERS

**A. Section One: Observations.** Identify three things that you observed during our combined meetings. These observations can include anything that especially stood out for you, such as certain kinds of interaction between people, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. explain what was significant to you about each of the observations.

Tip: Be sure to include, and explain, **three** observations.

**Example on an observation:**

During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

**B. Section Two: Analysis and Integration.** In this section, you are to look at the issues that were discussed in the prior week's class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant quotes (with citations) from those readings. This is probably the most difficult section to write well. In this section, you are expected to present your own analysis based on the readings and discussion for each class meeting.

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting and those that came up while you were doing the reading. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (*maybe* two) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

**Example of part of an Analysis and Integration section:**

During the last decade, tougher drug laws have been introduced in most states. I find it interesting that although these laws supposedly apply to everyone, they often seem to affect men and women differently. As Jones (2000) states in *Her Really Good Book*, "women are likely to receive harsher penalties than men for their involvement in similar offenses" (p. 3). In class last week we identified several explanations for why that might be true and I want to discuss here those that I find to be most persuasive. I also will suggest means of eliminating unwarranted differences in sentencing of men and women that legislators should entertain. In addition, lawmakers need to have their feet held to the fire to make sure they consider the broader impact of harsher penalties for drug offenses beyond the lives of the individuals sentenced for such crimes. As Harvey (2012) writes, "incarceration also punishes the families of men and women on the inside" (p.7).

Tip: Try not to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at the county jail.

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR take on all of this. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis. Also take care to avoid including a string of quotes as if the quotations speak for themselves. Again, most of the analysis and discussion should come from you. Also avoid simply restating what’s in a quotation. That doesn’t tell us what you make of the quotation or how you would expand on its message.

**C. Section Three: Reactions.** In this section, you should write about your emotional reaction (how you felt) after class. Try to describe *in as much detail as possible* how class or a particular discussion or activity, made you feel. For example, don’t just say that class made you feel sad. Tell the reader what made you feel sad and why. If possible, spell out more about what it means when you say you were sad. Sadness is not necessarily experienced in the same way by everyone. It may be difficult to explore these feelings. Writing can be a useful way to examine feelings that we might otherwise ignore. Remember, you will not be penalized for honesty.

Final Tip: Value the time you spend on each assignment. It will be obvious to me when you are not giving your full effort. Your time, and mine, is too valuable to waste.

## 2. Final Projects: Group Summary and Final Paper

**Overview:** A small group of four (2 inside/2 outside) will be formed for the final project based on student’s interest area. Six groups in total will be formed - two groups on each of the policy areas covered during the semester (mental health, drug abuse, or immigration/detention policy). Each group will select one specific policy problem within that policy area (i.e. incarceration of those with mental illness). Group Projects will require each group to identify the problem, as well as the evidence that exists to support your view of the issue as a problem. This problem area – and the policy solution that you offer as an alternative to the current problem, will be the source of your Group Summaries. Groups should not identify the same specific problem. Your Final Paper. will be an individual effort.

**Group Summaries:** you will work in your assigned groups for a full two weeks, determining the problem, desired solution, etc. Your summaries (brief report, flyer and speech) will be a group effort and you will receive a collective grade.

**Final Paper.** Each individual will write a final paper, which will involve two components: Process and Content of the course.

### GROUP PROJECT: Inside-Out Prison Exchange

(100 points)

**Instructions:** This is a group project. You are required to work collectively with all of the members of your group to develop an informational op-ed or blog that explains the issue you have chosen to work on. This issue is something that you have discovered during the semester to be a current issue in mental health, substance abuse or immigration/detention policy. The letter/blog is intended to impart information to people who may not be aware of the issue and your goal is to educate them and persuade them to support your policy alternative.



There are three components of the group project: S

**COMPONENT 1: TWO PAGE BRIEF REPORT BASED ON THE CDC FRAMEWORK (60 points)**

Using bullet-points, please provide a 2-3 page brief report responding to the elements outlined in the CDC Policy Analysis Framework (an example will be provided to you). See below for specific components and points.

- 1) **Identify the Problem or Issue (15 points).** What is the specific problem you have identified? How do you know a problem exists? Using research and relevant data, define the problem. State what the current policy is. Some pertinent questions:
  - a. How do you know it is a problem?
  - b. How many people are affected?
  - c. How often does the problem occur? Or what causes the problem?
    - i. How serious is it?
  - d. Who does it affect? Specific populations/groups?
  
- 2) **Policy Analysis (30 points)**
  - a. **Identify and describe policy alternatives and options (10 pts).** What are the alternatives that are possible? Make sure that these alternatives are feasible (both financially and politically).
  
  - b. **Assess Policy Options (10 points)**
    - i. Using pages 6 -8 of the CDC Policy Analysis framework, discuss the impact, feasibility and economic impacts of your policy alternative.
    - ii. See Table 2: Policy Analysis Chart. Complete the chart on the policy options and attach to your 2 page summary.
  - c. **Prioritize policy options (10 points).** Of the alternatives discussed, choose one option that might be superior to the others. Provide information on your decision making – why this choice? What makes it the best alternative?
  
- 3) **Strategy and Policy Development (10 pts).** Discuss your strategy for gathering support for your policy alternative. Who might be supportive; who against. How would you go about promoting your policy alternative?
  - a. List potential supporters and opponents of your campaign: Who cares about this issue enough to oppose your campaign? Who can support the plan? Take into consideration the following questions (which will need to be discussed during the class presentation):
  - b. \* Who (what groups/individuals) will be in support? In opposition? Why?
  - c. \*How strong are they? \*What power do they have to influence the outcome?
    - \*Is there more power in support or opposition?
  
- 4) **What may be the ‘unintended’ consequence of your policy alternative? (5 points)**

Think of potential unintended consequences that may result from proposed policy. How will you address the potential consequence that may result?

**COMPONENT 2: FLIER (20 points).** Come up with a **flier** or hand-out that you would distribute at a rally to support your cause. You should design the hand-out together; Outside students can email the hand-outs to Dr. Kubiak or Edita and we will make sure to print them out and make enough copies for the entire class.

**COMPONENT 3: SPEECH and PRESENTATION (20 points).** On behalf of your group, please prepare a statement summarizing for the public as persuasively as you can why they should support the goals of this campaign. Keep in mind that this statement needs to appeal to the broadest range of people possible. Remember that you can appeal to the heart as well as to the head! This should be written in the form of an editorial/ **speech** that one member of your group would deliver. Each group will have to present its projects on April 20<sup>th</sup>. Everyone in your group needs to take a role in presenting some part of your project to the entire group. Each group will have 20 minutes for your presentation so you must be well-organized.

**PLEASE HAND IN ALL OF YOUR WRITTEN WORK (2 PAGE BRIEF SUMMARY, FLIER & SPEECH) THAT WAS PART OF THIS PROJECT TO DR. Kubiak AFTER YOU PRESENT IT IN CLASS.**

### FINAL PAPER

The final paper will have two main primary dimensions: ***process*** and ***content***. Your general task is to consider the entire experience shared by the class over the past semester and write about, in detail, several observations of your experience. In this paper you will explain ***and*** analyze what you learned this semester.

**Section One: Process** (30 points):

In the first part of the paper, specifically focus on the following issues (you may do these items in any order):

- 1) the ***group dynamics*** (in themselves) and how/whether these dynamics seemed to change over the course of the semester -- and why
- 2) your own ***individual process***, including your participation in the class, as well as your reflections on and feelings about the whole experience -- note any shifts that may have taken place in how you look at things; be sure to explain the effect that this experience has had on you
- 3) ***perceptions of others*** and how these perceptions might have changed (for example, your perceptions about other individuals, as well as their perceptions of you)
- 4) your observations about ***prison life***, both from our discussions and from going in and out of the facility on a weekly basis (**for outside students only**).

**Section Two (two parts): Content** (50 points).

**Part I (20 points):** During the semester we examined the impact on criminality and criminal justice system of policies associated with mental health, substance abuse and immigration and detention.

Supported by the assigned readings, explain what you have come to understand about each one. Focus especially on **new** dimensions of the topic that you have come to realize through the course discussions and/or the readings. **Focus on new aspects that you learned regarding the topic and provide evidence to back up your claim.**

**Part II: (30 points):** For your final project, you were all put into groups to explore different. **Discuss – at some length – at least three important points that you think are important to convey to others that you learned regarding your group project.** Be sure, as with all of Section Two, to tie in quotes from the readings for each of the issues you discuss.

***Specifications of the Paper:*** (20 points)

The paper should be at least **8-10 pages** in length for the outside students (typed, double-spaced, with one-inch margins, and **reference page**) and **16-20 pages** on regular sized paper for the inside students (only write on one side of the page and skip lines; if you are typing your paper, it should follow the typed guidelines above).

You must incorporate at least **10 citations** from the readings in the content portion of the paper (Section Two).

Please take your time planning and writing this paper so that the result has the depth that it deserves. Provide **a short introduction and conclusion**. The paper will have five parts:

- 1) Short Introduction
- 2) Section One – Process (focus on the class group and discuss the interactions, your feelings about the course).
- 3) Section Two, Part I -- Content (All Course Topics)
- 4) Section Two, Part II -- Content (Group Project specifically)
- 5) Short Conclusion