



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
KATHERINE JENNIE MCLEAN	kjm47	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Course Designation

(CRIMJ 150N) Safe and Sound: The Intersection of Criminal Justice and Public Health

Course Information

Cross-Listed Courses:

BBH 150N(UC)

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Justice and Health

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: UC Social Science & Education (UC_UCSSE)
Effective Semester: FA 2018
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This class will discuss the overlapping, but also distinct, disciplines of public health and criminal justice. Over the semester, the course will review the unique history, institutional structure, professional mandate, and research methods of each field, while different areas of collaboration and competition will be considered each week (ex. illicit drug use, mental illness, gun violence.) Students will learn how to read scholarly research, understand the statistics, and interrogate the evidence produced within each discipline – with view to evaluating the propriety of interventions in each field. They will also have the opportunity to plan an in-depth research and/or internship project that integrates public health and criminal justice data and perspectives.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Each topic below will be considered for one class "week" (approximately 3 hours of instructional time):
Introduction to Public Health in the United States (History, institutional structure, professional mandate(s) and primary methods of inquiry)
Introduction to Criminal Justice in the United States (History, institutional structure, professional mandate(s) and primary methods of inquiry)
The Social Determinants of Health and Crime (i.e., social epidemiology and criminology)
Drug and alcohol use: Criminal Justice and Public Health Perspectives
Issues in Drug and Alcohol Use: Court-Mandated Treatment
The Control (and Criminalization) of Infectious Diseases
Mental Illness, Individual Rights, and Public Safety
Commercial Sex Work: Competing Perspectives and Policies
Public Health and Criminal Justice Implications of Migration
Health in Correctional Contexts and Within Criminal Justice- Involved Populations
Gun Violence: An Issue for Criminal Justice or Public Health?
Public Health and the Environment/Environmental crimes

Course Description:

This course will consider the overlapping responsibilities and epistemologies of criminal justice and public health. Both fields concerned with the promotion of population welfare, the public health and criminal justice systems nevertheless confront the same social problems from different ethical perspectives, research methodologies, and knowledge bases. Each may further mobilize different institutional actors driven by divergent political agendas. While we will discuss the productive collaboration between public health and public safety agencies, we will also consider ongoing ownership struggles over certain issues, behaviors, and even populations. Given its practical relevance to many ongoing social issues and controversies of general importance, this course is motivated by a commitment to "community-engaged scholarship," and thus will include topics, readings, assignments, speakers, and field trips of local and state importance. At the same time, specific topics will be framed in terms of their national and international importance, and students will be encouraged to link "micro-level" problems to "macro-level" processes.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: KATHERINE JENNIE MCLEAN (kjm47)

Title:

Phone:

Address:

Campus: GA

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

In this course, students will:

1. Describe and compare the histories and structures of the U.S. public health and criminal justice systems;
2. Identify the broad social determinants of crime and (poor) health in general and explain how these specifically relate to one issue spanning criminal justice and public health;
3. Demonstrate the specific responsibilities, tasks, and problems faced by professionals whose work spans public health and criminal justice;
4. Read scholarly papers in public health and criminal justice, defend their research methods, interpret their statistics, and assess the limitations of such data;
5. Evaluate the propriety of each approach by locating and assessing evidence on criminal justice and public health interventions around a particular issue;
6. Integrate data and accumulated knowledge on criminal justice and public health institutions and approaches through a final research or internship project "plan"

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

The first 6 methods of evaluation are listed by their associated course objective (see above). Students will also be evaluated on the basis of the participation - an "assessment" that applies to every course objective - and a syllabus quiz, which are described in items 7 and 8 below.

1. Short essay exam on which students will briefly describe, compare, and contrast the history, structure, and responsibilities of the U.S. public health and criminal justice systems. (15% of grade)
2. Short paper (2-3 pages) on the social determinants (ex. economic or cultural factors, social inequalities, political forces) of one issue that spans criminal justice and public health; the same issue will also be addressed in the required final project, with this (early semester) paper serving as background. (10% of grade)
3. In-class interviews (x2) with individuals working at the intersection of public health and criminal justice, with subsequent (in-class) reflection papers (10% of grade, 5% per interview)
4. "Research digest" (homework) assignments (x5) wherein students will be assigned to review a short paper or data on a particular public health/criminal justice issue, briefly summarize the research question and methods, explain the data presented, interpret its meaning and assess its limitations (25% of grade, 5% per assignment)
5. In-class debates (x2) on issues around which the criminal justice and public health systems "compete," followed by in-class reflection papers (10% of grade, 5% per debate)
6. Future research or internship project "plan," involving the description of a particular criminal justice/public health issue, the identification of key stakeholders, institutions, and background data, and an assessment of the project's or internship's feasibility (15% of grade)
7. Syllabus quiz (first week) assessing students' reading and comprehension of class requirements and expectations (5%)
8. In-class participation will be monitored through regular in-class exercises (student-led discussions, small-group exercises, practice exams, assignment debriefs, and interview/debate preparation) involving hand-outs that are subsequently turned in; attendance will also be measured alongside student participation in these exercises (10% of grade)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is proposed as a general education course that will fulfill the new "Integrative Studies" requirement (beginning AY 2018-19). While there are not pre-requisites attached to this class as proposed, it may be of interest to students completing "Introduction to Criminal Justice" (CRIMJ 100), "Introduction to Biobehavioral Health" (BBH 101), and "Criminology" (CRIMJ 012), either as part of their majors, or toward fulfillment of their other general education requirements.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

As noted, this course is proposed as an "Integrative Studies" course within the new general education requirements. It is NOT being proposed as a required course within the Administration of Justice, Biobehavioral Health, Criminology, or Criminal Justice majors, although individual degree programs/campuses may elect to accept it as an elective within those majors.

A description of any special facilities:

No special facilities are required for this course. In its initial (proposed) incarnation at Penn State Greater Allegheny, it will involve a field trip to the Allegheny County Adult Drug Court, and host two guest speakers from Pittsburgh during in-class meetings.

Frequency of Offering and Enrollment:

I propose to offer this course annually, and anticipate an enrollment of approximately 25 students; such a class size permits for in-class activities such as debates, group interviews, and field trips.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

(B) Key Literacies: This course aims to enhance students' textual, quantitative, and health literacy. In terms of textual literacy, students will read diverse documents (media, governmental, scholarly) in class and outside class, and complete structured exercises (student-led discussions and research digests) in which they explain and critique their content. Moving to quantitative literacy, students will regularly review basic statistical data in criminal justice and public health during lectures, practice explanation and interpretation during small-group exercises, and demonstrate mastery through research digest homework assignments wherein they'll describe, interpret, and assess the limitations of quantitative data produced in two disciplines; in-class debates will further require students to identify appropriate statistical evidence in support of public health approaches to different social problems. Finally, this course seeks to increase students' health literacy through in-depth consideration of public and personal health issues (including infectious disease, mental illness, addiction, and interpersonal violence) during class lectures, assigned readings, a short paper (on the social determinants of health), research digest homework assignments, and group interviews with individuals working in health-related fields.

(C) Critical and Analytical Thinking: Students in this course will be regularly asked to explain, interpret, and interrogate scholarly research, governmental data, and media accounts relevant to criminal justice and public health. During both in-class, small-group exercises and research digest assignments (wherein students are provided with a data table, news item, or research paper excerpt), students will practice and demonstrate their ability to identify a research question or thesis, and subsequently explain how this question is (or isn't) adequately supported through evidence; these exercises/assessments will also require students to identify potential biases or methodological limitations in textual accounts and scholarly research that limit their impact. Students will also evaluate the relative strength of research/data surrounding criminal justice and public health practices (during in-class debates) in order to determine the most appropriate course of intervention into social problems that span both fields.

(D) Integrative Thinking: This course is focused on introducing students to the overlapping fields of public health and criminal justice, which collaborate on the redress of some social problems, while competing for primacy of action or definitional power within others. For 10 weeks of the semester (see attached syllabus), the course will discuss issues that span, and require the consideration of evidence, from both fields; during these weeks, students will read texts that incorporate both professional perspectives and data from both fields, and complete in-class and homework assignments that demand the reconciliation of both perspectives. A short-essay exam will ask students to describe the common origins and professional mandates of the U.S. criminal justice systems, while a short paper requires the identification of social determinants that undergird a problem relating both to public health and criminal justice involvement - in other words, to show how crime and health are shaped by similar structural factors. Through a final project "plan," students will not only identify an issue that spans both criminal justice and public health, but also bring together evidence, and identify institutional stakeholders, from both fields.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

(B) Key Literacies:

1. Textual literacy will be assessed through small-group exercises (contribute toward participation grade) and research digest assignments that require the explanation, interpretation and critique of different documents, such as research excerpts and media accounts (25% of grade).
2. Quantitative literacy will similar be assessed through in-class exercises (participation) and research digest assignments presenting basic statistical data in public health and criminal justice (25% of grade).
3. Health literacy will be assessed through the above research digests, but also through a short paper on the social determinants of a public health problem (10% of grade) and group interviews with health professionals that require the preparation of a question and a subsequent reflection paper (10% of grade).

(C) Critical and Analytical Thinking:

1. Research Digests Assignments (25% of grade) will assess students' ability to explain, interpret and critique of different types of texts and data
2. In-class Debates (x2) will assess students' ability to identify appropriate evidence in support of a particular position/approach, and evaluate the relative merit of different types of data or evidence (10% of grade)

(D) Integrative Thinking

1. In-class exercises (small-group exercises and student-led discussions, graded as part of participation, 10% of grade) will bring together public health perspectives and data
2. A short-essay exam will assess students' knowledge of the shared history and professional mandates of public health and criminal justice (15% of grade)
3. A final research or internship project plan will evaluate students' ability to identify a problem or issue relevant to both public health and criminal justice, locate relevant institutions/actors within both fields, and bring together data or research from both fields in order to set-up a feasible research question and methodology, or practical internship project (with a local organization)

General Education Domain Criteria

General Education Designation: Inter-Domain

GHA Criteria

- Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
- Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

What components of the course will help students achieve the domain criteria selected above?

1. Throughout this course, students will read, discuss, explain, and critique research in public health, a field that draws heavily upon the discipline of epidemiology, but also employs theories and research methods that are used within the social scientific disciplines (like sociology). In addition to a dedicated week on the history of the U.S. public health system, its structure, and its core science of epidemiology, the course will spend 10 weeks reviewing public health research (and criminal justice research) on different topics (from addiction to interpersonal violence, all listed previously). Students will be evaluated on their ability to explain, interpret, and interrogate public health research through in-class exercises, research digest homework assignments, a short paper on the social determinants of health, 2 in-class debates, and a final project that requires the identification and explanation of appropriate research on a public health problem.

2. Given the course focus on public health, content will largely focus on the achievement and maintenance of community health, and how population well-being is promoted by particular interventions (and potentially imperiled by others within the realm of criminal justice.) At the same time, particular topics (for example, on harm reduction interventions in substance use and sexual health) will also have relevance to individual health. Overall, the course will review a number of evidence-based policies toward the improvement or promotion of community health (10 weeks total), including harm reduction programming, supervised substance use treatment, opt-out HIV/AIDS testing and treatment in correctional contexts, community supervisions for undocumented migrants, mental health crisis intervention resources, and more generally, human rights-based public health models that prioritize the dignity of individuals.

3. While largely exposing students to research on community-level interventions and different public health policies, this course will nevertheless discuss diverse health-related risk factors, and the particular interplay between "macro" and the "micro" - how largescale social processes and structural factors influence individual health behaviors. A week will be spent exploring the "social determinants" of health (and crime), and specifically, discussing the mechanisms by which phenomena like unemployment, discrimination, and lack of services may shape individuals' decisions, and opportunities, related to health. The criminal justice system - particular criminal laws, policing strategies, sentencing methods, and correctional contexts - will be considered as a potential "engine" for the promotion or prevention of health-related risk.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

1. For nearly every week in this course (excluding one dedicated exclusively to public health), students will read, discuss, and critique research in criminal justice - a field that largely draws on social scientific research, employing both quantitative and

qualitative methods. In addition to a dedicated week on the history of the U.S. criminal justice system, its different components, and primary sources of official governmental statistics, the course will spend 10 weeks reviewing criminal justice research (and public health research) on different topics (from illicit drug use, to the policing of mental illness, to the prosecution of environmental crime). Students will be evaluated on their ability to explain, interpret, and interrogate criminal justice (qualitative and quantitative social science) research through in-class exercises, research digest homework assignments, a short paper on the social determinants of crime, 2 in-class debates, and a final project that requires the identification and explanation of appropriate research on a criminal justice issue.

2. Given the course focus on criminal justice, students will be heavily exposed to research and theory in criminology - a branch of sociology focused on the social and situational determinants of crime. The course will spend one dedicated week (Week 3) exploring the foundations of criminology in early-twentieth century Chicago, and ways in which both criminological and social epidemiological research both grew out of a shared concerns around urbanization, immigration, and industrialization. The subsequent week will review social learning, environmental, and social control theories of crime, in a broader effort to identify and explain the social determinants of criminal involvement/activity. For the remainder of the class (10 weeks), research on different crime control strategies and criminal justice interventions will be discussed, and related back to criminological theories (ex. Broken Windows Theory, Differential Opportunity Theory). Students will be assessed on their ability to understand and critique different criminological theories in research digest homework assignments, a short paper on the determinants of crime, in-class debates, and a final project.

3. As noted above, this course will expose students to criminological research and theory; criminology is a field that considers many individual, social, and environmental determinants of criminal behavior. Additionally, this class consider, in particular, how individual and community health may impact criminal justice involvement and levels of criminal activity (and the reverse). Moreover, students will constantly be asked to explore the interplay between the criminal justice and public health systems, both historically (in terms of some common origins), and in the redress of diverse social problems. In 10 weeks of interdisciplinary content, we will discuss the integration of public health models and interventions into criminal justice institutions (ex. prison needle exchange), as well as the influence of criminal justice upon public health (ex. the criminalization of infectious disease transmission.) Relevant assessments include a short essay exam on the history and structure of criminal justice and public health in the United States, and a short paper that will further serve as background for a final project.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

This course proposes to integrate the Health and Wellness and Social Science knowledge domains, specifically by exploring the intersection between the fields of public health and criminal justice. Where each field will receive a dedicated course week (Weeks 2 and 3, wherein the history, institutional structure, and research methods/types of data will be introduced), the overwhelming majority of the course will focus upon their concurrent consideration, evaluation, and integration. Beginning in the fourth week of class, the class will discuss how most criminal activity/criminal justice involvement and health/wellness are socially-influenced. At this point, they will be asked to identify a topic of interest that lies at the intersection of criminal justice and public health (ex. intimate partner violence), that will form the basis of both a short paper on social determinants, and a final project (the creation of a research project or internship plan). The remaining 10 weeks of the course will consider other topics that span public health and criminal justice (listed previously and below), and require students to read texts and interpret data from both fields (and associated knowledge domains.)

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

As noted above, each domain will receive one dedicated course week at the beginning of the semester; the remaining weeks of the semester (10 with existing topic designation, one "flex" or student selection, and one for student presentations) will present these two domains in equal combination, by discussing topics that implicate both the public health and criminal justice systems. These topics at the bottom of this section. As demonstrated in the attached syllabus, each topic will feature one reading that introduces criminal justice research or represents a criminal justice perspective or intervention on the topic, and another reading that features public health/epidemiological research and introduces a public health approach to the given problem.

Nearly every graded assessment in the course requires students to weigh the relative merits of both criminal justice and public health interventions, consider the dynamic relationship between criminal justice involvement and health outcomes, or evaluate and critique both criminal justice and public health research/data:

a short essay exam requires students to describe the shared origins and overlapping mandates of the U.S. public health and criminal justice systems; a short essay paper asks students to describe the social determinants of one issue related to criminal justice and public health; 4 out of 5 research digest assignments require the explanation, interpretation, and critique of data that demonstrate the relationship between criminal justice involvement and health; two in-class debates will ask students to present, and then judge, the public health and criminal justice perspectives on a given problem; two in-class interviews of "professionals in the field" will reveal the practical integration of these perspectives; and a final project demands the location of evidence, and the description of stakeholders, in both fields.

Each topic below will be considered for one class "week" (approximately 3 hours of instructional time):

Introduction to Public Health in the United States (History, institutional structure, professional mandate(s) and primary methods of inquiry)

Introduction to Criminal Justice in the United States (History, institutional structure, professional mandate(s) and primary methods of inquiry)

The Social Determinants of Health and Crime (i.e., an introduction to social epidemiology and criminology)

Drug and alcohol use: Criminal Justice and Public Health Perspectives

Issues in Drug and Alcohol Use: Court-Mandated Treatment

The Control (and Criminalization) of Infectious Diseases (HIV/AIDS, Ebola)

Mental Illness, Individual Rights, and Public Safety (mandated treatment and crisis intervention policing)

Commercial Sex Work: Competing Perspectives and Policies (harm reduction and criminalization models)

Public Health and Criminal Justice Implications of Migration

Health in Correctional Contexts and Within Criminal Justice- Involved Populations

Gun Violence: An Issue for Criminal Justice or Public Health?

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

I (Katherine McLean) am an Assistant Professor in Administration of Justice, with advanced degrees in sociology (Ph.D.) and public health (M.S.) My research is focused on illicit drug use, and particularly, the ongoing competition between the public health and criminal justice systems to define and address opioid use. While my terminal degree is in sociology, I have previously worked in the field of public health, and particularly HIV/AIDS and harm reduction. Since arriving at Penn State in 2014, I have taught courses in criminal justice, sociology, and biobehavioral health.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Nearly every assessment in the course will assess students' ability to apply integrative thinking; the assignment schedule, moreover, is designed to progressively challenge students, and allow them sufficient time to practice integrative thinking through in-class exercises before being required to demonstrate this ability on graded assignments. A full accounting of the assessments is below.

-A short essay exam asks students to describe, compare, and contrast the history, structure, and professional mandates of the U.S. public health and criminal justice systems.

-A short paper (2-3 pages, also background for final project) requires students to identify and explain three social determinants of a problem, behavior, or "issue" that implicates both the criminal justice and public health systems.

-Research digest homework assignments (x5) require students to explain, interpret and critique research and data on health issues within criminal justice-involved populations, or the criminal justice interventions faced by different populations engaging in (health)-risk behaviors.

-In-class debates (x2) ask students to present, and then judge, the public health and criminal justice perspectives on a given problem, using evidence or data

-In-class interviews with professionals working on issues in both justice and health will require students to write a reflection paper that describes the criminal justice and public health impact of their work.

-A final project (plan for a future research project or internship) will ask students to identify a specific research question or internship activity related to both criminal justice and public health, locate and describe existing research on this topic, identify institutions/stakeholders/organizations that might facilitate their research of internship, and describe a methodology or internship activities.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

The Pennsylvania State University
Greater Allegheny Campus

BBH/CRIMJ 1XX, Section 001:
Safe and Sound: The Intersection of Criminal Justice and Public Health
Fall 2018, (Days), (Times), (Classroom)

I. BASIC COURSE AND ADMINISTRATIVE INFORMATION

Instructor: Kate McLean

E-mail: kjm47@psu.edu

Office Phone: 412-675-9158

Office Location: Main Building, 105A

Office Hours: (Days), (Times) (or by appointment)

Course webpage: <http://instructure.psu.edu> (Canvas)

Prerequisites: There are no prerequisites for the course.

Required Texts: All required readings will be available via Canvas or the University Libraries webpage.

Course Description: Is illicit drug addiction a disease, or a crime? How should undocumented migrants, and refugees, be detained - or should they? Why is incarceration a risk factor for HIV/AIDS? And what can the police do to assist those with mental illness? This class will discuss the overlapping, but also distinct, disciplines of public health and criminal justice. Over the semester, we will review the unique history, institutional structure, professional mandates, and research methods of both fields. Moreover, we will learn how to read scholarly research, understand the statistics, and interrogate the evidence produced within each discipline - with view to evaluating the propriety of interventions in each field. Through guest speakers and a field trip to the Allegheny County Drug Court, we will be exposed to the everyday responsibilities and challenges faced by professionals whose work spans both systems. By the end of the course, you will be able to make fact-based arguments concerning mandatory drug treatment, migrant surveillance, prison-based harm reduction, and police crisis intervention training - among other topics. You will also have the opportunity to plan an in-depth research and/or internship project that integrates public health and criminal justice data and perspectives.

II. COURSE OBJECTIVES

In this course, you will:

1. Describe and compare the histories and structures of the U.S. public health and criminal justice systems in a short-essay exam;
2. Identify the broad social determinants of crime and (poor) health in general and explain how these specifically relate to one issue spanning criminal justice and

public health in a short paper (which will also provide the basis for the final project) ;

3. Demonstrate the specific responsibilities, tasks, and problems faced by professionals whose work spans public health and criminal justice, by conducting two group interviews with practitioners, and writing a short reflection paper on each experience;
4. Read scholarly papers in public health and criminal justice, explain their methods, interpret their statistics, and assess the limitations of such data in “research digest” (homework) assignments ;
5. Evaluate the propriety of each approach by locating and assessing evidence on criminal justice and public health interventions around a particular issue in two in-class debates;
6. Plan a future research or internship project at the intersection of criminal justice and public health, which involves the description of a particular issue, problem, or question; the identification of key stakeholders , institutions, and background data; and an assessment of the project’s or internship’s feasibility

III. COURSE AND INSTITUTIONAL POLICIES

Office Hours: Students are encouraged visit me during my office hours, to discuss any aspects of the course or their academic interests more generally. While you are free to drop by at any point in this time span, you may also schedule a specific time to meet with me, to ensure that you are not waiting. Go to <http://sites.psu.edu/starfishinfo>, login and make an appointment!

Course Attendance and Participation Policy: Attendance is mandatory, and will be taken at the beginning of every class. We will regularly consider information and cases in class that may not appear in the required texts, but may prove critical to your final projects.

Moreover, it is my belief that a deep understanding of course material only comes through sustained discussion and interaction with both your peers and myself. I reserve the right to lower your participation grade to reflect poor attendance.

I understand that students may sometimes be unable to attend class for legitimate, unavoidable reasons (such as illness, injury, family emergencies, religious observance, or regularly-scheduled, University-approved activities). While such nondiscretionary absences will not be penalized, it is your responsibility to alert me to the reasons for your absence, get lecture notes from your classmates, and find out any changes in assignments for the next class. If you know in advance that you will have to miss a class, please alert me as soon as possible, and provide any supporting documentation you might have; this is particularly important if your projected absence falls on the date of an exam or presentation. Students missing class for an unavoidable reason may be permitted to make-up a presentation or exam, provided they give me prior notification of their absence. For religious holidays and regularly-scheduled, University-approved activities, I expect at least 3 days advance notification; for family emergencies, student illness, or injury, I expect at least 24 hours prior notification (although students’ specific circumstances will be considered on a case-by-case basis.)

Some Notes on Technology and Classroom Citizenship: While I understand that some students may wish to take notes or view the readings on a laptop or tablet, you may be asked to leave class if it is apparent that you are simply surfing the web, using social media, etc. Similarly, individuals who are constantly seen texting or otherwise using their phone may be dismissed, or have their participation grade lowered. An interesting class discussion requires the engagement of everyone present, and thus, those who are constantly distracted by technology may lose points toward their ultimate participation grade.

More generally, everyone in the classroom (including myself) is expected to foster an environment of respect and open thought. Some of the material we discuss will be controversial, and while I encourage debate, I do not tolerate cutting personal remarks or discriminatory language of any sort. I expect this will not be a problem, as it rarely is, but I am asking you to be aware that others may hold different beliefs and values than you do.

Academic Integrity Statement 49-20: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity; respect other **students'** dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. (Senate Policy 49-20) For more information on the University's procedures governing violations of Academic Integrity, please see: <https://handbook.psu.edu/content/academic-integrity-policies>.

Disability Statement: Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your **campus's** disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations. The contact person for Disability Resources at Penn State Greater Allegheny is Siobhan Brooks, 412-675-9454, snb106@psu.edu.

Reporting Bias: Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: <http://equity.psu.edu/reportbias/statement>.

Counseling Resources: Student Health Services is committed to promoting the physical and mental welfare of all Greater Allegheny students; you can locate information on available mental health and drug and alcohol counseling on their website: <http://greaterallegheny.psu.edu/health-services>

Academic Assistance: Your first source of assistance should be other students in class! Be sure to exchange phone numbers, email addresses, etc. with your peers. Secondly, you should feel free to come see me during office hours to discuss any confusing aspects of the class material or your course progress more generally. Finally, students interested in subject specific tutoring or help with overall study skills should access the Learning Center, located in the lower level of the Kelly Library.

IV. COURSE ASSIGNMENTS AND EVALUATION

Syllabus Quiz: For your first assignment, you will be required to (1) set up your Canvas account (and explore Canvas, if you have not already), (2) locate a short reading on the University Libraries webpage, and (3) complete a brief quiz on this reading and the syllabus.

Short-Essay Exam: In the 4th week of class, you will take an in-class, short essay exam on which you will briefly describe, compare, and contrast the history, structure, and professional mandates (responsibilities) of the U.S. public health and criminal justice systems. In the week before the exam, we will do a practice essay/review question to prepare.

Social Determinants of Health and Crime Paper: Your final project (see below) asks you to plan for a future (hypothetical or real) research project or internship project that addresses an issue related to both criminal justice and public health. One part of this project will be completed in the first half of the semester in the form of a short paper that will serve as the background for your chosen topic. As part of this (2-page) paper, you will identify and explain how at least 3 social determinants impact this issue (ex. economic or cultural factors, social inequalities, political forces), citing one source for each. Before this paper is due, we will spend a class reviewing social determinants in general, and thinking through your individual topics.

Final Project Plan: For your final project, you will write a plan or proposal for an internship or research project you would like to complete, which involves an issue, problem or question that implicates both public health and criminal justice. Depending upon whether you will be completing a research or internship proposal, I will provide you with a specific format/template. Both formats will require you to (1) identify at least one specific research question or internship objective; (2) provide some background on your issue or problem

(including the social determinants already elaborated; (3) identify and describe relevant stakeholders, institutions, and/or existing sources of data; (4) describe your specific activities (internship) or methodology (research); and (5) reflect on the feasibility of your project. While you are not required to actually implement this project for this course, I will be happy to work with anyone who is interested in (trying to) secure an actual internship, complete an independent study, or apply for a student research grant, although this might not be possible for the semester that immediately follows.

In-Class Debates (x2): During two weeks in the second half of the semester, we will conduct an in-class debate on two topics that will be selected by the class as a whole. Students will be randomly assigned to present the public health perspective (with data), the criminal justice perspective (with data), or to act as an in-class moderator. In the class session previous to the debate, you will have the opportunity to plan your team's approach (identify the type of evidence or resources you should consult), and assign particular tasks for each team member. Every member of each team (including the moderators) will be expected to speak during the debate, and write a brief in-class reflection afterward.

Practitioner Interviews and Reflections (x2): Our class will host 2 guest (in-class) speakers whose work spans criminal justice and public health. In addition to hearing them speak, each student will write one question for each speaker (submitted by the previous class), and then write a short, in-class reflection paper on their talk and "interview." The paper should briefly describe how the speaker's work spans both fields, address the their response to at least one class question, and identify one further question or interest that was inspired by the speaker's talk.

Research Digest Assignments (x5, 50 points each): During 5 different weeks of the semester, you will be assigned to read and digest a research paper, paper excerpt, or governmental data on a particular public health or criminal justice issue. For each assignment (posted on Canvas), you will briefly summarize the question or problem addressed; describe the research methods used; explain, in your own words, the statistics or data presented; interpret the meaning of this research; and assess its limitations. Please note that these assignments will become progressively more difficult over the course of the semester.

Class Participation and Attendance : While I will lecture on some of the material from the readings, the overall course format will be quite interactive: we will spend significant time discussing texts, doing presentations and debates, interviewing guest speakers and completing in-class surveys and assessments; we will also talk about your findings from ungraded activities that you are asked to "do before class" some weeks. In other words, you will have diverse ways to accumulate "participation points" in class - but you must be in class to participate. While I understand that you may have to miss class for legitimate personal, professional, and other academic reasons, I expect you to alert me to your absences with as much notice as possible. Students who accrue 3 absences will receive a maximum score of 50 percent (50 points) for participation; five or more missed classes will result in a participation grade of "0".

V. DETAILED GRADING SCHEME

Final grades may be determined as follows:

1. Syllabus Quiz:	50 points
2. Short-Essay Exam:	150 points
3. Social Determinants of Health and Crime Paper:	100 points
4. In-Class Debates (x2):	100 points
5. Practitioner Interviews and Reflections (x2)	100 points
6. Research Digest Assignments (x5)	250 points
7. Class Participation and Attendance	100 points
8. Research Project or Internship Plan	150 points

VI. SCHEDULE OF TOPICS, READINGS, ACTIVITIES, & ASSIGNMENTS

Unless otherwise noted, all readings are required. All readings can be found on our Canvas course page or via the University Libraries webpage.

Week 1: Class Introduction

Read:

The syllabus!

Do in-class:

Prior Knowledge Exercise and Class Expectations Survey

Do outside of class:

Set up your Canvas account, and take the Canvas orientation if you haven't used Canvas before.

Take the syllabus quiz

Week 2: Introduction to Public Health in the United States

Read before class:

American Public Health Association, "What is public health?"; "Disparities in the United States"; "Public health interventions"

Do before class:

Go to the "Healthiest cities and counties challenge" (link on Canvas) and select one location from the map. Write down (1) why this place chose to participate (1-2 sentences); (2) what this place is doing to address public health 1-2 sentences). You may be asked to share your findings in class.

Do in-class:

Student-led Discussion: “The principles of the ethical practice of public health”

Small-group Exercise: Explaining mortality rates, risk ratio, and odds ratios

Week 3: Introduction to Criminal Justice in the United States

Read before class:

Boba, “Interpreting crime data and statistics”

Do before class:

Research Digest 1: Maternal mortality in the United States (Text and Assignment Sheet on Canvas)

Review the structure of the United States Department of Justice, clicking on at least 3 unfamiliar agencies to learn more. What is the role of the Attorney General (write 1-2 sentences)? How does the Department of Justice manage local police departments, state prisons, and jails (write 2-3 sentences). You may be asked to share your findings in class.

Do in-class:

Small-group exercise: Explaining crime statistics and trends

Practice Essay: Comparing public health and criminal justice

Week 4: The Social Determinants of Health and Crime & Exam!

Read before class:

Meili (2016), “Stopping crime upstream”

National Cancer Institute (2014), “A guide for health promotion practice

Do before class:

Prepare for the short essay exam by considering the following questions: What historical factors contributed to the growth of formal criminal justice and public health agencies in the United States? How do U.S. public health and criminal justice agencies and workers try to prevent crime and disease/injury? What kinds of data and research inform criminal justice and public health practice? You are encouraged to review the grading rubric on Canvas as well.

Do in-class:

Short Essay Exam (150 points)

Small-group Exercise: Mapping mortality disparities in the U.S.
(<https://vizhub.healthdata.org/subnational/usa>)

Week 5: Drug and Alcohol Use: Criminal Justice and Public Health Perspectives

Read before class:

Strathdee et al. (2014), "HIV, Drugs, and the Legal Environment"

Goldstein (1985), "The Drugs/Violence Nexus"

Recommended: Wendel et al. (2016), "More Drugs, Less Crime"

Do before class:

Write 4 - 5 sentences outlining the topic of your "Social Determinants Paper" (due Week 7), which will also provide the basis of your final project plan. At the least, you should identify (1) the problem, behavior, or population you wish to address; (2) why this topic is relevant to both criminal justice and public health; and (3) some potential "social determinants" of this problem, behavior, or population. Please bring your paragraph to class for further discussion and brainstorming.

Do in-class:

Short-essay Exam Debrief

Student-Led Discussion: The effects of marijuana liberalization

Week 6: Issues in Drug and Alcohol Use: Court-mandated Treatment

Read before class:

National Institute of Justice (2011), "The multi-site drug court evaluation"

Benzing, "Allegheny County Drug Courts render justice, but conflict with some national standards"

Do before class:

Research Digest 2: Substance use among arrestees in the United States (Text and Assignment Sheet on Canvas)

Do in-class:

Field Trip: The Allegheny County Adult Drug Court

Week 7: The Control (and Criminalization) of Infectious Diseases

Read before class:

Centers for Disease Control, “HIV-specific criminal laws”

American Civil Liberties Union (2015), “Fear, politics and ebola”

Ouyang (2017), “Where health workers won’t go”

Do before class:

Submit your “social determinants” paper on Canvas before class; please consult the rubric (on Canvas) before writing your paper!

Do in-class:

Small-group Discussions: Commonwealth vs. Corboda (2006) and Commonwealth vs. Walker (2004)

Class Check-in: Successes and struggles with “Research Digests”

Week 8: Mental Illness, Individual Rights, and Public Safety

Read:

Compton et al. (2008), “A comprehensive review of extant research on crisis intervention team (CIT) programs”

Mueller and Baker, “A Bronx precinct where killings persist”

Allegheny County (2016), Crisis Intervention Team Process Flow Chart

Do before class:

Prepare at least one question for guest speaker.

Do in-class:

Guest Speaker/Professional Interview: Pittsburgh Police Crisis Intervention Team

Reflection paper on guest speaker (format will be reviewed in class)

Week 9: Commercial Sex Work: Competing Perspectives and Policies

Read before class:

Rekart (2005), “Sex work harm reduction”

Walter (2016), “In secretive marijuana industry, whispers of abuse and trafficking”

Do before class:

Research Digest 3: Violence and STI risk among sex workers (Text and Assignment Sheet on Canvas)

Do in-class:

“Paper wrapper”: In-class review of “Social Determinants Paper” excerpts

Prepare for Week 10 Debate with Group

Week 10: Public health and criminal justice implications of migration

Read before class (Debate Resources - You're encouraged to read on both sides!):

Green (2016), “The Trump Hypothesis: Testing immigrant populations as a determinant of crime in the United States”

Lippert et al. (2013), “Heroin pushed on Chicago by cartel fueling gang murders”

Sampson (2008), “Rethinking crime and immigration”

Sommers (2013), “Stuck between health and immigration reform”

Rhodes et al. (2015), “The impact of local immigration enforcement policies on the health of immigrant Hispanics/Latinos in the U.S.”

Do before class:

You should come prepared with at least one argument, and one rebuttal; everyone will be asked to speak during the debate. “Moderators” should be prepared to talk about how criminal justice and public health approaches can be productively integrated.

Do in-class:

Debate 1: Should undocumented migration be addressed (primarily) as a public health or criminal justice issue?

Post-debate reflection: What evidence (from either side) did you find most compelling?
What questions do you still have?

**Week 11: Health in correctional contexts and within criminal justice-
involved populations**

Read before class:

Spaulding et al. (2008), "HIV in Correctional Facilities: A Review"

Do before class:

Research Digest 4: Re-entry and mortality risk (Text and Assignment Sheet on Canvas)

Prepare at least one question for the guest speaker

Do in-class :

Guest speaker/Professional Interview: Prevention Point Pittsburgh

Reflection paper on guest speaker (format will be reviewed in class)

Week 12: Flex Week: Final Project Peer Review and Debate Prep

Read:

Your social determinants paper (with feedback), the final project description, and its rubric (Canvas)!

Do outside of class:

Prepare something that a classmate can review and critique - your background section, sources of data, research methodology, or internship activities plan.

Do in-class :

Peer review of final projects so far

Prepare for Week 13 Debate with Group

Week 13: Gun violence: An issue for criminal justice or public health?

Read before class (Debate Resources - You're encouraged to read on both sides!):

Hemenway and Miller (2013), Public health approaches to the prevention of gun violence

Lee et al. (2017), Firearm laws and firearm homicides: A systematic review

Braga et al. (2005), Problem-oriented policing, deterrence, and youth violence: An Evaluation of Boston's Operation Ceasefire

Do outside of class:

You should come prepared with at least one argument, and one rebuttal; everyone will be asked to speak during the debate. "Moderators" should be prepared to talk about how criminal justice and public health approaches can be productively integrated.

Do in-class:

Debate 1: Is gun violence better addressed by public health or criminal justice approaches?

Post-debate reflection: What evidence (from either side) did you find most compelling? What questions do you still have?

Week 14 (4/10): Thanksgiving Break!

Week 15: Public health and the environment/environmental crimes

Read:

Kates (2014), "Environmental crime: The prosecution gap"

Watts et al. (2015), "Health and climate change: Policy responses to protect public health"

Do before class:

Research Digest 5 Due: Lead Exposure and Homicide (Text and Assignment Sheet on Canvas)

Do in-class:

Student-led Discussion: Who should address the issue of unsafe lead levels in Pittsburgh's drinking water - and how?

Exit reflections: What questions and conclusions will you take away from this course?

Week 16: Final Project Presentations

Do before class:

Submit your final project plans on Canvas and also bring a hard/digital copy to class!

The Pennsylvania State University
Greater Allegheny Campus

BBH/CRIMJ 150N, Section 001:
Safe and Sound: The Intersection of Criminal Justice and Public Health
Fall 2018, (Days), (Times), (Classroom)

I. BASIC COURSE AND ADMINISTRATIVE INFORMATION

Instructor: Kate McLean

E-mail: kjm47@psu.edu

Office Phone: 412-675-9158

Office Location: Main Building, 105A

Office Hours: (Days), (Times) (or by appointment)

Course webpage: <http://instructure.psu.edu> (Canvas)

Prerequisites: There are no prerequisites for the course.

Required Texts: All required readings will be available via Canvas or the University Libraries webpage.

Course Description: Is illicit drug addiction a disease, or a crime? How should undocumented migrants, and refugees, be detained – or should they? Why is incarceration a risk factor for HIV/AIDS? And what can the police do to assist those with mental illness? This class will discuss the overlapping, but also distinct, disciplines of public health and criminal justice. Over the semester, we will review the unique history, institutional structure, professional mandates, and research methods of both fields. Moreover, we will learn how to read scholarly research, understand the statistics, and interrogate the evidence produced within each discipline – with view to evaluating the propriety of interventions in each field. Through guest speakers and a field trip to the Allegheny County Drug Court, we will be exposed to the everyday responsibilities and challenges faced by professionals whose work spans both systems. By the end of the course, you will be able to make fact-based arguments concerning mandatory drug treatment, migrant surveillance, prison-based harm reduction, and police crisis intervention training – among other topics. You will also have the opportunity to plan an in-depth research and/or internship project that integrates public health and criminal justice data and perspectives. An inter-domain course in Health and Wellness (GHW) and Social and Behavioral Sciences, this course represents 3.0 General Education credits in Integrative Studies.

II. COURSE-SPECIFIC AND GENERAL EDUCATION LEARNING OBJECTIVES

In this course, you will:

1. Describe and compare the histories and structures of the U.S. public health and criminal justice systems in a short-essay exam;
2. Identify the broad social determinants of crime and (poor) health in general and explain how these specifically relate to one issue spanning criminal justice and public health in a short paper (which will also provide the basis for the final project);
3. Demonstrate the specific responsibilities, tasks, and problems faced by professionals whose work spans public health and criminal justice, by conducting two group interviews with practitioners, and writing a short reflection paper on each experience;
4. Read scholarly papers in public health and criminal justice, explain their methods, interpret their statistics, and assess the limitations of such data in "research digest" (homework) assignments;
5. Evaluate the propriety of each approach by locating and assessing evidence on criminal justice and public health interventions around a particular issue in two in-class debates;
6. Plan a future research or internship project at the intersection of criminal justice and public health, which involves the description of a particular issue, problem, or question; the identification of key stakeholders, institutions, and background data; and an assessment of the project's or internship's feasibility

This course will additionally address the following **General Education Learning Objectives**:

1. **Key Literacies:** The ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts.
2. **Critical and Analytical Thinking:** The habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion.
3. **Integrative Thinking:** The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information.

In fulfillment of learning criteria in **Health and Wellness (GHW)**, students will:

1. Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
2. Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
3. Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness

In fulfillment of learning criteria in **Social and Behavioral Sciences (GS)**, students will:

1. Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
2. Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
3. Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

III. COURSE AND INSTITUTIONAL POLICIES

Office Hours: Students are encouraged visit me during my office hours, to discuss any aspects of the course or their academic interests more generally. While you are free to drop by at any point in this time span, you may also schedule a specific time to meet with me, to ensure that you are not waiting. Go to <http://sites.psu.edu/starfishinfo>, login and make an appointment!

Course Attendance and Participation Policy: Attendance is mandatory, and will be taken at the beginning of every class. We will regularly consider information and cases in class that may not appear in the required texts, but may prove critical to your final projects. Moreover, it is my belief that a deep understanding of course material only comes through sustained discussion and interaction with both your peers and myself. I reserve the right to lower your participation grade to reflect poor attendance.

I understand that students may sometimes be unable to attend class for legitimate, unavoidable reasons (such as illness, injury, family emergencies, religious observance, or regularly-scheduled, University-approved activities). While such nondiscretionary absences will not be penalized, it is your responsibility to alert me to the reasons for your absence, get lecture notes from your classmates, and find out any changes in assignments for the next class. If you know in advance that you will have to miss a class,

please alert me as soon as possible, and provide any supporting documentation you might have; this is particularly important if your projected absence falls on the date of an exam or presentation. Students missing class for an unavoidable reason may be permitted to make-up a presentation or exam, provided they give me prior notification of their absence. For religious holidays and regularly-scheduled, University-approved activities, I expect at least 3 days advance notification; for family emergencies, student illness, or injury, I expect at least 24 hours prior notification (although students' specific circumstances will be considered on a case-by-case basis.)

Some Notes on Technology and Classroom Citizenship: While I understand that some students may wish to take notes or view the readings on a laptop or tablet, you may be asked to leave class if it is apparent that you are simply surfing the web, using social media, etc. Similarly, individuals who are constantly seen texting or otherwise using their phone may be dismissed, or have their participation grade lowered. An interesting class discussion requires the engagement of everyone present, and thus, those who are constantly distracted by technology may lose points toward their ultimate participation grade.

More generally, everyone in the classroom (including myself) is expected to foster an environment of respect and open thought. Some of the material we discuss will be controversial, and while I encourage debate, I do not tolerate cutting personal remarks or discriminatory language of any sort. I expect this will not be a problem, as it rarely is, but I am asking you to be aware that others may hold different beliefs and values than you do.

Academic Integrity Statement 49-20: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. (Senate Policy 49-20) For more information on the University's procedures governing violations of Academic Integrity, please see: <https://handbook.psu.edu/content/academic-integrity-policies>.

Disability Statement: Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations. The contact person for Disability Resources at Penn State Greater Allegheny is Siobhan Brooks, 412-675-9454, snb106@psu.edu.

Reporting Bias: Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: <http://equity.psu.edu/reportbias/statement>.

Counseling Resources: Student Health Services is committed to promoting the physical and mental welfare of all Greater Allegheny students; you can locate information on available mental health and drug and alcohol counseling on their website: <http://greaterallegheny.psu.edu/health-services>

Academic Assistance: Your first source of assistance should be other students in class! Be sure to exchange phone numbers, email addresses, etc. with your peers. Secondly, you should feel free to come see me during office hours to discuss any confusing aspects of the class material or your course progress more generally. Finally, students interested in subject specific tutoring or help with overall study skills should access the Learning Center, located in the lower level of the Kelly Library.

IV. COURSE ASSIGNMENTS AND EVALUATION

Syllabus Quiz: For your first assignment, you will be required to (1) set up your Canvas account (and explore Canvas, if you have not already), (2) locate a short reading on the University Libraries webpage, and (3) complete a brief quiz on this reading and the syllabus.

Short-Essay Exam: In the 4th week of class, you will take an in-class, short essay exam on which you will briefly describe, compare, and contrast the history, structure, and professional mandates (responsibilities) of the U.S. public health and criminal justice systems. In the week before the exam, we will do a practice essay/review question to prepare.

Social Determinants of Health and Crime Paper: Your final project (see below) asks you to plan for a future (hypothetical or real) research project or internship project that addresses an issue related to both criminal justice and public health. One part of this project will be completed in the first half of the semester in the form of a short paper that will serve as the background for your chosen topic. As part of this (2-page) paper, you will identify and explain how at least 3 social determinants impact this issue (ex. economic or cultural factors, social inequalities, political forces), citing one source for each. Before this paper is due, we will spend a class reviewing social determinants in general, and thinking through your individual topics.

Final Project Plan: For your final project, you will write a plan or proposal for an internship or research project you would like to complete, which involves an issue, problem or question that implicates both public health and criminal justice. Depending upon whether you will be completing a research or internship proposal, I will provide you with a specific format/template. Both formats will require you to (1) identify at least one specific research question or internship objective; (2) provide some background on your issue or problem (including the social determinants already elaborated; (3) identify and describe relevant stakeholders, institutions, and/or existing sources of data; (4) describe your specific activities (internship) or methodology (research); and (5) reflect on the feasibility of your project. While you are not required to actually implement this project for this course, I will be happy to work with anyone who is interested in (trying to) secure an actual internship, complete an independent study, or apply for a student research grant, although this might not be possible for the semester that immediately follows.

In-Class Debates (x2): During two weeks in the second half of the semester, we will conduct an in-class debate on two topics that will be selected by the class as a whole. Students will be randomly assigned to present the public health perspective (with data), the criminal justice perspective (with data), or to act as an in-class moderator. In the class

session previous to the debate, you will have the opportunity to plan your team's approach (identify the type of evidence or resources you should consult), and assign particular tasks for each team member. Every member of each team (including the moderators) will be expected to speak during the debate, and write a brief in-class reflection afterward.

Practitioner Interviews and Reflections (x2): Our class will host 2 guest (in-class) speakers whose work spans criminal justice and public health. In addition to hearing them speak, each student will write one question for each speaker (submitted by the previous class), and then write a short, in-class reflection paper on their talk and "interview." The paper should briefly describe how the speaker's work spans both fields, address their response to at least one class question, and identify one further question or interest that was inspired by the speaker's talk.

Research Digest Assignments (x5, 50 points each): During 5 different weeks of the semester, you will be assigned to read and digest a research paper, paper excerpt, or governmental data on a particular public health or criminal justice issue. For each assignment (posted on Canvas), you will briefly summarize the question or problem addressed; describe the research methods used; explain, in your own words, the statistics or data presented; interpret the meaning of this research; and assess its limitations. Please note that these assignments will become progressively more difficult over the course of the semester.

Class Participation and Attendance: While I will lecture on some of the material from the readings, the overall course format will be quite interactive: we will spend significant time discussing texts, doing presentations and debates, interviewing guest speakers and completing in-class surveys and assessments; we will also talk about your findings from ungraded activities that you are asked to "do before class" some weeks. In other words, you will have diverse ways to accumulate "participation points" in class - but you must be in class to participate. While I understand that you may have to miss class for legitimate personal, professional, and other academic reasons, I expect you to alert me to your absences with as much notice as possible. Students who accrue 3 absences will receive a maximum score of 50 percent (50 points) for participation; five or more missed classes will result in a participation grade of "0".

V. DETAILED GRADING SCHEME

Final grades may be determined as follows:

1. Syllabus Quiz: 50 points

2. Short-Essay Exam:	150 points
3. Social Determinants of Health and Crime Paper:	100 points
4. In-Class Debates (x2):	100 points
5. Practitioner Interviews and Reflections (x2)	100 points
6. Research Digest Assignments (x5)	250 points
7. Class Participation and Attendance	100 points
8. Research Project or Internship Plan	150 points

VI. SCHEDULE OF TOPICS, READINGS, ACTIVITIES, & ASSIGNMENTS

Unless otherwise noted, all readings are required. All readings can be found on our Canvas course page or via the University Libraries webpage.

Week 1: Introduction: How/do public health and public safety relate?

Read:

The syllabus!

Do in-class:

Prior Knowledge Exercise

Class Expectations Survey

Small-Group Exercise: Crime and Chronic Disease in Pittsburgh's Neighborhoods

Do outside of class:

Set up your Canvas account, and take the Canvas orientation if you haven't used Canvas before.

Take the syllabus quiz

Week 2: Introduction to Public Health in the United States

Read before class:

American Public Health Association, "What is public health?"; "Health Equity"; "Public health interventions"

Do before class:

Go to the "Healthiest cities and counties challenge" (link on Canvas) and select one location from the map. Write down (1) why this place chose to participate (1-2 sentences); (2) what this place is doing to address public health (1-2 sentences). You may be asked to share your findings in class.

Do in-class:

Student-led Discussion: "The principles of the ethical practice of public health"

Small-group Exercise: Explaining mortality rates, risk ratio, and odds ratios

Week 3: Introduction to Criminal Justice in the United States

Read before class:

Boba, "Interpreting crime data and statistics"

Do before class:

Research Digest 1: Maternal mortality in the United States (Text and Assignment Sheet on Canvas)

Review the structure of the United States Department of Justice, clicking on at least 3 unfamiliar agencies to learn more. What is the role of the Attorney General (write 1-2 sentences)? How does the Department of Justice manage local police departments, state prisons, and jails (write 2-3 sentences). You may be asked to share your findings in class.

Do in-class:

Small-group exercise: Explaining crime statistics and trends

Practice Essay: Comparing public health and criminal justice

Week 4: The Social Determinants of Health and Crime & Exam!

Read before class:

Meili (2016), "Stopping crime upstream"

National Cancer Institute (2014), "A guide for health promotion practice"

Do before class:

Prepare for the short essay exam by considering the following questions: What historical factors contributed to the growth of formal criminal justice and public health agencies in the United States? How do U.S. public health and criminal justice agencies and workers try to prevent crime and disease/injury? What kinds of data and research inform criminal justice and public health practice? You are encouraged to review the grading rubric on Canvas as well.

Do in-class:

Short Essay Exam (150 points)

Small-group Exercise: Mapping mortality disparities in the U.S.
(<https://vizhub.healthdata.org/subnational/usa>)

Week 5: Drug and Alcohol Use: Criminal Justice and Public Health Perspectives

Read before class:

Strathdee et al. (2014), "HIV, Drugs, and the Legal Environment"

Goldstein (1985), "The Drugs/Violence Nexus"

Recommended: Wendel et al. (2016), "More Drugs, Less Crime"

Do before class:

Write 4 – 5 sentences outlining the topic of your "Social Determinants Paper" (due Week 7), which will also provide the basis of your final project plan. At the least, you should identify (1) the problem, behavior, or population you wish to address; (2) why this topic is relevant to both criminal justice and public health; and (3) some potential "social determinants" of this problem, behavior, or population. Please bring your paragraph to class for further discussion and brainstorming.

Do in-class:

Short-essay Exam Debrief

Student-Led Discussion: The effects of marijuana liberalization

Week 6: Issues in Drug and Alcohol Use: Court-mandated Treatment

Read before class:

National Institute of Justice (2011), "The multi-site drug court evaluation"

Benzing, "Allegheny County Drug Courts render justice, but conflict with some national standards"

Do before class:

Research Digest 2: Substance use among arrestees in the United States (Text and Assignment Sheet on Canvas)

Do in-class:

Field Trip: The Allegheny County Adult Drug Court

Week 7: The Control (and Criminalization) of Infectious Diseases

Read before class:

Centers for Disease Control, "HIV-specific criminal laws"

American Civil Liberties Union (2015), "Fear, politics and Ebola"

Ouyang (2017), "Where health workers won't go"

Do before class:

Submit your "social determinants" paper on Canvas before class; please consult the rubric (on Canvas) before writing your paper!

Do in-class:

Small-group Discussions: Commonwealth vs. Corboda (2006) and Commonwealth vs. Walker (2004)

Class Check-in: Successes and struggles with "Research Digests"

Week 8: Mental Illness, Individual Rights, and Public Safety

Read:

Compton et al. (2008), "A comprehensive review of extant research on crisis intervention team (CIT) programs"

Mueller and Baker, "A Bronx precinct where killings persist"

Allegheny County (2016), Crisis Intervention Team Process Flow Chart

Do before class:

Prepare at least one question for guest speaker.

Do in-class:

Guest Speaker/Professional Interview: Pittsburgh Police Crisis Intervention Team

Reflection paper on guest speaker (format will be reviewed in class)

Week 9: Commercial Sex Work: Competing Perspectives and Policies

Read before class:

Rekart (2005), "Sex work harm reduction"

Walter (2016), "In secretive marijuana industry, whispers of abuse and trafficking"

Do before class:

Research Digest 3: Violence and STI risk among sex workers (Text and Assignment Sheet on Canvas)

Do in-class:

"Paper wrapper": In-class review of "Social Determinants Paper" excerpts

Prepare for Week 10 Debate with Group

Week 10: Public health and criminal justice implications of migration

Read before class (Debate Resources – You're encouraged to read on both sides!):

Green (2016), "The Trump Hypothesis: Testing immigrant populations as a determinant of crime in the United States"

Sampson (2008), "Rethinking crime and immigration"

Sommers (2013), "Stuck between health and immigration reform"

Rhodes et al. (2015), "The impact of local immigration enforcement policies on the health of immigrant Hispanics/Latinos in the U.S."

Do before class:

You should come prepared with at least one argument, and one rebuttal; everyone will be asked to speak during the debate. "Moderators" should be prepared to talk about how criminal justice and public health approaches can be productively integrated.

Do in-class:

Debate 1: Should undocumented migration be addressed (primarily) as a public health or criminal justice issue?

Post-debate reflection: What evidence (from either side) did you find most compelling? What questions do you still have?

Week 11: Health in Correctional Contexts and Within Criminal Justice-Involved Populations

Read before class:

Spaulding et al. (2008), "HIV in Correctional Facilities: A Review"

Do before class:

Research Digest 4: Re-entry and mortality risk (Text and Assignment Sheet on Canvas)

Prepare at least one question for the guest speaker

Do in-class:

Guest speaker/Professional Interview: Prevention Point Pittsburgh

Reflection paper on guest speaker (format will be reviewed in class)

Week 12: **The Criminalization of Sexuality and Reproduction**

Read:

Arreola et al. (2015), Sexual stigma, criminalization, investment, and access to HIV services among men who have sex with men worldwide

Strochlic (2017), On the front lines of El Salvador's Underground Abortion Economy

Do outside of class:

Prepare something that a classmate can review and critique – your background section, sources of data, research methodology, or internship activities plan.

Do in-class:

Peer review of final projects so far

Student-Led Discussion: How not to protect pregnant women

Week 13: **Gun violence: An Issue for Criminal Justice or Public Health?**

Read before class (Debate Resources – You're encouraged to read on both sides!):

Hemenway and Miller (2013), Public health approaches to the prevention of gun violence

Lee et al. (2017), Firearm laws and firearm homicides: A systematic review

Braga et al. (2005), Problem-oriented policing, deterrence, and youth violence: An Evaluation of Boston's Operation Ceasefire

Do outside of class:

You should come prepared with at least one argument, and one rebuttal; everyone will be asked to speak during the debate. "Moderators" should be prepared to talk about how criminal justice and public health approaches can be productively integrated.

Do in-class:

Debate 2: Is gun violence better addressed by public health or criminal justice approaches?

Post-debate reflection: What evidence (from either side) did you find most compelling? What questions do you still have?

Week 14: Thanksgiving Break!

Week 15: Public Health and the Environment/Environmental Crimes

Read:

Kates (2014), "Environmental crime: The prosecution gap"

Watts et al. (2015), "Health and climate change: Policy responses to protect public health"

Do before class:

Research Digest 5 Due: Lead Exposure and Homicide (Text and Assignment Sheet on Canvas)

Do in-class:

Student-led Discussion: Who should address the issue of unsafe lead levels in Pittsburgh's drinking water – and how?

Exit reflections: What questions and conclusions will you take away from this course?

Week 16: Final Project Presentations

Do before class:

Submit your final project plans on Canvas and also bring a hard/digital copy to class!