POLITICAL SCIENCE INTERNSHIPS:
STUDENT GUIDE AND RESOURCE MANUAL

COURSE PACKET FOR
POLS 5100
POLS 5101
POLS 5102
POLS 5110
POLS 5111
POLS 5112
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Department of Political Science
The University of Georgia
January 2018

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THE INTERNSHIP: AN INTRODUCTION

The Internship's Role in the Political Science Program of Study

The internship semester is an important part of the undergraduate program in Political Science at the University of Georgia. The primary purpose of the internship is to provide students with an opportunity to integrate academic knowledge with experiences obtained in an operational setting. The internship experience also develops skills and knowledge needed to pursue a career in a political science field.

Ordinarily, the intern has a supervisor whose duties are cast in the mainstream activities of the organization and whose work represents what the intern might reasonably expect to encounter should he or she pursue a similar career. The supervisor may view the intern as an apprentice who is learning to perform the major tasks associated with the job at hand. In this way, the intern learns the organizational routine and benefits from the experience and expertise of the supervisor. The internship is also an academic learning experience with faculty assigned to supervise student interns' academic work, including an original research project and/or a series of analytical essays.

All internships undertaken for academic credit must be approved by both the host agency and the Department of Political Science. To be eligible for placement, a student must:

(1) be in good academic standing (UGA GPA $\geq$ 2.0).

(2) have completed any required pre-requisite course related to the internship sequence. See your advisor for details.

COMPONENTS OF THE INTERNSHIP

Students register for one to three courses during the internship semester: POLS 5100,5101 or 5102; POLS 5110, 5111, or 5112; POLS 5120, 5121, or 5122; or POLS 5130, 5131, or 5132. Each course is four semester credit hours.

In calculating final grades:
- 5100/5110/5120/5130 are based on the agency supervisor's evaluation of the student's work performance (Satisfactory/ Unsatisfactory basis)
- 5101/5111/5121/5131 are based on a single research paper/ project (A-F basis)
- 5102/5112/5122/5132 are based on evaluations of a series of analytical essays (A-F basis)

As with all major courses, one must receive a grade of C or above to satisfy the major requirements in political science. If a student receives a grade of C- or lower on any internship course, it will not count towards satisfying the major requirements. Students will not be cleared to register for these courses until their advisor has received a letter of confirmation from the agency where the student plans to intern, verifying the student's placement.

Frequently, confirmations are not received until late in the term preceding the internship semester. Students, therefore, should not be concerned if they are unable to pre-register on the usual schedule. Internship courses are available only with permission of the advisor, and no intern will be closed out of registration who is awaiting confirmation of internship.

As noted earlier, the internship is not simply a work experience. There are well-defined university requirements that constitute the basis for the academic credit you receive when you successfully complete your internship. The following sections detail the nature of, and expectations for, each internship component. As you read through these sections, it should be apparent that the internship can be a very time-consuming experience. Students work in agencies and also meet high academic standards for analytical essays and/or a research paper.

THE ANALYTICAL ESSAYS (POLS 5102/5112/5122/5132)
(Four semester credit hours)

The grade for this course will be based on evaluations of 6 essays. The requirements for these essays are described below. Essays must be submitted at specified times during the term as indicated on the calendar of due dates for the internship semester. Faculty supervisors will determine whether essays are to be submitted electronically or in hard copy form. You should keep copies of your essays for your own records.

General/Academic Essays (3 required)

Each academic essay will provide a framework drawn from academic sources that is used to analyze your experience/observation. Essays are structured opportunities for you to analyze observations (direct or indirect) from your internship and, in doing so, examine ideas, issues, concepts and theories from previous course work or academic readings. The essays should include both analytical and descriptive contents, but the strongest essays will be those that provide more developed analyses. Each essay should include the following:

- Identification/discussion of a concept, theory, empirical finding, etc., drawn explicitly from course texts and/or outside academic reference(s).

- A description of the agency experience or observation that brought this topic to mind or how the internship context connects with the topic.

- An analysis of your observation(s)/experience.

- You must use at least one outside academic reference per essay and cite appropriately. A title for each essay, properly formatted in-text citations, and end of essay list of references/works cited page that follows APA/ASA/APSA format.

A student will submit the first essay per the instruction of the faculty supervisor, but typically no later than the end of the second week of the internship. Faculty supervisors will provide feedback on that essay so that students may better understand what is required of all essays. For all other essays, students will not revise them once submitted; they are expected, however, to write future essays that take into account the feedback from the faculty supervisor earlier in the term. One's final grade on the essays will take into consideration whether the student responded to feedback and, as a result, demonstrated improvement over the semester.

The acceptable length of essays will vary somewhat by topic and individual style of writing. More important is the quality of analysis and composition. An essay which includes sufficient analysis and evidence of critical thinking will require approximately 4-5 double-spaced pages.

Confidentiality is a paramount concern in many agencies, and its considerations may extend to the preparation of essays. If applicable, do not use names or other identifiers of defendants, victims, or authorities in your essays; instead, use pseudonyms of some sort.

On occasion, a supervisor may require agency review of essays before you submit them to your professor or may request that you give the agency a copy of the essays.

A topic does not have to emerge from a first-hand experience or observation; one can be generated by a conversation with agency staff about their experiences, current events, observations or thoughts on political issues or practices.

Tips:

- jot down an idea/observation when it occurs to you
- locate relevant texts, many of which are available in the library, to develop a list of potential topics prior to the start of the internship
- do not try to include too much in a single essay
- proofread your paper...your grade on this component will be higher if your papers are well-written
- include a works cited page (and cite your references in the body of your essay)

Specialized/Professional Essays (3 required)

The requirements for this set of three essays are described below:

1. Agency History/Background Essay: in this essay, students will provide an overview of the agency for which they are interning: its organization, history, purpose, leaders and constituents. This essay should also provide information relevant to professional careers in that agency (positions, educational requirements, salary information, hiring outlook).

You may use any verifiable source to write this paper, including agency web sites, academic materials, and government documents. The purpose of this paper is to provide a strong foundation for understanding the agency where you are interning, including information on its workforce. This paper will allow you to conduct a more thorough informational interview (see below). This essay should be approximately 4-5 pages (double-spaced) in length.

2. Informational Interview Essay: in this essay, students will conduct an interview of a professional in your agency (agency supervisor or other). <u>Your faculty adviser MUST pre-approve your choice of interviewee.</u> This interview will help you gain an understanding of the agency and profession you may consider entering.

The interview must be conducted in person; email interviews are not acceptable. You may not interview friends and/or family members, even if they are employees in your agency. Any final report submitted without the professor's pre-approval of the interviewee/subject will result in a score of zero for the assignment. You may use a tape recorder during the interview if you wish, but make the person you are interviewing aware that you are using one BEFORE the interview starts and ask if he or she has any objections.

The interview questions below are suggested questions to consider. You should choose a certain number of questions and then ask them exactly as they are written. You may ask "probe" questions (e.g. "Can you tell me more about that?") in addition to the main questions provided. Record and type up interviewee responses to specific questions rather than providing a summary of his or her responses (include the actual interview questions followed by their responses). *All* material submitted MUST be e-copy. Additional questions of interest may be asked thereafter.

Your final write-up includes the questions and responses. You should also include a discussion section that focuses on highlights of the interview, including comments made by the interviewee that you present in the context of what you learned about the agency in your earlier essay. Relating the interview material to your political science coursework and/or other academic sources in a substantial way will earn you a higher grade. Submitting the questions/responses and a minimal discussion of the key points will be sufficient for a satisfactory grade for the assignment, but it will not constitute "excellent" work.

These interviews have many positive aspects and provide excellent opportunities for the future. The experience will allow you to obtain information about a possible career and/or allow you to make a more informed career choice. The interview may provide you with a potential career-related contact. The assignment also provides insight into workplace dynamics, occupational issues, and job realities.

Interview Questions

1. Name of the professional being interviewed
2. The interviewee's official job title and employment location
3. How long have you been a [job title]?
4. How did you get your job?
5. People enter particular careers for many different reasons. What were some of the reasons you entered this particular career?
6. Was this your first choice as a career? If not, what was?
7. What is a typical workday and typical week in this job?
8. How often do you work past 6:00p.m. and on weekends?
9. What are the most difficult problems/challenges/decisions you face in this job?
10. Of all the individuals you have met in this line of work, what personal attributes do you think are essential to success in your particular job?
11. What do you see as the greatest rewards of your job?
12. What do you like the least about your job?
13. Where do you see yourself in five years?
14. Do you foresee any major changes in this field within the next five years?

3. Resume/Cover Letter Essay: In this essay requirement, students will prepare a resume and cover letter in response to a hypothetical job posting (students will find their own, example is below). When preparing the resume and letter, you should follow the guidelines and rubric found in the career center guide (link below, pp.22-23, 28-31, 32-34), the purpose of the assignment is to prepare the student to enter the job market in their chosen field.

http://career.uga.edu/uploads/documents/UGACareerGuide.pdf

Sample job posting:

Title	**Research Analyst II** **Fiscal Affairs Program** **National Conference of State Legislatures** **Compensation:** $3,486 a month
General Description	NCSL's Fiscal Affairs Program is seeking a research analyst II to perform legislative research, analysis, writing and program planning. The position is an integral part of the State Fiscal Health Project, a project within the Fiscal Affairs Program at NCSL that covers a broad range of topics including, but not limited to, issues related to state economic development approaches, state budgeting practices and state tax changes. This individual will conduct research, organize meeting logistics, perform outreach to legislators and legislative staff, develop written analyses and respond to information requests from state legislators, legislative staff, the media and others on a variety of fiscal issues. This includes recruiting legislators to attend meetings, summarizing relevant legislation and working on a variety of research and writing projects as well as assisting other fiscal staff with major research projects.
Responsibilities and Duties	**Research, Policy Analysis and Writing** • Collects monitors and analyzes data on legislative actions using a wide range of research skills. • Prepares prompt, concise and accurate written responses to legislative requests for information. • Under supervision plans programs and organizes background materials in closely related subject areas for research projects, meetings, conferences and technical assistance workshops. • Plans, researches and writes for newsletters, issue briefs, short research reports or articles. • Draft documents for the NCSL web site and edit and maintain existing web pages. • Assist in inputting data on legislative changes into online databases. • Performs other fiscal duties as assigned.
Minimum Qualifications	• Bachelor's degree. Preference includes at least one year of general policy research, legislative or state government experience. • Skill and competence in a range of research skills and tasks including web-based research, original surveys, in-depth interviews and specialized library resources. • Skill and competence in working cooperatively and professionally with a variety of people, often under pressure.

	- Attention to detail and the ability to problem solve and think critically is essential. - Is well-organized, efficient, flexible and a team player with a positive attitude. - Skill and competence in a variety of written and oral communications. Final candidates will be given a writing test during the interview process. - Must be able to multitask, work independently and with others, maintain confidentiality and work in a bipartisan manner.
Benefits	NCSL offers an outstanding, comprehensive program of benefits to employees and their family at low cost. NCSL covers 90 percent of the monthly premium for health insurance and employees pay 10 percent. Employee only Dental plans are covered 100 percent by NCSL or NCSL will provide a portion of the dependent premium. Other plans such as life insurance (2x annual salary), disability coverage and employee assistance programs are provided at no cost. Employees contribute 5 percent of salary toward the 401(a)-retirement plan and NCSL matches 10 percent of salary after six months with full vesting. In addition, NCSL offers a flexible work-life balance with 35-hour work weeks, three weeks' vacation with five years' experience and optional holidays. NCSL also provides discounted ancillary benefits employees can take advantage of such as in office dry cleaning pick up, pet insurance, 24-hour fitness memberships, bus / train passes, and more!
To Apply	Interested candidates should send a resume and cover letter highlighting skills and qualifications to: https://ncsl.applicantpro.com/jobs no later than **Friday, Feb. 16, 2018.**

Caution About Plagiarism

Plagiarism in your academic work will not be tolerated. The definition of plagiarism quoted below is taken from the University of Georgia publication *A Culture of Honesty*. All University of Georgia students should be familiar with the Honor Code and the provisions of *A Culture of Honesty*. Both are accessible on The University of Georgia website. Most instances of plagiarism can be easily avoided with appropriate citations and quotes. Additional useful guidance about how to avoid plagiarism may be found at:

The University of Georgia's Libraries web site, "LibGuides"

http://guides.libs.uga.edu/content.php?pid=584608

From *A Culture of Honesty*:

Plagiarism - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:

1. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
2. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
3. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
4. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
5. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own.

Sample General/Academic Essays

Example 1:

<div align="center">

The Effect of Negative Campaigning on Electoral Success

POLS 5122

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Introduction

The 2018 Georgia Republican Primary Run-Off has been characterized as decidedly negative by virtually every witness to the election. Political attacks from each side abound, and the attacks are being launched on virtually every platform available: on social media, on television, on radio, and on mailers. And in the opinion of many constituents who call in to Cagle for Georgia, the tone of Cagle's ads are far "too negative" and will either drive voters to support rival candidate Brian Kemp or lead voters to abstain from voting at all.

Indeed, for every competitive election, news media disseminates reports of voters' disgust over the negative tone of campaign advertising. But in spite of the widespread dismay that voters express about negative campaigning, candidates across the country and at all levels of government continue to be devout practitioners of the ages-old mudslinging strategy. While it may be true that voters are largely dismayed by negative campaign ads, it is less certain that voters' dismay translates into any real impact on electoral success or voter turnout.

Campaigns like Cagle's are using negative campaign ads to drive voter turnout and motivate the electorate to participate in the upcoming election. Given that Cagle's campaign has dedicated most of its advertising time to negative ads, it is important to determine what the likely outcome of this strategy is, and whether it will demobilize voters, drive them to vote for Kemp, or inspire them to vote for Cagle. An analysis of Cagle's

strategy, and its potential impact on voter turnout, is particularly necessary given how close the race is between the two candidates.

Literature Review

There are two broad theories of negative campaign advertising within the body of political science research. The first theory submits that negative campaign advertisements have a demobilizing effect on the electorate. Ansolabehere and Iyengar (1997) developed this theory through experiments which found that voters, when showed a negative ad, claimed they were less likely to vote. They similarly found that voters, when showed a positive ad, claimed they were more likely to vote. As Goldstein and Freedman (2002) write in their summary of the experiment, Ansolabehere and Iyengar concluded that "[the result of negative advertising] is an electorate that is smaller and more polarizing than it would be were campaign advertising more positive in tone," (p. 722). The underlying assumption is that negative campaign ads cause voters to lose faith and trust in government and discourages voters from voting.

The research following Ansolabehere and Iyengar's (1997) experiment found little support for the theory. Finkel and Geer (1998) refuted the theory through their own analysis of presidential campaign advertisements from 1960-1992, finding that "attack advertising does not influence either overall turnout rates or individual self-reported votes," (p. 573). Other scholars like Lau et al. (1999) similarly found in their own meta-analysis, that "negative political ads appear to be no more effective than positive ads and do not seem to have especially detrimental effects on the political system" (p. 851). The studies which examined real-life trends, then, did not tend to find a correlation between negative advertisements and voter demobilization or electoral success.

Since Ansolabehere and Iyengar's flagship research was published, many scholars have pointed out that their methods – and the methods of other scholars from the late 90s – are largely flawed. Most significantly, scholars have argued that these studies do a poor

job of accounting for and measuring ad exposure in the real world, which is an important

variable since advertising exposure is often targeted geographically and with varied

intensity. In response to these identified flaws in the research, later studies began to

control for the effects of advertising's targeted nature with more precise research design.

The second theory of negative advertising developed as scholars began to address these

flaws.

The second theory of negative advertising submits that negative advertising has a

mobilizing effect on the electorate. Many authors have explored this theory, beginning in

the early 2000s. Freedman and Goldstein (1999, 2002) conducted two studies, focusing

on both state-level elections and presidential elections. The authors find "unambiguous

evidence that exposure to negative campaign ads actually stimulates voter turnout,"

(Goldstein and Freedman, 2002, p. 721). The reason for such simulation, according to

these and other authors, is that negative advertising may alert voters to social or moral

threats, or because it may indicate the closeness of a race. As Martin (2004) summarizes

in his own study of presidential ads, "negative campaigns stimulate problem awareness,

stimulate anxiety about candidates, and make people perceive races as closer" (p. 557).

Even so, other scholars have found that negative advertising is curvilinear in

nature, and that excessive negative advertising, or mudslinging, has a demobilizing effect.

As Lau and Pomper (2001) find, and as Martin (2004) summarizes: "both sets of authors

argued that mudslinging or unusually high levels of negativity have distinct effects

because citizens respond differently to what they perceive to be legitimate criticisms

versus personal attacks," (p. 547).

Nonetheless, Lau et al. (2007) revisited the literature on negative advertising,

conducting a second meta-analysis which drew roughly inconclusive results. Although Lau

et al. find an "overriding lack of evidence that negative campaigning itself works as it is

supposed to" (p. 1183), they do note that trends in recent research tend to suggest that

negative advertisements are slightly more likely to increase voter turnout than not. However, the authors also conclude that "negative campaigning does have some negative systemic consequences, including lower trust in government, a lessened sense of political efficacy, and possibly a darker public mood" (p. 1186).

Discussion

In summary, scholars have not agreed on the true efficacy of negative political advertisements. And although more recent literature indicates that negative political strategies do tend to increase turnout among supporters in both experimental lab settings and in historical analyses, increase in turnout appears to be marginal. Moreover, the marginal gains from negative advertising can apparently be nullified if the electorate perceives the attacks to be unfounded or excessive "mudslinging," indicating that there is limited opportunity to gain electoral support through negative campaign strategy. Finally, many authors argue that even if negative political advertisements *do* have a net positive impact for the attacker, the attacks do more harm than good to the democratic process, by lowering trust in government and depressing political efficacy.

Many political advisors in Georgia politics, and certainly those advising both Cagle and Kemp for the current Republican Run-Off Election, believe that negative advertising is the best way to mobilize the electorate and turn out voters. Cagle tends to question Kemp's competence and trustworthiness, while Kemp tends to question Cagle's honesty and independence from moneyed interests. And although voters are certainly dismayed at the constant attacks being launched from either side, it seems that all of the attacks are still being received as generally credible – that is, the candidates have not yet resorted to personal attacks and outright mudslinging.

The findings of the literature, then, seem to be broadly playing out in the Georgia gubernatorial race. Some constituents are disgruntled by the attacks, and they call the campaign headquarters to request a cleaner campaign strategy. Some constituents are

outraged by the actions uncovered in the attacks, and they take to Twitter to express their anger at Kemp. Still others have expressed their unwillingness to vote at all thanks to the attacks from both sides, betraying their lack of faith in state government.

So long as the attacks from either side do not stray into mudslinging, it seems that both Cagle and Kemp will be maintaining the status quo, with neither more likely to persuade voters to their camp or drive them to the other candidate through negative ads. But since negative ads are most likely to depress overall turnout, running a negative ad campaign could have profound implications during an extraordinarily close election such as this, since Kemp's base is generally regarded as more energized and since Cagle needs a high turnout on July 24 to remain competitive in the race. Overall, running a negative ad campaign with an electoral base of less energized supporters seems risky, but if Cagle defeats Kemp in the Run-Off Election, the success may speak to the efficacy of high-dollar, high-intensity negative advertisements after all.

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Example 2:

POLS 5132
The Impact of Accountability Courts in America

Accountability courts are a recent change to our traditional criminal justice system that we have had in our country in the past. These courts specialize in the rehabilitation of a non-violent criminal rather than simply crime and punishment. Rehabilitation through these courts do not apply to everyone, only the criminals who root cause of their criminal behavior can be fixed, such as a drug addiction or mental health issue. Unfortunately, other criminals are not driven by something that can be fixed in Accountability court. The three main accountability courts implemented today are HELP court (previously called Mental Health court), Veterans court, and Drug court. The goal of these specialized courts is to decrease the rate of people who end up incarcerated again and again, and to ultimately focus on the individual as a whole and their needs, whether it be rehabilitation from a drug addiction, building back relationships in their lives that have been ruined, or giving a person with a mental illness the proper care they need. Georgia adapted its own Accountability Court Program in 2012 in order to reduce recidivism and also as a solution to the overcrowded prison population. In general, the individuals in the accountability court programs are monitored and mentored by specialists in drug abuse or mental health, and attend weekly meetings with a group, as well as attend hearings in front of a judge to check their progress and deal with any violations of the program if necessary. These nontraditional courts have become increasingly popular throughout our country, and the results seen from these programs explain why (Accountability Court Program, cjcc.georgia.gov).

HELP court (Health Empowerment Linkage and Possibilities), or mental health court, was designed to help rehabilitate people with mental illnesses while at the same time making sure they keep the community safe. This type of court has dramatically become more popular, where there was only one or two in 1997 and now there are about 250. Though certain details of mental health courts vary from each jurisdiction, the common goal is to remove these people from the criminal

justice system and place them in community treatment programs. In order to get into the program an individual must be recommended to the mental health court staff by someone who has worked on their case. If they can meet the requirements, such as being a non-violent offender, and agree to the conditions then they are able to participate in the program. Once in the program, they are released back into the community under the supervision of the professionals in the field and under judicial supervision as well (Steadman, Redlich, & Callihan, "Effects of Mental Health Courts on Arrests and Jail Days", 2011).

A journal published in 2011 describes a research project studying four different locations of HELP courts and the effect they have on the community around them. The two major variables the study focused on were arrests and jail days to see if the mental health courts "work without compromising public safety." Incarceration days were observed during an 18 month period within the HELP court groups and seperate groups of people who went through the traditional crime and punishment criminal justice system, without the accountability court system. For the HELP court participants the number of days incarcerated was very small, from 73 days pre 18 month period to 82 days post 18 month period. However, in the group of criminals not in the HELP court system the number of incarcerated days went up from 74 to 152 days, which is a 105% increase. With arrests during those 18 months that were surveys the mental health group was 49% likely to be rearrested while the alternative group was 58% likely to be rearrested. The recidivism rates were lower in the HELP court participants than the other sample of people, and in San Francisco particularly the HELP court individuals were 5 times less likely to be incarcerated than the alternative group. This study shows a pretty clear advantage to having HELP courts established in order to rehabilitate the criminal as well as lower the recidivism rate which keeps the community safer at the same time (Steadman, Redlich, & Callihan, "Effects of Mental Health Courts on Arrests and Jail Days", 2011). HELP courts are only one of the examples of accountability courts that have seen major effects on the ever changing criminal justice system in our country.

Veterans court supports a growing need in our country to provide a unique system of rehabilitation to the men and women who have served in our military. Veterans take up about 12% of our prison systems, so there is a need for reformation within this area of criminal justice. This particular accountability court is unique because they are dealing with this very specific group of people that have many of the same problems to overcome. Once they come home, a lot of veterans deal with mental issues such as PTSD or depression as well as substance abuse problems, such as alcoholism or the use of illicit drugs. Additionally, there are major social problems to overcome as well, such as homelessness or unemployment. These issues spread across both HELP court and Drug court domains so it is necessary to implement a specific veterans court in order to rehabilitate in the best way possible. To determine if a veteran is eligible for Veterans court they must go through a screening to see if they have a mental illness or a substance abuse problem, or both, and the crime they have committed must be nonviolent. Once in the program veterans are given the treatment or accommodations they need, while under the supervision of the professionals and the judge. One special aspect of veterans court compared to the others is the mentor program that has been involved. It is helpful for veterans to talk to other veterans about what they are going through, and they have seen substantial results (Russell, Veterans Treatment Court Developing Throughout the Nation).

The case study done in Buffalo, New York in 2008 shows the impact Veterans court has had on some of the first individuals to go through the program a decade ago. The veterans in the program who graduated are clean and sober from drug or alcohol abuse. They are actively taking care of their mental health, and for those who were homeless or lacked employment the program helped them find long term housing and stable employment. Since 2008, dozens of veterans courts have been established throughout our country, helping with the decline of recidivism as well as the rehabilitation of the people who fought for our freedom (Russell, Veterans Treatment Court Developing Throughout the Nation).

Finally, drug courts are a massive help when it comes to helping nonviolent criminals who have a drug or alcohol addiction. This court operates the same way as the other two I have previously mentioned, however this court focuses on substance abuse, and the effect drugs or alcohol have in correlation to crimes. Many times violent crimes involve drugs or alcohol, or a bad decision is made under the influence. Individuals must qualify for the program, and once in the program they are monitored by their supervisors and attend hearings to talk about their progress. They attend weekly meetings with their group as well as take drug tests to make sure they are sober during the program. These courts are an alternative to incarceration and help to keep the prisons less crowded if possible. In a multiple site analysis, it was concluded that drug courts reduce the crime rate by 7% to 14%. A study of multiple California drug court programs showed that the re-arrest rate for people not in the drug court program was 41% while graduates of the drug court program had only a 17% re-arrest rate. Another additional bonus of drug courts is the amount of money saved in the long run. While these courts do cost money to operate, the money saved by these courts is well worth the price. In California, the average cost of putting one individual through the program is $3,000, but the amount of money saved per person in the long run is around $11,000 (Huddleston, C. W., Marlowe, D., & Casebolt, R. (2008). Painting the Current Picture: A National Report Card on Drug Courts and Other Problem Solving Programs in the United States).

Accountability courts are reshaping our criminal justice system for the better. These courts are effectively attacking the problem of recidivism in our country, and by all accounts producing hopeful statistics. These rehabilitative courts are proving that the traditional crime and punishment tactic is outdated, and simply does not work as well when it comes to criminals driven by a drug addiction or mental illness. With rehabilitation being the main concern of these programs, they are looking at the criminal holistically which not only provides better results for the individual, but better results for the community around them. Crime rates are dropping and people are healing due to the power of these courts. As the number of Accountability courts continues to climb in America

we can only hope to see the same encouraging results as we have seen thus far, and continue in the

fight to reduce recidivism and make society a safer place altogether.

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Huddleston, C. W., Marlowe, D., & Casebolt, R. (2008). Painting the Current Picture: A National Report Card on Drug Courts and Other Problem Solving Programs in the United States,2(May 2008), no. 1. Retrieved July 26, 2018, from HYPERLINK
"https://jpo.wrlc.org/bitstream/handle/11204/2887/2411.pdf?sequence=1" https://jpo.wrlc.org/bitstream/handle/11204/2887/2411.pdf?sequence=1.

THE RESEARCH PAPER (POLS 5101/5111/5121/5131)
(Four semester credit hours)

Description and Purpose

The internship research paper requires that you undertake an original research project and then submit a paper that reports and interprets your findings. This paper also includes information on your research design, with special attention to reviewing existing scholarship. Students identify a reasonably focused research question, secure an appropriate set of observations and measures related to that question, and analyze the data systematically to shed light on the hypothesis. Most interns address a topic directly related to the activities of their host agency and often acquire data for analysis from a source in the agency. Research topics are as varied as the types of agencies in which students intern, but there are common key requirements detailed more fully below. Given the complex and substantial requirements for a research project, interns must plan ahead and consult with both the faculty advisor and on-site agency supervisor.

General Instructions

Selecting a topic. The first task in preparation of the research paper is selection of a general topic. Several factors will influence this selection, primarily the type of agency in which you are interning. As soon as you begin work in the agency, consult your agency supervisor and give some thought to the issues the agency addresses that relate to a potential research topic. You will want to discuss the research paper requirement with your agency supervisor early on in your internship, not only for ideas, but to see what types of data might be available through the agency. You should keep your agency supervisor apprised of your topic as it develops to ensure that it is acceptable to the agency and that you are authorized to use agency data sources.

Another source to assist you in topic selection is your faculty supervisor. You are required to submit a general research topic, described in a paragraph or two, early in the term with a detailed outline of the paper near the midterm. However, it is advisable that you do not wait until the deadlines; instead, you should begin a dialog with your faculty supervisor immediately. Your professor can provide valuable feedback and advice, saving you time and effort with false starts.

A final factor to consider in topic selection is your intellectual interests. Researching a question that captures your interest and imagination will result in a higher quality project and paper.

Developing a plan for research. Once your general topic has been approved, you should begin a review of the literature. The initial step is to develop a list of scholarly references to identify existing research. In reading through these works, you will see how your question fits in with what has already been done (i.e., whether you will be doing a replication or an extension of previous research). Existing scholarship also provides guidance on how to narrow down your question, determine what appropriate data are available to address the question, and how you will collect and analyze your data.

Observation strategy: collecting data. Under no circumstances should you begin data collection or analysis until your professor has approved a detailed outline of the project. If you need to begin those activities prior to midterm, when the outline is formally due, you should get in touch with your faculty supervisor who may require you to submit the outline for review earlier in the term.

If your internship research will involve collection of data from human subjects (e.g., surveys, interviews), please advise your faculty supervisor early in the semester since this can be a time-consuming process. You must have the approval of the UGA Institutional Review Board before beginning data collection. If you attempt to conduct a survey or interview without prior approval from the IRB, you are at risk of receiving a failing grade for the paper.

Although most agencies will have observations/data available for a student-intern to use for this project, some agencies may not provide data sources. If you find that to be the case, you should contact your faculty supervisor early on so that s/he can assist you in identifying sources of data in the public domain.

> (a) **Data analysis and paper drafts.** Once you have received the necessary approvals noted above, you should proceed with data collection, analysis, and interpretation. You will have access to SPSS through VLAB during the internship. SPSS is available to interns via the UGA Virtual Lab at: http://eits.uga.edu/support/vlab. SPSS also hosts a web site where students can lease the software for six months: https://www.onthehub.com/spss/

Because a number of technical/formatting issues may present obstacles at this stage, you should give yourself sufficient time to analyze the data. The organization of the paper, clarity in writing style, grammar, spelling, and use of proper citation format will also affect your grade.

As with the analytical essays, your faculty supervisor will determine whether your assignments are to be submitted electronically and/or "hard copy." There is no specific length requirement for the paper, though a typical length would be 20-25 pages, including appendices and citations.

Citations. When appropriate, you should cite references using a standard citation system uniformly throughout the body of the paper and in a reference list at the end of the paper. You may follow any standard citation system used in social science journals: American Sociological Association (ASA), American Psychological Association (APA), American Political Science Association (APSA), or any comparable citation style from the social sciences. Interns should review information on the UGA Libraries website regarding citation styles to ensure that the research paper meets the required standards. http://www.libs.uga.edu/ref/citation.html

Paper Format

A suggested format and approximate page length of the research paper is outlined below. Please keep in mind that this is a general guideline; your faculty supervisor has the last word on paper format.

1. Statement of the Problem, Issue, or Research Question (1-2 pages)

You should briefly state the issue, question, or problem to be addressed, along with its importance and relevance (i.e. why is this important today?). You should briefly note how research may help to address the question/issue/problem, as well as orient the reader so they will know what it is you intend to do in the study.

2. Review of Prior Research (5-8 pages)

A thorough search and review of relevant literature on your topic will build an important foundation for your research project. If there is a vast body of previous research, you will need to synthesize as much as possible and focus on points of major importance. Conversely, if there is little previous research on the topic, you will need to exercise some creative thought to place your specific topic within a broader framework. Your professor, along with reference librarians, are helpful resources for effectively using search engines to identify scholarly research related to your topic. It is best to focus on academic sources and avoid studies or websites that are not peer-reviewed. Textbooks are generally not considered the best references for a research paper, although they are often helpful in identifying other relevant scholarship. The bulk of your review should be articles in peer-reviewed research journals, research monographs, or scholarly book-length treatments on your topic. Students should integrate what they have found on previous scholarship and assess the implications of the reviewed studies on their own research question.

3. Research Methodology (3-7 pages)

As the paper transitions from the literature review to a discussion of the research design, students are expected to draw on their research methods courses (if you did not take POLS 3700 or 4150, you should inform your faculty supervisor at the beginning of the term). Recognizing that there is a wide variety of socially scientific qualitative and quantitative approaches, the method employed will depend on your research question and the type of data available to you.

Some students will collect primary data through surveys (using self-administered questionnaires or interviews) or field observation; however, since these approaches require the extra step of Institutional Review Board approval, many students prefer to utilize some type of data available to them either in the form of agency records or other archival data. Students may perform explanatory research, test hypotheses or employ quasi-experimental designs, while others will evaluate the effectiveness of a program or policy.

Determining what method or design is appropriate to the research question and data available is something you should consult with your professor about during the topic selection and research outline stages. Again, do this well before carrying out any data collection or analysis.

The following list summarizes essential elements which should be considered and included in the methodology section of the paper as appropriate:

(b) Concepts, hypotheses, and expectations. All research projects will require that the student identify key theoretical constructs/concepts and outline their expectations with respect to the research question or problem. In some instances, students will be engaged in a project where they will clearly state causal hypotheses to be tested.

(c) Operationalization. For each concept, the student should provide an operational definition that conveys an empirical manifestation of the key concepts.

(d) Measurement. For each variable, the paper should provide specifics on how the values are to be measured. Consider issues of validity and reliability in your measurements. If you are doing a replication or adopting existing measurements, cite the appropriate literature.

(e) Observation strategy. What will be the source for your data? How will you access these data? Examples of archival data include hardcopy or computer files available at internship agencies. Examples of secondary data include the UCR and NCVS. Secondary data are typically available for download as excel or SPSS datasets

through ICPSR or other web sites maintained by governmental agencies. Please consult your faculty supervisor for additional guidance.

(f) Data collection procedure. Describe the method you used to gather your data.
If you do a survey, include a copy of the questionnaire in an appendix and discuss any pertinent issues of measurement not already mentioned. If you did field observation, were you a participant/observer? How did you record the data? If you collected data from agency records or archives, include a codebook that lays out your variables and how they were measured. For any collection procedure, describe the conditions under which you collected the data and any shortcomings in the data collection procedures. If you analyzed secondary data, describe the same regarding how the original data were collected.

(g) Processing and analysis of data. What data analysis techniques did you use? When deciding on a plan for data analysis, keep in mind that the strongest research projects will be those that maximize their ability to account empirically for the phenomena of interest. Using statistical tools and software (such as SPSS) is therefore an important step in your research.

4. Presentation of Findings (3-5 pages)

In this section you will present your data analysis and discuss your findings. Your methods of data analysis will shape the write up of your results, including any statistical tests. Were your expectations supported? Have you discovered anything significant that was not anticipated by the design of the study? In the next section, you will discuss findings in a broader context, including why your results did/did not support what others have found.

5. Conclusions (2-3 pages)

In this conclusion, discuss what contribution this study has made to our understanding of the issue or problem of concern. Were your expectations supported? Did your study corroborate other findings? What types of generalizations can you draw about the problem based on your research? What are the limitations of your study? What should scholars investigate on this topic in the future?

Plan ahead

The academic component of your internship is substantial. You will have to spend a considerable amount of time after the regular working day and/or on weekends to successfully complete the essays and research paper. However, you should not feel overwhelmed by the challenge of forcefully dealing with each and every point on the suggested paper format. The paper is intended to be a major learning experience, equivalent to a senior thesis. Do not hesitate to ask for assistance and to start on your academic requirements early.

Remember to have your research methods textbooks and notes handy to consult when designing your research project and analyzing and interpreting your data. Should you have failed to keep the text, numerous social science research methods texts are available in the library. It would be best to consult your professor for a recommendation if needed, but a few are listed below, along with a general student writer's manual which you might find helpful:

Babbie, Earl. *The Practice of Social Research*, Belmont CA: Wadsworth/Centage

Frankfort-Nachmias, Chava and David Nachmias. *Research Methods in the Social Sciences*, New York: Worth Publishers

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research.* Chicago. University of Chicago Press.

Box-Steffensmeier, Janet M., Henry E. Brady, and David Collier, Eds. The Oxford Handbook of Political Methodology. Oxfod: Oxford University Press.

https://politicalscienceguide.com/research/methods-and-analysis/analyzing-quantitative-data/statistics/

On the following pages, you will find examples of internship papers that were judged to be among the best. Since these papers may have followed a different rubric, you should follow guidelines in the manual and directives from your faculty supervisor concerning paper preparation. In addition to reviewing these papers, you should be aware that the presence of a flaw in an example paper does not excuse you to make the same mistake in yours. In reformatting these scans from pdfs to word, some errors are inevitable.

Example 1:

Public Perceptions of the Criminal Justice System

By UGA
Intern

University of Georgia

Introduction

Public perceptions regarding the criminal justice system have influenced subsequent policy decisions. For example, at the end of the 20th century, the shift toward harsh criminal punishments and mass incarceration in the United States was largely supported by a public reflection of these retributive preferences (Green 2015). To gain a better understanding about the role of public opinion, researchers have examined the underlying structure of punitive attitudes and have identified a variety of factors that are associated with support for harsh crime policies. These include variables such as race/ethnicity, gender, fear of crime, political conservatism, attributions about the causes of crime, religion, and racial prejudice (Davila, Hartley, Buckler, and Wilson, 2011). Although extensive research has determined that certain demographic characteristics, psychological determinants, and background factors influence attitudes toward the criminal justice system, an insignificant amount of research has attempted to link how experiences connect to public attitudes regarding the functionality, role, and purpose of the correctional system.

A majority of the public will never personally experience the world of imprisonment, as most are law-abiding citizens who will never step foot in a jail or prison, and are thus limited in scope and knowledge of the details of the justice system. Many people only know about the realities of prison based on portrayals in the media or other external sources of knowledge, however, they may have a more accurate understanding about prison if they have personal understanding about how the system operates. Would society benefit from having a more comprehensive understanding of how the correctional system functions? How would attitudes about the criminal justice system be shaped if members of the public were given the opportunity to participate in a carceral experience? Broadcasted "Scared Straight" programs have attempted

to articulate the actuality of incarceration for juvenile offenders, but members of the public generally do not experience these realities. In the following section, a review of existing literature is presented, which articulates perceptions of the criminal justice system and the theoretical basis upon which these opinions are formed.

Confidence and Punitive Attitudes toward the Criminal Justice System

If the public is unaware of the effectiveness of certain policies, how can they be certain that the system is legitimately reducing crime? Dandurand (2014) notes that a successful system must contain "strategic, integrated, and sustainable mechanisms that enhance the entire criminal justice process." If the public is uneducated and uninformed about the realities of the criminal justice system, they will likely rely on other forms of authority to shape their attitudes; such as emotions, personal biases, potential media exposure, as well as personal or vicarious experiences to form their opinions (Dandurand 2014). These forms of reliance, however, are not the only factors which impact public opinion about the criminal justice system.

Previous research about the sources of punitive attitudes and public opinion about criminal justice policies have largely focused on the cognitive and demographic factors associated with the desire to punish criminals harshly (Johnson 2009). The topic of crime often elicits a strong emotional response that arguably influence punishment preferences, so the role of feelings and emotions should be taken in to consideration. Johnson (2009) examined the role that emotions play in support for harsh criminal justice policies by asking the question: to what extent is anger about crime associated with punitiveness? Using survey data from the 2001 Race, Crime and Public Opinion Study (RCPOS), Johnson examined the relationship between anger about crime and punitiveness among white and black respondents (2009). Using Random Digit Dialing (RDD) to develop a representative sample of all US households, the survey data was collected by

administering an internet survey questionnaire to this representative sample (Johnson 2009).

After two waves of data collection, the researchers found 1,508 respondents which included 783

whites and 725 blacks (Johnson 2009). The dependent variable of punitiveness was based on

responses to four survey items measuring support for three strikes law, stricter parole, trying

juveniles in adult courts, and harsher penalties for violent offenders. The four coded items created

a punitive index that ranged from 4 to 14, and higher scores indicated greater

punitiveness. Using a multivariate analysis, the interaction between anger and race of respondent

was tested, and this interaction was insignificant, indicating that anger has a similar effect on

whites' and blacks' punitiveness (Johnson 2009). After controlling the sample for variables such

as perceived racial bias, racial prejudice, attributions about the causes of crime, and political

ideology, the results showed that anger about crime is a significant predictor of support for

punitive policies, regardless of race (Johnson 2009). Although a respondent's race did not

influence punitive attitudes, whether or not a respondent was angry about crime reflected the level

of support.

      While Johnson's (2009) study focused on the role of emotions and punitive attitudes, few

research studies have focused on actual contact with the criminal justice system and its influence

on sentencing attitudes. Davila, Hartley, Buckler, and Wilson (2010) examined the impact of prior

personal or vicarious experience with the criminal justice system on sentencing attitudes.

This study utilized secondary data analysis obtained from the Roper Center for Public Opinion

Research, which consisted of 1,502 respondents (804 females and 698 males) (Davila et al.

2010). The dependent variable of sentencing attitude was developed from a survey question that

asked respondents the following: "Thinking about the amount of prison time and other

punishments now given to people convicted of crimes; in general, do you think sentences are too

harsh, too lenient, or about right?" (Davila et al. 2010). The independent variables included

factors such as gender, race/ethnicity, political affiliation, income, highest level of completed

education, religiosity, and finally prior contact with the criminal justice system (either personal

or vicarious) (Davila et al. 2010). Using logistic regression analysis utilizing the impact of

factors of interest on sentencing attitudes, results indicated that individuals who had been

charged with a crime (personal experience), or who had an immediate relative or close friend

who had been charged (vicarious experience), were more likely to perceive the criminal justice

system as too harsh, regardless of race or ethnicity (Davila et al. 2010). Their primary hypothesis

was confirmed: individuals with prior personal or vicarious experience with the criminal justice

system are significantly more likely to perceive punishments as too harsh compared to those who

lack this experience. These findings corresponded with those of Johnson (2009), who found that

individuals with prior criminal justice experience held less punitive attitudes.

<div align="center">Influence of Media on Punitive Attitudes</div>

Sentencing attitudes and public knowledge of the criminal justice system are also derived

from exposure to the media. Dowler (2003) examined the influence of media consumption on

fear of crime, punitive attitudes, and perceived police effectiveness. The sample is derived from

the 1995 National Opinion Survey on Crime and Justice (NOSCJ), which is a random telephone

survey of adults (n= 1005) who reside in the continental United States. The survey is cross-

sectional, and samples are stratified to all U.S. counties in proportion to each county's share of

the telephone households in the target area. Using random digit dialing (CATl), the survey

achieved a 62% response rate. An Ordinary Least Squares (OLS) regression indicated that

respondents who are regular viewers of crime drama are more likely to fear crime, however,

although statistically significant, this relationship is weak (Dowler 2003). Furthermore, the

results indicate that gender, education, income, age, perceived neighborhood problems and police effectiveness are statistically related to fear of crime. In addition, fear of crime, income, marital status, race, and education are statistically related to punitive attitudes (Dowler, 2003). The limitations in this study were that crime shows vary in scope of topic and level of realistic portrayal, so the authors say it would be prudent to know which specific shows the respondents were viewing (Dowler 2003).

Additionally, Pickett, Mancini, Mears, and Gertz (2015) found that reliance on mass media is associated with lower levels of knowledge about criminal punishment, and this effect is particularly strong for female respondents. The authors tested three hypotheses about the relationships between prior criminal justice experience, reliance on the mass media for information about crime and justice, and knowledge about criminal punishment (Pickett et al. 2015). The data came from a random telephone survey of 1,308 adult residents in Florida and the response rate was 48.6%. Researchers found that media reliance reduces the accuracy of knowledge about criminal punishment, while prior criminal justice experience either as an offender or employee increases knowledge about criminal punishment (Pickett et al. 2015). Furthermore, the relationship between media reliance and knowledge about criminal punishment does not appear to be conditional on audience characteristics, except in the case of gender. For female respondents, there is a negative effect of media reliance on knowledge about criminal punishment. Relative to men, women may have higher exposure to news and crime-related media because they spend more time watching television and there may be differences in the consumed types of media. The survey only analyzed residents from a single state so generalizability is limited, yet the researchers noted that almost every state has undertaken similar "get tough" measures (Pickett et al. 2015).

Pickett et al. (2015) provides insight about the public reliance on media to explain public misunderstanding of criminal justice policies in a general way. Welsh, Fleming, and Dowler (2011), on the other hand identified pervasive themes inherent in the portrayals of crime and justice using specific movies. Because films are a cultural medium that reflect dominant attitudes of society and shape out perceptions and ideas, the researchers examined the connection drawn between the narratives of justice that emerge in some films and the manners in which crime and criminality are constructed (Welsh et al. 2011). To determine the themes and messages, the researchers asked four questions about the construction of crime and criminality, the construction of victimization, the responses to crime or models of justice, and how the presentations of crime and victimization are linked to models of justice and responses to crime (Welsh et al. (2011). The researchers examined these questions using an ethnographic content analysis (ECA) of 30 North American motion picture films. Inclusion in the sample was guided by two criteria: the film had to include a prominent depiction of criminal victimization as part of the major plot narrative, and the film had to include a prominent portrayal of an official or non-official response to the criminal victimization within the major plot narrative (Welsh et al. 2011). Analyses of narrative patterns that emerged from observations throughout the film sample identified three broad thematic categories: (1) crime as an invading social evil; (2) social inequality and the limitations of retribution; and (3) crime as a social problem. Across several films, punishment and retribution were constructed as limited responses to crime, while other films emphasized restorative principles such as confrontation and healing. Their review suggested that there is a dynamic interplay between the constructions of crime and the narratives of justice found in film.

The role of media in public perceptions and understandings of crime and justice issues cannot be underestimated. Far from an objective lens of events, the media are platforms wherein

our social reality is not only reflected but to some extent negotiated and developed. Therefore, it is important to examine media contributions to our societal knowledge base on crime, particularly portrayals of societal responses to crime and their effectiveness. These cultural constructions carry the potential to create misinformation about the nature and causes of criminality while reinforcing dominant ideologies about justice and punishment.

Effects of Prison Tours on Punitive Attitudes

Many criminal justice departments offer students the opportunity of touring a prison or jail as a means of providing the students with an experience of the system that otherwise cannot be fully transmitted in a traditional academic setting. For Helfgott (2003), the use of prison tours is a useful way of stimulating critical thinking and active learning, a way for university-level students to gain first-hand access to the spatial dynamics of a prison, a way to debunk certain mythologies and stereotypes about imprisonment, and way to experience what prison is like from the perspectives of staff and incarcerated individuals. After students participated in a prison tour they were asked to write a two-page reflection paper. From the sample of 200 papers collected over a ten-year period, 30 reflective papers were randomly chosen (Helfgott 2003). Helfgott (2003) found that, after participating in a prison tour, undergraduate criminal justice students' reflective papers identified four key themes: they saw offenders as human beings, what they observed contradicted negative myths and media stereotypes, they integrated classroom knowledge with the experiential learning of seeing and talking to inmates, and they had persona ambivalence about offenders and criminal justice policy and practice. The prison tours impacted students' criminal justice attitudes, values, and beliefs (Helfgott 2003).

Although carceral tours can be a useful tool for teaching students about the realities of prisons, Piche and Walby (2010) found that such tours are often highly scripted and regulated in

ways that obscure many aspects of incarceration-including the experiences of prisoners. From

the beginning to the end of the tour, certain protocols and specific restrictions are in place to

ensure that operational and order maintenance goals of the institution are not disturbed, which

suggests that tours are viewed as a risk to public order (Piche and Walby 2010). The authors

completed an analysis of CSC penitentiary tour materials obtained using Access to Information

requests and concluded that carceral tours are regulated and scripted in such a way that they do

not have value as a research or a pedagogical tool. Originally, the researchers planned to

participate in tours of Canadian federal penitentiaries to examine the extent that staff-led tours

deviated from the previously unpublished regulations and scripts they had obtained, but an

ethical dilemma prevented them from doing so: the authors decided that what they could learn

from a carceral tour would be limited and would not justify such an intrusion of prisoners' lives

(Piche and Walby 2010). Because the authors did not actually experience a carceral tour

firsthand, I find it problematic to conclude, based on their analysis, that prison tours are not

valuable tools for teaching students about life in prison.

   For students in online criminal justice programs, a carceral tour is not practical, so Miner-

Romanoff (2014) instead wanted to know: "Will exposure to juvenile prisoners' actual accounts

impact students' attitudes, understanding, and perceptions of the juvenile justice system and

provide pedagogical benefits?" (Miner-Romanoff 2014). The 43 students in an online juvenile

delinquency course viewed a video of nine incarcerated juvenile offenders who recounted their

experiences of institutionalization, sentences, challenges, programming, and fears upon release.

Student responses to seven quantitative questions and one qualitative question revealed that the

video greatly impacted their attitudes, understanding, and perceptions of the juvenile justice

system. The students responded that the video helped them understand juvenile incarceration and

added to their support of treatment and rehabilitative programs: 62.8% of the students responded

that the video increased their support for incarceration alternatives and 72.1% reported the video

increased their support for mental health treatment and education. The qualitative responses

confirmed these results (Miner-Romanoff2014). Miner-Romanoff (2014) further suggests that

this strategy can be used to help criminal justice educators enhance student learning so that

students experience a major aspect of the juvenile justice system. The students, however, did not

gain the advantage of actually experiencing the institutional environment and did not physically

see the incarcerated adolescents, so onsite experiences could have impacted students more

strongly than the virtual   r. This study, however, has several limitations: (1) it was implemented

at a single university with varying class ranks of undergraduates who may have had

previous criminal justice courses, which could have affected their opinion; and (2) the use of a 3//

point Likert-type scale for responses rather than a scale with additional choices would have   K   _.-

allowed for more nuances and possible greater accuracy of responses (Miner-Romanoff2014).

Nevertheless, the study results indicate the importance and impact of experiential learning in

online criminal justice education (Miner-Romanoff 2014).

Recently, tours have been used as a deterrence mechanism to 'scare straight' so-called at-

risk youth by giving juveniles the opportunity to experientially learn about the realities of

incarceration on a very intrusive and personal level (Petrosino, Turpin-Petrosino, Finckenauer

2000). Using preliminary results from a systematic review of nine randomized experiments of

the Scared Straight program, the researchers show that a popular and well-meaning program can

actually have harmful effects (Petrosino et al. 2000). Seven of these nine studies reported group

failure rates: these the program increases the percentage of the treatment group committing new

offenses anywhere from 1% to 30% (Petrosino et al. 2000). The researchers suggest juveniles

may find prison as an attractive carceral setting that offers a sense of community (Petrosino et al.

2000). Program supporters, on the other hand, argue the programs have a positive impact for the

prisoners: they have the opportunity to speak to juveniles in an attempt to keep them out of jail

by reflecting on their mistakes (Petrosino et al. 2000). Despite the popularity of Scared Straight,

however, there is little evidence to suggest that it is a deterrent to juvenile delinquency and that

these programs actually lead to more crime by program participants. The paradox of these

program evaluations is that these programs continue regardless of their empirical evidence of

ineffectiveness in order to align with the "get tough" political climate that still exists today.

Presentation of Current Study

Correctional philosophy fluctuates back and forth between punishment and treatment of

the offender, and this is often fed by public opinion. Given their stable, social psychological

underpinnings, punitive attitudes are often difficult to change, as they are often linked to

emotions and feelings (Johnson 2009). Prior research has examined the relationship between

sentencing attitudes and other variables such as demographic characteristics, personal and

vicarious experiences, and media exposure (Johnson 2009; Davila et al. 2011; Dowler 2003;

Pickett et al. 2015; Welsh et al. 2011). For criminal justice students, physical interactions with a

carceral setting influenced their attitudes on imprisonment (Helfgott 2003; Miner-Romanoff

2014). A limited amount of research, however, has attempted to understand if public interaction

with a carceral setting can alter punitive preferences and opinions of the criminal justice system.

The current study seeks to determine how public attitudes are formed regarding the

operational goals of the criminal justice system. Specifically, does vicarious or personal contact

with the criminal justice system shape public perceptions about how the system should function?

A formal presentation of the current hypotheses is as follows:

Ho: Persons who have had a vicarious experience with the criminal justice system have the same mean level of retribution and level of rehabilitation than those without a vicarious experience; that is, the two means are equal and there is no experience-perception relationship.

H1: Persons who have had a vicarious experience with the criminal justice system will have a lower level of retribution and a higher level of rehabilitation than those without a vicarious experience; that is, the two means are different and there is an experience-perception relationship.

H_0: Persons who have had a personal ex

have the same m

perience with the criminal justice system ean level of retribution and level of rehabilitation as those without a vicarious experience; that is, the two means are equal and there is no experience-perception relationship.

H2: Persons who have had a personal exp enenc with the criminal justice system have a lower level of retribution and a higher level of rehabilitation than those without a vicarious experience; that is, the two means are different and there is an experience-perception relationship.

The theoretical base from which these hypotheses draw from is social learning theory, a core criminological paradigm developed by Albert Bandura. This framework articulates that learning occurs through vicarious observation and imitation, and learning is a cognitive process which can influence behavior and development (Grusec 1992). Behavior can be learned not only through communication within close personal groups, but also through identification with more distant associations such as the media (Glaser 1956). If an individual learns about the criminal

justice system, this person has a more precise understanding of this world. This subsequent

knowledge then shapes individual opinions and outlook about the nature of the criminal justice

system.

Methods

In partnership with the XXXXX concert series event, where members of the community

could learn about issues facing incarcerated individuals, learn more about what the formerly

incarcerated can achieve, as well as listen to jazz music. The survey was administered at two of

these events-one in March and the other in April. Because of the low attendance at the XXX,

participants for this sample were selected through convenience sampling. Respondents were both

recruited from the XXX event and from those passing by and touring the XXXX

The survey was administered to 66 individuals, but many of the surveys had missing

information, so 51 surveys were entirely completed. Of the 61 respondents who specified their

gender, 40% was male (n=24) and 60% was female (n=37). The average age of the respondents

was 43-years-old, with the youngest being 17-years-old and the oldest being 79-years old. Of the

60 respondents who specified their racial/ethnic identity, 17% of the respondents identified as

being either of Hispanic, Latino, or other Spanish origin (n=lO), 58% of respondents identified

as White (n=35), 5% of respondents identified as American Indian/Indigenous (n=3), 7%

responded as being Black or African American (n=4), and 13% of respondents identified as

"other," which includes Asian/Pacific Islander, Multiracial, or another race (n=8). Six

individuals did not specify their racial identity.

Having a vicarious experience with the criminal justice system (IV t) was measured by the following question: "Do you have a personal friend or family member who has been incarcerated or has worked for the criminal justice system?" (No=O, Yes=1). Having a personal experience with the criminal justice system (IV2) was answered using the following question: "Have you ever visited a *carceral setting?* Examples may include visiting someone you know in jail or prison, personally serving a sentence in jail or prison, or going on a prison tour, such as Alcatraz in San Francisco," (No=O, Yes=l). These questions were different from Davila et al. (2010), who also measured the influence that personal and vicarious experiences had in determining sentencing attitudes. Whereas Davila et al. (2010) defined a personal experience as individuals who had been charged with a crime, this study's definition of a personal experience was broader. It was defined as having visited a carceral setting. This included visiting a relative in prison or jail or even touring a prison.

Statements about the criminal justice system were given and respondents were asked how strongly they agreed with the statements about how the system should operate. DV1 (level of retribution) was measured according to the following statement: "The criminal justice system should be tougher on criminals." DV2 (level of rehabilitation) was measured using the statement: "Prisons and jails should include more rehabilitative programs for incarcerated individuals." A Likert scale was used in order to measure the intensity of their opinion for both variables (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

The study was originally designed with using political affiliation as the control variable, as research has shown that one's political ideology can be a predictor of whether or not the criminal justice system should be more retributive or more rehabilitative (Carroll et al. 1987). Generally, individuals who hold more liberal beliefs tend to favor a criminal justice system that

is more rehabilitative, while those who are more conservative believe that the criminal justice system should be tougher on crime. However, there was not enough diversity of the sample to make such a determination, as about 88% of the sample identified as being "Mostly Liberal," while just 12% identified as being "Mostly Conservative." Because of this discrepancy, the study controls for gender, as 40% identified as male and 60% identified as female.

A descriptive statistics and frequencies test showed the demographic makeup of respondents as well as the response averages of specific survey questions. IV1 and IV2 were both nominal, with an answer choice of no (=0) or yes (=1), while DV1 and DV2 were measured using a Likert Scale. For these reasons, I ran an Independent Samples T-test in order to determine the outcome of both hypotheses by measuring the strength of opinion of the participant .

Results

There were nine total variables measured on the survey questionnaire (see Appendix A). The statistical description of completed surveys is shown in Table 1 below.

Table 1. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
What is your age?	63	17.00	79.00	42.6825	18.6079
What is your gender?	61	00		.623	.48867
What is your race/ethnicity?	60	1.00	5.00	3.2667	.95432
What is your religious preference?	58	1.00	3.00	2.3276	.84579
What is your political affiliation?	58	.00	1.00	.1207	.32861
Do you know someone who has been incarcerated?	66	.00	1.00	.6061	.49237
Have you ever ben to a carceral setting1	66	.00	1.00	.6061	.49237
CJ system should be more retributive.	65	1.00	5.00	2.1846	1.05907
CJ system should be more rehabilitative.	66	1.00	5.00	4.7121	.69648
Valid N (listwise)	51				

The mean score for those respondents who did have a family member or personal friend who has been incarcerated was .6061. The mean score for whether someone has been to a carceral setting was also .6061, which means that there was an equal number of respondents who had both a vicarious connection and a personal experience with the criminal justice system. 40% of the respondents did not have either a vicarious or a personal connection to the correctional system. DV1 (level of retribution) had a mean value of 2.1846. This indicates that respondents were, on average, slightly disagreed that the criminal justice system should be tougher on criminals. DVz (level of rehabilitation) had a mean value of 4.7121. This indicates that respondents were, on average, in strong agreement that more rehabilitative programs should exist for criminals. Because DVz had a higher mean score than DV1, it suggests that respondents prefer a criminal justice system that is more rehabilitative rather than retributive, however, further analysis is needed to determine if this relationship is statistically significant and whether the null hypotheses can be rejected.

Tables 2 and 3 show the frequency distributions of the independent variables of interest (vicarious and personal experiences).

Table 2. Frequency Distribution-Vicarious Experience

Do you have a <u>family member</u> or personal friend who has been incarcerated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 No	26	39.4	39.4	39.4
	1.00 Yes	40	60.6	60.6	100.0
	Total	66	100.0	100.0	

Table 3. Frequency Distribution-Personal Experience

Have you ever been to a carceral setting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 No	26	39.4	39.4	39.4
	1.00 Yes	40	60.6	60.6	100.0
	Total	66	100.0	100.0	

Tables 4 and 5 show the frequency distribution of DV1 (level of retribution) and DV2 (level of rehabilitation).

Table 4. Frequency Distribution-DV 1

The criminal justice system should be tougher on criminals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Strongly Disagree	21	31.8	32.3	32.3
	2.00 Disagree	19	28.8	29.2	61.5
	3.00 Neutral	19	28.8	29.2	90.8
	4.00 Agree	4	6.1	6.2	96.9
	5.00 Strongly Agree	2	3.0	3.1	100.0
	Total	65	98.5	100.0	
	Missing Syste!!!		1.5		
Total		66	100.0		

Table 5. Frequency Distribution-DV2

The criminal justice_system should be more rehabi!tative.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	i:Q0 Strongly Disagree	1	1.5	1.5	1.5
	2.00 Disagree	0	0	0	1.5
	3.00 Neutral	3	4.5	4.5	6.1
	4.00 Agree	9	13.6	13.6	19.7
	5.00 Strongly Agree	53	80.3	80.3	100.0
	Total	309	100.0	100.0	

Only 9% of respondents agreed or strongly agreed that the criminal justice system should be tougher on criminals, 29% of respondents answered neutrally on the question, and about 60%

of respondents disagreed or strongly disagreed that the correctional system should be harsher.

Meanwhile, only 1% of respondents disagreed that the criminal justice system should offer more

rehabilitation programs, 3% of respondents answered neutrally on the question, and over 93% of

respondents agreed or strongly agreed that the correctional system should be more rehabilitative.

H1 was measured using an independent samples t-test, as shown in Table 6 below.

Table 6. Means Comparison Test-Vicarious Experience

	Do you have a family member or friend who has been incarcerated?	N	Mean	Std. Deviation	Sig.
CJ system should be tougher on criminals	No	26	2.1923	1.09615	.962
	Yes	39	2.1795	1.0481	
CJ system should offer more rehabilitation	No	26	4.6154	.69725	.367
	Yes	40	4.7750	.69752	

Table 6 shows the means comparison between those who do not have a vicarious

experience with the criminal justice system and those who have such a connection. When asked

if they believed the criminal justice system should be harsher on criminals, those who did not

have a family or friend in the correctional system (n=26) had a mean score of 2.1923. In

comparison, when asked the same question, those who did have a vicarious experience (n=39)

had a mean score of 2.1795. There is no statistically significant difference in level of retribution

between those who have a vicarious connection and those who do not have a connection (t =

.047, p = .962 those without a vicarious connection to the correctional system (n=26), when

asked if they believed the criminal justice system should be more rehabilitative, they had a mean

score of 4.6154. In comparison, those who did have a vicarious experience (n=40), when asked

the same question, had a mean score of 4.775 (t = -.909, p = .367). For level of rehabilitation,

while it would appear that those with a vicarious experience have a higher mean score than those

without a vicarious experience, this relationship is not statistically significant. Because of this

lack of statistical significance, I am unable to reject the null: having a vicarious experience with the

criminal justice system does not cause an individual to have a more rehabilitative opinion than

those without a vicarious experience.

H2 was also measured using an independent samples t-test, as shown in Table 7 below.

Table 7. Means Comparison Test-Personal Experience

	Have you ever been to carceral setting?	N	Mean	Std. Deviation	Sig.
CJ system should be tougher on criminals	No	26	2.1538	.96715	.85
	Yes	39	2.2051	1.12810	
CJ system should be more rehabilitative	No	26	4.8077	.56704	.37
	Yes	40	4.65	.76962	

Table 7 shows the means comparison between those who do not have a vicarious experience

with the criminal justice system and those who have such a connection. When asked if they

believed the criminal justice system should be harsher on criminals, those who did not have a

personal connection to the correctional system (n=26) had a mean score of 2.1538. In

comparison, when asked the same question, those who did have a personal experience (n=39)

had a mean score of 2.205. There is no statistically significant difference in level of retribution

between those who have a personal connection and those who do not have a connection (t = -

.190, p = .8those without a personal connection to the correctional system (n=26), when

asked if they believed the criminal justice system should be more rehabilitative, they had a mean

score of 4.8077. In comparison, those who did have a personal connection (n=40), when asked

the same question, had a mean score of 4.65 (t = .897, p = .37). For level of rehabilitation, there

is no statistically significant difference in level   rehabilitation between those without a personal

connection and those with a personal connection. Therefore, I am unable to accept H2: having a

personal connection to the criminal justice system does not cause an individual to have a more

rehabilitative opinion than those without a personal connection.

To see if an individual's gender influenced the results, a means comparison was

completed for vicarious experiences, as shown in Table 8 below

Table 8. Means Comparison Test-Gender and Vicarious Experience

How would you describe your political views?		Do you have a family member or friend who has been incarcerated?	N	Mean	Std. Deviation	Sig.
Male	CJ system should be tougher on criminals	No	9	1:!!89	1.0541	.515
		Yes	15	2.200	1.14642	
	CJ system should be	No	9	4.44	.88192	.600
	more rehabilitative	Yes	15	4.667	1.0465	
Female	CJ system should be tougher on criminals	No	14	_?.357	1.1507	.555
		Yes	22	2.136	1.0372	
	CJ system should be	No	14	4.7143	.61125	.328
	more rehabilitative	Yes	22	4.8696	.34435	

When asked if they believed the criminal justice system should be more rehabilitative,

men without a vicarious connection to the correctional system (n=9) had a mean score of 4.44. In

comparison, when asked the same question, men who did have an incarcerated family member or

friend (n=15) had a mean score of 4.667. There appears to be a negative association of level of

rehabilitation between those men who have a vicarious connection and those who do not have a

connection (t =- .532, p = .60 . But because this relationship is not statistically significant, being

a male does not influence whether a respondent believes that the system should be more

rehabilitative and I am unable to accept H1 for males. When asked if they believed the criminal

justice system should be more rehabilitative, women without a vicarious connection to the

correctional system (n=14) had a mean score of 4.7143. In comparison, when asked the same

question, women who did have an incarcerated family member or friend (n=22) had a mean

score of 4.8696. This relationship is not statistically significant (t=- .992, p=.328). Therefore, I

am unable to accept H, which specifies that females who have had a vicarious experience with

the criminal justice system will have a higher level of rehabilitation than those without a vicarious

Experience. .

As shown below, Table 9 controls for gender and personal experiences.

Table 9. Means Comparison Test-Gender and Personal Experience

How would you describe your political views?	Have you ever been to a carceral setting?	N	Mean	Std. Deviation	Sig.
Male	CJ system should be tougher on criminals	No	8	2.25	1.0351	.611
		Yes	16	2.00	1.1547	
	CJ system should be more rehabilitative	No	8	4.625	.74402	.886
		Yes	16	4.563	1.0935	
Female	CJ system should be tougher on criminals	No	17	2.177	.95101	.813
		Yes	19	2.263	1.19453	
	CJ system should be more rehabilitative	No	17	4.882	.48507	.392
		Yes	20	4J5	.44426	

When asked if they believed the criminal justice system should be more rehabilitative,

men without a personal connection to the correctional system (n=8) had a mean score of 4.625.

In comparison, when asked the same question, men who did have an incarcerated family member

or friend (n=16) had a mean score of 4.563. There is no statistical significance of level of

rehabilitation between those men who have a personal connection and those who do not have a

connection (t = .145, p = .886). Therefore, I am unable to reject the null hypothesis. When asked

if they believed the criminal justice system should be more rehabilitative, women without a

vicarious connection to the correctional system (n=17) had a mean score of 4.882. In

comparison, when asked the same question, women who did have an incarcerated family

member or friend (n=20) had a mean score of 4.75. It does not appear that there is a statistically significant relationship between gender and level of rehabilitation (t = .866, p = .392). For both genders, I am unable to accept H2 which specifies that those who have had a personal experience with the criminal justice system will have a higher level of rehabilitation than those without a personal experience.

Discussion

An individual's opinion about the criminal justice system can be explained by a number of internal and external factors. Researchers have studied whether certain demographic characteristics (age, race, gender, religion, political ideology, etc.) are correlated with an individual's level of punitiveness. Media portrayal of crime, which may or may not be a true reflection about how the criminal justice system operates, can also influence public perception. This is problematic because public opinion may be misguided or biased. Those who have had actual contact with the criminal justice system therefore, may have a more accurate perception and understanding of the criminal justice system than those with limited interaction. There has been a limited amount of research exploring these factors of personal and vicarious experiences and perceptions of the criminal justice system. This study adds to the conversation by expanding what is meant by an individual having a "personal experience" with the criminal justice system by including visits to a carceral setting.

This study sought to determine if having a vicarious or personal experience with the criminal justice system can influence one's opinion about the functions and operational goals of the system. I hypothesized that if a respondent had a prior experience with the system, then they were more likely to have the opinion that the criminal justice system should be more rehabilitative rather than more retributive. H1 predicted that if a respondent had a vicarious

experience, then they would have a higher level of rehabilitation than those without a vicarious

experience, but statistical analysis showed that this was not statistically significant. H2 predicted

that if a respondent had a personal experience, then they would have a higher level of

rehabilitation than those without a personal experience, but statistical analysis showed that this

was not statistically significant. Due to insignificant findings, I am unable to reject the null

hypotheses and accept H1 or H2 that there is an association between having a vicarious or a

personal experience and whether someone views the criminal justice system as needing to be

more rehabilitative rather than punitive in practice.

This study was further controlled for gender to determine if this variable influenced the

outcome of level of rehabilitation, as females tend to value rehabilitation in the criminal justice

system more than males (Carroll et al. 1987). For both men and women, there was no

statistically significant relationship between gender and level of retribution and rehabilitation,

even if the individual had a vicarious or personal experience. Gender does not appear to matter

as much when determining a respondent's level of rehabilitation. So, when taking gender into

account, I am unable to reject the null hypothesis that having either a vicarious or personal

experience can affect a respondent's level of retribution or level of rehabilitation.

Both the measure of retribution and rehabilitation were worded in a broad and general

manner for the purposes of simplicity, but future studies may want to consider specific

correctional practices and programs, as these individuals may prefer some over others. A

respondent may support the more retributive practice of determined sentences for convicted

murderers but would not support the death penalty for serial killers. A respondent may agree

with certain rehabilitative programs such as substance-abuse programs in prison but would not

want to live on the same street as a halfway house. Further, due to the limitations of the course,

the survey was only able to ask questions which could be answered quantitatively. Allowing respondents to write additional comments about their answers could provide more insight for the results, but using a Likert scale to measure their opinion reflected how strongly participants felt about the focused objective of the criminal justice system.

Additional attention should be drawn to the participation of study, as many of the participants were those who were willing to step inside of a jail cell or who expressed enthusiasm for taking three minutes of their day to complete a survey. These respondents may already have inclinations for a justice system that stresses rehabilitation. Further, the effects of the size of the jail may have influenced opinion. Do to these limitations in populations, further researchers may want to consider exploring this topic qualitatively using small focus groups and lengthier, more in-depth statistical data. Additionally, asking more diverse samples may provide researchers w additional insight and more comprehensive statistical analysis. For example, having a wider range of respondents on the political spectrum may determine if one's political affiliation can influence opinions about the functionality and goals of the correctional system.

Further studies should examine what specific types of programs or policies that individuals may or may not support. For example, in terms of more rehabilitative policies, would a respondent support a criminal justice system that offered more education and job-training programs? Future researchers may also want to consider having respondents listen to first-hand accounts of incarcerated individuals and then gauging opinion. Respondents may have a more comprehensive understanding of what incarceration actually entails if they are exposed to these experiences. Finally, given that members of the public may hold inaccurate perceptions about the criminal justice system, policy makers should consider strategies to counter public misunderstanding so that individuals can be more informed. This may include informing

decision makers about the effectiveness of certain policies and what data and research has shown in regards to these initiatives.

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Appendix A

P lease complete the following demographic information:

Age _____ Gender Identity _____ _   Race/Ethnicity   Religious Preference — — — — — — — — —

Political Affiliation (circle one):   Mostly Liberal   Mostly Conservative

We have a few personal questions we respectfully osk:

1. Do you have a relative or a personal friend who is or has been incarcerated?

Cjrc!e one: NO   YES   **If** yes, can you explain? (Optional)_ _____   _____

2. Have you ever visited a carceral setting such as a prison or a jail? Examples may include being incarcerated or touring Alcatraz.

Chple one: NO   YES   **If** yes, can you explain? (Optional) _____   _____

PJease rate on how strongJy you agree or disagree with the foJlowing statements:

3. "The criminal justice system should be *tougher* on convicted offenders."

Example 2:

<div align="center">

The Prevalence of Mental Disorders in Juvenile Gang Members

and Other Associated Factors

</div>

"What a lot of people don't realize about gangs, in my opinion, is that a gang is not there to attack you. Eighty percent of the people in a gang are there to stop anyone from attacking them. You join a gang for protection, not to go out and hit someone." – Michael Cane

Introduction

According to the National Youth Gang Survey, an estimated 30,000 gangs and 850,000 gang members are active in the United States (National Gang Center). This represents a 15% increase from 2006 and highlights the rampant rate at which gang membership is increasing and the number and types of gangs are growing and diversifying. Of those, roughly 80% are located in large cities and suburban counties, suggesting that gangs and all that they represent, thrive in urban conditions (National Gang Center).

Due to the proliferation of gang problems around the country, especially over the past two decades, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) has attempted to develop a comprehensive and coordinated response to help tackle the expansive issues. They offer support for research, evaluation, training, technical analysis, and demonstration programs that help combat youth gang involvement. Additionally, they have extended their reach into developing, funding, and evaluating anti-gang programs. These programs are aimed at all aspects of gang dissemination including prevention, intervention, enforcement, and reentry strategies for those leaving the gang life (Comprehensive Anti-Gang Initiative).

One of their most important contributions was the launch of the National Forum on Youth

Violence Prevention. At the direction of President Obama, this forum began a national conversation

between federal and local agencies on how to deal with youth and gang violence, helping to elevate

the common issues to national significance (Comprehensive Anti-Gang Initiative). The forum

convenes with a variety of agencies including the Departments of Health and Human Services,

Housing and Urban Development, drug control agencies, faith and community based groups, family

representatives, philanthropies, law enforcement, and education representatives (Comprehensive

Anti-Gang Initiative). The goal of such a vast meeting of the minds is to establish and discuss all

factors and concerns that contribute to gang involvement; the hope is that through multidisciplinary

partnerships, balanced approaches and effective strategies will result (Comprehensive Anti-Gang

Initiative).

The Department of XXXX also does its part to help contribute to the growing body of

information about youth in gangs. When a XXXX is assigned a new case they must upload most of

the youth's information into a Juvenile Tracking System called JTS. Part of inputting the youth's

information includes uploading any gang involvement, what gang they are associated with, how

long they have been associated with that gang, any gang related charges, as well as photos and

descriptions of any gang related tattoos. This information helps track gang members and helps

justice workers understand particularities associated with different types of gangs. The information

can be accessed by technical analysts to help determine trends and associations about the gangs and

the youth who join them.

The study I conducted attempts to add to this growing body of research and knowledge by

establishing a relationship between the presence and prevalence of mental disorders within the

juvenile population and gang membership. Recent literature points to a growing body of factors that influence youth to join gangs, however, there is minimal conclusive research showing that presence of a mental disorder, particularly multiple diagnoses, contribute to gang involvement.

The DSM-V classifies a mental disorder as "a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress in social, occupational, or other important activities" (American Psychological Association, 2013). Particularly, this definition attributes a dysregulation of the individual's psyche to their inability to thrive optimally in society. Therefore, it should translate that this disadvantage, like many of the others shown to increase a youth's propensity towards gang involvement, would also push a youth towards a lifestyle more conducive to their untreated mental status.

By establishing this connection, it is hopeful that more directed efforts can be designed to help youth who suffer from mental disorders and, essentially, keep them from becoming trapped in the web of the gang life. Identification and treatment of particular disorders seen prominently in the sample are discussed with the added recommendation of intensive psychological and psychiatric intervention for those under the Juvenile Justice System's radar who display symptomatic personality characteristics. If these youth can be targeted and helped early on, it is hopeful that they will avoid gang affiliation because they are better able to assimilate into society.

It is important to note that mental disorders do not exist in a vacuum bubble. They are present amidst a multitude of other factors that can contribute to gang involvement. It is therefore necessary and relevant to also discuss prevention and aid strategies that are effective at keeping

youth out of gangs or helping them leave. The aim of this study is only to identify and elaborate on one of these factors. However, through acknowledgement and coordination of all bodies of knowledge and strategy, the justice system will have the most effective approach to dealing with why youth are in gangs and the best ways to help get them out.

The Literature

Mental Health

The National Alliance on Mental Health estimates that 70% of youth in the in the juvenile justice system have at least one mental health condition. Of those, 20% have a severe mental illness. Furthermore, almost one half of youth have received no services for their mental health concerns in the previous year. This paints a grim picture of a sickly juvenile population which is not receiving the help that it needs. Unfortunately, due to stigma, discrimination, and neglect many never seek the help they need or let others see that they are suffering (WHO).

As mental health relates to juveniles in the justice system, gang members present as one of the more at-risk sections of the population. A study conducted by Coid et al. highlighted a complex relationship between mental health problems, substance abuse, violence, and gang membership (2013). They found that street gangs were concentrated in urban areas characterized by "socioeconomic deprivation, high crime rates, and multiple social problems" (Coid et al., 2013). Through these factors they determined that inordinately high levels of psychiatric morbidity existed in these areas and among these people. Particularly, mental illness was more prevalent among violent men and gang members (Coid et al., 2013). Violence itself was seen as a mechanism of enhancing self-esteem, used to reduce the damaging effects that resulted from growing up in the

poor areas aforementioned. By participating in violence, the subjects were seen to be mitigating the effects of the negative environment, childhood maltreatment, and educational failure. Violence itself was associated with increased levels of antisocial personality disorder, or Conduct Disorder in those under the age of 15 (Coid et al., 2013).

Over half the gang members in this study also presented with drug and alcohol dependence (Coid et al., 2013). Alcohol itself has been well documented as normal aspect of gang life. It is a risk factor for violence, as well as a numbing agent for the difficulties of day-to-day life. Drug dependence, particularly marijuana usage, is also seen as a normal aspect of gang life. As a depressant, it reduces arousal and stimulation, allowing for easier coping. Additionally, drugs serve as a huge part of gang profits. Most gangs actively participate in the underground drug economy, using members in all aspects of the transactions (Coid et al., 2013).

Lastly, this study found that gang membership was associated with high prevalences of anxiety disorder, psychosis, and Post Traumatic Stress Disorder (Coid et al, 2013). Members expressed more positive attitudes towards violence, had more experiences of violence, and had more fear of violent victimization than any other category of person in their sample. Unfortunately, PTSD is the most frequent psychiatric outcome of exposure to violence and those in gangs experience more of it, at a younger age, than almost anyone else (Coid et al. 2013). Psychotic illness and PTSD are furthermore associated with higher levels of cognitive, emotional, and behavioral disturbance, usually resulting in more violence (Coid et al., 2013). This vicious cycle seems to be spurred by violence just as much as it continues to be perpetuated by it.

Coid et al. suggest that risk of relapse and failed intervention are heightened among those who return to gang life (2013). Because of this it is imperative that efforts be concentrated on

helping members permanently leave their gangs. Health care professionals play an important role in intervention and can help members deal with their fear of victimization as well as disassociation from gang activities. Additionally, they are the best resource for helping those suffering from mental illnesses that were exploited and escalated by their gang involvement.

The World Health organization reports that "some mental disorders can be prevented; most mental behaviors and disorders can be successfully treated; and that much of this prevention, cure, and treatment is affordable (2004)". In an effort to end the cycle of neglect, they urge governments to do away large mental institutions in favor of smaller, community based health care. Additionally, mental health care should be integrated into primary and general health care systems. If these recommendations are implemented, it is possible that the stigma of rehabilitation can be eased and gang prevention can be more effective.

Gangs

All 50 United States, including the District of Columbia, report having gang problems. In the past ten years, reports revolving around gang violence and other criminal behavior has increased by 15% (Howell, 2010). This makes understanding gang membership an irrefutably relevant and important subject. According to a survey conducted by the National Longitudinal Survey of Youth, about 8% of youth report belonging to a gang at some point between the ages of 12 and 17. In high-risk areas, like larger cities, gang membership is even more represented, charting as high as 32% of youth (Howell, 2010).

Demographic characteristics of these youth vary by geographic location. However, in 2012 the National Gang Center reported that 46% of all gang members are Hispanic/Latino, 35% are

African American/black, 11% are Caucasian/white, and 7% are of other races. In relation to gender, majority of gang members are male. This trend has not fluctuated much over the years, with female representation usually accounting for less than 10%. In regard to age, about 34% of gang members are between the ages of 15 and 17. Those between the ages of 18 to 24 account for 36% and those below the age of 15 make up 16% (National Youth Gang Survey).

In deciphering a youth's decision to join a gang factors fall into one of two categories: attractions and risk factors. Attraction usually extends from having a friend in a gang and wanting to join as well, the opportunity to have money, to earn respect, for fun, and also for protection (Howell, 2010). Family can also play an influential role in a youth wanting to join a gang, Siblings, parents, or even cousins who are already a part of the gang can be extremely persuasive in getting a youth to be a part of "the family". This is especially true for Mexican American youth, whose culture emphasizes family cohesion above most other things (Howell, 2010). Additionally, cultural, language, and economic barriers can make gang life very appealing. For some it may be the only place where they do not feel marginalized. Lastly, pop culture tends to sensationalize gang lifestyle (Howell, 2010). Being a part of a gang becomes desirable when they are portrayed as all-powerful, well respected, and wealthy. Most youth today are aware of gang's language, style, and culture, and actively seek to embellish it and take it on as their own.

An overwhelming amount of risk factors also exist for youth which make them susceptible to joining a gang. Individual risk factors include: antisocial behavior, alcohol and drug use, victimization, and negative life events. Mental health problems, such as conduct disorder, externalizing behaviors, hyperactivity, and depression can also lead youth towards gangs. Those in juvenile correction facilities often admit to histories of sexual and physical abuse, psychiatric

disturbances, Post Traumatic Stress Disorder, substance abuse, and cognitive deficits, all of which played their part in causing the youths to join gangs (Howell, 2010).

Weaknesses in the family structure, poverty, and financial stress can also make a juvenile at risk. Add in a community with greater levels of criminal activity, widespread availability of firearms and drugs, and minimal levels of neighborhood attachment, juveniles will feel that they have nowhere else to turn. Most importantly though is a youth's association with other delinquent peers. Aggressive and antisocial youth who begin to affiliate with each other in adolescence tend to feed off one another (Howell, 2010). As they experience rejection by their normally adjusted peers, they become pushed towards gang lifestyle because it is the only thing that accepts them for they are.

It is important to note that attraction and risk factors do not always mean that a youth will absolutely join a gang. Instead, youth who experience multiple factors throughout their adolescence, across multiple domains, are more likely than others to be drawn to what a gang has to offer them. They are the result of an accumulation of varied risk factors. Gang members themselves have more risk factors than other serious and violent offenders. In essence, joining a gang is a way of escalating delinquent behavior to a new level. Unfortunately, experiencing one risk factor usually spills over into experiencing another. For example, if a child has naturally aggressive tendencies, they are likely to experience discord with their family, associate with other peers who are aggressive and delinquent, etc.

Being a part of a gang as a youth has also shown to have a significant impact on adult functioning. Research seems to show a cascading effect in which gang membership propels youth down a path resulting in negative consequences in their later adult lives (Gilman et al., 2014). They

have a higher propensity for illegal behaviors, risk taking behaviors, and poorer overall health

(Gilman et al., 2014). This effectively puts them on a high stress life course that most are unable to

deviate from for the rest of their lives. Additionally, they have lower educational and occupational

attainment, resulting from their lack of involvement in educational institutions as juveniles (Gilman

et al., 2014). Because gang involvement tends to be a largely adolescent phenomenon, when

juveniles age out, they are left with few connections or skills to help them in the adult world. Many

have trouble leading productive lives and staying out of jail. It is not uncommon to fall into drug

and alcohol dependency to help cope with problems and stressors (Gilman et al., 2014).

So far, treatment and rehabilitation of gang members has not received the attention that it

needs. Most tend to be locked away for the crimes they commit, with increased sentences because

of their affiliation (Davis & Flannery, 2001). They are often admitted with histories of physical and

sexual abuse and a myriad of other problems that are not properly addressed while institutionalized

(Davis & Flannery, 2001). Most are considered security risks and are treated as criminals rather

than as youth who are in need of help (Davis & Flannery, 2001). The OJJDP recommends that

helping this ever growing problem starts with intervention. If focus begins on the child when they

first present signs of being at-risk then there is a higher likelihood that prevention of joining a gang

can be accomplished (2010). However, without efforts from the community, and especially the

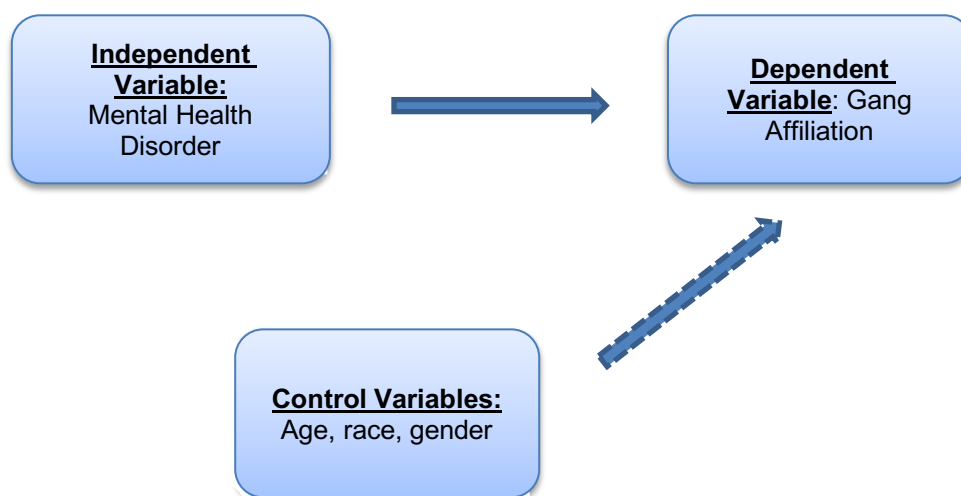parents, it is going to be impossible to stop youth from succumbing to the gang life.

Methodology

Research indicates that there are a multitude of reasons why youth join gangs. It may

be a way for them to get away from an abusive home life, provide them an outlet to make money,

or even as a way to feel powerful (Bartollas & Schmalleger, 2011). A commonality between all of

these factors is that the gang life provides the disadvantaged youth with an outlet to deal with their frustrations. An additional, somewhat, understudied factor, is the pathological need of a child who cannot be adequately sustained or accepted in mainstream society. It follows that a disrupted internal state of being would also propel a youth towards anything that would make them feel normal again. This study aims to show that the presence of a mental disorder, or as in many cases, multiple linked mental health disorders are related to youth gang affiliation. In support of this primary hypothesis, my secondary goal is to show that this relationship persists, positively and significantly, after controlling for age, race, and gender.

As it relates to my hypothesis, the independent variable is the presence of one or more mental disorders in a youth. These range from Conduct Disorder, Attention Deficit Hyperactive Disorder, Cannabis Abuse Disorder, Adjustment Disorder, Bi-Polar Disorder, Depressive Disorder, Antisocial Personality Disorder, Disruptive Behavior Disorder, Codeine Abuse Disorder, Generalized Anxiety Disorder, Alcohol Abuse, Oppositional Defiant Disorder, Post Traumatic Stress Disorder, and Dysthymic Disorder. The gang affiliation of the youth is the dependent variable and is defined by being a part of a gang or closely associated with other youth who are gang members. Please refer to figure 1 for an illustration of the connection between these variables.

Fig 1. Proposed Relationship Model

For the purpose of this study, the data set had to be narrowed down by several parameters in order to find information that would be relevant. It was suggested to me to use case files of youth who had been placed in a Youth Detention Center because more information was collected about them during intake and they were often administered more psychological examinations. This would provide more in depth information about the youth's background, their mental history, their past gang affiliations, and other demographic information that was not always collected for regularly probated youth. To make a more manageable population size to study, the data set was limited to only active cases of youth who had been institutionalized between January 1, 2013 and June 1, 2015 and managed by the Region XX Offices. This effectively left a population set generalizable to present day conditions in the areas of XXXXX.

This particular data set consisted of 186 youth. Of those, only 94 were selected for analysis. Those eliminated either did not have enough information listed in the Juvenile Tracking System to draw conclusive answers or access to their case files required additional clearance. The remaining cases were then coded as '1' for having a gang affiliation or '0' for having no gang affiliation; and '1' for having a mental disorder or '0' for having no mental disorder. Please refer to figure 2 for a more concise overview of how each variable was coded.

Independent Variable: Mental Health Disorder

- **Mental Health Disorder Diagnosis – 1**
- **No Mental Health Disorder Diagnosis – 0**

Dependent Variable: Gang Affiliation

- **Gang Affiliation – 1**
- **No Gang Affiliation – 0**

Control Variable: Race

- **API – Asian Pacific Islander**
- **B – Black**
- **H – Hispanic**
- **O – Other**
- **W – White**

Control Variable: Gender

- **Male – 1**
- **Female – 0**

Fig 2. Data Coding Guide

If the youth were coded as '1' for having either a gang affiliation or a mental health disorder, the name of the gang, the duration of their time spent in the gang, and the type of mental disorder they had been diagnosed with was logged. The gang information was obtained directly from what was listed in JTS. The mental health diagnoses were obtained by reading through each youth's psychological/psychiatric report. If the youth did not have a psychological examination conducted it was assumed that they suffered from no mental illness. Youth who are institutionalized are generally required to have a psychological, if symptoms present, before they are ever placed. Additional variable information collected included the age, race, and gender of the youth. Age ranges logged were from 13 years old to 20 years old. The race of the youth was categorized using the system in JTS which distinguishes youth by White, Black, Hispanic, Asian Pacific Islander, or other. These were abbreviated as W, B, H, API, and O, respectively. Gender was coded as '1' for male youth and '0' for female youth. Please refer to figure 2 for an overview of how the last two control variables were coded in excel.

The data was then taken from Excel and run in SPSS to obtain crosstabulations between gang affiliation and mental disorder. The chi-square statistic was also calculated to determine significance. Bar graphs of this information were created using excel to visually show what mental disorders were most prevalent in gang affiliated youth and non-affiliated youth. Percentages of mental disorders in gang affiliated youth were also created in a pie graph to show what mental disorders were most present in gang affiliated youth to help determine how they might be affected by gang life. Crosstabulations were also created in SPSS for gang affiliation and mental health

disorder, while controlling for age, race, and gender. Chi-square statistics were also calculated for all multivariate crosstabulations to show significance. Visual representations of the control variables were created in excel to better highlight certain trends and explain connections.

Discussion

Hypothesis One

To test my first hypothesis, I used a crosstabulation analysis and a chi-square test to view the relationship between presence of a mental health disorder (IV) and gang affiliation (DV). Please see table 2. What this illustrates is that a majority of youth who had a mental disorder were also in a gang (76%). Though this is a large portion – over three-fourths, for those with a mental disorder – looking at those with no mental health disorders, the majority are also a part of a gang (62.5%). This shows that most of the population sampled came from gang affiliated backgrounds to begin with. Looking at table 3, we can see that the significance level, or p-value, was 0.157. For a relationship to be considered statistically significant, it needs to be between 0.05 and 0.1. Unfortunately, without any controlling variable, this relationship is not statistically significant.

Reasoning behind this may come from the fact that there is already a majority of gang affiliated youth in the sample. Due to the origins of this data set and considering that these youth are institutionalized, there are a myriad of other variables that may be causing the mental health issues that these youth experience. One consideration might be that many of these youth are not screened for mental illness until they have to be institutionalized. This means that they have had no prior counseling or medical support to deal with their issues.

Gang (1) No Gang (0) * Mental Disorder (1) or not (0) Crosstabulation

Count

		Mental Disorder (1) or not (0)		
		0	1	Total
Gang (1) No Gang (0)	0	18 (37.5%)	11 (24%)	29 (31%)
	1	30 (62.5%)	35 (76%)	65 (69%)
Total		48 (100%)	46 (100%)	94 (100%)

Table 2. Percentages of mental disorders within gang affiliated and non-affiliated youth

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.625	.067		9.377	.000
	Mental Issues (1) No Mental Issue 0)	.136	.095	.147	1.426	.157

 a. Dependent Variable: Gang (1) No Gang (0

Table 3. Significance of relationship between gang affiliation (DV) and presence of mental health disorders (IV)

Mental Disorders

Although the crosstabulation analysis did not produce any conclusive relationship between the

variables, other notable trends did emerge. Looking at figure 3, we can see that in non-gang

affiliated youth the array of disorders that presented in these youth are relatively evenly spread and
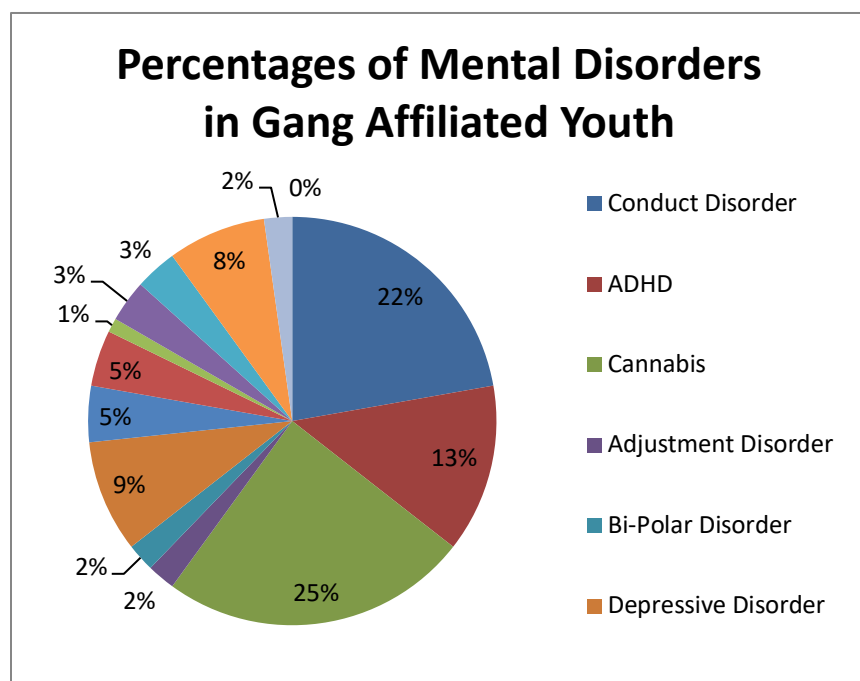
not too high. However, looking at those who were gang-affiliated, there is a monumental increase in those presenting with Conduct Disorder and Cannabis Abuse. This highlights that in this particular sample, gang-affiliated youth were showing more knowledge and commitment to doing wrong as well as substance abuse.

Figure 3. Bar graph of mental disorders in gang affiliated and non-affiliated youth

This is consistent with literature which emphasizes juvenile gang members as more aggressive and delinquent when compared to other youth (Coid et al., 2013). Part of the reason why Conduct Disorder is so overrepresented in this sample may be due to gang lifestyle which promotes and escalates the negative traits of the disorder; extending even to the reasons why they were institutionalized. Substance abuse may be a symptom of coping with these youth's environment. Many of the counties where these youth came from are poor and underprivileged. Figure 4 visually

depicts just how large the proportions of Conduct Disorder and Cannabis Abuse are, representing 22% and 25%, respectively, of diagnosed gang affiliated youth. Compared to the other diagnoses in the sample, these two disorders represent almost half of the diagnoses.
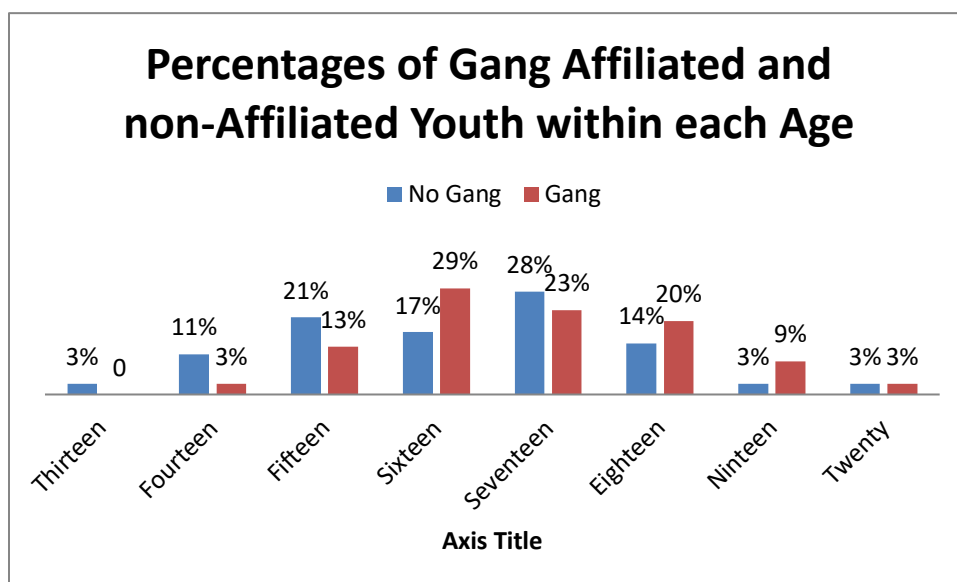

Figure 4. Pie graph of mental disorders in gang affiliated youth.

Age

Some other relations derived from this data set which are consistent with literature explanations are the control variables relation to gang affiliation. For example, looking at figure 5, we can see that the majority of the youth who were gang affiliated were between the ages of 16 and 18. Totaled together, this makes up 72% of the sample of gang affiliated youth. This makes sense considering that the average age which youth become involved with gangs and also when they commit the most delinquent acts also fall within this same age bracket. Ages of non-gang affiliated youth are more spread out, showing their charges or problems may have been related to other

factors, since they did not have that gang influence. However, the most youth were found within the age bracket of 15 to 18, totaling 80% of the non-gang affiliated youth in the sample. This demonstrates the same principle: that most youthful crime occurs within this range.

For non-affiliated youth, the age range may dip down to a lower age group to include sex offenders. These particular youth are often sentenced with harsher punishments, like institutionalization, regardless of their age, because the courts find their crimes to be more deviant and with a higher likelihood of recidivism. When looking through these youth's legal sections, a sexual offense was the most common reason for incarceration that I came across.

Figure 5. Bar graph of ages of gang affiliated and non-affiliated youth
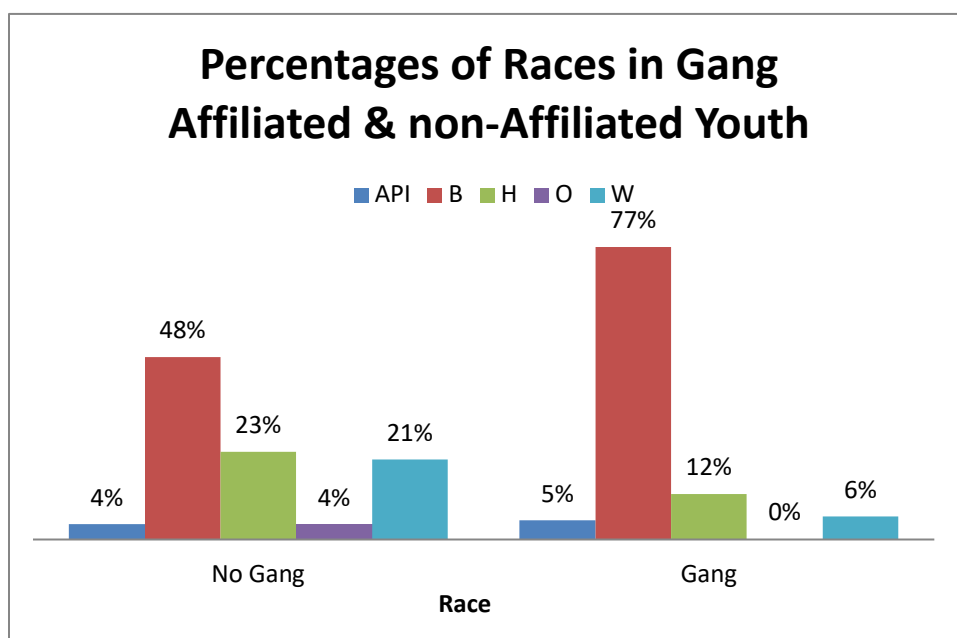
Race

Within the category of race, an overwhelming majority of youth in the sample were Black. Looking at figure 6, we can see that the 48% majority is twice the size compared to any other race in the non-gang affiliated sample of the population. Closer following races are Hispanic youth,

making up 23%, and White youth, comprising 21%. This is representative of most institutional facilities, adult and juvenile, with most inmates being Black, followed by Hispanics. White and Asian inmates tend to represent far less of that population (Bartollas & Schmalleger, 2011).

In the gang affiliated section of the sample population, the black composition makes up an enormous percentage of the group, charting 77%. This is interesting considering that gangs encompass a wide variety of races. It may be due to the population sample's origins that we are seeing this trend. Because so many black youth are locked up, it may be an outside variable that is causing the amount of black youth to be over represented. It is poignant to note, however, that comparing black gang affiliated youth to black non-gang affiliated youth, there is a 29% difference between the groups. This indicates that a significant amount of black youth, from this sample, were more involved with gangs than not.
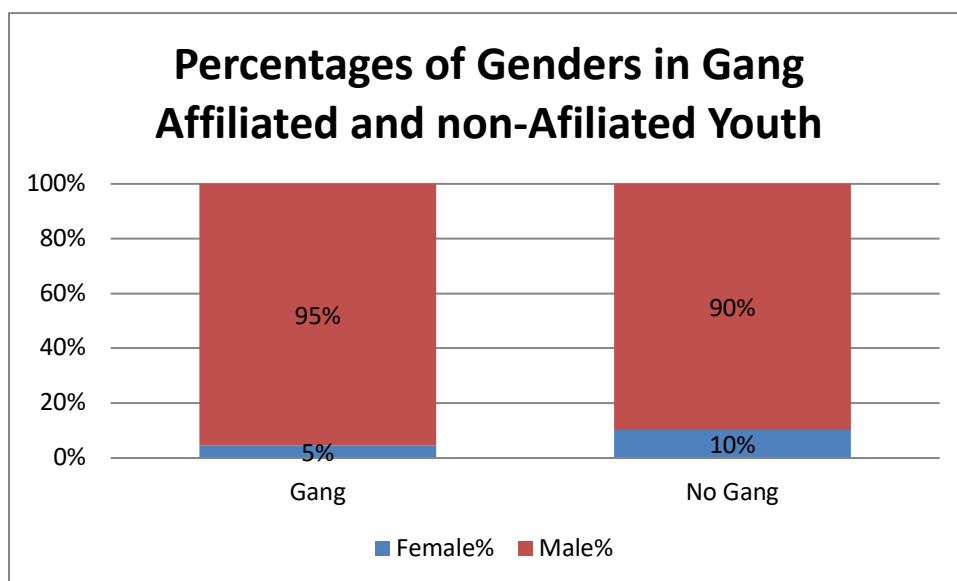

Figure 6. Bar graph percentages of races in gang affiliated an non-affiliated youth

Gender

The majority of youth in this sample are male. This holds true regardless of whether or not the youth are gang affiliated or not. Literature suggests that most youth drawn to gangs are male and most gangs are predominantly comprised of males, as well (Howell, 2010)). Looking at the 95% composition of males affiliated with gangs in this sample (please refer to figure 7), we can see that this is consistent. However, this is only 5% higher than the control population of non-affiliated male youth. This shows evidence of a system which tends to institutionalize males more so than females. There are so relatively few females in this particular sample population that it is almost impossible to generate any conclusion about female gang affiliated youth.
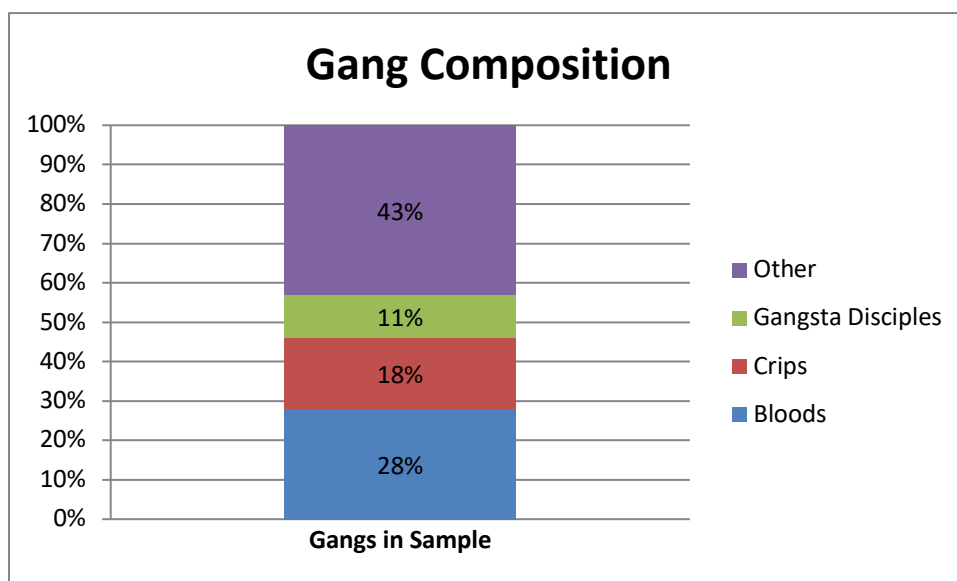
Research does suggest that females are attracted to gang life. However, they are less likely to join and become members of equal status as compared to their male counterparts (Bartollas & Schmalleger, 2011). This study attempted to control for this differentiation by including youth who were also closely associated with gangs, but were not necessarily a part of them. Unfortunately, the low number of females institutionalized prevented any true readings of this segment of the population. Because of this, further findings will be generalizable only to male youth.

Figure 7. Stacked bar graph of gender percentages in gang affiliated and non-affiliated youth

The Gangs

Referring to figure 8 we can see that three gangs made up the majority (57%) of the sample. They were the Bloods, the Crips, and the Gangsta Disciples. The other 43% of the sample was comprised of a multitude of other lesser known gangs that did not account for many youth. For this reason I chose to combine them into a lump percentage and focus on the most represented gangs of the sample. The Bloods and the Crips are two of the most prevalent gangs in the country. That is no exception here in Georgia and in this sample, with the Crips accounting for 18% of gang affiliates and the Bloods claiming a vast 28%.

Figure 8. Stacked bar graph of percentages of gangs in sample population

Hypothesis Two

Hypothesis two asserted that a positive correlation between gang affiliation and mental health status would persist after controlling for age, race, and gender. This was tested using a linear regression model. Table 4 indicates that at a p-value of 0.019, my model was statistically significant and adequately predicting my dependent variable, with other variables controlled.

For a more precise analysis we can look at table 3 and see the variables that were most significant in predicting gang affiliation in this population. Presence of a mental health disorder yielded a significance value of 0.042, meaning that hypothesis two was correct and statistically significant. Race, gender, and age controlled, allowed for mental health to be a predictor of gang affiliation. Without them, the true effects could not be accurately measured.

Looking the variable of race, in table 3, we can see that it too was statistically significant at 0.046. It is important to note that the higher represented races, like the Black and Hispanic group,

are more likely to be in a gang, than the lesser represented races such as White, Other, and Asian

Pacific Islander. Because the sample does not feature many of the White, Other, and Asian Pacific

Islander races, it is difficult to accurately generalize the same findings to them, despite the

significance values.

Age was the most statistically significant variable, resulting in a p-value of 0.038. This

means that the age of the youth is very helpful in predicting gang affiliation. This is consistent with

research, which points to youth aged 14-18 as being to most likely to join a gang (Bartollas &

Schmalleger, 2011). In our sample population this was also demonstrated.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.546	.596		-.915	.363
	Mental Issues (1) No Mental Issue 0)	.200	.097	.217	2.068	.042
	Gender Male (1) or Female (0)	.132	.175	.075	.754	.453
	Race (B(1), H(2), W(3), API (4), O (5)	-.095	.047	-.202	-2.021	.046
	Age	.070	.033	.222	2.105	.038

a. Dependent Variable: Gang (1) No Gang (0

Table 3. Significance levels as they relate to individual independent variables

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.465	4	.616	3.118	.019[b]
	Residual	17.589	89	.198		
	Total	20.053	93			

a. Dependent Variable: Gang (1) No Gang (0

b. Predictors: (Constant), Age, Gender Male (1) or Female (0), Race (B(1), H(2), W(3), API (4), O

(5), Mental Issues (1) No Mental Issue 0)

Table 4. Significance level of model

Limitations

Several limitations have been mentioned throughout this study already. However, one of the most important influencing characteristics is where this data came from. Because all of these youth are institutionalized, it means that they are some of the most delinquent juveniles in our society. It also means that they may not be representative of the greater population as a whole. Additionally, this may have influenced the diversity of this population, changing race, gender, age, mental health, and gang prevalence from what would normally be seen.

Secondly, my original sampling included almost 200 youth. Due to the lack of information on many of these youth though, it had to be cut down by almost half. Only youth who had had completed psychological examinations could be considered for mental health problems. However, those who did not have psychological examinations completed on them could still have mental health disorders that were not identified. Unfortunately, mental health is usually only addressed if severe enough symptoms present in the child.

Lastly, relative to the male sample, females represented a very small portion of the studied sample. Because of this, it is difficult to generalize results or make conclusions about females and

their relationship to mental health disorders and gang affiliations. Therefore, males are the only population studied in this sample, despite the presence of some female participants.

Conclusion

Mental health issues are one of the most pressing topics in the criminal justice system. They can reflect a person's environment, their upbringing, and their exposure to pain. As social servants it is of the utmost importance that we pay attention to and understand why mental disorders present themselves. In doing so, we are better able to treat and rehabilitate those who are suffering, in trouble, and lost.

In relation to this study, a particular segment of society worth taking note of is gangs. Our government recognizes these institutions as some of the fastest growing venues of youthful delinquency. If we are to curb this trend, we first must understand why youth are drawn to such a lifestyle. Research emphasizes neglect, strain, and stress as being strong causative factors.

My research suggests that race, gender, and age controlled, having a mental disorder points to a stronger likelihood that a youth will join a gang. If more attention can be paid to the training of juvenile probation officers, teachers, family and child service workers and other professions which deal with youth, so that they might be better equipped to identify mental health problems, perhaps less youth will be pushed towards the comforts of gangs. Additionally, the more understanding of mental health disorders a person has, allows for rehabilitation and for effective gang removal. If we can take away the problems that are keeping them attached to such a lifestyle, they are more likely to not return to it.

It is easy to look down upon gangs and their members; to be scared or disgruntled. However, there are reasons that youth join gangs. They do not come to them naturally. Many are pushed in that direction because society has not provided them with anything better. Instead of treating them as delinquents, it is time to treat them as the children that they are and as individuals who are need of help and services.

Appendix 1:

Crosstabulation data used to create bar graphs related to age, race, and gender

Gang (1) No Gang (0) * Age Crosstabulation

Count

		Age								Total
		13	14	15	16	17	18	19	20	
Gang (1) No Gang (0)	0 (% within age)	1 (100%)	3 (60%)	6 (43%)	5 (21%)	8 (35%)	4(24%)	1(14%)	1(33%)	29 (31%)
	1 (% within age)	0 (0%)	2 (40%)	8 (57 %)	19(79%)	15 (63%)	13(76%)	6(86%)	2(67%)	65 (69%)
Total		1 (100%)	5 (100%)	14(100%)	24 (100%)	23 (100%)	17 (100%)	7(100%)	3 (100%)	94 (100%

Gang (1) No Gang (0) * Race Crosstabulation

Count

		Race					Total
		API	B	H	O	W	
Gang (1) No Gang (0)	0 (% within race)	1 (25%)	14 (22%)	7 (47%)	1 (100%)	6 (60%)	29 (31%)
	1 (% within race)	3 (75%)	50 (78%)	8 (53%)	0 (0)%	4 (40%)	65 (69%)
Total		4 (100%)	64 (100%)	15 (100%)	1 (100%)	10 (100%)	94 (100%)

Gang (1) No Gang (0) * Gender Male (1) or Female (0) Crosstabulation

Count

	Gender Male (1) or Female (0)		
	0	1	Total
Gang (1) No Gang (0) 0 (% within gender)	3 (50%)	26 (30%)	29 (31%)
1 (% within gender)	3 (50%)	62 (70%)	65 (69%)
Total	6 (100%)	88 (100%)	94 (100%)

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THE AGENCY EXPERIENCE (POLS 5100/5110/5120/5130)

(Four semester credit hours)

Description and Purpose

The primary component of the internship is the agency experience itself. This experiential learning component should offer an opportunity for you to observe the agency's organization from an insider's perspective, to interact with agency personnel and clients, and to participate in some of the work of the agency. All of these things may assist you in assessing your career options, while allowing you to compare and contrast academic knowledge about the field of politics with its application in the real world.

In addition, students benefit from their introduction into a network of professionals and practitioners. Therefore, you will want to make every effort to leave a positive impression on your supervisors and others with whom you interact in the agency setting. This impression is important not only to your image, but also to the Department of Political Science itself. The program has developed an excellent reputation over 30+ years, thanks in large part to the quality representation provided by student interns. Our faculty continue to hold very high expectations and aspirations for students and anticipate that each intern will conduct him/herself in a professional manner.

To facilitate meeting these expectations, the following pages include tips and advice about appropriate and inappropriate behaviors. It is important that dress, language, and demeanor be professional and appropriate to the agency setting at all times. If you are ever uncertain or confused about what is appropriate or expected, seek clarification from your agency supervisor and/or your faculty supervisor. Remember, your faculty supervisor will assign the satisfactory or unsatisfactory (S/U) grade on your agency performance based primarily on evaluations that will be submitted by your agency supervisor during the internship.

Our program has enjoyed substantial success with the internship program over the years. This has been due to tremendous agency cooperation, diligent faculty supervision, and enthusiastic student response. If you have any questions prior to the beginning of or during the semester, phone or e-mail your faculty supervisor. We are looking forward to working with you and hope you have an exciting internship experience!

TIPS FOR A SUCCESSFUL AGENCY EXPERIENCE

Although in most cases you will not be paid for your internship duties, the internship should still be approached as if you are in a paid position in your field. You are there primarily in the role of learner, but part of your function is also to be of assistance to the agency wherever possible. The tips listed below should help you maximize your internship experience.

1. Call the agency the week prior to starting your internship to confirm start date and time, dress code, parking arrangements, etc. If at any time your agency supervisor changes, or you are reassigned to a different person, make sure you notify the internship coordinator.

2. Be on time every day and report to the person or unit to whom you were directed to report. If that individual is not present or available, make your presence known to someone else in the office. Do not plan to leave the office early unless someone in authority has given you permission to do so. Learn and follow all agency policies and procedures.

3. Do not abuse your position in the agency by requesting unnecessary days off, time off to run personal errands, etc. If you are sick or must be late to work, be sure to call and notify the appropriate person in the agency in a timely manner.

4. Do not use the office phones, computers, or other office supplies or facilities for personal (including academic) purposes, unless you have been granted permission to do so. Keep any necessary personal calls you do make infrequent, short, and to the point so as not to hamper the work of the agency.

5. Remember, as part of your work you **may or may not** have access to information that is confidential. Be sure you consult with your agency supervisor to determine what types of information you have legitimate access to, what information is off-limits to you, and procedures for protecting confidentiality.

6. A certain amount of clerical work (typing, filing, answering phones, making copies), comes with any position. It is appropriate for you to occasionally carry out such tasks. It is only when you are asked to do these things far more than others in the agency, to the point that you are not being exposed to the full range of functions of the agency, that you should be concerned and let the internship coordinator know.

7. Try to approach your internship experience **proactively**. Some agencies utilize several interns each semester and it's possible to be overlooked regarding work assignments. Ask questions of agency personnel; ask what you can do to be useful if you have time on your hands. Also, request certain experiences if you think they are within your capabilities and would enhance your learning experience.

8. Remember that you are not a regular employee. Some tasks and activities, particularly those that are dangerous or require considerable expertise, will be beyond the scope of an intern's capabilities. Generally, agency personnel are aware of this and will inform you accordingly. However, if you feel that you are being asked to do something you believe is beyond your

capabilities, or is putting you at inappropriate risk, please let your faculty supervisor or the intern coordinator know as soon as possible.

APPENDIX A
RESPONSIBILITIES OF THE FACULTY SUPERVISOR

The faculty supervisor assumes general responsibility for the supervision of students during their internship. Her or his responsibilities begin after the student has secured an internship placement. The duties of the faculty supervisor include:

1. Assisting students in preparing for the internship.

Once an internship acceptance has been secured, the student is assigned to a faculty supervisor. Students are encouraged to arrange an informal meeting with the faculty supervisor to discuss mutual expectations of the internship, particularly if the student has not previously enrolled in a class with that faculty member. The faculty supervisor is prepared to provide guidance to the student regarding significant facets of the internship. These include the use of agency personnel as a resource during the internship, strategies for integrating individual interests with those of the agency, and suggestions for materials the student may wish to read prior to actually beginning the internship.

2. Outlining evaluative criteria for internship essays and the research paper.

The faculty supervisor is responsible for evaluating and grading all academic work completed during the internship. While there are minimum standards expected for all essays and research papers, the faculty supervisor should also explain any additional relevant criteria as well as the process to be used for providing evaluative feedback on academic work.

3. Monitoring student activities during the internship.

Through written and verbal communications with both the student and the agency supervisor, the faculty supervisor plays an important role in helping the student make the most of his/her internship experience as well as in assisting the agency in the goal of providing the student with a meaningful internship. It is the responsibility of the faculty supervisor, therefore, to be available to both the student and agency representatives in addressing problems related to student conduct and performance during the internship.

4. Submitting final grades for the internship.

The faculty supervisor will submit grades (A-F) for the analytical essays and the research paper. The faculty supervisor will submit a grade (S/U) for the agency performance course based on the agency supervisor's evaluation of the student's performance of duties within the agency.

In sum, the faculty supervisor is the representative of the Department of Political Science to the student and to the sponsoring agency during the course of the internship. All questions related to expectations regarding student performance should be directed to the faculty supervisor first, and subsequently to your academic advisor if necessary. Students are expected to stay in regular communication with the faculty supervisor over the course of their internship semester.