

PADP 7200: Case Studies in Criminal Justice Administration

Spring 2025

* Disclaimer: This syllabus is a general plan; the instructor may announce deviations on eLC

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Office hours: by appointment only
(email me at least 24 hours in advance)

Course Description and Learning Objectives

This course provides an in-depth examination of key challenges within the US criminal justice policies and institutions, integrating a comparative lens to broaden students' understanding of reform possibilities. In doing so, students will not only analyze the causes and consequences of shortcomings in the US system but also critically assess whether cases from non-US contexts might be adapted or serve as inspiration for American reforms. This course is primarily discussion-based, with minimal lectures. It contributes to our MPA program's Competency 3: To analyze, synthesize, think critically, solve problems and make decisions.

“Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.”

Course Materials

Students will read book chapters, journal articles, or other relevant texts provided by the instructor through eLC. There is no required textbook. Lecture slides will be made available prior to class. Please respect that these slides are the intellectual property of the instructor and are to be used strictly for educational purposes.

Grading Policies

Demeanor

- i. Personal attacks or any form of demeaning comments are strictly prohibited during all in-person and email communications. Be respectful to other classmates and the instructor at all times. Violation of this rule may result in a reduction of your final grade tier (e.g., A → B) at the instructor's discretion, depending on the seriousness of the violation.

Plagiarism

- i. Do not use any writing assistance software other than MS Word, including tools like Grammarly, ChatGPT, or other text-editing/generating software. All assignments must be the result of the student's own effort. Papers flagged as AI-generated by more than 50% in the Turnitin report will receive penalties.
- ii. Do not recycle papers that have been previously submitted elsewhere. This is self-plagiarism and is considered a violation of academic integrity. Violation of the academic integrity policy may lead to sanctions depending on its severity, such as a "0" score on the assignment or a final grade of F.

Grading

- i. Late works after the due date will be accepted only by prior arrangement.
- ii. Once the assignments are graded, revise and resubmit will never be allowed.
- iii. Final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly).
- iv. No "extra credit" beyond what is indicated on the syllabus will be assigned under any circumstances.
- v. A final grade of "Incomplete" will only be given under extraordinary circumstances and is solely at the discretion of the instructor.
- vi. For privacy reasons, information pertaining to grades cannot be discussed via email. Meet me in person after class or set up an office hour appointment if you have questions about your grade.

Activity make-up

- i. Students who miss classroom activities for legitimate reasons will be provided with an alternative assignment. The instructor may request documentation, as outlined in the following list:
 - a. Medical reasons
 - b. Family emergencies
 - c. Religious observances
 - d. Civic obligations (e.g., Jury duty, military service)
 - e. UGA-sponsored activities (e.g., field trips, conferences)

Evaluation

Grading Scheme

A	100 – 93 (points)	C	76.99 – 73
A-	92.99 – 90	C-	72.99 – 70
B+	89.99 – 87	D	69.99 – 60
B	86.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 77		

20%	Weekly activities
20%	Statistical report
20%	Theoretical report
10%	Mock policy council (presentation)
30%	Comparative case study

Weekly activities (20%)

In each class, students will engage in activities centered on the weekly topic. Students may earn up to 2.5% of the grade per participation, and there will be 8 sessions throughout the semester (2.5% per participation × 8 policy discussions = 20% of the grade). Extra credit may be awarded to highly engaged students at the instructor's discretion.

Statistical report (20%)

Throughout the semester, students will write five statistics reports and submit them on eLC. Each report will contribute 4% toward the final grade (4% per report × 5 reports = 20% of the grade). The report will address the following:

- i. Data: Present statistical data (in the form of a figure, chart, and/or table) that is relevant and insightful for the weekly topic. You must also critically assess the quality of the data (e.g., data collection methodology).
- ii. Description: Write a short description (maximum 350 words) that highlights the relevance and insights of your data.

Theoretical report (20%)

Throughout the semester, students will write five theoretical reports corresponding to their statistics reports and submit them on eLC. Each report will contribute 4% toward the final grade (4% per report × 5 reports = 20% of the grade). The report will elaborate on theories or concepts in public administration or adjacent social sciences that help explain the statistical patterns you've observed in the statistical report (maximum 1 page, 12 font size, single-spaced).

Mock policy council (10%)

Throughout the semester, students who write statistical and theoretical reports in the same week will

form groups (up to three students per group) and deliver a presentation to showcase their findings at the mock policy council session. Each presentation is limited to 12 minutes.

- Each student will participate in one session as a presenter and in another session as an audience member (i.e., hypothetical policymaker). Students will submit a peer evaluation report for the session in which they participate as an audience member.
- The presentations will draw upon the combined insights from the group members' statistical and theoretical reports, delivering a narrative about the strengths and/or challenges within the current U.S. criminal justice system.
- Before the presentation, each group must prepare and distribute a policy brief in poster format (maximum of two pages), summarizing key takeaways using figures, charts, and tables, accompanied by supporting text. The evaluation will assess both the presentation and the policy brief, accounting for 10% of the final grade.

Comparative case study (30%)

Students will write a take-home, comparative case study as the final exam. The case study will contribute 30% to the final grade, and must exceed 10 double-spaced pages (12-point font) excluding title page and references. **Please ground your case study in the theories, concepts, or activities covered in class.** Below is the structure of the case study:

- i. **Introduction:** Provide an overview of the topic and highlight its significance. Establish the context for the discussion and outline the scope of the analysis.
- ii. **Body 1:** Describe a specific problem within the current U.S. criminal justice system. Clarify why this issue is significant and how it impacts stakeholders and taxpayers (students are encouraged to utilize previous assignments including statistical and theoretical reports as well as policy briefs).
- iii. **Body 2:** Identify a global case that offers valuable lessons for the U.S. system. Conduct a systematic analysis of the chosen case, focusing on its advantages and successful aspects.
- iv. **Body 3:** Discuss potential challenges of implementing the global case within the U.S. context. Suggest modifications or adaptations necessary to address these implementation challenges and make the case more applicable to the U.S. system.
- v. **Conclusion:** Summarize the key points discussed and conclude with forward-looking statements or thought-provoking questions to encourage further reflection on the topic.

Class Schedule (no class on red dates; online Zoom class on blue dates)

<i>1st half</i>		<i>2nd half</i>	
<i>Week</i>	<i>Topic</i>	<i>Week</i>	<i>Topic</i>
1 (Jan 8)	Syllabus overview	10 (Mar 12)	Localized policing system - BRI (2024) - Dias (2024)
2 (Jan 15)	War on crime and police militarization - ACLU (2014) - Hinton (2015)	11 (Mar 19)	Elected and appointed leadership - Johnson (2017) - Ellis (2022)
3 (Jan 22)	Fines, fees, forfeitures - FFJC (2023) - Makowsky (2019)	12 (Mar 26)	Police union - Hodges (2018) - Scheiber et al. (2021)
4 (Jan 29)	Privatized jail - TSP (2018) - Fixler Jr. and Poole, Jr (1988)	13 (Apr 2)	Instructor conference travel
5 (Feb 5)	Justice (only) on the street - The NY Times (2020) - Moore and Mills (1990)	14 (Apr 9)	Citizen participation and oversight - Reece and Macy (2015) - Boghani (2016)
6 (Feb 12)	Online mock policy council #1	15 (Apr 16)	Online mock policy council #2
7 (Feb 19)	Instructor conference travel	16 (Apr 23)	Special topic: Politicization of justice, criminalization of politics - Dershowitz (2017) - Hansen (2022)
8 (Feb 26)	Algorithm and crime prediction - SoundThinking (2024) - Quest (2018)	17 (Apr 30)	Final exam Comparative case study due May 2
9 (Mar 5)	Spring break		

Special Needs and Academic Honesty

Students with special needs that require accommodation should notify the Office for Disability Services and me as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. Use of AI or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course. Suspected unauthorized assistance, or other violations of UGA’s “A Culture of Honesty,” will be reported to the Office of Academic Honesty. The link to more detailed information about academic honesty can be found at: http://www.uga.edu/honesty/ahpd/culture_honesty.htm.

UGA Student Honor Code: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

Preferred Names/Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Supports and Accommodations

Disability Resource Center

The Disability Resource Center (<https://drc.uga.edu>), works with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719.

Disability-based adjustments to course expectations can be arranged only through this process. If you determine that formal, disability-related accommodations are necessary, it is important that you be registered with the Disability Resource Center and notify the instructor of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements.

Religious Accommodations

UGA's religious accommodations policy, found at <https://eoo.uga.edu/definitions/religiousaccommodations>, recognizes the diversity of faiths

represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, students can be allowed to make up work because of a religious observance provided that you notify the instructor. Please look over the course schedule and contact the instructor by the end of the second week of class if there are any classes you will miss due to a religious observance.

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Mental Health and Wellness Resources

UGA has several resources to aid in your mental and emotional health needs. You can take note of the following support resources.

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA Mobile App.