

# **DRAFT:**

**Hubert H. Humphrey School of Public Affairs**

**UNIVERSITY OF MINNESOTA**  
*Twin Cities Campus*

**PA 5022 - 002 Economics for Policy Analysis and Planning II**  
**PA5390 - 001 Topics in Advanced Policy Analysis Methods**

## **The Economics of Race, Crime, and Law Enforcement**

**M-W 1:00PM - 2:15PM**

**Oct 27, 2015- Dec 16, 2015**

Instructor:	Samuel L. Myers, Jr.	TA:	TBA
Office:	261 Humphrey Center 301-19th Avenue South Minneapolis, MN 55455 (612) 625-9821	Office:	270 Humphrey Center 301-19th Avenue South Minneapolis, MN 55455 612-625-9821
Office Hours:	Tuesdays 10:30 a.m. - Noon or by appointment	Office Hours:	Thursdays 4:00-5:30 p.m. or by appointment
Email:	myers006@umn.edu	E-Mail:	

**Prerequisite:** PA 5021 Economics for Policy Analysis and Planning I or equivalent, advanced policy analysis methods concentration, or instructor consent.

Optional Text:

Anthony Yezer, *Economics of Crime and Enforcement*, M.E. Sharpe (2014) \$21.49

Assignments, readings and lecture notes can be accessed via Moodle 2.6 (AY 2015-2016)

Note: Reasonable accommodations will be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact the instructor or his assistant to discuss accommodations for this course.

## **Overview**

This course has three objectives: a) to help students develop the skill of being able to read and interpret journal articles and technical reports in the domain of the economics of

crime and law enforcement; b) to provide guidance on how to use economic models to analyze racial and ethnic disparities in the criminal justice system; and c) to explore the strengths and weaknesses of the rational choice model for developing policies to address problems of race, crime and law enforcement.

There are many crime and law enforcement policy debates that hinge on economic modeling. Do body cameras reduce racial disparities in police use of deadly force? Do gun buy-backs, waiting periods, mandated gun designs (such as trigger locks), background checks, or high taxes on gun sales reduce violence? Do risk assessment protocols in child abuse and neglect investigations help to reduce the child-homicides? Do longer prison sentences or increased arrests for drug violations reduce injuries sustained by victims of robberies and other property crimes? Do airport profiling and targeted searches help to increase arrests of drug dealers and/or terrorists? Do increased police response times and arrests reduce the risk of intimate partner violence in domestic disputes? Do welfare reforms that make it more difficult for women to leave abusive relationships increase the risk of violence? Do metal detectors in schools and zero-tolerance policies affect the likelihood of mass shootings on secondary school campuses?

More fundamentally, how does *Policy Analysis* frame these questions so that answers can be sought? What are the tools of applied microeconomics and quantitative policy analysis that are useful in addressing these questions of developing strategies for reducing or controlling crime and violence in society? How can conventional rational choice models be applied effectively to help structure these questions? When do these models fail? What types of empirical approaches can overcome the conceptual weaknesses of choice models in designing and evaluating anti-violence initiatives?

This course approaches these questions. It is more a course on *Applied Policy Analysis* with a focus on methods and techniques for problem solving related to criminal justice issues than it is a course about the social or psychological underpinnings of crime itself. The common theme, derived from the economics of crime literature, is that under certain circumstances deterrence and sanctions work to influence individual outcomes. The course introduces modeling schemes for helping to craft interventions that might work. The course explores how one goes about measuring and estimating *how effectively* these policy instruments work.

### ***Methods and Procedures***

The first portion of the class is devoted to a review and synthesis of microeconomic and policy analytic models of race, crime and law enforcement. Two sets of skills are emphasized: the ability to read and interpret academic economic articles and the ability to understand the core assumptions and derivations of the rational choice model under uncertainty, which forms the main approach to economic modeling of crime and law enforcement. The second portion of the class focuses on race and crime applications. Three specific applications are explored: a) Racial profiling; b) Impacts of mass incarceration on black family structures; and c) Racial disparities in arrests.

In the final week of class students will present the results of a policy brief addressing one of the following topics:

- Police use of deadly force
- Racial disparities in arrests
- Racial disparities in incarceration
- Drug use and drug selling
- Racial Profiling
- Racial disparities in traffic stops
- Labor Markets and Crime
- The effects on incarceration on marriage and family structure
- Causes of the drop in crime rates
- Evaluation of "Broken Windows" policies
- Stop and Frisk policies
- The effectiveness of community policing
- Do gun buy-backs, waiting periods, mandated gun designs (such as trigger locks), background checks, or high taxes on gun sales reduce violence?
- Do risk assessment protocols in child abuse and neglect investigations help to reduce the child-homicides?
- Do longer prison sentences or increased arrests for drug violations reduce injuries sustained by victims of robberies and other property crimes?
- Do airport profiling and targeted searches help to increase arrests of drug dealers and/or terrorists?
- Do increased police response times and arrests reduce the risk of intimate partner violence in domestic disputes?
- Do welfare reforms that make it more difficult for women to leave abusive relationships increase the risk of violence?
- Do metal detectors in schools and zero-tolerance policies affect the likelihood of mass shootings on secondary school campuses?
- Do employee security checks reduce the risk of workplace violence?

### **Policy Brief Instructions:**

Students will form teams of 4-5 on the first day of class and choose a single policy topic from the list above. Students will search for a locate a single academic journal article published within the past 10 years that addresses the general topic chosen by your team from the list above.

The article should be published in an economics or applied economics/econometrics peer reviewed journal. In exceptional circumstances, teams may wish to justify using a book or government document (such as a publication of the Congressional Research Service (CRS) or the General Accounting Office (GAO)).

Teams should produce a written brief (4 to 6 pages) that addresses the following questions:

1. What is the problem that the article addresses?
2. Why is this a pressing policy problem?
3. What evidence is presented in the article and what are the main policy conclusions?
4. What criteria are implicit in the reaching of the article's conclusions?
5. What are the racial/ethnic group implications of the article?
6. What strategy do you think the author(s) would recommend?

Please plan to prepare a 10 – 15 minute presentation with time for questions and answers. Due date for the Policy Briefs is December 16, 2015, 11:59 pm.

### **Evaluation Scale for Policy Briefs:**

A+ 100	B+ 85.0	C+ 70.0	D+ 55.0
A/A+ 97.5	B/B+ 82.5	C/C+ 67.5	D/D+ 52.5
A 95.0	B 80.0	C 65.0	D 50.0
A-/A 92.5	B-/B 77.5	C-/C 62.5	D-/D 47.5
A- 90.0	B- 75.0	C- 60.0	D- 45.0
B+/A- 87.5	C+/B- 72.5	D+/C- 57.5	F+/D- 42.5

### **Peer Evaluations**

Team presentations will be evaluated by other students (peers) in the class. The criteria for evaluation will include: sufficiency of background information provided; organization; adequacy of visual aids if used; ability to keep within time limits; and overall success of the session in maintaining students' interest. Scores will range from unsatisfactory to outstanding with the following conversions:

- 1 - Unsatisfactory 60
- 2 - Needs Improvement 70
- 3 - Good 80
- 4 - Very Good 90
- 5 - Outstanding 100

### **Within-Group Evaluations**

At the end of the course, team members will evaluate one another. The criteria for evaluation will be: cooperativeness, timeliness, reliability, and effectiveness (or value) of contributions. The conversion scale will be:

- 1 - Unsatisfactory 60
- 2 - Needs Improvement 70
- 3 - Good 80

- 4 - Very Good 90
- 5 - Outstanding 100

There will be a “drop-lowest grade” option available to any student who wishes to produce an annotated bibliography on one of the policy issues addressed above. In order to take advantage of this option, the annotated bibliography must be submitted by December 16, 2015, 11:59 pm.

*Dropping of Lowest Grade Option*

Students have the option of producing a (sole-authored) 6-8 page (single spaced) annotated bibliography on one of the topics listed in the overview. The annotation should provide a broad listing of *recent* competing views on a given topic along with sufficient details to permit the reader to grasp the key points of a policy issue. Simply reproducing abstracts obtained online will not be sufficient. At minimum, the articles will need to be categorized and summarized. Annotations that meet the minimum guide-post will be deemed satisfactory. Students who have a satisfactory grade on this option will receive a course grade that drops the lowest grade.

*Grading*

1. Quiz #1	25%
2. Quiz #2	25%
3. Policy Brief	30%
3. Within Team Evaluation	10%
4. Peer Evaluations of Final Presentations	10%

**Incompletes**

Humphrey School of Public Affairs policy stipulates that incompletes only be given under extenuating circumstances and only after the instructor and student have mutually agreed upon a timetable (contract) for completion of all coursework. This course, moreover, is structured so that all student work can be delivered before the end of the quarter. Accordingly, only in the most compelling instances will the instructor consider a request for an incomplete.

**DATA SOURCES:**

Sourcebook of Criminal Justice Statistics: <http://www.albany.edu/sourcebook/>  
 Uniform Crime Reports, *Crime in the United States*,  
<http://www.fbi.gov/ucr/03cius.htm>  
 Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs/>  
*Crime in California*, <http://caag.state.ca.us/cjsc/pubs.htm>  
 California Department of Corrections, <http://www.corr.ca.gov/>

# Organization of the Course

## Week 1: Course Overview

### Required Reading

Levitt, Steven D. (2004), "Understanding Why Crime Fell in the 1990s: Four Factors that Explain the Decline and Six that Do Not", *Journal of Economic Perspectives*, **18**(1), 163-190.

### Optional Reading

Myers, Samuel and Margaret Simms, (1988) (Eds) *Economics of Race and Crime*, co-edited with Margaret Simms. New Brunswick, NJ: New Brunswick, NJ Transaction Press, Introduction.

Dilulio, John (1996). " Help Wanted: Economists, Crime, and Public Policy." *Journal of Economic Perspectives*, v. 10:1-23

## Week 2: Mathematics Review; Optimization under Certainty

### Required Reading

Daniel Kleppner, Norman Ramsey, *Quick Calculus: A Self-Teaching Guide*, 2nd Edition, pp. 1-30

### Optional Reading

Lee S. Friedman. 2002. *The Microeconomics of Public Policy Analysis*. Princeton and Oxford: Princeton University Press. pp. 69-75; 121-123.

## Week 3: Risk and Uncertainty; The Becker Model of Crime

### Required Reading

Lee S. Friedman. 2002. *The Microeconomics of Public Policy Analysis*. Princeton and Oxford: Princeton University Press. Chapter 7: Uncertainty and Public Policy, pgs. 220-277.

Gary S. Becker: 1968. "Crime and Punishment: An Economic Approach." *The Journal of Political Economy* 76(2)(Mar.-Apr.): 169-217 (www.jstor.org).

## **Optional Reading**

Anthony Yezer, *Economics of Crime and Enforcement*, M.E. Sharpe (2014)  
Chapters 5 & 6

Hall R. Varian. 1996. *Intermediate Microeconomics*, New York: W.W. Norton & Company. Chapter 12: Uncertainty

Issac Ehrlich. 1973. "Participation in Illegitimate Activities: A Theoretical and Empirical Investigation." *The Journal of Political Economy* 81(3): 521-65 ([www.jstor.org](http://www.jstor.org)).

## **Week 4: Extensions of the Becker Model: Tests of the Rational Choice Model**

### **Required Reading**

Issac Ehrlich. 1975. "The Deterrent Effect of Capital Punishment: A Question of Life and Death." *The American Economic Review* 65(3)(June): 397-417 ([www.jstor.org](http://www.jstor.org))

### **Optional Reading**

Anthony Yezer, *Economics of Crime and Enforcement*, M.E. Sharpe (2014)  
Chapters 7 & 8

Isaac Ehrlich. 1996. "Crime, Punishment, and the Market for Offenses." *The Journal of Economic Perspectives* 10(1)(Winter): 43-67 ([www.jstor.org](http://www.jstor.org)).

Isaac Ehrlich. 1981. "On the Usefulness of Controlling Individuals: An Economic Analysis of Rehabilitation, Incapacitation, and Deterrence." *The American Economic Review* 71(3)(June): 307-322 ([www.jstor.org](http://www.jstor.org)).

Helen V. Tauchen, Ann Dryden Witte, and Sharon K. Long. 1991. "Domestic Violence: A Nonrandom Affair." *International Economic Review* 32(2)(May): 491-511.

Helen Tauchen and Ann Dryden Witte. 1995. "The Dynamics of Domestic Violence." *American Economic Review* 85(2)(May): 414-418 ([www.jstor.org](http://www.jstor.org)).

## **Quiz #1**

**Week 5:** APPLICATION #1: Racial Profiling; Racial Profiling Exercise

**Required Reading**

Mason, Patrick L. "Driving while black: Do police pass the test?" *Swedish Economic Policy Review*, (2007) 79-113

Knowles, John, Nicola Persico, and Petra Todd (2001). " Racial Bias in Motor Vehicle Searches: Theory and Evidence." *Journal of Political Economy*, February.

**Optional Reading**

Ritter, Joseph. (2013) "Racial Bias in Traffic Stops: Tests of a Unified Model of Stops and Searches" Working Paper No. 2013-05, Minnesota Population Center.

Myers, Samuel L. "Analysis of Racial Profiling as Policy Analysis," *Curriculum and Case Notes, Journal of Policy Analysis and Management* 21(2)(2002): 287–300.

**Week 6:** APPLICATION #2: Effects of Mass Incarceration on Black Families

**Required Reading**

Mechoulan, S. 2011. "The External Effects of Black-Male Incarceration on Black Females." *Journal of Labor Economics* 29 (1): 1-35.

**Optional Reading**

Charles, K. K., & Luoh, M. C. (2010). Male Incarceration, the Marriage Market, and Female Outcomes. *The Review of Economics and Statistics*, 614-627.

Lynch, James P., and William J. Sabol. 2003. Assessing the longer-run consequences of incarceration: Effects on families and employment. In *Crime control and social justice: The delicate balance*, ed. Darnell F. Hawkins, Samuel L. Myers, and Randolph N. Stone. Santa Barbara, CA: Greenwood Press.

Darity, Jr. William and Samuel Myers, 1995. "Family Structure and the Marginalization of Black Men: Policy Implications," with in *The Decline in Marriage Among African Americans*, M. Belinda Tucker and Claudia Mitchell-Kernan, Editors. New York: Russell Sage/UCLA Press, pp. 263–309.

**Week 7: APPLICATION #3: Discrimination in Arrests and Punishment**

**Required Reading**

Donohue, John J., III and Steven D Levitt, "The Impact of Race on Policing and Arrests." *Journal of Law and Economics*, 2001, 44(2), pp. 367-94.

**Optional Reading**

"Racial Disparities in Sentencing: Can Sentencing Reforms Reduce Discrimination in Punishment?" *University of Colorado Law Review* 64(3)(1993): 781–808.

**Quiz #2**

**Final Week: Policy Briefs**

**Guide to Lectures:**

Date	LECTURE TOPIC
Wednesday, October 28, 2015	Course Overview
Monday, November 02, 2015	Mathematics Review
Wednesday, November 04, 2015	Optimization under Certainty
Monday, November 09, 2015	Risk and Uncertainty
Wednesday, November 11, 2015	The Becker Model of Crime
Monday, November 16, 2015	Extensions of the Becker Model: Tests of the Rational Choice Model
Wednesday, November 18, 2015	Quiz #1
Monday, November 23, 2015	APPLICATION #1: Racial Profiling
Wednesday, November 25, 2015	Racial Profiling Exercise
Monday, November 30, 2015	APPLICATION #2: Effects of Mass Incarceration on Black Families
Wednesday, December 02, 2015	Effects of Incarceration on Black Families, Cont.
Monday, December 07, 2015	APPLICATION #3: Discrimination in Arrests
Wednesday, December 09, 2015	Quiz #2
Monday, December 14, 2015	Policy Briefs
Wednesday, December 16, 2015	Policy Briefs

**Please review the following academic policies:**

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*.

To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf))

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see

[:http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>.

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.