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**Sense and Non-sense about Crime and Drugs: A Policy Guide**  
**Weekly In-class Presentations – Chapter and Short Answer Essay (Updated 02.14.10)**

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**For those presenting on textbook chapters, the following will apply:**

1. You must write out an outline of the chapter, which will be turned in the day you present.
  2. Your presentation will need to consist of not only material from the chapter, but your own thoughts and interpretations as well. You may also incorporate material from other sources if you feel it will help illustrate a point.
  3. Your presentation needs to include: (a) a description of the chapter's main topic; (b) an explanation of its relevance; and (c) a critique of the topic from the perspective of policy effectiveness/ineffectiveness and alternative policy solutions.
  4. While presenting, you may use your outline to assist you; however, you will not be allowed to simply read from it – remember, your presentation is meant to be 15-20 minutes in length.
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**For those responding to the assigned short answer essay questions for in-class presentations, the following will apply:**

1. You must write out a separate essay responses for the assigned chapter questions, which will be turned in the day you present.
  2. Your written responses/presentations will need to consist of not only material from the chapter, but your own thoughts and interpretations as well. You may also incorporate material from other sources if you feel it will help illustrate one or more points.
  3. Your responses to the essay questions should describe main ideas, which are supported by specific examples from the text (and other sources if you wish).
  4. While presenting, you may use your written responses to assist you; however, you will not be allowed to simply read from them – remember, your presentation is meant to be 15-20 minutes in length.
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**SHORT ANSWER ESSAY QUESTIONS**

**FEBRUARY 4, 2010**

**Chapter 2: Models of Criminal Justice (Alvaro)**

1. Defend the argument that the CJS is harsh on crime by using information from the chapter (and other sources if desired).
2. Design an enhanced wedding cake model that clearly shows your understanding of the type of cases within each layer as well as the factors used by the courtroom workgroup to informally classify cases.

**Chapter 3: The Going Rate (Mike)**

1. Justify the suggestion that ours is an administrative rather than an adversarial justice system.
  2. Describe the extent of power that the courtroom work group possesses to influence justice system reforms.
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**FEBRUARY 11, 2010**

**Chapter 5: Unleash the Cops! (Corinne)**

1. Defend the argument that simply hiring more police will not reduce crime using findings from the Kansas City and Newark studies.
2. Compare and contrast the underlying logic behind faster response time with characteristics of calls for service.

**Chapter 6: Deter the Criminals (Patricia)**

1. Defend the claim that the death penalty does not produce a deterrent effect using evidence from the research provided in the chapter.
  2. Compare and contrast the effects of criminal justice enforcement and alternative strategies for reducing drunk driving and traffic fatalities.
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**FEBRUARY 18, 2010**

**Chapter 7: Lock 'Em Up (Shauna)**

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1. Compare and contrast the impact of the Washington D.C. preventive detention law with the Federal Bail Reform Act.
2. Critique Zedlewski's findings regarding the cost savings from incarceration.

**Chapter 8: Close the Loopholes (Amit)**

1. Explain the costs and benefits of adopting the GBMI verdict.
  2. Compare and contrast the actual effects of Alaska's plea bargaining ban with predicted outcomes.
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**MARCH 18, 2010**

**Chapter 10: Control Gun Crimes (Brian)**

1. Compare and contrast the various strategies that seek to ban guns or bullets.
2. Defend the argument that either right-to-carry laws or laws that seek to get tough on weapons offenses have the most potential to reduce gun-related crime.

**Chapter 11(A): Treat 'Em! (Omar)**

1. Justify the use of intermediate sanctions.
2. Evaluate the argument that faith-based treatment programs are more effective in reducing crime than secular treatment programs.

**Chapter 11(B): Treat 'Em! (Marcus)**

1. Evaluate the interpretation that nothing works based on the findings of the Martinson report.
2. Compare and contrast probation and parole and be sure to make mention of their goals and effectiveness achieving them.

**Chapter 12: Gain Compliance with the Law (Tony)**

1. Evaluate the argument that creating more legitimacy in the CJS may reduce crime.
  2. Assess the argument that decriminalization of any of the following offenses has or will reduce crime: public disorder crimes, abortion, sex between consenting adults, or gambling.
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**MARCH 25, 2010**

**Chapter 13(A): Sense and Nonsense about Drugs (Kevin)**

1. Differentiate between supply and demand reduction strategies and provide examples of each of them.
2. Compare and contrast the legalization strategies and proposed effects presented by maximalists, moderates, minimalists and agnostics.

**Chapter 13(B): Sense and Nonsense about Drugs (Martin)**

1. Compare and contrast the four surveys used to measure the extent of the drug problem.
2. Evaluate the argument that drug treatment programs are effective.

**Chapter 14: Crime and Community (Vanessa)**

1. Justify the three factors you feel were most influential factors in the success of the Boston Gun Project.
2. Critique and assess the usefulness of community prosecution programs.