

Economics of Crime, Fall 2021 Course Syllabus

Last updated: November 15, 2021

Course Number: ECON 4396.501

Course Title: Economics of Crime

Course Term: Fall 2021

Meeting Times and Location: Tuesdays and Thursdays, 5:30 – 6:45 p.m. in AD 2.232 unless otherwise noted in eLearning

Professor's Contact Information

Name: Anne M. Burton (you can call me Professor Burton)

Email: anne.burton@utdallas.edu

Office Phone (send me an email—I'll respond much quicker): 972-883-4935

Office Location: GR 2.532

Office Hours: virtual on Tuesdays from 4-5 p.m. and Thursdays from 10-11 a.m.
Links are posted in eLearning and available in the course Teams page

General Course Information

Course Prerequisite

ECON 2302 (Principles of Microeconomics)

Course Description

This course empirically analyzes the causes and consequences of crime and the criminal justice system using the tools of economics. A main focus of the course is reading and discussing empirical research papers in the economics of crime literature. Topics include the effects of incarceration on the incarcerated, the impacts of policies intended to deter crime or reduce recidivism, racial disparities in the criminal justice system, and the causes and consequences of domestic violence. Major projects include creation of a data portfolio examining one of several sources of national crime data using tables, graphs, and statistical relationships and a group presentation on a major episode or issue in U.S. crime policy.

Student Learning Objectives/Outcomes

1. Study how public policies affect incentives to commit crime, and learn how to think through consequences of proposed policies
2. Learn how to think critically about empirical economics research papers
3. Improve writing, speaking, and presentation skills
4. Learn how to analyze data and describe correlations and trends

Required Textbooks and Materials

Textbook: none

Other Materials: economics research papers and podcasts about economics of crime research will be required reading/listening. I will post PDFs of papers on eLearning in the “Readings and Podcasts” folder. I will also post links to the podcasts on eLearning in the “Readings and Podcasts” folder.

Supplemental Class Materials

I may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience (e.g., the slides from class). These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Updates Due to “Re-Densification” (October 13, 2021)

As we’ve been doing since the beginning of the semester, those of you who do not feel comfortable coming to class in person **for whatever reason** will not be penalized for joining the “not in person” group, **provided you let me know via email or via the “re-densification survey” that you would like to join the “not in person” group** (if you are already in the “not in person” group, you do not need to email me again).

You have the option to come to class in person on Tuesdays only, Thursdays only, Tuesdays and Thursdays, or not at all. I will expect to see you in class in person based on your responses to the “re-densification survey”. If you change your mind about which group you would like to be in, send me an email noting your new preference. If I am expecting you in class in person and you are not going to make it to class that day, I expect you to send me an email (see the attendance section of the syllabus for details)

If it is not “your day” to come to class in person (e.g., it is Tuesday and you have said you would only like to come to class on Thursdays) the written answers to the reading questions are due via eLearning at the beginning of class (5:30 p.m. central time). For example, the reading questions for the Heller podcast (for Tuesday, October 19’s class) are due at 5:30 p.m. on Tuesday, October 19.

I also include the deadline in each assignment that’s posted on eLearning, as well as in the emails/announcements I send about info for each class. So, if you are unsure about when something is due, you can check the emails I sent to the class or the assignment on the course page.

Going forward, now that you're all experts at answering the reading questions, you will be required to submit written answers to all of the reading questions (or special podcast questions). I will grade a random sub-sample of your answers. Remember, 1-3 sentences for each question—I do not want paragraph-long answers.

Updates Due to “De-Densification” (September 29, 2021)

As we've been doing since the beginning of the semester, those of you who do not feel comfortable coming to class in person **for whatever reason** will not be penalized for joining the “not in person” group, **provided you let me know via email that you would like to join the “not in person” group** (if you are already in the “not in person” group, you do not need to email me again).

The rest of you will continue on in your assigned “Tuesday group” or “Thursday group”.

If it is not “your day” to come to class in person (e.g., it is Tuesday and you are in the “Thursday group”), the written answers to the reading questions are due via eLearning at the beginning of class (5:30 p.m. central time). For example, the reading questions for the Hoekstra and Sloan paper (for Tuesday, September 14's class) are due at 5:30 p.m. on Tuesday, September 14.

I also include the deadline in each assignment that's posted on eLearning (check your Tuesday/Thursday/not in person group's folder on the assignments page), as well as in the emails I send about info for each class. So, if you are unsure about when something is due, you can check the emails I sent to the class or the assignment on the course page.

Grading Policies

Determinants of Course Grade

Item	% of Grade
Group Presentation	40%
Draft of Slides	5%
Final Slides	10%
Presentation	15%
Summary	10%
Crime Data Portfolio	15%
Attendance	11%
Participation	34%

100 >= A >= 93, 93 > A- >= 90, 90 > B+ >= 87, 87 > B >= 83, 83 > B- >= 80
80 > C+ >= 77, 77 > C >= 73, 73 > C- >= 70, 70 > D >= 65, 65 > F

I will not round up (e.g., 89.7 is a B+, not an A-)

Components of your “midterm grade”

- Group presentation
 - draft of slides
 - final slides
 - presentation
- Attendance and participation
 - a little more than half of your attendance and participation grade% (there are a few more classes before midterm grades are due compared to after)

Group Presentation

You will take turns presenting major episodes and issues in U.S. crime policy. These can include:

- the current opioid/heroin epidemic
- marijuana legalization
- mass incarceration
- the crack cocaine epidemic
- gun violence and gun control
- place-based policies to deter crime
- schools and crime
- private prisons

I will assign you to groups of approximately four to five students to prepare 25-minute class presentations that include the following components:

1. a description of the key features of the crime episode or issue
2. graphical economic modeling of the incentives faced by the major actors and the market effects of these incentives
3. a discussion of whether the incentives you modeled have positive or negative societal consequences
4. a proposed policy change to amplify the positive societal consequences and/or mitigate the negative societal consequences
5. an analysis of the effects of your proposed policy change on the incentives faced by the major actors

A draft of your slides (and notes) will be due (via email) on Wednesday, September 22 at 5 p.m. We will not have a regular in-person class on Thursday, September 23: instead your group will meet with me to go over your slides (exact manner and time TBD)

The final version of your slides will be due (via email) on Thursday, September 30 at 5 p.m. Your slides will be evaluated on how well they address the 5 components (above), clarity, readability, and organization. I will hand out a more specific rubric at some point.

You will present in class on Tuesday, October 5; Thursday, October 7; Tuesday, October 12; or Thursday, October 14. Your group will present for 25 minutes and then there will be 5-10 minutes for questions. Your presentation will be evaluated on clarity, how well you explain things, and how you respond to questions. I will hand out presentation tips at some point.

In addition, each of you will be required to write a summary (1-2 pages, single spaced) of another group's presentation. I will assign you to the group. Your summary should include the following:

- a brief description of the key features of the crime issue
- the incentives faced by each of the major actors and the market effects of these incentives
- a brief description of the proposed policy change
- the effects of the proposed policy change on the incentives of the major actors
- **your own analysis of the proposed policy change:** what could be some unintended consequences of the proposed policy change? could there be effects on markets that were not targeted with the proposed change? (hint: think about substitutes and complements for whatever “good” the policy is targeting)

The summary will be due (via eLearning) on Thursday, October 21 at 5 p.m. The summary will be evaluated on how well you describe the crime issue, incentives, and policy change, and by how clear and thorough your analysis of the proposed policy change is.

Crime Data Portfolio

Most (if not all) of the papers we read in this class will be focusing on *causal identification*, as in does policy x cause outcome y ? As you will see from the readings, causal identification is challenging and requires tools that you learn in econometrics, which is not a prerequisite for this course.

Causal identification is not the only part of an empirical paper, however. Empirical papers also include descriptive statistics (also known as summary statistics). Some papers include graphs of trends or correlations as motivation for the paper (as in, why is this question worth asking?). These descriptive statistics and motivational graphs are important components of an empirical paper.

To that end, you will conduct your own descriptive analysis of a large crime and/or law enforcement dataset. You will explore one such dataset, discover an interesting story or theme, and produce a report that uses descriptive analysis to tell this story. You will use tables and graphs, correlation coefficients and scatterplots, and hypothesis tests.

You may use Excel, Stata, or R to conduct your analysis. If you have not taken a statistics or econometrics course, you are encouraged to use Excel. If you have taken econometrics, you may use Excel or Stata. If you have experience using R, you may use R but be aware that I haven't yet learned how to use R so I will not be of any help if you get stuck (please ask for advance permission to use R).

There will be some classes devoted to working on this project (see the course schedule for more details). Some will be synchronous if I can reserve a computer lab for us to work in, and the others will be asynchronous. On the asynchronous days, I will post slides with some brief statistics/coding lessons for you to review on your own. I will then have virtual office hours (time TBD based on your and my schedules) where you can log in if you have questions about any of the statistics or how to use the commands/functions in Excel or Stata. You will be able to make good progress on your

data portfolio during the lab days but you will also need to work with the data (and write up your analysis) on your own time.

The data portfolio will be due (via eLearning) by 5:30 p.m. on Thursday, November 18. The data portfolio will be evaluated on how well you tell a story from the data, how thorough your tables, graphs, figures, hypothesis tests, etc. are, and on how well you format and organize your portfolio (e.g. clearly labeled graphs and figures). I will go over more specific instructions on the first lab day.

Attendance

My policy, which is subject to change given ever-fluctuating university, CDC, etc. rules and guidance:

To succeed in this course and learn the material, you'll need to be actively participating in the course. The easiest way to actively participate in the course is by doing the readings and other assignments and by showing up to class to discuss the readings with the rest of the class.

That being said, there are a lot of reasons why it may not be privately or socially optimal for you to show up to class on a particular day (for example, you are sick, you are caregiving for somebody who is sick, you have a job interview, or your work schedule was changed at the last minute and now you have work during class time). **I realize this class is not the only thing going on in your life, and I don't expect it to be.**

If you know in advance that you won't make it to class on a particular day, send me an email as soon as you know. I don't need detailed reasons or excuses (for example, a simple "I won't make it to class on August 31 because I have a job interview" will suffice).

If you know 1 class in advance or earlier that you won't be in class (e.g. before class on August 26, you email me to say you won't make it to class on August 31), then your substitute for that day's in-class attendance and participation will be submitting written answers to selected reading questions (I'll let you know which questions I want you to answer).

If something comes up at the last minute, still send me an email as soon as you are reasonably able to, and it'll probably be fine. Examples include but are not limited to ("I don't feel well today," "I don't feel comfortable coming to class today," "My work schedule was changed at the last minute and I have to work during class today," "My kid got sick at daycare and I have to take care of my kid at home now"). We'll come up with a solution for assessing your understanding of the material you missed in class that day.

This class is scheduled to meet for a total of 29 days, 4 of which are presentation days and another 4 of which are virtual. Attendance at the 4 presentation days is mandatory for obvious reasons, unless you have extenuating circumstances, which in most instances I will need to be made aware of well in advance.

For the 21 remaining days, attendance is a binary variable. If you show up to class (or you have made alternative arrangements as described above), you earn ½ percentage

point towards your course grade. If you don't show up to class (or submit the answers to the reading questions), you earn 0 percentage points. Note that there are 25 days (21 plus 4 presentation days) but attendance is only worth 11% of your grade: you get 3 no-heads-up absences with no attendance grade penalty (it may affect your participation grade, however).

If you won't be in class on the group presentation days, I will decide how you will make up the work.

I reserve the right to modify this attendance policy as needed, particularly if very few people start showing up to class. Any changes will be posted on eLearning and will NOT apply retroactively; they will only apply after I have posted the updated attendance policy.

Participation

Class participation is an essential component of this course. Notice that there is no final exam. Think of class participation as a substitute for assessing your knowledge and understanding of the readings. Participation is also one of the best ways to improve your speaking skills.

Many of the questions I ask will have several answers or will require you to think before you answer. It's okay to think for a minute before you speak. It's okay to give wrong answers sometimes (just not all the time). It's okay if you don't understand something (just say so).

Your participation grade will depend mostly on the quality (and to some extent, the frequency) of your answers and comments in class. Participation is a continuous variable. I hope this doesn't need saying, but just in case, disrespectful and disparaging remarks will not be tolerated and will negatively affect your participation grade.

Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Further clarification on participation grading (September 9, 2021):

Participation in class each day is worth 2 points. To earn the full 2 points, you need to have a mostly correct answer to the reading question I call on you to answer in class, and you also need to make positive contributions to the class beyond your "1 assigned question". That can take the form of sharing coherent, well-reasoned thoughts about the paper for the day when I ask, asking thoughtful questions about the paper or the policy implications, or by providing additional answers to the reading questions when I ask for volunteers.

If you only speak up in class when I call on you, and your answer is mostly correct, you will earn 1.5 points. If your answer is not mostly correct, you will earn fewer than 1.5 points for the day.

If you are not in class in person, to earn the full 2 points you need to have mostly correct answers to the assigned reading questions. If you make a good-faith effort (you answer every reading question but you have several incorrect answers), you will earn 1.5 points. If you answer some of the questions incorrectly and leave other questions blank, you will earn fewer than 1.5 points.

If you are in the “not in person” group, you may substitute written answers for participating in discussions of the reading in office hours on Tuesdays from 4:30 to 5:00 p.m.

Note that on eLearning each day is worth 2.5 points, which is 2 points for participation and 0.5 points for attendance.

See the course schedule for a list of the reading questions I will ask for each journal article reading.

Course & Instructor Policies

Attendance and Participation: see above

Flexibility due to Rapidly Changing Circumstances

Unfortunately the COVID-19 pandemic is still a thing. The current plan (based on the UT Dallas President's email on 8/17/21) is for this course to be a mix of meeting in person and asynchronous activities, but that may change due to public health directives, government policies, and/or university regulations.

Some aspects of this course will change if we stop meeting in person.

The latest COVID-related updates from the University are available here:

<https://www.utdallas.edu/covid/response/>

If we are still in person but you don't feel comfortable coming to class (for example, perhaps you are often around children who are too young to be vaccinated), send me an email so that we can come up with alternative ways for you to participate in the class and learn the material. You do not need to explain why you don't feel comfortable coming to class; a simple “I don't feel comfortable coming to class; how can I keep up with the material?” will suffice.

Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester to the extent allowed by state governance. Texas Governor Greg Abbott's

Executive Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the [Comets United: Latest Updates webpage](#) for the latest guidance on the University's public health measures. Comets are expected to carry out [Student Safety](#) protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#).

Feeling Unwell

If we have class but you don't feel well (including but not limited to having new-to-you symptoms like a fever or chills, cough, nausea or other gastrointestinal issues, shortness of breath or difficulty breathing, or muscle or body aches that cannot be explained by exercise), **please do not come to class!** Your health is very important, and not creating negative externalities by showing up to class possibly infectious and infecting others is also very important.

You're all adults and I don't need a doctor's note; just send me an email before the start of class (emails after class are acceptable for extenuating circumstances) explaining that you are not feeling well and will not make it to class today (I do not need you to describe your symptoms; "I don't feel well" suffices).

Email

I will respond to emails within 1 business day. I define business days as Monday through Friday 8 a.m. to 5 p.m. Dallas time (central time), not including federal or university holidays. That means if you send me an email after 5 p.m. on a generic Friday, do not expect an email response from me until a generic Monday. If you send me an email at 11 p.m. on a Tuesday, I will respond by 5 p.m. Thursday. And if you send me an email at 4:59 p.m. on a Thursday, I will respond by 5 p.m. on Friday. If I have not replied to your email within 2 business days, please send a follow-up email because that probably means your original email got lost (went to my spam folder or I otherwise missed it in a barrage of emails).

If you have any questions about the email policy, just ask. **If you want tips on how to write emails to your professors, see the email tips handout** "email_tips.pdf" that's posted on eLearning.

Office Hours

Office hours are designated times when I am available to answer questions about the course material, course structure, and other course-related topics. I am also available to discuss broader academic/career topics. **You are welcome and encouraged to come to office hours!**

They will be virtual this semester and will generally be first-come first-serve. If several of you show up at the same time they may be in a group format. If you have a question or concern about the course or your performance in the course that you would prefer not to discuss in front of other students, I am happy to meet with you briefly one on one during the scheduled office hours. If you would prefer to meet one on one, send me an email. If many students want to meet one on one, I will make a portion of my office hours be designated one-on-one appointments and will post some kind of spreadsheet or use a scheduling app for you to sign up, and I'll post an announcement about it on the course website (eLearning).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Academic Honesty

from the UT Dallas syllabus policies and procedures page
(<https://go.utdallas.edu/syllabus-policies>):

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. See <https://conduct.utdallas.edu/integrity>

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://conduct.utdallas.edu/dishonesty>

My Policy: You are welcome to discuss the readings with other students in the class, you are expected to work on the group project with the other members of your group, and you are welcome to ask other students in the class how to get a particular function

or command to work for your data portfolio project. What's not okay are things like not doing the reading and copying somebody else's answers to the reading questions, doing no or minimal work for the group project, or copying a classmate's tables and figures for the data portfolio project.

If you have questions about where the line is between collaborating with other students (allowed) and copying from other students (not allowed), please ask!

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Resources

I want all of you to succeed in this class and learn the material, and I believe you are all capable of doing so given the right opportunities and resources (and of course some hard work on your part). To that end, here are some resources that may be relevant for you.

Title IX and Lauren's Promise - I will listen and believe you if somebody is threatening you

Lauren McCluskey, a 21-year-old honors student athlete at the University of Utah, was murdered on October 22, 2018, by a man she briefly dated, on the University of Utah campus. **We must all take actions to ensure crimes like this one never happen again.**

If you are in immediate danger, **call 911 or the UT Dallas police: 972-883-2222.**

If you are experiencing or have experienced sexual assault, domestic violence, and/or stalking, you can report it to me and I will connect you to resources. You can also call confidential resources that are listed below.

Please be aware that as a faculty member at UT Dallas, I am considered a “responsible employee” under UT Dallas's sexual misconduct policy, which means that per UTD policy and Texas state law **I am required to report a potential Title IX incident that you disclose to me to the university's Title IX coordinator.** I am revealing this information to you because I care and want to help keep you safe, but I cannot (per university policy/state law) keep a potential Title IX violation confidential and I don't want you to feel like I betrayed your confidence.

<https://institutional-initiatives.utdallas.edu/title-ix/faq/>

Here is a list of resources for survivors of sexual assault, relationship violence, stalking, and other prohibited conduct:

<https://institutional-initiatives.utdallas.edu/title-ix/resources/>

Here is a link to the UT Dallas sexual misconduct policy (UTDBP3102):

<https://policy.utdallas.edu/utdbp3102>

Here are some confidential resources if you prefer confidentiality:

- Student Counseling Center, SSB 4.600
 - phone number: 972-883-2575, or after hours helpline 972-UTD-TALK (972-883-8255)
 - website: <https://counseling.utdallas.edu/>
- healthcare professionals at the Student Health Center, SSB 4.700
 - phone number: 972-883-2747, after hours nurse line same number
 - website: <https://studenthealthcenter.utdallas.edu/>
- licensed counselors at the Galerstein Gender Center, SSB 4.300
 - phone number: 972-883-6555
 - website: <http://www.utdallas.edu/gendercenter>
- Dallas Area Rape Crisis Center, Dallas, TX
 - phone number: 972-641-7273 (24-hour crisis hotline)
 - website: <https://www.darcc.org/>
- The Turning Point, Plano, TX
 - phone number: 800-886-7273 (24-hour crisis hotline)
 - website: <https://www.theturningpoint.org/>

Mental Health

Mental health is health too! College in normal times is stressful, and the last 18 months have been exceptionally stressful and challenging for everybody in different ways. If you are not feeling okay, you are not alone in feeling that way. **Please reach out and get help.** Here are some resources that you may find helpful.

- **if you are experiencing a life-threatening emergency, call 911**

- if you are experiencing a crisis and need to speak to a mental health professional, call UTD TALK: 972-883-8255
- Student Counseling Center
 - <https://counseling.utdallas.edu/>
- if you are concerned about a friend, check out this page from the counseling center on how to help a friend who may be in distress:
 - <https://counseling.utdallas.edu/distress/>

Other Resources

- Office of Student AccessAbility (OSA)
 - if you need academic accommodations for this class for a documented physical, psychiatric, or sensory disability (their words, not mine), get a form from OSA and send it to me
 - link to website:
 - <https://studentaccess.utdallas.edu/>
- Graduation Help Desk in the Office of Undergraduate Education
 - resources to help students with academic and non-academic obstacles to graduation
 - faculty can refer students or students can reach out to the help desk directly
 - link to graduation help desk website (scroll down to student resources):
 - <https://oue.utdallas.edu/special-programs/graduation-help-desk>
 - link to office of undergraduate education website:
 - <https://oue.utdallas.edu/>
- Comet Cupboard
 - need food or personal care items?
 - all students enrolled at UT Dallas are eligible to use the Comet Cupboard, and it's free!
 - see the website for info on hours and policies:
 - <https://oue.utdallas.edu/cupboard>
- Student Success Center
 - want tips for time management, note taking, or effective study strategies? check out academic success coaching at the student success center
 - they have other resources available too that might be relevant for other Econ classes
 - link to website:
 - <https://studentsuccess.utdallas.edu/>
- Student Outreach and Academic Retention (SOAR)
 - if you want additional academic advising support, SOAR may be able to help (faculty can also refer students)
 - link to website
 - <https://oue.utdallas.edu/undergraduate-advising/student-outreach-and-academic-retention>

Tentative Course Schedule and Reading List (subject to change)

Class Date	Topic	Readings/Activities
8/24	Introduction	<ul style="list-style-type: none"> • Optional reading: Chettiar, Inimai M. 2015. "The Many Causes of America's Decline in Crime." Atlantic.com Available at https://www.theatlantic.com/politics/archive/2015/02/the-many-causesof-americas-decline-in-crime/385364/ • Syllabus review • Introduction to understanding regressions, causal inference, and empirical strategies • Introduction to how to read an empirical paper in economics • Fill out the pre-semester survey (preferably by 12 p.m. on 8/23)
8/26	Incarceration I	<ul style="list-style-type: none"> • Aizer, Anna and Joseph J. Doyle, Jr. 2015. "Juvenile Incarceration, Human Capital, and Future Crime: Evidence from Randomly Assigned Judges." Quarterly Journal of Economics, 130(2): 759-803. https://doi.org/10.1093/qje/qjv003
8/31	Incarceration II	<ul style="list-style-type: none"> • Arteaga Cabrales, Carolina. working paper. "Parental Incarceration and Children's Educational Attainment"
9/2	Deterrence and Recidivism I	<ul style="list-style-type: none"> • Hansen, Benjamin. 2015. "Punishment and Deterrence: Evidence from Drunk Driving." American Economic Review, 105(4): 1581-1617. https://doi.org/10.1257/aer.20130189
9/7	Deterrence and Recidivism II	<ul style="list-style-type: none"> • Doleac, Jennifer. 2017. "The Effect of DNA Databases on Crime." American Economic Journal: Applied Economics, 9(1): 165-201. https://doi.org/10.1257/app.20150043
9/9	Deterrence and Recidivism III	<ul style="list-style-type: none"> • Listen to this Probable Causation podcast featuring Professor Aurelie Ouss on pretrial detention and ways to reduce failure-to-appear rates • Answer the special podcast questions • https://www.probablecausation.com/podcasts/episode-21-aurelie-ouss
9/14	Police Use of Force	<ul style="list-style-type: none"> • Hoekstra, Mark, and CarlyWill Sloan. working paper. "Does Race Matter for Police Use of Force? Evidence from 911 Calls."
9/16	Race and the Criminal Justice System I	<ul style="list-style-type: none"> • Luh, Elizabeth. working paper. "Not So Black and White: Uncovering Racial Bias from Systematically Misreported Trooper Reports."
9/21	Race and the Criminal Justice System II	<ul style="list-style-type: none"> • Cunningham, Jamein P. and Robynn Cox. 2021. "Financing the War on Drugs: The Impact of Law Enforcement Grants on Racial Disparities in Drug Arrests." Journal of Policy Analysis and Management 40(1): 191-224. https://doi.org/10.1002/pam.22277
9/22		<ul style="list-style-type: none"> • Draft of group presentation slides and notes due via email by 5 p.m.
9/23		<ul style="list-style-type: none"> • Virtual group meetings re: slides instead of in-person class
9/28	Race and the Criminal Justice System III	<ul style="list-style-type: none"> • Listen to this Probable Causation podcast featuring Professor Conrad Miller on the role of race in sentencing • Answer the special podcast questions

		<ul style="list-style-type: none"> • https://www.probablecausation.com/podcasts/episode-45-conrad-miller
9/30	Texas general election	<ul style="list-style-type: none"> • Read up on the initiatives on the ballot in the 2021 Texas general election • Submit written answers to the questions about the general election • Final version of slides due via email by 5 p.m.
10/5	Group Presentations	
10/7	Group Presentations	
10/12	Group Presentations	
10/14	Group Presentations	
10/19	Crime and the Labor Market I	<ul style="list-style-type: none"> • Listen to this Probable Causation podcast featuring Professor Sara Heller on how summer youth-employment programs affect crime • Answer the special podcast questions • https://www.probablecausation.com/podcasts/episode-25-sara-heller
10/21	Lab Day I	<ul style="list-style-type: none"> • Group presentation summary due via eLearning by 5 p.m.
10/26	Crime and the Labor Market II	<ul style="list-style-type: none"> • Agan, Amanda Y. and Makowsky, Michael D. 2021. "The Minimum Wage, EITC, and Criminal Recidivism." Journal of Human Resources https://doi.org/10.3368/jhr.58.5.1220-11398R1
10/28	Lab Day II	<ul style="list-style-type: none"> • Listen to this Probable Causation podcast featuring Professor Mica Sviatschi on the effects of criminal gangs on economic development in El Salvador • Answer the special podcast questions • https://www.probablecausation.com/podcasts/episode-15-mica-sviatschi
11/2	Lab Day III	<ul style="list-style-type: none"> • Asynchronous lab day
11/4	Drugs	<ul style="list-style-type: none"> • Dobkin, Carlos and Nancy Nicosia. 2009. "The War on Drugs: Methamphetamine, Public Health, and Crime." American Economic Review 99(1): 324-349. https://doi.org/10.1257/aer.99.1.324
11/9	Sexual Assault I	<ul style="list-style-type: none"> • Lindo, Jason M., Peter Siminski, and Isaac D. Swensen. 2018. "College Party Culture and Sexual Assault." American Economic Journal: Applied Economics, 10(1): 236-265. https://doi.org/10.1257/app.20160031
11/11	Lab Day IV and Sexual Assault II	<ul style="list-style-type: none"> • Asynchronous lab day • Listen to this Probable Causation podcast featuring Professor J.J. Prescott on sex offender registries • Answer the special podcast questions

		<ul style="list-style-type: none"> • https://www.probablecausation.com/podcasts/episode-20-jj-prescott
11/16	Domestic Violence I	<ul style="list-style-type: none"> • Carr, Jillian and Analisa Packham. 2021. "SNAP Schedules and Domestic Violence." Journal of Policy Analysis and Management, 40: 412-452. https://doi.org/10.1002/pam.22235
11/18	Domestic Violence II	<ul style="list-style-type: none"> • Asynchronous • Listen to this Probable Causation podcast featuring Professor Maya Rossin-Slater on consequences of domestic violence • Answer the special podcast questions • https://www.probablecausation.com/podcasts/episode-18-maya-rossin-slater • Crime data portfolio due via eLearning by 5:30 p.m.
11/23	No Class	<ul style="list-style-type: none"> • Fall Break!
11/25	No Class	<ul style="list-style-type: none"> • Fall Break/Thanksgiving!
11/30	Crime Victimization	<ul style="list-style-type: none"> • Listen to this Probable Causation podcast featuring Professor Anna Bindler on the labor market costs of crime victimization • Answer the special podcast questions • https://www.probablecausation.com/podcasts/episode-39-anna-bindler
12/2	Sex Work	<ul style="list-style-type: none"> • Listen to this Probable Causation podcast featuring Professor Manisha Shah on the consequences of criminalizing sex work • Answer the special podcast questions • https://www.probablecausation.com/podcasts/episode-6-manisha-shah
12/7	Immigration and Crime	<ul style="list-style-type: none"> • Muchow, Ashley N. and Catalina Amuedo-Dorantes. 2020. "Immigration Enforcement Awareness and Community Engagement with Police: Evidence from Domestic Violence Calls in Los Angeles." Journal of Urban Economics 117: 103253. https://doi.org/10.1016/j.jue.2020.103253. • Last day of class!

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.