



# **ECONOMIC PERSPECTIVES IN CRIMINAL JUSTICE AND PUBLIC POLICY EDUCATION**

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# TEACHING ECONOMICS: LESSONS FROM THE FIELD

A200 Economics Education and Teaching of Economics

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# BACKGROUND

- 2006-2013-University of Michigan Dearborn, College of Arts, Sciences and Letters, Master of Public Policy Program, Assistant Professor of Public Policy
  - **MPP 500 Introduction to Economics**
  - **MPP 503 Microeconomics and Public Policy**
  - **MPP 506 Program Evaluation**
  - **MPP 508 Cost Benefit Analysis**
  - **MPP 560 Environmental Economics and Public Policy**
  
- 2013-2016-University of Michigan Dearborn, College of Education, Health and Human Services, Department of Health and Human Services, Chair and Associate Professor of Health Policy and Public Policy
  - **HIT 500 Health Economics**
  - **HPS 406/506 Program Evaluation**

# BACKGROUND

- 2016-2019 University of Michigan Dearborn, College of Arts Sciences and Letters, Criminology and Criminal Justice Program, Director of Graduate Studies CCJ, Professor of Health Policy and Public Policy
  - **MPA 506 Program Evaluation**
  - **CCJ 415/515 Restorative Justice**
  - **SOC 350 Poverty and Inequality**
- 2019-present Northern Arizona University, College of Social and Behavioral Sciences, Department of Criminology and Criminal Justice, James Wurgler MD Chair of Criminal Justice and Behavioral Health, NARBHA Institute Transformational Fellow
  - **CCJ 345W Investigating Difference**

# PROGRAMS, PURPOSE AND CONCEPTS

- Masters in Public Policy (also Masters in Public Administration)

**The MPP degree was developed by the Economics and Political Science Department**

**The MPA degree (later administrated jointly in the Behavioral Sciences Department) was developed by the School of Education**

**Students enter government work (aides to public office holders), non-profits, mid-level managers in government agencies and education fields**

- Distributional effects
  - Rationality assumptions
  - Markets (supply and demand)
  - Consumer surplus
  - Progressive policies

**As well as the concepts of *full cost***



# PROGRAMS, PURPOSE AND CONCEPTS

- Health and Human Services

Three degrees were developed in this newly launched department: **Public Health, Community Health Education, and Health Information Technology (graduate degree)**

**CHE was developed jointly with Education**

**HIT was developed jointly with Business**

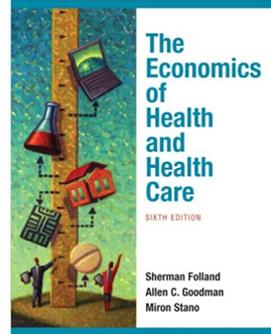
**HPS was transferred from CASL**

**Students enter non-clinical health positions (sometimes in clinical settings). Policy and resource optimization is a big part of the work.**

- Cost Savings

- **Long v short run effects (PV)**
- **Distribution effects**
  - Across government levels
  - Between consumers and providers
  - Between current and future generations
- **Marginal costs**
- **Progressive policies (distributional effects)**
- **Cost benefit, cost effectiveness and cost utility**

**As well as the concepts of *full cost***



# PROGRAMS, PURPOSE AND CONCEPTS

- Masters in Criminology and Criminal Justice

The MS in CCJ degree was developed by the Criminology and Criminal Justice Program

A certificate in Addiction Studies was developed jointly with the HHS Department

Students enter law enforcement fields and law school: Police management, FBI, CIA, Secret Service, Homeland Security, Border Patrol, Dept. of Defense, parole, probation and correctional staff as well as law school. This is a diverse body of students.



- Cost savings and evaluation methods
  - Distribution effects across govt levels
  - Measuring effectiveness
  - Prevention vs enforcement (long vs short run)
  - Understanding program evaluation

As well as the concepts of *full cost* (for society vs individuals)

# CHALLENGES

Teaching the application of economics requires the understanding of economic principles

- Generally two courses (microeconomics and macroeconomics)
- These two courses are often four credit courses (cost)
- The courses require some proficiency in mathematics
- The applications in the principles courses are often outside of professional students' interests
- For the graduate degrees, this requires foresight or enrollment in undergraduate courses (or other non-optimal solutions)

In addition, the methods for principles courses often conflict with some of the students' understanding of how education *should* be approached.

--multiple choice questions, tricky questions, cumulative concepts

# RESPONSES (SOME SUCCESSFUL; SOME NOT)

Teaching the application of economics requires the understanding of economic principles

- **Generally two courses (microeconomics and macroeconomics)**
  - We offered Intro to Econ; We offered Econ 500 (*neither count for much*)
- **These two courses are often four credit courses (cost)**
  - Intro to Econ was 4 credits undergrad; Econ 500 was 3 credits graduate level
- **The courses require some proficiency in mathematics**
  - It is difficult to minimize the mathematics; students will avoid math and arrive unprepared
- **Applications in the principles courses are often outside of professional students' interests; enrollment in undergraduate courses (or other non-optimal solutions)**
  - We have tried discipline specific courses and intro, however enrollment/turf issues arise

**In addition, the methods for principles courses often conflict with some of the students understanding of how education should be approached.**

**--Teaching skill/representation (classroom charisma, diverse teachers) become more valuable**

# OPPORTUNITIES

There is an opportunity to promote multi-disciplinary, interdisciplinary study

- **Integrate economists into colleges and disciplines**
- **Heavy use of software and flipped classroom**
- **Emphasize conceptual and applied examples that are discipline specific**
- **Integrate of extra text material (Economics of public issues; Freakonomics)**
- **Extra emphasis on teaching skills and diversity when recruiting faculty**

**Keep economics teaching within the department or allow for the teaching of (field related) economics within specific programs and degree?**

# OPPORTUNITIES

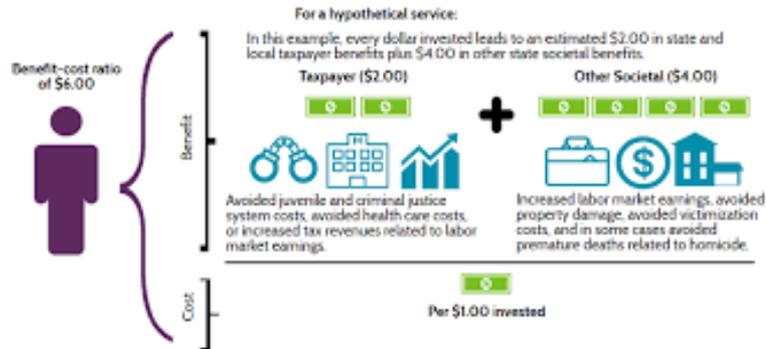
There are opportunities outside of the traditional academic setting as well:

- I have taught principles of micro to female inmates in Women's Huron Valley as a year long volunteer effort
- I have given short economics lectures (topics, i.e. minimum wage, rational addiction) to returning citizens at a non-profit in Michigan as a part of a luncheon series
- I have been trained, but not offered, in offering Inside/Out courses (dialogic, inside a correctional institution, with 15 inmates and 15 college students)

Introducing a broad range of individuals to economic thought will increase the power of the discipline.

# CRIMINAL JUSTICE SPECIFIC EXAMPLES

- Cost Benefit



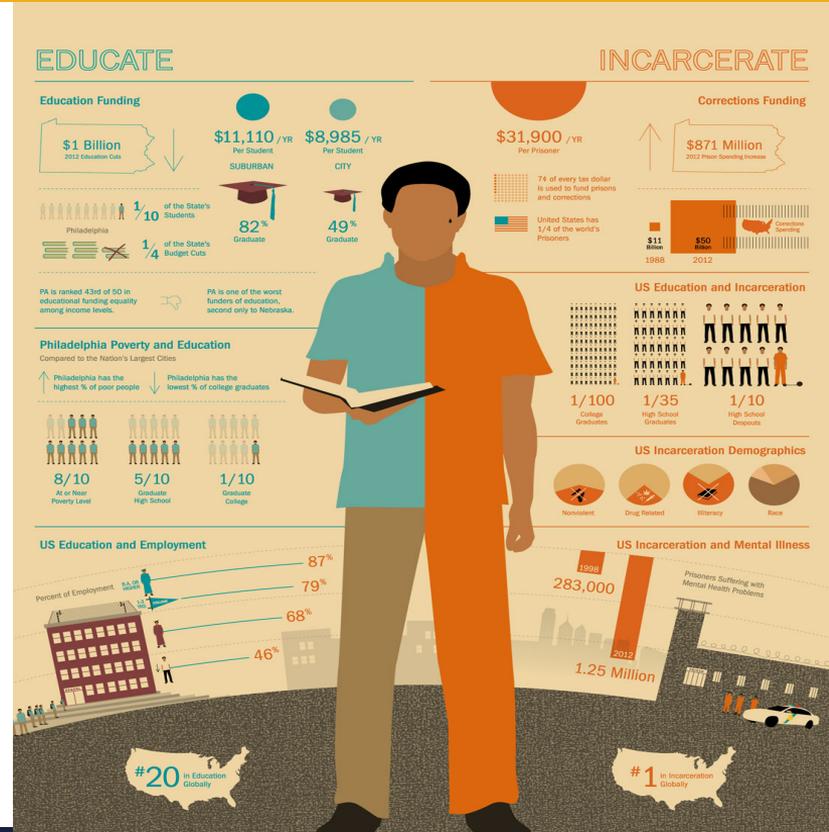
- Cost Effectiveness

Comparison Variables	Scenario 1: Residential Treatment for Homeless Males with Co-Occurring Disorders			Scenario 2: Non-Residential Treatment for Defendants with Housing Stability and Co-Occurring Disorders		Scenario 3: Outpatient Restoration of Competency	
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 1	Year 2
Net Jail Days Saved	2,751	3,045	3,247	26,705	29,570	814	922
Net Cost	\$1,538,331	\$991,496	\$(133,710)	\$1,188,900	\$(1,648,641)	\$60,680	\$(85,837)

# CRIMINAL JUSTICE SPECIFIC EXAMPLES

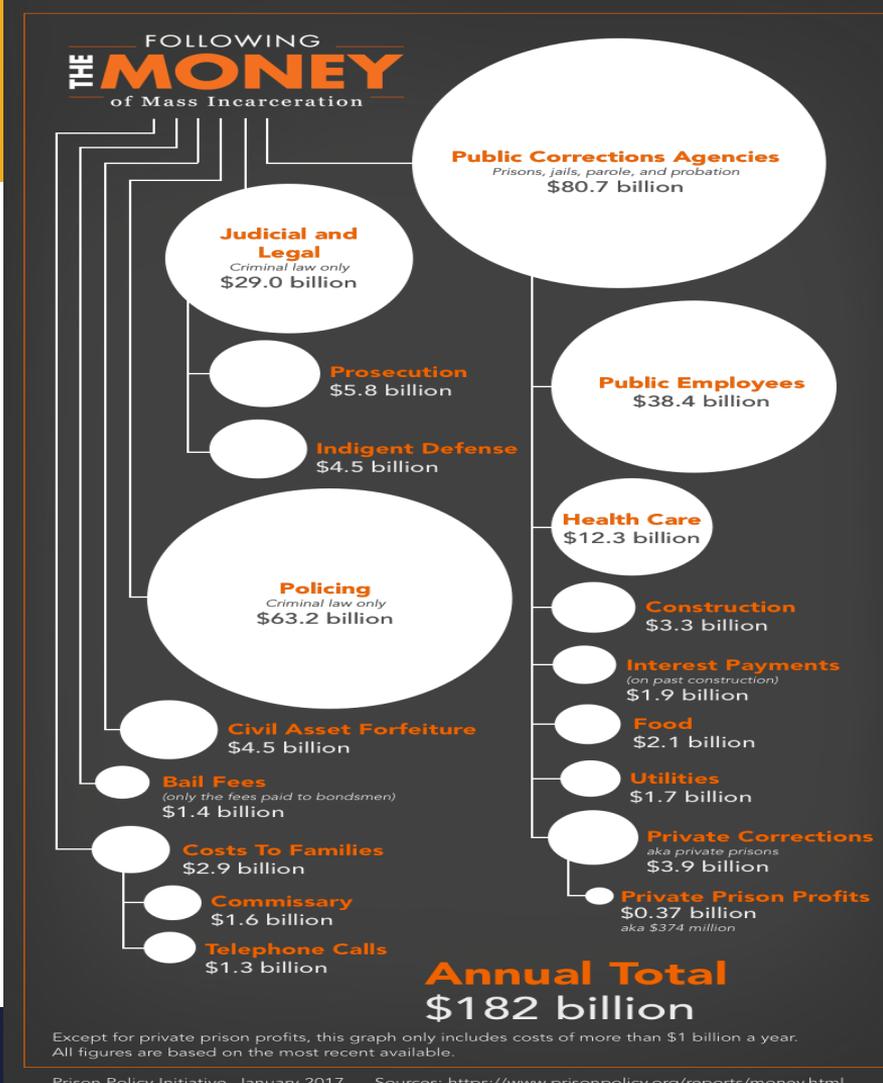
- Cost Utility

*“What does it say about any state that focuses more on prison uniforms than on caps and gowns?” —Gov. Arnold Schwarzenegger, 2010 CA state of the state address*



# CRIMINAL JUSTICE SPECIFIC EXAMPLES

- Distribution



# QUESTIONS?

Thank you!

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