



CCJ3024 Advanced Principles of Criminal Justice

Dr. Jodi Lane
Professor



Teaching Assistants:

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Fall 2024
jlane@ufl.edu / [Prefer Canvas inbox](#)
Tue 10:40-11:30 McCarty C 100
Thurs 10:40-12:35 Pugh Hall 170

Office Hours:

Tuesday 1-3 pm and by appt
Turlington 3332 or Zoom

Course Description



Course Goals

- Familiarize students with crime and the criminal justice system, including terminology, practices and policies, and client experiences and outcomes
- Provide students with factual information to help them critically evaluate criminal justice policies and current crime events as they arise.



Course Objectives

- Introduce students to key policy issues pertinent to crime and justice
- Provide students with current information on crime, including both violent and nonviolent offenses
- Introduce students to the key components of the current justice system and help them understand the differences between the juvenile and criminal justice systems
- Help students understand the experiences of people who live and work in the criminal justice system

Content Warning



This course will explore ideas and events that may be shocking, distressing, or offensive to some students. Images and accounts of crime and victimization are the focus of lecture, videos, and the reading material, and students will be asked to think critically about these issues in class discussion posts. Please read the content of the syllabus to ensure that you would like to remain enrolled in the course. While you will be responsible for completing the course assignments, if you ever wish to discuss your personal reactions to course material with the class or with me individually in a personal meeting or message, I welcome such discussions as an appropriate part of our classwork. If you find that the material triggers stress or personal pain, I am also happy to talk to you and refer you to appropriate resources on or off campus to help you.



Student Learning Outcomes/Objectives

- Identify the key policy issues, crime statistics, and components of the juvenile justice system (quizzes)
- Discuss and evaluate key theoretical, experiential, and policy issues as they relate to crime and justice and problem solve regarding important justice issues (class discussion board)
- Teach me and other students something about criminal justice by identifying, describing and explaining the situation of a victim killed by homicide and an exoneree (creating class projects)



A Couple of My Hopes About the Effects of this Course

- You will learn to think more like a criminologist--to think critically and question what you read or hear in the news
- You will come to evaluate justice problems by considering the perspectives of all people involved in the interactions prior to, during and after justice system involvement.



Required Books & Readings



Steven P. Lab et al: (2022). *Criminal Justice: The Essentials*. NY: Oxford U. Press 6th Edition (Essentials)

Jill Leovy. (2015). *Ghettoside: The True Story of Murder in America*. New York: One World (Ghettoside)

Jennifer Thompson-Cannino & Ronald Cotton. (2009). *Picking Cotton: Our Memoir of Justice and Redemption*. New York: St. Martins (Picking Cotton)

Other readings posted on Canvas (stats, laws, journal and magazine articles, etc.)

ASSIGNMENTS & GRADING

Class Grading Scale

Final Grading Scale** (Total Points in Class)		"Not passing" for crim major credit:	
A	93-100+	C-	65-69
A-	90-92	D+	63-64
B+	87-89	D	61-62
B	83-86	E	60↓
B-	80-82		
C+	77-79	There is no curve. You get what you earn!	
C	70-76		



UF Grading Policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Extra Credit Options

Meme Illustrating Class Concepts/ Material (up to 3 pts)

Video/ Discussion: How You Changed in This Course (up to 3 points)

During lecture, please put away electronic devices such as cell phones. You may use computers to take personal notes only. You are not to distribute personal notes to others, because students all should take their own notes.

Assignment

100 points

5 Categories of Work

All work should be done alone (there is no group work assigned)

No make ups or late submissions without university approved excuse

**All work has due dates (see Canvas)

Introductory Video/Discussion Post (5 pts)

- Introduce yourself to me and your peers.
- Help us learn about each other
- See Canvas for what to include.

Content Quizzes (8 x 5 pts = 40 pts)

- 5 content-focused multiple-choice quizzes worth 5 points each
- Usually open for 3 days
- 15 minutes to answer 10 questions

Discussion Posts (5 x 5 pts = 25 pts)

- 5 posts worth 5 points each
- Must follow directions to get full credit, see rubrics & guidance
- Give thoughtful responses, address all parts of the question

Reaction Papers (2 x 5 = 10 pts)

- One reaction paper to Ear Hustle podcast episodes (5%)
- One reaction paper to *Picking Cotton* book (5%)
- Directions and rubrics on Canvas

Small Projects (2 x 10 = 20 pts)

- One Victim of Violence Remembrance (10%)
- One Virtual Note Card of Exonerree (10%)
- Directions and rubrics on Canvas



COURSE & UNIVERSITY POLICIES

University/College Policies

Class Specific Policies

Attendance and Late Work

Please keep up with the work! To ensure you learn the material and we have time to grade the work, you should do all work when it is assigned. Unless there is a university approved reason to submit it late, you will lose points for turning in work late.

UF Examples of Acceptable Reasons for Absences/Late Work/Makeup Quizzes:

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

If you have questions about a grade:

Because this course goes fast, you can question how we graded something up to two weeks after the scores are posted on Canvas. I am very careful about how I write the quizzes/keys and the rubrics. But, if you think we missed something, send us a note and ask.

University Policy on Course Evaluations

The university requests students provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. The university will notify you when the course evaluation period opens. The evaluations will be available via an email link from GatorEvals, in the Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

If You Need Accommodations:

The university and I am committed to ensuring all students are able to learn. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). It is important for students to share their accommodation letter with me, and discuss their access needs, as early as possible in the semester. There is link on the Canvas page to the DRC. (<https://disability.ufl.edu/>)

Academic Honesty is Critical for Learning in this Course

You and your fellow students are best able to learn if everyone does their own work and engages with the material. I do my best to make this course and its material interesting to encourage you to do so.

You are to do the work in this course alone, not with each other, so you and I both know what you have learned. All of you are bright and can do it. Gators by definition are smart and capable!

It is important that you know that UF students are bound by this Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. When you submit work you are implying: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. The minimum sanction in this course is a 0 for the assignment in which a student violates the code. A link to the honor code is on the Canvas course site. If you have any questions or concerns, please feel free to contact me.

College Policy on Incompletes

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

ADDITIONAL COURSE INFORMATION

Discussion of Diverse Perspectives/Legislative Compliance

Historical background and sociological/criminological concepts about criminal justice are components of this course. Multiple sources, types of evidence, and interpretations are included, and differing interpretations of historical events are discussed with an emphasis on diverse theoretical perspectives rather than privileging one over the other. The class emphasizes maintaining accuracy and objectivity and skills to evaluate evidence and claims. Discussions of history are case- or data-driven rather than rooted in ideology or advocacy, and students can draw their own conclusions.

This course **may touch on topics germane to identity**, but as subjects of study and not advocacy; in that spirit, we routinely teach on diverse theoretical perspectives rather than privileging one over the other. Discussion of identity are case- or data-driven rather than rooted in ideology or advocacy.

The course **may discuss systemic theories** as they relate to sociological/ criminological perspectives on criminal justice but it will consider them in the context of other theoretical approaches and may critique of all theoretical perspectives. The course does not endorse concepts of systemic racism, sexism, oppression, or privilege. It also does not treat inequalities or injustice as inherent, but instead may discuss theoretical perspectives that explain whether and how social structures may create and reproduce inequalities. Such processes are viewed as contingent and negotiated and often contested rather than natural or determined. The course cites relevant facts based on research demonstrating how institutions are social contexts that shape inequalities within the United States and globally. Discussions of various interpretations are case- or data-driven rather than driven by an ideology.

Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

UNIVERSITY POLICIES (CONTINUED)

General Education (S) Designation

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

A minimum of a C is required for general education credit. You also must earn a C for the course to count toward the criminology major

UF Grading Policies

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

UF Policy on Recording Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

If you need technical assistance with the online portion of the course, please visit <https://helpdesk.ufl.edu/> or call (352) 392-4357



ADVANCED PRINCIPLES OF CRIMINAL JUSTICE: DATES, TOPIC LIST, AND ACTIVITIES (FALL 2023)


****PLEASE NOTE: QUIZ DATES MAY CHANGE DEPENDING
ON POSSIBLE SCHEDULING OF PRISON TOURS**

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
1		Module 1: Introduction		
	Thurs Aug 22	Introduction to the class	None	None
2		Module 2: Setting the Stage		
	Tues Aug 27	Setting the stage: Definitions and Structure	1. Essentials: Chapter 1 2. Ghettoside: Chapters 1-3 (pp. 1-27)	
	Thu Aug 29	Understanding What We Do and Don't Know About Crime	Ghettoside: Chapters 4-6 (pp. 28-60)	<p>"Introducing Ourselves" Discussion Video (Due Friday, Aug 30 by 11:59 pm)</p> <p>Discussion Post 1 (Due Saturday, Aug 31 by 11:59 pm)</p>
3		Module 3: Law and Policies Module 4: Working in and Experiencing Policing		
	Tues Sept 3	Types of Laws and Key Policies	1. Essentials: Chapter 2 2. Ghettoside: Chapters 7-9 (pp. 61-96)	
	Thu Sept 5	Police Work	1. Essentials: Chapter 3 2. Ghettoside: Chapters 10-12 (pp. 99-130) 3. Listen to Reducing Crime podcast episode on protest policing (episode 34)	<p>1. Quiz 1: Crime & Policies (Due by Friday, September 6 by 11:59 pm)</p> <p>2. Discussion Post 2 (Due by Saturday, September 7 by 11:59 pm)</p>

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
4		Module 4: Policing (continued)		
	Tues Sept 10	Being policed	<ol style="list-style-type: none"> 1. Ghettoside: Chapters 13-15 (pp. 131-175) 2. DOJ Report on Ferguson (pp. 1-6) 	Discussion Post 3 by Wednesday, Sept 11 @ 11:59 pm
	Thurs Sept 12	Effects of policing	1. Ghettoside: Chapters 16-18 (pp. 176-221)	Quiz 2 on policing by Monday, September 16 at 11:59 pm
5		Module 5: Working in and Experiencing Courts		
	Tues Sept 17	Court Work	<ol style="list-style-type: none"> 1. Essentials: Chapter 4 2. Ghettoside: Chapters 19-21 (pp. 222-272) 	Discussion Post 4 by Wednesday, Sept 18 @ 11:59 p
	Thu Sept 19	Visitor: US. Magistrate Judge	Ghettoside: Chapters 22-24 (pp. 273-309)	
6		Module 5: Courts (continued)		
	Tues Sept 24	Visitor: Marion County Judge Landt	<ol style="list-style-type: none"> 1. Ghettoside: Epilogue & Author's Note 2. Listen to 4 Legal English Podcast from 2/7/23 (FL courts) 	Discussion Post 5 by Wednesday, September 25 @ 11:59 pm
	Thu Sept 26	Experiencing Court	1. Listen to BJA podcast on drug courts (on canvas) (31:31)	

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
7		Module 5: Courts (continued) Module 6: Working in and Experiencing Probation and Intermediate Sanctions		
	Tues Oct 1	Court sentencing	1. Picking Cotton: Chapters 1 & 2 (pp. 9-41)	
	Thurs Oct 3	Definitions Working in probation	1. Essentials: Chapter 6 (pp. 153-184) 2. Picking Cotton: Chapters 3 & 4 (pp. 43-72) 3. Listen to California Probation Connection Podcast ((Episode 4) (on Canvas)	Quiz 3 on courts by Friday, Oct 4 @ 11:59 pm
8		Module 6: Probation/Intermediate Sanctions (continued)		
	Tues Oct 8	Experiencing probation and intermediate sanctions	Picking Cotton: Chapters 5 & 6 (pp. 75-100)	
	Thu Oct 10	Treatment and programming in the community	Picking Cotton: Chapters 7 & 8 (pp. 101-142).	Quiz 4 on probation and intermediate sanctions by Monday, October 14 @ 11:59 pm
9		Module 7: Working in and Experiencing Institutional Corrections		
	Tues Oct 15	Statistics and Structure of Prisons	1. Essentials: Chapter 5 (pp. 118-152) 2. Picking Cotton: Chapters 9 & 10 (pp. 143-178)	
	Thu Oct 17	Working and Living in Prison	1. Conover (2000) 2. Listen to two Ear Hustle podcasts (good to start with 1 st one and then pick another of interest)	Reaction Paper 1: on Ear Hustle (see Canvas for info and rubric) by Monday, October 21 @ 11:59 pm

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
10		Module 7: Institutional Corrections (continued) Module 8: Working in and Experiencing Prison Release		
	Tues Oct 22	Treatment and programming inside	1. Picking Cotton: Chapters 11 & 12 (pp. 181-210)	
	Thurs Oct 24	Prison release: Types, working and living on prison release	1. Picking Cotton: Chapters 13 & 14 (pp. 211-233) 2. Listen to <i>Life on the Outside</i> Podcast, Episode 1, 1/3/2018	Quiz 5 Institutional Corrections by Friday, October 25 @ 11:59 pm
11		Module 8: Prison release (continued) Module 9: Death Row		
	Tues Oct 29	Effects of prison and prison release on families	Picking Cotton: Chapters 15 & 16 (pp. 235-246)	
	Thu Oct 31	Death Row: Statistics, working on and living on death row	1. Picking Cotton: Chapters 17 & 18 (pp. 247-265) 2. Kids in prison to death row (Marshall Project)	Quiz 6: Prison Release by Friday, November 1 @ 11:59 pm
12		Module 9: Death Row (continued) Module 10: Working in and Experiencing Juvenile Justice		
	Tues Nov 5	Death row continued	1. Tinkering with Death (Kozinski) 2. Picking Cotton: Chapters 19 & Afterword (pp. 267-287)	
	Thu Nov 7	Juvenile Justice: Statistic, Definitions, Structure	1. Essentials, Chapter 7 (pp. 185-218).	Quiz 7: Death Row/Capital Punishment by Friday, November 8 @ 11:59 pm Reaction Paper 2: Picking Cotton (due by Tuesday, November 12 @ 11:59 pm)

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
13	Module 10: Juvenile Justice (continued)			
	Tues Nov 12	No Class (Dr. Lane Away at ASC Conference)	1. Berger (Highland Park Shooting Survivor)	Victim of Violence Remembrance Project Due by Saturday, November 16 @ 11:59 pm (see online assignment info and rubric)
	Thurs Nov 14	**work on victim of violence project due Saturday*	2. How one family learned to grieve (NY Times)	
14	Victims of Violence Projects Discussion Module 10: Juvenile Justice (continued)			
	Tues Nov 19	Discussion of victim of violence projects	None	Extra Credit Option: Meme Illustrating Class Material (see Canvas) by Wed November 20 @ 11:59 pm
	Thu Nov 21	Effects of Juvenile Justice Aftercare Future of Juvenile Justice	1. Life After Incarceration (link on Canvas)	
15				
	Tues Nov 26 -Thurs Nov 28 Thanksgiving Break!			
				

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
16		Exoneree Projects Discussion		
	Monday, Dec 2			<p>Quiz 8: Juvenile Justice by Monday, December 2 @ 11:59 pm</p> <p>Virtual Note Card of Exoneree Due by Monday, December 2 @ 11:59 pm (see online assignment info and rubric)</p>
	Tues Dec 3	Discussion of Exoneree Cards	<p>Essentials: Chapter 8 (219-226)</p> <p>Share your note card on class site</p>	
	Thu Dec 5	No Class Reading Day	None	<p>Extra Credit Option: Discussion Video on Effects of Class by Saturday, December 7 @ 11:59 pm</p>

STUDENT RESOURCES

If you have concerns or challenges during the semester, you are encouraged to connect with the Dean of Students Office – U Matter We Care (<https://umatter.ufl.edu/>) for support or guidance. The Academic Advising Office (<https://www.advising.ufl.edu/>) and the advisors within your major or college are also available to provide guidance as you navigate the semester and your program of study at UF.

For students facing difficulties completing the course or who are in need of health care, counseling, or other support –

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need or visit the [Student Health Care Center website](#).
- *University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student](#)
- [Conduct Code webpage](#) for more information.
- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).