

CCJ 3024 Advanced Principles of Criminal Justice

Fall 2022 – Turlington, L005

Class Meetings: Mondays, Wednesdays, and Fridays, 12:50 -1:40 p.m.

This class will meet in person in Turlington, L005.

*This syllabus is subject to change. The most updated version will be posted on Canvas.

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Office Hours:
Fridays, 10:00 a.m. to noon, Turlington, 3344 or by appointment.

Teaching Assistants

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Course Description

This course explores the background, structure, and functions of the criminal justice system in the United States. Students will examine different principles behind the various institutions that make up the criminal justice system. The course will also introduce students to behavioral control theories that influence how the criminal justice system operates.

The course is divided into five main sections. First, we will investigate the history and philosophical foundations of criminal justice and social control. Second, we will examine the history and function of the police. Third, we will gain an understanding of the judicial system and the role of the courts in criminal justice. Fourth, we will study corrections, which include jails, prisons, and reentry programs. Finally, we will take a bird's-eye view of the American system. We will investigate cumulative consequences of criminal justice policies and compare the United States to justice systems abroad.

The course provides students with the tools to analyze how race, gender, and class operate in the criminal justice system and interact with political objectives (such as order, justice, legitimacy, and freedom). The class draws on interdisciplinary scholarship, investigative journalism, ethnography, memoir, and film. By the end of the semester, students will have a foundational understanding of how criminal justice operates and is influenced by American culture and politics.

Expectations

This course has two components: lectures and discussions of the readings and major themes for the week. Both components are critical, and attendance is mandatory.

Students are expected to read and take notes on the arguments, evidence, and big ideas from the readings. What did you find surprising about the course material? How did the material complement and contrast with other readings from this class? Students should fully engage in class discussions, complete the assignments on time and present their work in clear and engaging prose.

Course Objectives

1. The primary goal of this course is for students to gain an understanding of the principles, functions, and practices of criminal justice in the United States.
2. Students will learn to think critically.
3. Students will learn to analyze scholarship about the criminal justice system.

Evaluation

1. Attendance (10%). You are expected to attend all class sessions, and I will take attendance each class session. Students are permitted two absences before their attendance grade is penalized.
2. Participation (20%). You are expected to complete the readings before class meetings. Students are encouraged to ask questions and contribute to the conversation about the material. You will be asked to post on the Canvas discussion board **three times** this semester. The deadlines and instructions for the discussion board will be available on Canvas.
3. Three short essays (45%) I will provide an essay prompt at least one week in advance of the due date. The essays are a chance to demonstrate how you are engaging with the course material. No outside research is required. Essays should be two pages, double-spaced with proper citations. The deadlines are listed on Canvas.
4. Final Writing Assignment (25%). No outside research is required. Instructions for the final writing assignment will be available on Canvas.

Required Reading

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010).*

Piper Kerman, *Orange is the New Black: My Year in a Women's Prison* (New York: Penguin Random House, 2011).

Peter Moskos, *Cop in the Hood: My Year Policing Baltimore's Eastern District* (Princeton: Princeton University Press, 2008).*

Julian Roberts, *Criminal Justice: A Very Short Introduction* (Oxford and New York: Oxford University Press, 2015).

*Book is available as an e-book through the UF Library.

**All other readings will be posted on Canvas.

Accessibility

I will make every attempt to accommodate qualified students with disabilities. You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential and may take time to put into place. Please contact the campus office as soon as possible if accommodations are needed. For more information, please visit: <https://disability.ufl.edu/services/accommodations/>

Academic Integrity

It is the student's responsibility to adhere to University of Florida's honor code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Any violation of academic integrity will be reported to the UF disciplinary system.

UF students are bound by The Honor Pledge which states, "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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "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. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

If you have any questions about this policy, please ask me before submitting your work.

UF Covid-19 Policies

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.

If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Please stay updated of UF policies during the pandemic: <https://coronavirus.ufl.edu/university-updates/>

Recording

Students are allowed to record video or audio of class lectures.¹ However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for

¹ 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 lecturer during a class session.

personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal and civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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, 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 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 Honor Code and Student Conduct Code.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Class Meeting and Reading Schedule

Please complete the readings before each class session

I. Origins of the Criminal Justice System

Week 1: Introduction to Criminal Justice

Aug. 24 Introduction

Aug. 26 Roberts, *Criminal Justice: A Very Short Introduction*, Chapter 1, pages 1-17.

Week 2: Social Disorder and Social Control

Aug. 29 Roberts, *Criminal Justice*, Chapter 2, 18-38.

Aug. 31 Shaw and McKay, *Juvenile Delinquency and Urban Areas* (University of Chicago Press, 1942): 164-170, 435-41.

Sep. 2 Travis Hirschi, “A Control Theory of Delinquency,” in *Causes of Delinquency* (Berkeley: University of California Press, 1969): 16-34.

I. Police

Week 3: Professionalism

- Sep. 5 NO CLASS – Labor Day
- Sep. 7 Moskos, *Cop in the Hood*, Chapters 1-2, 1-37.
- Sep. 9 Moskos, *Cop in the Hood*, Chapter 3-4, 38-88.
***Discussion Board Post due by noon on Canvas**

Week 4: The Rights Revolution

- Sep. 12 Listen: This American Life, “Cops See It Differently,” Part 1 (60 minutes),
<https://www.thisamericanlife.org/547/cops-see-it-differently-part-one>
- Sept. 14 Moskos, *Cop in the Hood*, Chapter 5, 89-110.
- Sep. 16 -No Class-

Week 5: Broken Windows and the Rights Revolution

- Sep. 19 Moskos, *Cop in the Hood*, Chapter 6, 111-157.
Miranda v. Arizona (1966)
- Sept. 21 Listen: This American Life, “Cops See It Differently,” Part 2 (63 minutes),
<https://www.thisamericanlife.org/radio-archives/episode/548/cops-see-it-differently-part-two>
- Sept. 23 George L. Kelling and James Q. Wilson, “Broken Windows,” *The Atlantic*,
 March 1982, 12 pages.
***First Essay due, Friday, Sept 23, by 5pm on Canvas**

Week 6: Community Policing and Black Lives Matter

- Sept. 26 Moskos, *Cop in the Hood*, Epilogue and Afterword, 184-212.
- Sept. 28 “The Art of Running,” in Alice Goffman, *On the Run: Fugitive Life in an American City* (University of Chicago Press, 2014), 23-53.
- Sept. 30 Darryl Pinckney, “Black Lives and the Police,” *The New York Review of Books*,
 August 18, 2016, 8 pages.

II. Courts

Week 7: Trials

- Oct. 3 Roberts, *Criminal Justice*, Chapter 3 : 39-56.
Gideon v. Wainwright (1963)

Oct. 5 Paul Butler, Chapter 6: “Should Good People Be Prosecutors?” in *Let’s Get Free: A Hip-Hop Theory of Justice* (The New Press, 2009), 101-121.

***Discussion Board Post due by noon Canvas**

Oct. 7 NO CLASS – Homecoming

Week 8: Juries and Sentencing

Oct. 10 Hugo Adam Bedau, “An Abolitionist’s Survey of the Death Penalty in America Today,” in Hugo Adam Bedau and Paul G. Cassell (eds.) *Debating the Death Penalty: Should America Have Capital Punishment? The Experts on Both Sides Make Their Case* (New York: Oxford University Press, 2004), pages 15-50.

Oct. 12 Paul Cassell, “In Defense of the Death Penalty,” *Prosecutor, Journal of the National District Attorneys Association*, 42.4 (October-December 2008), 10-27.

Oct. 14 Roberts, *Criminal Justice*, Chapter 6: 107-121.

Week 9: Appellate and Supreme Courts

Oct. 17 Roberts, *Criminal Justice*, Chapter 4: 57-81.

Oct. 19 Alexander, *The New Jim Crow*, Introduction and Chapter 1: 1-58.

Oct. 21 Alexander, *The New Jim Crow*, Chapter 2: 59-96.

***Second Essay due, Friday, Oct 21, by 5pm on Canvas**

III. Corrections

Week 10: Jails

Oct. 24 Roberts, *Criminal Justice*, Chapter 5: 82-106.

Oct. 26 Alexander, *The New Jim Crow*, Chapter 3: 97-139.
Optional: Chapter 4: 140-177.

Oct. 28 Listen to “Throw a Book at Them” on This American Life, Act 2, (21 minutes)
<https://www.thisamericanlife.org/648/unteachable-moment>
Alexander, *The New Jim Crow*, Chapters 5 and 6: 178-261.

Week 11: Prisons

Oct. 31 Kerman, *Orange is the New Black*, Chapters 1-3.

Nov. 2 Kerman, *Orange is the New Black*, Chapters 4-5.

Nov. 4 Kerman, *Orange is the New Black*, Chapter 6-7.

Week 12: Prisons, cont.

Nov. 7 Kerman, *Orange is the New Black*, Chapters 8-11.

Nov. 9 Kerman, *Orange is the New Black*, Chapters 12-14.

Nov. 11 – No Class Meeting

Week 13: Reentry

Nov. 14 Kerman, *Orange is the New Black*, Chapters 15-18.

Nov. 16-18 – No Class Meetings

***Third Essay due, Friday, Nov. 18, by 5pm on Canvas**

Week 14: Reentry, cont.

Nov. 21 Western, *Homeward*, Chapter 6 “Income,” pages 83-100.

Jessica Benko, “The Radical Humaneness of Norway’s Halden Prison,” *The New York Times*, March 26, 2015, 16 pages.

***Discussion Board Post due by noon on Canvas**

Nov. 23-25 – No Class: Thanksgiving Break

IV. International Perspectives

Week 15: International Perspectives

Nov. 28 Angela Davis, Chapter 6, “Abolitionist Alternatives,” in *Are Prisons Obsolete?* 105-115.

Nov. 30 Roberts, *Criminal Justice*, Chapter 7: 122-126.

Dec. 2 Course Material on Canvas

Week 16: Rethinking Criminal Justice in America

Dec. 5 Course Material on Canvas

Dec. 7 Final Discussion

***Final Assignment due by 5pm on Wednesday, December 7.**

Additional Resources

Health and Wellness

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](#)

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.](#)

Grading Scale

A: 93-100 on a 100-point scale

A-: 90-92

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79

C: 74-76

C-: 70-73

D: 60-69

F: Below 60