

# CJL 4050 Juvenile Law

## SPRING 2024

Sections TA01 (28698, Online Residential) and TA02 (28699, UF Online Program)  
([www.elearning.ufl.edu](http://www.elearning.ufl.edu))



**Instructor:** Dr. Kristin Gardner

**Email:** Use Canvas for course-related emails and [johnsonk@ufl.edu](mailto:johnsonk@ufl.edu) for all other emails.

**Office Hours:** Tuesday, 12:30 pm – 2:30 am (Turlington 3347, Chat in Canvas) or by appt. (Zoom)

**Course Description:** The course examines the juvenile justice system and juvenile law, including delinquency, dependency, and laws that apply especially to children. An overview of the law in general and the American legal system is first provided to situate the juvenile justice system and its laws within the larger society. Also, the operation of the Florida juvenile code and the relationship between children and society are studied.

**Course Goals:** To develop critical analysis and thinking skills by...

1. Introducing students to several areas of juvenile law—especially law affecting juveniles in the educational system and law regarding the juvenile courts and juvenile justice procedure.
2. Relating the law to policies.
3. Exposing students to case analysis.
4. Providing experience with analyzing and briefing legal cases and applying law to fact patterns.

**Required Reading:** Complete all assigned reading from the textbook and as posted on Canvas.

**The required text:** Gardner, M.R. (2018). *Understanding Juvenile Law*. Carolina Academic Press.

NOTE: The textbook readings will be supplemented by video lectures, case excerpts, and other readings which can be accessed on Canvas.

**Assignments, Testing, and Grading:** The course is organized around six (6) modules. The online format has some benefits for students. One of these benefits is flexibility, but there are limits. Modern technology makes it easier to cheat, so **scheduling of graded assignments is rigid**. All assignment deadlines are posted on the course schedule in Canvas and within this syllabus. Plan ahead, review due dates, and inform me of any conflicts you foresee as soon as possible.

The success or failure of an online program (and the value of your degree) will depend on academic

integrity: both in terms of content of the courses and in terms of the grades you earn. We need to structure grading in ways that make cheating harder. **I know that you can retrieve information; this course is about analyzing information that is available from class materials.** Therefore, the assignments are structured in ways that encourage analysis rather than retrieval. Hence, the stylized forms for some graded assignments.

**Grammar, punctuation, and syntax matter in all written assignments.** You may, of course, discuss assignments with others but you are expected to submit your own independent work. Please be careful about plagiarism; it is very easy to “cut and paste” from others’ work. If you discuss someone else’s ideas, cite them. If you take someone’s words verbatim, use quotation marks around them and include a citation that includes the page number. Remember it is also easier to run programs to detect plagiarism these days. I take plagiarism very seriously and expect you to do the same.

**All graded assignments will be scheduled and most of them will be timed.** Typically, two options will be provided. You are expected to arrange your schedule to complete the assignments during one of those times. **ALL TIMES ARE BASED ON THE EASTERN TIME ZONE.** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Please see the following link for more information:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please familiarize yourself with the course site, as it is intended to enhance your learning experience. The "Student Help FAQ" tab is a good introduction for anyone new to e-Learning. **Should something go wrong during any of the online graded exercises, DO NOT panic.** Email me immediately through Canvas. If Canvas is down, then use my email address: [johnsonk@ufl.edu](mailto:johnsonk@ufl.edu). Explain to me what happened so that we can determine a fair resolution. During timed assignments, I make it a point to moderate so that I am readily available and quick to respond should issues occur.

If you experience computer-related technical difficulties, contact the UF Computing Help Desk at <http://helpdesk.ufl.edu> or call them at 352-392-HELP (4357), select option 2. Requests for make-up exams, quizzes, or assignments due to technical issues **MUST** include the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. If you there think there was a problem with the submission process, send me your work in a Word document as an attachment. **I recommend you complete all your work in a Word document (rather than the built-in text box) so that if there is a disruption in service, you do not lose your work.** Saving your work in your own files makes it easier to attach to an email if something goes awry.

**Syllabus Quiz:** There will be a syllabus quiz (worth 5 points) that you must take to start the course. The deadline is Wednesday January 17, but since the short quiz is to be completed on either Saturday January 13 or Wednesday January 17, I recommend completing the syllabus quiz sooner than later.

**Class Introduction Post:** This discussion post assignment will be worth five (5) points. It is accessible in the Discussions tab under the Course Menu (located on the lefthand side of Canvas). The deadline for this assignment is Wednesday January 17.

**Short Quiz:** There will be a short quiz in the second week of class on the components of legal systems. This assignment will be worth 10 points. It is designed to give students a better feel about the exams process, how exams will be structured, and how to prepare for them. This short quiz will be open-book, open-note, but timed (so preparation will be needed to finish on time). Option A will be on Saturday morning, January 13 at 9:00 am. Option B will be on Wednesday evening, January 17 at 7:00 pm.

**Unit Quizzes (Exams):** There will be three (3) timed multiple choice/true-false unit quizzes, each covering two (2) of the six (6) modules. There will be a series of lecture videos for each module to help you with the quizzes. The unit quizzes will be worth 45 points each. Different forms of each exam will be offered only at designated times. To discourage cheating and to protect the integrity of the exam material, exams will only be available at these times.

You must choose one of the windows to open and complete. Your score will be the one you earn on the form you open first. The exams will NOT be cumulative, but each module will build on previous material. The unit quizzes are for assessment purposes; extra credit points will be built into them because we will not be able to hold class reviews of the unit quizzes and publishing the answers would expand the opportunity to cheat. The dates for the exams are as follows:

- Exam/Quiz 1 (over Modules 1 and 2)
  - Wednesday February 7 (opening at 7:00 pm)
  - Saturday February 10 (opening at 9:00 am)
  
- Exam/Quiz 2 (over Modules 3 and 4)
  - Saturday March 30 (opening at 9:00 am)
  - Wednesday April 3 (opening at 7:00 pm)
  
- Exam/Quiz 3 (over Modules 5 and 6)
  - Saturday April 27 (opening at 9:00 am)
  - Wednesday May 1 (opening at 7:00 pm)

You will be given 60 minutes from the time you open the exam to complete each quiz, so long as you start it on time. The exam itself will remain open an extra 15 minutes in case someone is a little late starting the quiz—the site will remain open from 9:00 am to 10:15 am (for the morning quiz option) or 7:00 pm to 8:15 pm (for the evening quiz option).

**Briefs:** There will be two (2) graded briefs, both using a stylized format provided to the class. One will take the form of a take-home brief (worth 10 points) that you will have time to prepare and consider. It will be due January 21. This should help prepare you for the timed brief.

The other will be a timed brief (worth 25 points) with different cases offered only at designated times. You must choose one of the windows to open the case and brief it. I cannot allow the windows to remain open for longer periods than set or the case may be leaked to others, giving them an unfair advantage. One case will open on the evening of January 31 (at 7:00 pm); the other on the morning of February 3 (at 9:00 am). You must complete the case you open first.

**Short Assignment:** There will be a short assignment worth 10 points. The assignment instructions and all necessary materials for completion will be available on Canvas. It will be due February 21.

**Hypothetical—Law Applications to Fact Patterns:** Applying law to fact situations is crucial to legal analysis. There will be a timed law-school type hypothetical essay exam worth 25 points dealing with cases from the third unit (Modules 5 and 6). Different forms of the fact pattern will be offered only at designated times. You must choose one of the windows to open the hypothetical fact pattern and write an essay applying law to it. The first will open on the evening of April 17 (at 7:00 pm); the second on the morning of April 20 (at 9:00 am). You must complete the hypothetical you open first.

**Make-ups:** Make-up exams/quizzes or assignments will be allowed only if a legitimate reason is documented as defined by UF's attendance policy (i.e., an excused absence). Please see the following link for more information: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Notification of an excused absence should be made **BEFORE** the exam or timed assignment, as soon as possible. In an emergency, instructor notification should be made no later than 72 hours following the emergency. The sooner, the better. Students must provide the proper verifiable documentation for all excused absences, or it will be an unexcused absence. Students whose absences are unexcused will not typically be given make up assignments or exams.

**If the circumstances warrant a make-up exam, the make-up exams may include short answer essay questions in addition to multiple choice questions. If you miss a timed assignment, such as the brief or hypothetical, you may be given an alternative case or set of facts.** You must provide me with the proper, verifiable documentation for missed quizzes or assignments and notify me ahead of time if a make-up will be necessary, or shortly thereafter (within 24 hours). Please do not schedule appointments or meetings with other professors, doctors, academic advisors, etc. during scheduled assignment times, as such activities will not constitute legitimate absences unless within the medical emergency realm. Please notify me about conflicts as soon as you can.

**Extra Credit:** Some extra credit will be offered (i.e., built into exams and/or some assignments). This work is not required but may help your grade if you do it. Extra credit points will be added to your total points earned and may help you cross a letter grade threshold to improve your final grade. But please note that is not guaranteed! Also, I will not provide a student with an individualized extra credit assignment under any circumstance. It is your responsibility to regularly check your grades in Canvas and reach out to me with any concerns regarding your grades, sooner rather than later!

**Grading:** A little bit about my grading policy. I will do my best to grade your assignments within two weeks (this is not a guarantee you will get them back in two weeks, but I will certainly make every effort to get them back to you in that timeframe). These are not the only course sections that I am teaching this semester, and I am not receiving T.A. assistance for this course. Please be patient and know that I am diligently grading.

Once I've handed back or posted any graded assignment or exam, you've got exactly three (3) calendar days from that date to approach me with any concerns regarding your grade for that assignment, even if you were not in class the day that I handed it back and/or posted the grade in Canvas. **I WILL NOT make any changes to your grade after the three-day deadline has passed.** I am more than happy to discuss your performance on an assignment, or in general, at any given time but please see me sooner rather than later with any concerns. **I WILL NOT discuss grades or class performance with you via e-mail.** This discussion must be held face-to-face in my office or via Zoom (video and sound required). I will not give additional extra credit beyond that already offered. **DO NOT ASK ME FOR IT!** ☺

The final grading scale (based on total points earned in the class) is provided for you below. Because of possible extra credit points (built into assignments or offered at my discretion), **calculate your own percentages; those generated in Canvas will be incorrect.** You may contact me at any time for assistance in calculating your current grade.

NOTE: Information on current UF grading policies for assignment grade points may be found at the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>. **You must earn at least a C for the course to count toward the criminology major.**

#### **Final Grading Scale (Total Points in the Class):**

<b>Grade</b>	<b>Percentage range</b>	<b>Points range</b>
<b>A</b>	93–100	209–225
<b>A-</b>	90 – 92	202 – 208
<b>B+</b>	87 – 89	195 – 201
<b>B</b>	83 – 86	186 – 194
<b>B-</b>	80 – 82	180 – 185
<b>C+</b>	77 – 79	173 – 179
<b>C</b>	73 – 76	164 – 172
<b>C-</b>	70 – 72	157 – 163
<b>D+</b>	67 – 69	150 – 156
<b>D</b>	63 – 66	141 – 149
<b>D-</b>	60 – 62	135 – 140
<b>E</b>	0 – 59	0 – 134

NOTE: **There will be no curve in this class.** And this *is* the final grading scale. **Your grade is earned**

based on your performance in the class, not your effort, your enthusiasm, or any other criteria. **I do not give “incompletes” except in extreme circumstances.** Students who put in the requisite effort, study effectively, and “attend” class regularly, typically do well! If you get a total number of points ending in 0.5 (e.g., 208.5), I will round up your score to the next whole digit if it affects your final letter grade. I do not round percentages (e.g., 92.6% is not rounded up to 93%). I use a points system, which is reflected in the chart above. I provide percentages to assist students with their grade calculations. If you barely miss a grade you wanted, I will NOT make arrangements to “boost” your grade by giving you an additional extra credit assignment. Consistency across students is important, so do not ask me to give you options that are not available to the entire class.

**Student Rights and Responsibilities:** Please inform yourself regarding your rights and responsibilities, including academic honesty guidelines, confidentiality of student records, and ADA accommodations.

Academic dishonesty is strictly prohibited. **CHEATING...DO NOT DO IT!** Cheating includes, but is not limited to, collaboration with other students on the class assignments when not directed or permitted, collaboration with others (e.g., tutors, previous student in the class, parent, friend, etc.), and use of any unauthorized materials to complete an assignment or an exam. **You may not use AI** to complete any of the assignments. All written work should be your own and include the requisite in-text citations.

Plagiarism includes, but is not limited to, failing to cite sources properly in written work, using phrases taken from original sources without proper quotations and citations, submitting all or parts of papers you submitted in another class (either in the past or during this current semester), and attempting to pass off someone else’s ideas as your own. **Plagiarism can occur in the absence of intent.** Take care and use due diligence to ensure that your writing does not copy ideas or words from others, either purposefully or inadvertently.

**Cheating and plagiarism will result in penalties.** Assignments and exams are expected to be the sole effort of the student submitting the work. **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.**”* Students should expect that every instance of a suspected violation will be reported. Furthermore, you are obligated to report any complicity or condition that facilitates academic misconduct to appropriate personnel.

Students found responsible for violations of the Honor Code will be subject to the academic penalties under the Code in addition to whatever disciplinary sanctions are applied. Cheating on a test or copying someone else’s work will result in a “0” for the work, possibly a failing grade in the course, and, in accordance with UF policy, will be referred. For more information about the Student Honor Code, please check out the following link: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Student records are confidential. Only information designated “UF directory information” may be released without your written consent (see University Regulation 6C1-4.007). UF views each student as the primary contact for all communication. If parents (or others) contact me about grades or any other information that is not “UF directory information,” I will ask them to contact you.

Students with disabilities seeking academic accommodations should contact the Disability Resource Center at the following link: <https://disability.ufl.edu/students/get-started/>. All accommodations must be approved through the Disability Resource Center. Once approved, please provide me with the written documentation that lists your required accommodation(s). I do not need the documentation of your disability, just your accommodation(s). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Communications:** E-mail or during office hours are the best ways to reach me. You can expect a response from me within 48 hours (72 hours if it is the weekend or a holiday break), assuming the message was received. Please note that the University server is sometimes down for maintenance or experiences problems. **It is your responsibility to follow up with me if you do not get a response within 48 hours!**

Students are expected to use professional communication. I will do the same. If you need clarification on what professional emails should look like, please ask me. **Take the time to review your email for clarity and grammatical/spelling errors prior to sending it to me.** To ensure that I will open and respond to your e-mail, **be sure to put CJL4050 in the subject line.** Please give me sufficient time to return your email and do not wait until the last minute to reach out to me with an urgent question or problem. If you email me at the last minute, it is unlikely you will receive an immediate reply, especially outside of business hours.

I will e-mail the class at times with information and/or post announcements via Canvas. **It is your responsibility to check Canvas and your email daily.** Please make sure that the e-mail account the university has for you (and thus the one that I will use) is the email account that you regularly check. Canvas will also be used in this class. The syllabus and other documents I wish to provide to the class will be posted there. It is your responsibility to understand and be able to access and navigate Canvas.

**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 giving 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 at <https://ufl.bluera.com/ufl>. Summaries of course evaluations are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

I reserve the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for this class. However, I intend on holding you to the standards of academic integrity, student conduct, and other general responsibilities as outlined above. Please reach out to me if there are any questions or concerns.

### Tentative Outline and Schedule (with Lectures and Reading Assignments)

#### MODULE 1. Juvenile Law as Part of a Legal System (Jan. 8—Jan. 21)

##### I. Introduction to Components of Legal Systems

###### A. Readings:

1. Chapter 1—pp. 3-7 (*textbook*)
2. Chapter 2—pp. 9-14 (*textbook*)
3. Law and Legal Systems (*Canvas*)

###### B. Lecture: Introduction to Legal Systems

###### C. Lecture: Juvenile Law & the Legal System

**\*\* SHORT QUIZ: Components of Legal Systems: complete 1/13 or 1/17 \*\***

##### II. Judicial Overlay and the Constitution

###### A. Read: *Marbury v. Madison* (*Canvas*) & Basics of Briefing a Case (*Canvas*)

##### III. The 14th Amendment and Due Process (Federal due process found in 5th Amendment)

###### A. Lecture: An Overview of Due Process

###### B. Watch: The Scottsboro Boys case (YouTube Emory University video):

<http://www.youtube.com/watch?v=TmsYLMqx3wg>

###### C. Case Readings:

1. *Powell v. Alabama* (1932) (*Canvas*)
2. *Haley v. Ohio* (1948) (*Canvas*)
3. *Parham v. J.R.* (1979) (*Canvas*)
4. Bill of Rights (*locate and read the first 10 amendments on your own*)
5. *Breed v. Jones* (1975) (*Canvas*)
6. *Santosky v. Kramer* (1981) (*Canvas*)

##### IV. The 14th Amendment and Equal Protection

###### A. Read: Chapter 3—pp. 40-48 (*textbook*)

###### B. Lecture: An Overview of Equal Protection

###### C. Case Readings:

1. *Craig v. Boren* (1976) (*Canvas*)



2. *D.C. v. Hutchins* (1999) (Canvas)
3. *Palmore v. Sidoti* (1983) (Canvas)

**\*\* Palmore Take-Home Brief Assignment (due 1/21) \*\***

- V. Civil Procedure, Causes of Action, Remedies and Appeals
- A. Readings (recommended not required):
1. *Kaci* (Canvas)
  2. *Bivens* (Canvas)
- B. Lecture: Civil Procedure, Causes of Action, Remedies, and Appeals

**MODULE 2: Constitutional Law & Juveniles in the Education System (Jan. 22—Feb. 10)**

- I. Due Process and Equal Protection Issues
- A. Read: Chapter 6—pp. 147-153 (textbook)
- B. Lecture: Equal Protection Applied to Public Schools
- C. Case Readings:
1. *Brown v. Board of Education* (1954) (Canvas)
  2. *San Antonio Independent School District v. Rodriguez* (1973) (Canvas)
- D. Lecture: Due Process in Public Schools
- E. Case Readings:
1. *Goss v. Lopez* (1975) (Canvas)
  2. *Ingraham v. Wright* (1977) (Canvas)
- II. First Amendment Issues
- A. Read: Chapter 6—pp. 109-114 (textbook)
- B. Lecture: First Amendment Rights and Religion (Canvas)
- C. Case Readings:
1. *Engel v. Vitale* (1962) (Canvas)
  2. *Abington School District v. Shempp* (1963) (Canvas)
  3. *Santa Fe Independent School District v. Doe* (2000) (Canvas)
- D. Read: Chapter 6—pp. 118-124 (textbook)
- E. Lecture: First Amendment Rights and Free Speech
- F. Case Readings
- a. *Tinker v. Des Moines School District* (1969) (Canvas)
  - b. *Hazlewood School District v. Kuhlmeier* (1988) (Canvas)

**\*\*TIMED BRIEF: complete 1/31 OR 2/3\*\***

- III. Fourth Amendment Issues

- A. Traditional Search and Seizure Approaches
  - 1. Read: *Mincey v. Arizona* (part I) (cawvas)
- B. Lecture: Fourth Amendment Search and Seizure Rights in Public Schools
- C. Read: Chapter 6—pp. 128-136 (textbook)
- D. Case Readings:
  - 1. *NJ v. T.L.O.* (1985) (cawvas)
  - 2. Contrast with *Ferguson v. City of Charleston* (2001) (cawvas)
- E. Lecture: Fourth Amendment Rights and Drug Testing in Public Schools
- F. Case Readings:
  - 1. *Vernonia v. Acton* (1995) (cawvas)
  - 2. *Board of Education of Independent School District of Pottawatomie v. Earls* (2002)

**\*\*UNIT QUIZ 1 (EXAM 1): complete 2/7 OR 2/10\*\***

### **MODULE 3: The Separate Juvenile Court (Feb. 11—Feb. 21)**

#### **I. The Juvenile Court—A Separate Justice System**

- A. Read: Chapter 7—pp. 163-169 (textbook)
- B. Read: Gardner & Lanza-Kaduce (2015)—Legal Processing of Juv. Offenders (cawvas)
- C. Lecture: Introduction to the Juvenile Court
- D. Read: Chapter 8—179-194 (textbook)
- E. Lecture: Jurisdictional Issues
- F. Case Readings:
  - 1. *In re William A.* (1988) (cawvas)
  - 2. *In re Michael D.* (1987) (cawvas)
  - 3. *In re Edwin R.* (1971) (cawvas)
  - 4. *D.C. v. BJR* (1975) (cawvas)
  - 5. *Martarella v. Kelley* (1972) (cawvas)

#### **II. Statutory Underpinnings**

- A. Read: The Illinois Juvenile Court Act (cawvas)
- B. Lecture: The Illinois Juvenile Court Act of 1899
- C. Read: Washington Juvenile Justice Act (cawvas)
- D. Lecture: Washington's Juvenile Court Act of 1994
- E. Read: JJDPA Overview (cawvas)
- F. Lecture: Jail Removal and Federal Law
- G. Case Reading: *Hendrickson v. Griggs* (1987) (cawvas)

**\*\* Short Take-Home Assignment (due 2/21) \*\***

### **MODULE 4: The Due Process Revolution (Feb. 22—Mar. 30)**

I. The Due Process Revolution

- A. Read: Chapter 7—pp. 169-178 (*textbook*)
- B. Lecture: Kent and Transfer
- C. Case Reading: *Kent v. U.S.* (1966) (*Canvas*)
- D. Lecture: In re Gault
- E. Case Reading: *In re Gault* (1967) (*Canvas*)
- F. Lecture: Extending and Limiting the Revolution
- G. Case Readings:
  - 1. *In re Winship* (1970) (*Canvas*)
  - 2. *McKeiver v. Pennsylvania* (1971) (*Canvas*)
  - 3. *Breed v. Jones* (1975) (*Canvas*)

II. Returning to the 4th Amendment and Juveniles

- A. Read: Chapter 9—pp. 195-208 (*textbook*)
- B. Lecture: Search and Seizure Outside of Schools
- C. Case Readings:
  - a. *State v. Lowry* (1967) (*Canvas*)
  - b. *In re D.J.* (1987) (*Canvas*)
  - c. *California v. Hodari* (1991) (*Canvas*)

III. Self-Incrimination Issues and 5th Amendment Miranda and 6th Amendment Counsel Issues

- A. Read: Chapter 9—pp. 209-217 (*textbook*)
- B. Lecture: Self-Incrimination
- C. Watch: Nga Truong (<http://www.wbur.org/2011/12/07/worcester-coerced-confession-i>)
- D. Case Readings:
  - a. *Boykin v. Alabama* (1967) (*Canvas*)
  - b. *Miranda v. Arizona* (1966) (*Canvas*)
  - c. *Mincey v. Arizona* (part 2) (*Canvas*)
  - d. *Massiah v. U.S.* (1964) (*Canvas*)
  - e. *Brewer v. Williams* (1977) (*Canvas*)
  - f. *Rhode Island v. Innis* (1980) (*Canvas*)
- E. Lecture: Applying Self-Incrimination Standards to Juveniles
- F. Case Readings:
  - a. *Fare v. Michael C.* (1979) (*Canvas*)
  - b. *California v. Prysock* (1981) (*Canvas*)
  - c. *Yarborough, Warden v. Alvarado* (2004) (*Canvas*)
  - d. *JDB v. NC.* (2012) (*Canvas*)

**\*\*UNIT QUIZ 2 (EXAM 2): complete 3/30 OR 4/3\*\***

## MODULE 5: Pretrial Juvenile Court Procedures (Mar 31—Apr. 13)

### I. Pretrial Issues

- A. Read: Chapter 9—pp. 217-223 (*textbook*)
- B. Lecture: Pretrial Detention and Preventive Rationales
- C. Case Readings:
  - 1. *Schall v. Martin* (1984) (*Canvas*)
  - 2. *U.S. v. Salerno* (1987) (*Canvas*)
- D. Lecture: Pretrial Identifications
- E. Case Readings:
  - 1. *Manson v. Braithwaite* (1977) (*Canvas*)
  - 2. *Neil v. Biggers* (1972) (*Canvas*)
  - 3. *U.S. v. Wade* (1967) (*Canvas*)
  - 4. *In re Holley* (1970) (*Canvas*)
- F. Lecture: Pretrial and Probable Cause and Counsel
- G. Case Readings:
  - 1. *Rothgery v. Gillespie Co.* (2008) (*Canvas*)
  - 2. Review of probable cause—*Gerstein v. Pugh* (1975) (*Canvas*)
- H. Lecture: Plea Bargaining and the Obligation to “Do Justice”
- I. Case Readings:
  - 1. *Santobello v. NY* (1971) (*Canvas*)
  - 2. *Kyles v. Whitley* (1995) (*Canvas*)

## MODULE 6: Trial and Sentencing Issues (Apr. 14—Apr. 24)

### I. Trial Issues

- A. Read: Chapter 10—pp. 229-248 (*textbook*)
- B. Lecture: Confrontation at Trial
- C. Case Readings:
  - 1. *Coy v. Iowa* (1988) and *Maryland v. Craig* (1990) (*Canvas*)
  - 2. *Crawford v. Washington* (2004) (*Canvas*)
- D. Right to Present a Defense?
- E. Case Reading:
  - 1. *Crane v. Kentucky* (1986) (*Canvas*)

**\*\*LAW SCHOOL HYPOTHETICAL: complete 4/17 OR 4/20\*\***

### II. Sentencing

- A. Readings:
  - 1. Chapter 11—pp. 257-299 (*textbook*)
  - 2. Johnson et al. (*Canvas*)

- B. Lecture: Sentencing and Graduated Sanctions
- C. Read: Chapter 5—pp. 137-142 (*textbook*)
- D. Lecture: The Death Penalty and Juveniles
- E. Case Readings:
  - 1. *Thompson v. Oklahoma* (1988) (*Canvas*)
  - 2. *Stanford v. Kentucky* (1989) (*Canvas*)
  - 3. *Roper v. Simmons* (2005) (*Canvas*)
- F. Lecture: Juveniles and Life without Parole
- G. Watch: When Kids Get Life (<http://www.pbs.org/wgbh/pages/frontline/whenkidsgetlife/>)
- H. Case Readings:
  - 1. *Graham v. Florida* 560 U.S. 48 (2010) (*Canvas*)
  - 2. *Miller v. Alabama* 567 U.S. 460 (2012) (*Canvas*)

**\*\*UNIT QUIZ 3: complete 4/27 OR 5/1\*\***

**ALL DONE!!!**

