



CC6285 Criminal Justice Process

Spring 2026 (Class # 11361)/

3 credits



Dr. Jodi Lane
Professor

Wednesday Period 7-9/1:55-4:55
Turlington Hall 2328

Office Hours:

Wednesday

10 am-11:30 am

and by appt

Turlington 3332 or

Zoom



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(352) 294-7179



Materials and
Supplies Fee:
N/A



Course Description

Course Goals

- Introduce students to important topics and literature in criminal justice process, including police, courts, corrections and capital punishment
- Provide students with information to help them critically evaluate criminal justice policies and current crime events as they rise
- Help students critically evaluate the literature and start preparing for crime and justice comprehensive exams

Student Objectives/ Learning Outcomes

- Analyze and evaluate the assigned literature on criminal justice process (facilitate and participate in class discussion; write reflection papers on assigned books)
- Teach the professor and class about additional literature in the field (book report and presentation)
- Synthesize the literature and compose an argument on a class topic (practice comprehensive exam answer)
- Conduct research for class purposes only on a criminal justice topic and share with class (interview paper and presentation)
- Complete weekly learning tasks well and on time (reading, learned lists, class attendance and participation)



Required Books & Readings

Sierra-Arevalo, Michael:
(2024). *The Danger
Imperative: Violence,
Death and the Soul of
Policing NY*: Columbia U.
Press
(Sierra-Arevalo)

Western, Bruce (2018).
*Homeward: Life in the
Years After Prison*. Russell
Sage.
(Western)

Clair, Matthew. (2020).
*Privilege and Punishment:
How Race and Class Matter
in Criminal Court*. Princeton
University Press
(Clair)

Other readings posted
on Canvas
(stats, laws, journal and
magazine articles, etc.)
(full citations at end of
syllabus)

ASSIGNMENTS & GRADING

Class Grading Scale

Final Grading Scale** (Total Points in Class)			
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		
C	70-76		There is no curve. You get what you earn!

UF Grading Policies:

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

Grading Breakdown	
Assignment	% of grade
3 times class discussion leader on weekly readings (5 pts each)	15
3 Reflection Papers on Books (5 pts each)	15
5-page Book report (10) and presentation (5)	15
Comp Exam Answer	10
5-page Interview paper (10) and presentation (5)	15
IAT test and response paper	5
Attendance (10 pts), participation (10 pts), "Learned" lists (5)	25
Scores of .5 or above will be rounded to the next whole number if it affects the course letter grade	100 possible

Important Reminders

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

** You are not to use AI (e.g., ChatGPT) to help with your work.

No make ups or late submissions without university approved excuse (see due dates in syllabus)

**See Canvas for more detail on assignments

6

Categories of Work

100 points

Implicit Association Test and Reaction Paper (5 pts)

- Take the implicit association test (IAT)
- Write a 2-page response paper (see Canvas for more info)

Lead 3 Class Period Discussions on Weekly Readings (3 x 5 = 15 pts)

- Turn in detailed notes (a page or so) on key points from readings with a list of 6-7 discussion/thought questions (submit on Canvas, I will post for others)
- Questions should address both literature and policy/practice
- Each student completes own notes and questions on all readings for which the student is the leader

Reflection Papers on Books (3 x 5 pts = 15 pts)

- Write a 2-3-page reflection on each course book:
 - Summarizing the book from your perspective in a paragraph or two
 - + Answering at least 2 of the questions I provide (on Canvas)

Report on Additional Scholarly Book (15 pts)

- Choose an approved scholarly book of your choice to read
- Write a book report & review (see guidelines on Canvas (10 pts)
- Present to/teach class about book (5 pts)

Write Answer to Comp Exam Question (10 pts)

- Pick a question from:
<https://soccrim.clas.ufl.edu/graduate/criminology/resources/exam-examples/> or from class site
- Recommend due this in one day to simulate exam situation

Interview 2 Practitioners/Report and Present (15 pts)

- Interview 2 approved practitioners (see required questions)
- In person, phone or Zoom
- Summarize results in 5-page paper (10 pts)
- Present key findings to the class (5 pts)

Attendance and Participation/Lists(30 pts)

- Attend every class and be on time (10 pts)
- Learned lists (5 points) and participation (10 points)
 - Participation rubric for 11 regular class periods (not including presentation days):
 - 1 point = participated, made well-informed comments based on reading material (clearly read it)
 - 0.5 points = participated, comments not well-informed by reading material
 - 0 points = did not participate
 - You can ask your participation points at any time, but I will give you the total during the last week of class



COURSE & UNIVERSITY POLICIES

Class Specific Policies

Attendance and Late Work

I expect you to attend all classes and arrive on time! (no later than 1:55 pm)

Please keep up with the work! To ensure you learn the material, and I 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:

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

Attendance Policies < University of Florida

University/College Policies

This course complies with all UF policies. For information on those policies and for a list of campus resources, please see this page: <https://go.ufl.edu/syllabuspolicies>.

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!

If I suspect plagiarism/cheating/dishonesty, I may report it to the Student Conduct & Conflict Resolution office (<https://sccr.dso.ufl.edu/>) and there may be a sanction.

The use of generative artificial intelligence (AI) and AI-assisted technologies (e.g., ChatGPT) is not allowed when writing your assignments. All writing must be the student's original work.

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



CRIMINAL JUSTICE PROCESS: DATES, TOPIC LIST, AND ACTIVITIES (SPRING 2026)

W	Dates (WED)	Topic	Class Preparation	Assignments/ Learning tasks	
		Module 2: Introduction, Importance and Philosophy			
1	Jan 14	Introduction: Importance of CJ System to Policy, Society, and Clients	Syllabus		
2	Jan 21	Dr. Lane Away at U. of Miami	NONE	<ul style="list-style-type: none">• Take IAT Test and upload to Canvas• 1. Screenshot of Result• 2. 2-page reaction paper to IAT results by Wed, Jan 21 (online)	
3	Jan 28	Philosophy of CJ System: Differing Perspectives on Why We Have it and What it Should Do	<ol style="list-style-type: none">1. Sierra-Arevalo, Intro & Chap 12. Schneider & Ingram (1993)3. Tonry (2013)4. Nagin (2013)5. Cook (2018)6. Tonry (2023)		

Module 3: Policing				
W	Dates	Topic	Class Preparation	Assignments/ Learning tasks
4	Feb 4	Policing: Function and Approaches	<ol style="list-style-type: none"> 1. Sierra-Arevalo, Chap 2 2. Kelling et al. (1974) 3. Telep & Weiburd (2016) 4. Sherman & Berk (1984) 5. Binder & Meeker (1988) 	
5	Feb 11	Policing: Culture, Attitudes and Behaviors	<ol style="list-style-type: none"> 1. Sierra-Arevalo, Chap 3-4 2. DOJ Ferguson Report 3. DOJ Minneapolis Report 4. Wood et al. (2019) 5. Reducing Crime Podcast/Episode 34/Ed McGuire 	
6	Feb 18	Policing Reform	<ol style="list-style-type: none"> 1. Sierra-Arevalo, Conclusion 2. Final Report of President's Task Force 3. Lum & Nagin (2017) 4. Robinson (2020) 5. IACP Consensus policy/discussion paper on use of force 6. Cobbina-Dungy & Jones-Brown (2023) 	Seirra-Arevalo Reflection Paper **Due at noon on Canvas, bring hard copy to class**

		Module 4: Courts		
7	Feb 25	Courts: Charging and Process	<ol style="list-style-type: none"> 1. Clair: Intro & Chap 1 2. Spohn (2018) 3. Kutateladze et al. (2014) 4. Kutateladze (2017) 5. Mitchell & Peterson (2025) 6. Wright & Roberts (2023) 	Comprehensive Exam Answer Due Date 1 (on Canvas)
8	Mar 4	No Class	ACJS Conference (Good idea to read more Clair this week)	
9	Mar 11	Courts: Rights & Experiences	<ol style="list-style-type: none"> 1. Clair: Chap 2-3 2. Blumberg (1967) 3. Feeley (1979) 4. Tyler (2003) 	
10	Mar 18	No Class	SPRING BREAK	
11	Mar 25	Courts: Sentencing	<ol style="list-style-type: none"> 1. Clair: Chap 4- Conclusion 2. King & Johnson (2016) 3. Tonry (2019) 4. Kurlychek & Johnson (2019) 5. Ulmer et al. (2023) 	Clair Reflection Paper Due in Class **Due at noon on Canvas, bring hard copy to class**

W	Dates	Topic	Class Preparation	Assignments/ Learning tasks	
		Presentations			
12	Apr 1	Presentations of Scholarly Book Reports	None	Scholarly Book Report (due on Canvas) and Presentation Due in Class	
13	Apr 8	Presentations of Interview Papers	None	Interview Paper (due on Canvas) and Presentation Due in Class	
		Module 5: Corrections and Reentry/Module 6: Capital Punishment			
14	Apr 15	Community and Institutional Corrections	<ol style="list-style-type: none"> 1. Western: Chapters 1-6 2. Andrews et al (1990) 3. MacKenzie et al. (1995) 4. Petersilia & Turner (1993) 5. Cullen et al. (2017) 6. Terry (2000) 7. Loeffler & Nagin (2022) 	Final Due Date for Comp Answer in Class	
15	Apr 22	Reentry & Capital Punishment	<ol style="list-style-type: none"> 1. Western: Chapters 7-11 2. Pager (2003) 3. Lebel, Richie & Maruna (2015) 4. Pettus (2023) 5. Loopoo et al (2023) 6. Baldus et al (1983) 7. Ulmer et al (2020) 8. Steiker & Steiker (2020) 9. Garrett (2017) 10. APA Resolution 	Western Reflection Due in Class **Due at noon on Canvas, bring hard copy to class**	

JOURNAL AND OTHER READINGS BY WEEK

CCJ6285 Journal and Other Readings List

Full Citations

Spring 2026

Dr. Jodi Lane

Week 3: Philosophy and Perspectives on the Justice System

- Schneider, Anne and Helen Ingram. (1993). Social construction of target populations: Implications for politics and policy. *The American Political Science Review* 87/2: 334-347.
- Tonry, Michael. (2013). Evidence, ideology, and politics in the making of American criminal justice policy. *Crime and Justice*, 42/1, pp. 1-18.
- Nagin, Daniel S. (2013). Deterrence in the twenty-first century. *Crime and Justice*, 42/1, pp. 199-263.
- Cook, Phillip J. (2018). Challenge of firearms control in a free society. *Criminology & Public Policy*, 17/2: 437-451.
- Tonry, Michael (2023). Delegated vigilantism and less-than-lethal lynching in twenty-first-century America." *Crime and Justice*, 52: 51-81.

Week 4: Policing Function and Approaches

- Kelling, George L., Tony Pate, Duane Dieckman, and Charles E. Brown. (1974). *The Kansas City Preventive Patrol Experiment: A Summary Report*. Washington D.C.: Police Foundation. <https://www.policinginstitute.org/publication/the-kansas-city-preventive-patrol-experiment/>
- Telep, Cody and David Wesiburd. (2016). "Policing." Pp. 137-168 in D. Weisburd et al. (eds.), *What Works in Crime Prevention and Rehabilitation*, Springer Series on Evidence-Based Crime Policy, DOI 10.1007/978-1-4939-3477-5_5
- Sherman, Lawrence & Richard A. Berk. (1984b). The specific deterrent effects of arrest for domestic assault. *American Sociological Review* 49/2: 261-272.
- Binder, Arnold & James W. Meeker. (1988). Experiments as reforms. *Journal of Criminal Justice* 16: 347-358.

Week 5: Personal Characteristics/Attitudes/Behaviors of Police Officers

- U.S. Department of Justice. *Investigation of the Ferguson Police Department*. (2015). https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf
- U.S. Department of Justice. (2023). *Investigation of the City of Minneapolis and the Minneapolis Police Department*. <https://www.justice.gov/opa/press-release/file/1587661/download>
- Wood, George, Daria Roithmay, and Andrew V. Papachristos. (2019). The network structure of police misconduct." *Socius*, 5: 1-18.

Week 6: Police Reform

- *Final Report of the President's Task Force on 21st Century Policing.* Executive Summary. https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf
- Lum, Cynthia, and Daniel S. Nagin. (2017). Reinventing American policing. *Crime and Justice*, 46: 339-393.
- Robinson, Laurie O. (2020). Five years after Ferguson: Reflecting on police reform and what's ahead." *ANNALS*, 687: 228-239.
- International Association of Chiefs of Police (IACP). *National Consensus Policy and Discussion Paper on the Use of Force*. (2020 revision). <https://www.theiacp.org/resources/document/national-consensus-policy-and-discussion-paper-on-use-of-force>
- Cobbina-Dungy, Jennifer E and Delores Jones-Brown. (2023). Too much policing: Why calls are made to defund the police. *Punishment & Society*, 25(1): 3-20.

Week 7: Courts: Charging and Process

- Spohn, Cassia. (2018). Reflections on the exercise of prosecutorial discretion 50 years after publication of *The Challenge of Crime in a Free Society*." *Criminology & Public Policy*, 17(2): 321-340.
- Kutateladz, Besiki, Nancy R. Andiloro, Brian D. Johnson, & Cassia Spohn. (2014). Cumulative disadvantage: Examining racial and ethnic disparity in prosecution and sentencing. *Criminology*, 52(3): 514-551.
- Kutateladz, Besiki (2018). Tracing charge trajectories: A study of the influence of race in charge changes at case screening, arraignment, and disposition. *Criminology*, 56(1): 123-153.
- Mitchell, Ojmarrh & Nick Peterson (2025). The Rise of Progressive Prosecutors in the United States: Politics, Prospects and Perils. *Annual Review of Criminology*, 8: 459-484.
- Wright, Ronald and Jenny Roberts. (2023). Expanded defense lawyering. *Annual Review of Criminology*, 6: 241-264.

Week 9: Rights and Experiences

- Blumberg, Abraham. (1967). The practice of law as a confidence game: Organization cooptation of a profession." *Law and Society Review*, 1, 15-40.
- Feeley, Malcolm M. (1979). Pleading guilty in lower courts." *Law and Society Review*, 13, 461-466.
- Tyler, Tom R. (2003). Procedural justice, legitimacy, and the effective rule of law. Pp. 283-357 in M. Tonry (Ed.). *Crime and Justice: A Review of Research*, Vol. 30. Chicago: University of Chicago Press.

Week 11: Sentencing

- King, Ryan D. and Brian D. Johnson. (2016). A punishing look: Skin tone and Afrocentric features in the halls of justice. *American Journal of Sociology*, 122(1): 90-124.
- Tonry, Michael. (2019). Fifty years of American sentencing reform: Nine lessons. *Crime & Justice*, 48(1); 1-34.
- Kurlychek, Megan C., & Brian D. Johnson (2019). Cumulative disadvantage in the American criminal justice system. *Annual Review of Criminology*, 2: 291-319.
- Ulmer, Jeffery T., Eric Silver & Lily S. Hanrath (2023) Back to basics: A critical examination of the Focal Concerns Framework from the perspective of judges. *Justice Quarterly* 40(6): 813-836, DOI: 10.1080/07418825.2022.2132274

Week 14: Community and Institutional Corrections

- Andrews, D.A., Ivan Zinger, Robert D. Hoge, James Bonta, Paul Gendreau, and Francis T. Cullen. (1990). Does correctional treatment work? A clinically relevant and psychologically informed meta-analysis." *Criminology* 28: 369-404.
- MacKenzie, Doris Layton, Robert Brame, David McDowall, and Claire Souryal. (1995). Boot camp prisons and recidivism in eight states." *Criminology* 33/3: 327-357.
- Petersilia, Joan and Susan Turner. (1993). Intensive probation and parole. *Crime and Justice*, 17: 281-335.
- Cullen, Francis T., Cheryl Lero Jonson, and Daniel P. Mears. (2017). Reinventing community corrections" pp. 27-93 in Michael Tonry (Ed). *Crime & Justice: A Review of Research*. Chicago: University of Chicago Press.
- Terry, Charles M. (2000). Beyond punishment: Perpetuating difference from the prison experience. *Humanity & Society* 24/2: 108-135.
- Loeffler, Charles E. and Daniel S. Nagin. (2022). The impact of incarceration on recidivism. *Annual Review of Criminology* 5: 133-152.

Week 15: Reentry & Capital Punishment

- Pager, Devah. (2003). The mark of a criminal record. *American Journal of Sociology*, 5: 937-975.
- Lebel, Thomas P., Matt Richie, and Shadd Maruna. (2015). Helping others as a response to reconcile a criminal past: The role of the wounded healer in prisoner reentry. *Criminal Justice and Behavior*, 42/1: 108-120.
- Pettus, Carrie A. (2023). Trauma and prospects for reentry. *Annual Review of Criminology*, 6: 423-446.
- Loopoo, Evangeline, Vincent Shiraldi, and Timothy Ittner. (2023). How little supervision can we have? *Annual Review of Criminology*, 6: 23-42.

(Continued on Next Page)

- Baldus, David C., Charles Pulaski, and George Woodworth. (1983). Comparative review of death sentences: An empirical study of the Georgia experience. *Journal of Criminal Law and Criminology*, 74/3: pp. 661-753.
- Ulmer, Jeffrey T., John H. Kramer & Gary Zajac (2020) The race of defendants and victims in Pennsylvania death penalty decisions: 2000–2010. *Justice Quarterly*, 37(5): 955-983, DOI: 10.1080/07418825.2019.1679865
- Steiker, Carol S. and Jordan M. Steiker. (2020). The rise, fall, and afterlife of the death penalty in the United States. *Annual Review of Criminology*, 3: 299-315.
- Garrett, Brandon L. (2017). Inevitability of innocence. Chapter 2 (pp. 17-48) in *End of its Rope: How Killing the Death Penalty Can Revive Criminal Justice*. Harvard University Press.
- American Psychological Association. (2022). *APA RESOLUTION on the Imposition of Death as a Penalty for Persons Aged 18 Through 20, Also Known As the Late Adolescent Class*. <https://www.apa.org/about/policy/resolution-death-penalty.pdf>