

# PO 338: Criminal Justice

Saint Michael's College - Spring Semester 2022  
Jeanmarie Hall 377; Tuesdays & Thursdays 3:30pm-5:05pm

Instructor: Daniel J. Simmons, Ph.D. (he/him - feel free to call me Professor Simmons)  
E-mail: [dsimmons2@smcvt.edu](mailto:dsimmons2@smcvt.edu)  
Office: Saint Edmund's Hall 346  
Office Hours: Wednesdays 1:00pm-3:00pm, Thursdays 11:30am-1:30pm, & by appointment

## Course Description

*"There is no crueler tyranny than that which is perpetuated under the shield of law and in the name of justice."* –Charles-Louis de Secondat, Baron de La Brède et de Montesquieu, *The Spirit of Law*, 1748

*"We must not pretend that the countless people who are routinely targeted by police are 'isolated.' They are the canaries in the coal mine whose deaths, civil and literal, warn us that no one can breathe in this atmosphere. ... Until their voices matter too, our justice system will continue to be anything but."* –Justice Sonia Sotomayor, Dissenting Opinion in *Utah v. Strieff* (2015), 20 June 2016.

When we think of criminal justice in the United States, what likely comes to mind are images from television courtroom dramas. Perhaps, such as in *Law & Order*, the police and prosecutors are gallantly attempting to solve a crime and punish the perpetrator. Alternatively, such as in *Suits*, clever defense attorneys devise a strategy to convince a jury to acquit their likely guilty client. While these and countless other fictional accounts paint a picture of possible views of criminal justice, they almost always present a rather sanitized narrative that misses the larger concept.

Criminal justice in the United States is a system through which the state can deprive a person of their liberties and freedoms for committing proscribed offenses against society. Yet, it is also a mechanism through which those in power, be they groups based on a shared demographic trait, a similar ideological viewpoint, or by simple designation, punish and deter those they dislike, oppose, or fear. Over the next 16 weeks, we will seek to understand, analyze, and evaluate **1) how the U.S. criminal justice system is organized**, and **2) how that system is used to deprive others of freedom and liberty**. While we are unlikely to come to a neat and tidy conclusion about the implementation of criminal justice in the U.S., my hope is that you will complete this course with a better appreciation of the many components, debates, and major issues that provide nuance to this important area of policymaking.

## Course Materials

Readings are detailed in the Course Outline section of the syllabus. All readings are provided on the course Canvas page; there is no textbook to purchase for this course. The readings are to be completed **before** the class session they are assigned.

## Course Policies & Expectations

### Attendance, Participation, & Lecture Resources

I will come to our class sessions on-time and prepared to lead a lecture and discussion for the full amount of time we have scheduled together; you can plan on a 5-10 minute break in the middle of each class. I expect

each of you to also be ready to listen, question, and discuss for the same amount of time. I will aim to post lecture slides the morning of the class period of the lecture.

Attendance counts as a very small portion of your participation grade. If you need to be absent, including if you are not feeling well, just e-mail me to give me a heads-up and you won't lose any attendance credit. If you are frequently absent, you will hear from me to check in and see how I can help you catch up and make sure you are ok. In order to help me learn your name and to take attendance, **I'm asking you to make a name tag that you can display on your desk.** The best way to do this is to fold a normal sheet of paper in thirds, and use a marker to write your name in big, bold letters. You can stand the name tag like a pyramid on your desk.

We are a highly vaccinated community and continuing to implement mitigation strategies to limit the spread of COVID-19. **While your personal risk to the virus may be low, some of your peers, faculty, staff, and their families remain at high-risk.** Please do your part to practice good citizenship and adhere to the health and safety policies so we can have a productive and safe semester. And also remember, this is a highly contagious airborne virus; **contracting COVID-19 does not indicate a moral failure or a willful disregard for others.** Be compassionate and kind to each other - we could all do better at this in 2022.

There may be a reason for some or all of us to transition to an online format for a period of time - including if we are sick from a non-COVID-19 illness. To encourage you to stay home and relax when you are ill, all class sessions will be recorded and available in Echo360 on our course Canvas page. Please, take advantage of this setup and **do not come to class if you are not feeling well.**

## Laptops & Other Electronics

The consensus of education scholarship<sup>1</sup> maintains that students who take notes by hand retain more information over time than those who take notes on laptops or other electronic devices. Aside from the learning benefits of abstaining from laptop use for notes, the benefits of removing the audio/visual distractions associated with the use of electronic devices, both to you and those around you, are significant. As such, **the use of laptops, tablets, smartphones, and other electronic devices to take notes is strongly discouraged** during our time together. Using these devices for anything other than notetaking is not permitted in class.

If you insist on disregarding this notetaking advice, or you have a learning difference that is mitigated through the use of electronic devices, please avoid sitting in the front row(s) so you can minimize the distractions caused by your use of technology. Please note: if you are found to be using electronics for other activities (e.g. social media, checking e-mail, shopping, etc.) you will not be permitted to continue using electronic devices in class. Additionally, **audio and/or visual recording of lectures is not permitted** without prior authorization from me.

## Office Hours & E-mail

I have four hours set aside each week where I am available in my office to consult with students. That time is **your** time; you do not need an appointment to come by. I strongly encourage students to come in and chat about topics from the readings or lecture, to discuss study skills, or to simply talk about any questions you may have with the course. I would prefer spending that time chatting with you instead of doing something else, so please, don't be a stranger! If your schedule prevents you from being able to see me during office hours, you are welcome and encouraged to e-mail me to set-up an appointment when we can meet.

---

<sup>1</sup>Check out this [New York Times article](#) for a summary of the research.

As we are still proactively trying to mitigate the COVID-19 pandemic, **my office hours will be held virtually via Zoom**. The link is on the front page of our Canvas course. When you click on the link, you'll be placed in the virtual waiting room. I will transfer you from there to my feed as soon as I can. If you want to meet as a group, just let me know when I bring you in who else I should let in from the waiting room.

I welcome students getting in touch with me through e-mail. E-mails should primarily be used to address quick questions, not for requests to go over what was discussed in lecture because of an absence. E-mails are a form of professional correspondence, not informal text messages. I will respond to e-mails within 24 hours on weekdays (and often much sooner), but do not expect a reply after 5:00pm or on weekends.

I will communicate with the class often through Canvas messages or announcements. Please be sure your Canvas notifications are updated to ensure you are informed when these messages are sent out.

## Late Submissions

College student life is busy. I have prepared a Course Outline that allows you to plan well in advance to complete our readings, assignments, and exams. I strongly encourage you to use this outline to ensure you prepare sufficient time to complete all the tasks associated with our course. Each of you can hopefully use the outline in conjunction with your personal calendars to avoid work piling up.

Even with good planning, life happens. As such, you have a 24-hour grace period to submit assignments. **For up to 24-hours after the due date of an assignment, you can submit it late, no questions asked, no excuses needed, and no penalty assessed.** If your circumstances make it necessary for you to submit work past the grace period, you should contact me so we can work out an arrangement and so I can provide you support in successfully completing the course. If you submit work after the grace period, but did not contact me in advance to discuss your unique circumstances, I will not grade the assignment and it will receive a zero. **I strongly advise that you do everything you can to submit at the deadline** and not view the "real" deadline as simply being the end of the grace period; technical difficulties will not permit an extension beyond the grace period. **Also, due to College policy, I cannot accept the final report late - it must be submitted by the deadline.**

## Grade Appeals

I am committed to making the grading process as transparent as possible. I will prepare a rubric for most assignments/exams that outlines how they will be graded. When grades are posted, you should be able to see how you did according to the rubric in addition to any individual comments I make on your assignment or exam. **Grades are based on quality of work, not on a student's effort towards completing the work.** Think of your graded work like building a boat; you could spend a lot of time constructing that boat, but if when you take it out to the lake it immediately sinks, no one congratulates or pays you for spending a lot of time on building a defective boat. If you believe the grade does not adequately reflect the quality of your submitted work, you may take the following steps<sup>2</sup>:

- Review any comments/feedback I have provided, including the rubric for the assignment or exam.
- If after reviewing my feedback you still have questions about how your assignment or exam was graded, come to my office hours and we can discuss it. **Please note: I do not discuss grades for 24 hours after they have been handed back to students.** This policy allows for all parties to discuss an assignment or exam without the immediate emotional reaction of seeing the grade.
- If after discussing your grade with me in person, you still believe the grade does not adequately reflect the **quality of your work**, write a one-paragraph written request for a re-grade and submit it to me

---

<sup>2</sup>Please note due to time constraints in submitting course grades, final reports are not included in this policy

by e-mail. The request should outline specific examples of your work that you believe were incorrectly graded. **Any request for a re-grade must be submitted within one week of the assignment or exam being returned to the student.** If your request is approved, I will evaluate the assignment or exam as though it is a new submission. As such, the assignment or exam may receive a lower grade, the same grade, or a higher grade. The result of this re-grade is final.

## Campus Resources

Any student in need of accommodations, or who is unsure if they should receive any, should contact the [Office of Accessibility Services](#), located on the top floor of the Durick Library. You should also contact me to discuss necessary accommodations well in advance of the deadline for any assignment or exam. I am committed to upholding the College's policy on ensuring students in need of accommodations are fully supported.

I highly recommend all students take advantage of the academic resources offered by the [Academic Enrichment Commons](#), also located on the top floor of the Durick Library. These resources include tools to improve study skills, academic writing, as well as select topic-specific assistance. Another valuable service available to you is the [Writing Center](#), located on the main floor of the Durick Library. The Writing Center provides a comfortable space for you to write, as well as find help from trained student writing coaches. Almost all of these services are included in your student fees, so take advantage of them and get your money's worth.

Finally, learning how to practice good mental health and maintenance is just as important as learning the skills and knowledge associated with your college degree. I invite and encourage each of you to take the opportunity to speak with a mental health professional as often as you need or want while at St. Mike's. These professionals at the [Bergeron Wellness Center](#) are specifically here and trained to provide you the support and care you need as a college student. Please use their services as an important resource during your college experience. Take a look at their services using the link above, and remember, **it's ok to not be ok; it's a sign of strength to ask for help when you need it.**

## Academic Integrity

Simply put: do not cheat. Do not consider cheating, attempt cheating, or encourage others to cheat. All work done for this course must be done individually unless otherwise specified. You cannot submit work done in previous courses, or in another course during this semester, for credit in this course unless we discuss and I explicitly authorize it. You cannot plagiarize. I have posted a document on our course Canvas page explaining what constitutes plagiarism and how to avoid it. **I strongly encourage every student to review this document, even if you think you already know what constitutes plagiarism.** Accidental plagiarism is still plagiarism and will be treated as such. If you have any questions about academic integrity, please reach out to me.

Any and all instances of violating the College's [academic integrity policy](#) will be reported to the Associate Dean of the College, and the assignment(s) and/or exam(s) that are the subject of the infraction will receive a zero.

## Social Justice and Allyship

At the core of Saint Michael's mission is for everyone in our community to become an advocate for social justice, including a personal effort to be "intentionally inclusive." Political science is heavily involved in scholarship and education addressing many topics of social justice and building a more just and equitable society. I am personally committed to fulfilling this mission, and encouraging my students to do likewise. I strive to ensure my office and our classroom, whether physical or virtual, are safe spaces of inclusion for all. I invite each of you to join me in creating and ensuring such an environment during our time together.

Recent events have drawn attention to the issues and deficiencies that still exist within our society. The “Me Too” movement has highlighted how sexism, sexual harassment, and sexual abuse continue to plague our institutions and communities. Black Lives Matter calls on us to recognize systemic racism, particularly in policing and government, and pro-actively become anti-racists. Pride marches present an opportunity to celebrate recent hard-earned judicial recognition of the civil rights and liberties for LGBTQ+ people, and the ongoing need to continue fighting for rights still denied. The consequences of policies regarding the treatment of immigrants, refugees, and undocumented people rouse us to consider how we can be more charitable and compassionate in our treatment of vulnerable and historically marginalized populations. This list is hardly comprehensive, as there remain other issues regarding religious persecution, income inequality, climate justice, and on and on.

While we will not touch on all of these issues, we will discuss many of them in the context of this course. I encourage all of you to intentionally consider how you advocate for social justice in your own life, and how you are striving to continually become an ally to those in need of your support. The College provides several resources and campus groups to help support what is both a personal and collective mission to promote social justice and allyship. I list some below and encourage you to check them out if you have not already during your time at St. Mike’s.

- [Center for Multicultural Affairs & Services](#): They represent Saint Michael’s “commitment to a campus and a world that values every human being, and supports and celebrates their uniqueness, experiences, and contributions.” Some of their activities/groups include the Diversity Coalition, and the Martin Luther King, Jr. Society and Convocation.
- [Center for Women and Gender](#): Their mission is “to promote awareness and activism around women’s and gender equity issues by educating students, faculty and staff.” They also support individuals by providing them with resources and referrals.
- [Common Ground](#): A GSA (Gender and Sexuality Alliance) that seeks to provide a safe space on Saint Michael’s campus for all members of the LGBTQ+ community.
- [Center for Global Engagement](#): Serves as “the collaborative hub for international activity at SMC, promoting global learning and literacy, deepening inter-cultural competency and inclusion, and supporting opportunities for global engagement.” Includes opportunities for study abroad, international internships, international and post-graduate volunteer opportunities (e.g. Peace Corps), and supporting international students on campus.

## Boilerplate Notices

The following are some boilerplate notices I have included as we implement greater accessibility for the course. If you have any questions or concerns about them, please feel free to get in touch with me.

### Recording and Posting of Class Sessions

Class sessions may be recorded by the professor and posted only to a College-approved site (e.g. Canvas). The recordings may include the student or their video feed, their name, and any materials they share during the class session (e.g. screen share, chat messages, spoken comments, etc.). **By enrolling in this course, you consent to being recorded and for that recording to be posted to the course Canvas page.**

### Professor’s Copyright of Course Materials

The professor’s lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by College policy. The professor is the exclusive owner of the copyright in those materials they create. Students may take notes and make copies of course materials for their own use. Students may also share those materials with another student who is enrolled in or auditing

this course. **Students may not reproduce, distribute or display (post/upload) lecture notes, recordings, or course materials in any other way, whether or not a fee is charged, without the professor's express prior written consent.** Students also may not allow others to do so. If a student violates this standard, they may be subject to student conduct proceedings under the College's academic integrity policy, including receiving a grade of F for the course.

## Course Requirements

### Grade Breakdown

All assignments are to be submitted in Canvas unless otherwise noted.

- 60% Research Paper - see below for how each component of the paper affects your overall course grade.
  - Proposal due (5%): Thursday, 3 February at 3pm
  - Data Summary due (5%): Thursday, 24 February at 3pm
  - Data Analysis due (10%): Thursday, 24 March at 3pm
  - First Complete Draft due (20%): Thursday, 14 April at 3pm
  - Final Draft due (20%): Thursday, 5 May at 3pm
- 25% Final Exam
  - Exam begins: After class Tuesday, 3 May
  - Exam responses due: Monday, 9 May at 7:30pm
- 15% Seminar Participation (including weekly reflection journal entries due at 3:00pm on Fridays)

### Research Paper

The primary assignment for this course will be research paper that investigates a specific question with respect to criminal justice in the United States. The final draft will be no more than 12 pages, double-spaced, 12-pt font, and submitted on **Thursday, 5 May at 3pm**.

However, the final draft will only be a small portion of the grade for this assignment. We'll be working on these papers from the start of the course, with components of the paper due throughout the semester. Pursuing the project in this way will 1) discourage you from procrastinating the paper until the end of the semester, as doing so will almost surely result in a failing grade, 2) encourage you to view our lectures and discussions as part of your research process, and 3) guide you in conducting original research on a salient and important topic.

This project won't simply be me sending you out into the world to look things up and submit a report. Rather, I'll be walking you through the process for the next 15 weeks; some of our classes will be specifically dedicated to discussing concepts like identifying a good question, data collection and analysis, and overall research skills. A separate hand-out posted to Canvas will discuss the expectations and details for each component of the research paper.

### Final Exam

We'll have a comprehensive final exam beginning on Tuesday, 3 May, and due on Monday, 9 May at 7:30pm. Anything and everything from lecture, discussions, or readings is fair game for inclusion in the final exam. Since you will have access to all of the readings and the lecture slides, no additional study guide will be provided. The exam is open-book, open-note - meaning you can use all of the resources provided on Canvas

and in your textbook; you are neither required nor expected to use any other resources, so please, do not do so. As always, even though the exam is being completed at home, it should be done individually (see the Academic Integrity section).

The format of the final exam will consist of a number of short answer essay questions. I'll explain the specific expectations at least one week in advance. You will have until **7:30pm on Monday, 9 May** to submit your final exam responses on Canvas. Please remember, the final exam cannot be accepted if it is submitted after the due date/time.

## Seminar Participation

Our course will only be successful if we all participate and learn together. I expect everyone to participate over the 15 weeks we have together. Participation does not mean just asking questions or contributing to the discussion every week (though you are certainly encouraged to do so), nor does it mean that you should contribute so much that you forget to listen to what your peers have to share. Good civic discourse requires both sharing and listening. Please be sure to do both on a regular basis.

This is a political science course and we will be discussing political issues. Each of us has a unique opinion about many political issues, and some of these views are considered foundational to our varied belief systems. When we discuss these issues, there will likely be disagreement. That's a key part of politics; democratic governance anticipates and indeed promotes disagreement and differences of opinion. While we may have disagreements, I insist we discuss our differences with respect, civility, and empathy. Do your best to try to understand the point of view of your peers, even if you think they are completely wrong.

This standard does not mean you should avoid participating when you have an alternative point of view because you do not want to provoke an argument. Be bold! Share what you believe! You may be challenged to defend your beliefs, but that is an opportunity for you to learn and grow, not an attack on who you are or what you think. Deliberative discourse succeeds in preserving democracy when we listen with an empathetic ear, rather than speak with a threatening tongue.

Your participation grade will be based on your active participation in class, as well as your completion of weekly reflection journal entries. These journal entries are an opportunity for you to reflect on what you learned this week and what you still have to learn about a given topic. You can use this journal to help guide future research ideas, books to read, events to attend, and other activities towards developing a habit of lifelong learning. **For each entry, you should do the following two things at a minimum:** first, **discuss something new you learned this week and why it stood out to you.** This item could be additional information or a different perspective you hadn't previously considered, or something entirely new. Second, **share at least two questions you still have about the topics discussed this week or questions you now have after this week's discussions.** You'll submit these entries weekly via Canvas by 3:00pm each Friday. I recommend using a single Word document that you just add on with a new entry every week. The entries are graded on a completion/non-completion basis - I'm not grading *what* you write, but rather *whether* you wrote or not. **You have 3 free passes to forget or just skip submitting an entry;** after that, you'll lose points from your participation grade for each subsequent entry not submitted. **Because of this provision, journal entry submissions cannot be made up.**

## Course Outline

This section provides a daily outline of what we will be doing during the next 15 weeks. Readings are to be completed **before** the class they are assigned. All readings can be found on [Canvas](#). This schedule is subject to change, but I will give you notice if/when that occurs.

Legend: [Canvas/Online Readings](#), [Research Paper Prep](#), [Class Cancellation](#), [Exams & Assignments](#)

### Criminal Justice in the United States

1. **Tuesday, 18 January:** How does the U.S. assess crime (and justice)?
  - Review syllabus - refer back to it throughout the course as a reference
2. **Thursday, 20 January:** What is U.S. criminal law? What are the goals of the U.S. criminal justice system?
  - Tonry, Michael. 2011. "Crime and Criminal Justice." In *The Oxford Handbook of Crime and Criminal Justice*. Oxford: Oxford University Press.
  - Jacobs, James B. 2007. "Criminal Justice in the United States: A Primer." *American Studies Journal* 49.
  - Gramlich, John. 2019. "5 Facts About Crime in the U.S." *Pew Research Center*. 17 October 2019.
3. **Tuesday, 25 January:** [Research Paper Prep - Overview of assignment & discussion of what makes a good research question.](#)
  - No reading today, but over the weekend, take a look at the assignment sheet for the research paper as well as the data sets. Get a sense of the data that is available, and what kinds of questions you could try to answer with it. Consider what questions you have about criminal justice; write them down. We'll take your initial thoughts and discuss how to refine them into what will ultimately be your selected research question.

### Policing in the United States

4. **Thursday, 27 January:** How were the police organized in the U.S., and how is policing different today?
  - Listen to "[American Police](#)", an episode of NPR's *Throughline* podcast that discusses the history of policing in the United States. The episode is a little over an hour.
  - Blain, Keisha N. 2020. "Violence in Minneapolis is Rooted in the History of Racist Policing in America." *Washington Post*. 30 May 2020.
5. **Tuesday, 1 February:** What are the rules and policies governing how police use force?
  - Apuzzo, Matt, and Sarah Cohen. 2015. "Data on Use of Force by Police Across U.S. Proves Almost Useless." *The New York Times*. 11 August 2015.
  - Sinyangwe, Samuel. 2016. "Examining the Role of Use of Force Policies in Ending Police Violence." *Police Use of Force Project*.
  - "Guiding Principles On Use of Force." *Police Executive Research Forum*. 2016.
    - Read through the first three pages that discuss "old ways" of thinking about use of force, then read over the 30 policies; you can skip the info in the light-blue or orange shaded boxes.

6. **Thursday, 3 February:** What role has racial profiling and racial bias played in policing, both historically and today?
- Lockhart, P.R. 2018. "Living While Black and the Criminalization of Blackness." *Vox.com*
  - Bronner, Laura. 2020. "Why Statistics Don't Capture The Full Extent of The Systemic Bias In Policing." *FiveThirtyEight.com*
  - Watch this [report](#) from PBS Newshour on implicit bias training in police academies. The video is about 9 minutes long.
  - Take an implicit bias test from Project Implicit to provide some information on a possible implicit bias you may have with respect to race. Click on this [link](#) which will take you to the website that hosts these tests. Once you click through the acknowledgment, choose the Race IAT and complete the test. This test is purely for your information and is 100% confidential - neither I nor your peers will have any knowledge of the results.
  - [Research proposal due at 3pm](#)
7. **Tuesday, 8 February:** How do police unions exercise political influence?
- Scheiber, Noam, Farah Stockman, and J. David Goodman. 2020. "How Police Unions Became Such Powerful Opponents to Reform Efforts." *The New York Times*. 6 June 2020.
  - Greenhouse, Steven. 2020. "How Police Unions Enable and Conceal Abuses of Power." *The New Yorker*. 18 June 2020.
  - Boudreau, Cheryl, Scott A. MacKenzie, and Daniel J. Simmons. 2019. "Police Violence and Public Perceptions: An Experimental Study of How Information and Endorsements Affect Support for Law Enforcement." *Journal of Politics*. 81(3), 1101-1110.
8. **Thursday, 10 February:** What unique role do sheriffs play in criminal justice?
- Powers, Ashley. 2018. "The Renegade Sheriffs." *The New Yorker*.
  - Pishko, Jessica. 2019. "The Power of Sheriffs: Explained." *The Appeal*.
  - Nemerever, Zoe. 2020. "Why 'Constitutionalist Sheriffs' Won't Enforce Coronavirus Restrictions." *Washington Post: Monkey Cage* blog.
9. **Tuesday, 15 February:** [Research Paper Prep - Overview of conducting basic data analysis.](#)
- No reading today. Bring a laptop or at least a copy of your research question. We'll be discussing how to use Excel to complete both descriptive statistics for your question/dataset as well as some basic statistical analyses.
10. **Thursday, 17 February:** [No Classes - February Break](#)
11. **Tuesday, 22 February:** What kind of reforms are being considered for policing?
- Gillion, Daniel Q. 2020. "Obama Is Right. The Floyd Protests Will Change Public Policy." *Washington Post: Monkey Cage* blog.
  - Rybak, R.T. 2020. "I Was Mayor of Minneapolis. I Know Why Police Reforms Fail." *The Atlantic*.
  - Thomson-DeVeaux, Amelia, and Maggie Koerth. 2020. "Is Police Reform A Fundamentally Flawed Idea?" *FiveThirtyEight.com*

## Criminal Courts in the United States

12. **Thursday, 24 February:** How are U.S. Criminal Courts organized? What is their purpose?
  - Hamilton, Alexander. “Federalist No. 78.” *Federalist Papers*. Accessed via The Avalon Project: 3 July 2020.
  - “Introduction To The Federal Court System.” *United States Department of Justice*. 3 July 2020.
  - Watch this short 5-minute summary video of *Gonzales v. Raich*, a SCOTUS case upholding the Controlled Substances Act criminalizing medical marijuana, even when state law permits the use of the drug.
  - “Comparing Federal & State Courts.” United States Courts. Accessed 6 July 2020.
  - [Data summary due at 3pm](#)
13. **Tuesday, 1 March:** What is the role of judges and attorneys in criminal justice?
  - Listen to the 57 minute episode “[You’ve Got Some Gauls](#)” from the *Serial* podcast.
  - Listen to the 62 minute episode “[Pleas Baby Please](#)” from the *Serial* podcast.
14. **Thursday, 3 March:** What are the rights of criminal defendants?
  - Chapman, Nathan S., and Kenji Yoshino. “The Fourteenth Amendment Due Process Clause.” *The National Constitution Center*. 3 July 2020.
  - Schnacke, Timothy R., Michael R. Jones, and Claire M. B. Brooker. 2010. “The History of Bail and Pretrial Release.” *Pretrial Justice Institute*.
  - Hassett-Walker, Connie. 2019. “Poor Criminal Defendants Need Better Legal Counsel to Achieve a Just Society.” *Washington Post*. 18 March 2019.
  - Friedersdorf, Conor. 2020. “Even Now, Criminal Defendants Have Rights.” *The Atlantic*. 4 April 2020.
15. **Tuesday, 8 March:** What is a fair trial?
  - Millhiser, Ian. 2021. “Arizona Launches a Bold New Experiment to Limit Racist Convictions.” *Vox.com*.
  - Zwerdling, Daniel. 2013. “Your Digital Trail: Does the Fourth Amendment Protect Us?” *NPR.org*.
  - Listen to this [60 minute podcast episode](#) from *We The People* discussing topics such as hot pursuit and exigent circumstances along with the 4th Amendment.
16. **Thursday, 10 March:** What is the role of juries in criminal justice?
  - Watch the 8 minute video by *Vox.com*, [The Big Problem With How We Pick Juries](#).
  - Benforado, Adam. 2015. “Reasonable Doubts About the Jury System.” *The Atlantic*. 16 June 2015.
  - Lopez, German. 2016. “Jury Nullification: How Jurors Can Stop Unfair and Racist Laws in the Courtroom.” *Vox.com*. 2 May 2016.
  - Green, F.T. 2019. “Jury Selection Is Broken and Here’s How to Fix It.” *Slate.com*. 15 January 2019.
17. **Tuesday, 15 March:** **No Classes - Spring Break**
18. **Thursday, 17 March:** **No Classes - Spring Break**

19. **Tuesday, 22 March:** What are the rules governing sentencing and exonerating wrongful convictions?
- Brand, Jessica, and Callie Heller. 2018. “Capital Punishment In The United States: Explained.” *The Appeal*. 24 September 2018.
  - “Federal Drug Sentencing Laws Bring High Cost, Low Return.” *Pew Charitable Trusts*. August 2015.
  - Murphy, Heather. 2019. “A Leading Cause for Wrongful Convictions: Experts Overstating Forensic Results.” *The New York Times*. 20 April 2019.
20. **Thursday, 24 March:** What kinds of reforms are being considered for courts?
- Goldschmidt, Jona. 1994. “Merit Selection: Current Status, Procedures, & Issues.” *University of Miami Law Review*. Excerpted by *PBS: Frontline*. 3 July 2020.
  - Liptak, Adam. 2019. “Supreme Court Says Judges Are Above Politics. It May Hear A Case Testing That View.” *The New York Times*. 16 September 2019.
  - Wykstra, Stephanie. 2018. “Bail Reform, Which Could Save Millions of Unconvicted People from Jail, Explained.” *Vox.com*. 17 October 2018.
  - [Data analysis due at 3pm](#)
21. **Tuesday, 29 March:** [Research Paper Prep - Tips on writing the research paper](#)
- No reading today. Kristen Hindes, a research librarian at Durick Library, will be joining us to discuss the library’s resources available to you for your paper. She’ll also be able to answer specific questions you might have about finding sources on your paper topics and general research tips.

## Prisons in the United States

22. **Thursday, 31 March:** How are prisons organized in the U.S., historically and today?
- Watch this 85 minute film from PBS entitled [Slavery by Another Name](#). Please read the note on the video I’ll post to Canvas before you view it.
23. **Tuesday, 5 April:** What is the history behind private prisons, and what role do they play today in U.S. criminal justice?
- Bauer, Shane. 2016. “My Four Months As A Private Prison Guard.” *Mother Jones*.
24. **Thursday, 7 April:** How does parole and the goal of prisoner rehabilitation impact criminal justice?
- Ewing, Maura. 2017. “Why So Few Violent Offenders Are Let Out on Parole.” *The Marshall Project*. 29 August 2017.
  - Horowitz, Jake, Connie Utada, and Monica Fuhrmann. 2018. “Probation and Parole Systems Marked by High Stakes, Missed Opportunities.” *Pew Charitable Trusts*.
25. **Tuesday, 12 April:** What kind of reforms are being considered for prisons?
- Keller, Bill. 2019. “What Do Abolitionists Really Want?” *The Marshall Project*. 13 June 2019.
  - Chammah, Maurice. 2018. “The Connecticut Experiment.” *The Marshall Project*. 5 August 2018.
  - Lang, Lucy. 2019. “Prosecutors Need to Take the Lead in Reforming Prisons.” *The Atlantic*. 27 August 2019.

## Media and Criminal Justice

26. **Thursday, 14 April:** How are crime and justice covered in the news? What effect does that coverage have on the public?
- Ghandnoosh, Nazgol. 2014. "Race and Punishment: Racial Perceptions of Crime and Support for Punitive Policies." *The Sentencing Project*.
  - Romer, Daniel, Kathleen Hall Jamieson, and Sean Aday. 2003. "Television News and the Cultivation of Fear of Crime." *Journal of Communication*. 53:1, 88-104.
  - [First full paper draft due at 3pm](#)
27. **Tuesday, 19 April:** How are crime and justice covered in popular media? What effect does that coverage have on the public?
- Listen to the 6-episode long podcast series by Headlong *Running From COPS*. Each episode is 30-45 minutes, so you shouldn't wait until the last minute to start listening.

## Discussions on Criminal Justice Reform

28. **Thursday, 21 April:** **No Class - Individual Meetings**
- No reading today. I'll hold 15 minute individual meetings via Zoom with each of you throughout the day to discuss your paper drafts. I'll tell you what your final draft grade would be if you submitted your first draft unchanged, and what you would need to do to improve your grade (if applicable).
29. **Tuesday, 26 April:** What recent legal reforms have occurred? What role do the different levels of government play in reforming criminal justice?
- [Read the summary and view the explanation video](#) about California's new police use-of-force law.
  - George, Justin. 2018. "What's Really in the First Step Act?" *The Marshall Project*. 16 November 2018.
  - Kim, Catherine. 2019. "Private Prisons Face an Uncertain Future as States Turn Their Backs on the Industry." *Vox.com*. 1 December 2019.
30. **Thursday, 28 April:** How do we address the persistent racial disparities in criminal justice in the U.S.?
- Schwartzapfel, Beth. 2019. "Can Racist Algorithms Be Fixed?" *The Marshall Project*. 1 July 2019.
  - Ghandnoosh, Nazgol. 2015. "Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System." *The Sentencing Project*.
31. **Tuesday, 3 May:** Final exam review and final class discussion
- No reading.
  - [Final paper draft due Thursday, 5 May at 3pm](#)
  - [Final exam responses due Monday, 9 May at 7:30pm](#)