

CCJ 6285—CRIMINAL JUSTICE PROCESS

Wednesdays 10:40 am to 1:40 pm (Periods 4-6) in UST 104

Section 12078

Graduate Seminar

Department of Sociology and Criminology & Law

Graduate Program in Criminology, Law and Society

Spring 2019

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COURSE DESCRIPTION

This course is designed to introduce you to important topics related to the criminal justice process. Some of these include the philosophy of the system and the structure and issues of policing, courts, corrections, capital punishment, and juvenile justice. We will discuss general issues as well as classic research and current topics in the field. This course is required because it is specifically designed to introduce you to the topics you need to know for the Crime and Justice Area comprehensive exam for the criminology degree. However, it is also useful for students wanting to get more in-depth knowledge about research and practice related to the criminal justice system or students who hope to teach these topic areas.

BOOKS AND OTHER READINGS

There are three books and multiple readings assigned for this course. A complete list of readings you should have read before you take your comprehensive exams would be too comprehensive and long for a one semester course. So, please be aware that before you take the comprehensive exams, you should have read and be familiar with the classic and contemporary literature on all of the topic areas discussed in this course.

A complete list of assigned readings is attached to the back of this syllabus. I have posted the readings on the Canvas site for this course, so that you may have easy access to them. The books are available for purchase at all local college bookstores (and on the web, of course). They are:

Davis, Angela J.(Ed). (2017). *Policing the Black Man: Arrest, Prosecution, and Imprisonment*. New York: Vintage Books.

Kohler-Hausmann, Issa. (2018). *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing*. Princeton, NJ: Princeton University Press.

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

ASSIGNMENTS AND GRADING

(1) LEAD THREE CLASS PERIOD DISCUSSIONS ON THE WEEKLY READINGS (15%)

I believe that it is very important for you to read the readings and for us to have fruitful discussion of these readings each week. This is especially important in a class like this one that hopes to help prepare you for comprehensive exams. Consequently, each of you will choose three weeks during the semester to be a leader on the readings assigned for that week. All of you will be expected to be able to discuss the readings intelligently each week (see participation below), but the weekly leaders will need to do this in addition to read: (1) Have detailed notes on the readings and (2) have a list of 6-7 discussion questions to prompt discussion that day (these are not questions about fact). At least two of these discussion questions should deal with (1) policy maker issues it raises and (2) practitioner issues it raises. Some should also focus on important issues for the research community. These questions and notes will need to be turned in to me on the days that you lead the discussions. If more than one student is to lead the readings for the day, each student should work on their notes and questions separately. Please email me the notes as well, so I can post them on our class website to help you later as you study for comprehensive exams and have them as resources for later work on papers, etc. On the days you are responsible for the readings, you will 1) **briefly** summarize the topic and findings in the reading (in a few sentences), and 2) pose your questions to the class and lead the discussion related to the questions.

(2) WRITE THREE REFLECTION PAPERS ON ASSIGNED BOOKS (15%)

As I noted, I want you to read the assigned readings. It is important for learning and lively class discussion. Consequently, when we finish an assigned book, you will write a 2-3 page reflection paper on the book (each paper will constitute 5% of your grade). Each of these papers should do the following:

1. Summarize the key points from the book, based on YOUR PERSPECTIVE in a paragraph or two. That is, what are the key points/ideas you take away from this book? Think about how you would describe it to your grandmother or a policymaker who has only 5 minutes to listen. That is, this is not a summary as the author tells it. It is a reflection on what you took away after reading it.
2. Answer/tackle at least two of these questions, citing other material where important:
 - a. Has this book **either supported or changed your knowledge or beliefs**? Give specific examples.
 - b. How does this book **coincide or contradict the lectures and other readings/material** in the course? Why do you say so?
 - c. Does the reading **leave you with any questions**? Were these ones you had previously or ones you developed only after reading the book? Explain.
 - d. Where did you **disagree with the author** of the book? What is your **counter argument**? Why do you think **your perspective is better** than theirs?
 - e. Did the author **fail to address an important issue**? Could a certain fact or idea have dramatically changed the impact or conclusion of the book?
 - f. What are the **theoretical implications** of this work? In your opinion, not necessarily the author's, should theories be revised based on this information and if so, why?
 - g. What are **realistic policy implications** of this book? In your opinion, not necessarily the author's, how should what we do with youths in trouble differ from what we do now based on this new information?

(3) READ AN ADDITIONAL APPROVED SCHOLARLY BOOK OF YOUR CHOOSING, WRITE A 5-PAGE BOOK REPORT/REVIEW (10 PTS), AND PRESENT (5 PTS) TO CLASS (15%)

For the fourth book in this course, each of you will choose a different scholarly book (approved by me ahead of time) to read about criminal justice process. This book should not be one you have been assigned for another course while in the graduate program. It should also not be an edited volume, because these volumes are hard to summarize in a short paper like the one assigned here. The goal here is (1) to let you tailor a bit the knowledge you gain in this class and (2) to allow you to share this knowledge with the other students in the course. The short paper is not hard to do. You will write a (1) 5-page book report on this book, including a 1 page bulleted executive summary to share with others, and (2) present a quick summary of this book and key ideas/takeaways as well as what you believe the theoretical and policy implications are. In addition, you should be able to address questions raised by your colleagues in class based on your book review.

BOOK REPORT/REVIEW STRUCTURE (It is best to use these as headings in the paper)

- (1) The title and author of the book you are reviewing
- (2) Executive summary (1-page) summarizing what you cover in the next 5 sections which will be given to class
- (3) The author's main arguments
- (4) Your evaluation of the author's support of his/her arguments (provide examples)
- (5) Comparison with other books or sources if appropriate, especially those covered in the class
- (6) Your assessment of the realistic (a) theoretical and (b) policy implications of the work.
- (7) Rate the book out of 5 stars each for (a) innovation, (b) theoretical importance, (c) policy importance, where 5 stars means excellent and 1 star means poor. In a sentence or two, explain why you gave each of these ratings.

(4) WRITE ANSWER TO A COMPREHENSIVE EXAM QUESTION (15%)

One function of this course is to help you prepare for comprehensive exams by introducing you to the issues and the literature. Another way to help you prepare is to give you feedback on practice answers. For this assignment, you can pick any question from the Crime and Justice exams posted on the department website (<http://soccrim.clas.ufl.edu/graduate/criminology/resources/exam-examples/>) or one from a more recent exam (posted on the class site) and answer it the best you can. Of course, I will not expect perfection. You will get the credit if it is clear you put in a lot of effort. But, I will give you comments on how you could improve your answer. *You might want to also show your answer to your committee chair to see if he/she has other comments on improvement.* Of course, I cannot guarantee that the exam committee would grade the answer the same way I would, but I think any faculty input is helpful in your preparations. (Although I am currently the chair of this committee, the committee structure changes periodically). *I recommend you do this in one 6 hour session, to simulate an actual comprehensive exam situation.*

(5) WRITE 5-PAGE INTERVIEW REPORT (10 PTS) AND GIVE PRESENTATION (5 PTS) TO CLASS (15%)

For this assignment you will:

1. Conduct a short interview with 2 people who work with adult offenders somehow (e.g., police, court personnel, corrections employees). I need to approve these folks, just to ensure none of you interview the same two people. These people should be anonymous in your paper. This interview can take place over the phone or in person. It should cover these questions:
 - a. What is your role in working with adult offenders? (This could include a paid job, but also volunteer work).
 - b. How long have you worked with adult offenders and in what capacities?
 - c. What do you see as the main factors that contribute to problems/struggles/contact with the justice system?
 - d. What do you see as the main difficulties in working with these clients?
 - e. Do you think these problems and difficulties working with clients are “fixable”? Why or why not?
 - f. If given unlimited financial resources and staff, what do you think are the three to five things that could be done to reduce the number of adults who commit crime and/or come into contact with the justice system?
2. Write a summary of these interview results in a 5-page paper. Using these questions as headings in the paper is a good idea, discussing how your respondents agree and disagree on these points.
3. Present your key findings to the class.

(6) ATTENDANCE (10%) AND PARTICIPATION/“LEARNED” LIST/IAT (15%)

1. In graduate courses, attendance is critical, because the class interaction stimulates ideas. I expect you to attend every class meeting, including any we reschedule. You may miss one class without penalty, but only for legitimate reasons (e.g., conferences, medical). Attendance is 10% of your grade. Please be on time.
2. I also expect you to be prepared (meaning having read the readings!) and participate in discussion. Consequently, to encourage you to read you need to submit each week:
 - a. List of things learned: Each week, **by 8:30 am on the day of class**, you need to email me a bulleted list of 5-10 things that you learned from the reading that you did not know before, including author/page numbers. This list can include issues such as theoretical ideas, information about policies or programs, problems with the juvenile justice system, surprising findings, etc.
 - b. Implicit Association Test: You will also take the Implicit Association Test (IAT) in Week 2, which will count as part of this grade. Information will be posted on Canvas.

You may miss one class without penalty, but only for legitimate reasons (e.g., conferences, medical). I will hopefully also be able to schedule a prison tour for the class. I expect you to do your best to attend, even though any field trips likely will not be scheduled during class time. It is part of the learning experience.

Grading Breakdown		Final Grading Scale (Total Points in Class)	
Assignment	% of grade		
		A	93-100
3 times class discussion leader on weekly readings (5 pts each)	15	A-	90-92
3 Reflection Papers on Books (5 pts each)	15	B+	87-89
5-page Book report (10) and presentation (5)	15	B	83-86
Comp Exam Answer	15	B-	80-82
5-page Interview paper (10) and presentation (5)	15	C+	77-79
Attendance (10 pts) and "Learned" lists/IAT (15 pts)	25	C	70-76
IAT is 5 points of this grade	100% total possible	C-	65-69
		D+	63-64
		D	61-62
There is no curve in this class		E	60↓

WEEKLY SCHEDULE

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
1	1/9	Introduction: Importance of the CJ System to Policy, Society, and Clients	**Syllabus** Schneider & Ingram (1993) Tonry (2013) <i>Cook (2018)</i> Spohn (2015) <i>Obama (2017)</i> Looks long but about 1/2 footnotes	Lane	Lane
2	1/16	Philosophy of the CJ System: Differing Perspectives on Why We Have It & What it Should Do **TAKE IAT TEST BLACK/WHITE AND EMAIL ME SCREENSHOT OF RESULT by Wed 1/16 before class** **Turn in reaction paper in class (see description on class site)	Davis: Intro-Mauer chapter Cullen (2007) <i>MacKenzie & Lattimore (2018)</i> Nagin (2013) Tonry (2014) Acosta & Chavis (2007)		
3	1/23	Policing: Who they Are and Different Approaches to their Work	Davis: Henning-Russell Brown Chapters Silver & Pickett (2015) Kelling et al (1974) <i>President's Task Force Report (2015): Executive Summary</i> Mohamed & Fritsvold (2009): Chapter 6		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
4	1/30	Personal Characteristics and Attitudes/Behaviors of Police Officers	Davis: Meares/Tyler-Fairfax Chapter Brunson (2007) <i>Bell et al (2014)</i> Rojek et al (2012) Engel et al. (2000)		
5	2/6	Policing: Special Issues in Decision Making (Racial Profiling, etc). **Davis Reflection Paper Due**	Davis: Wright-Travis/Western Chapter Sherman & Berk (1984) Binder & Meeker (1988) Sherman (2018) James, Vila, & Daratha (2013) <i>Lum & Nagin (2017)</i>		
6	2/13	Courts: Function	Kohler-Hausmann: Chapters 1-2 Nagel (1983) Brereton & Casper (1981-1982) Ulmer & Bradley (2006) Paternoster (1984) Zacharias & Green (2009) <i>Wright (2017)</i>		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
7	2/20	Courts: Rights & Experiences of Offenders **Comp Answer Due**	Kohler-Hausmann: Chapters 3-4 Blumberg (1967) Feeley (1979) Spohn & Beichner (2000) Tyler (2003) Anderson (2009)		
8	2/27	Courts: Sentencing **Kohler-Hausmann Reflection Paper Due**	Kohler-Hausmann: Chapters 5-Conclusion <i>Tonry (2017)</i> Claire & Winter (2016) Steffensmeier et al. (1998) Cook & Lane (2009)		
9	3/6	SPRING BREAK			
10	3/13	Corrections: Probation & Intermediate Sanctions	Western: Chapters 1-3 Petersilia (1995) MacKenzie et al (1999) MacKenzie et al (1995) Parent (2003) Petersilia & Turner (1993)* <i>Cullen et al (2017)</i>		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
11	3/20	**Scholarly Book Report and Presentation Due**	None (Presentation Day)	NONE	
12	3/27	NO CLASS--ACJS	None (ACJS)	NONE	NONE
13	4/3	**Interview Paper and Presentation Due**	None (Presentation Day)	NONE	
14	4/10	Corrections: Incarceration	Western: Chapters 4-7 Andrews et al. (1990) Kruttschnitt & Gartner (2003) Terry (2000) Irwin (2005) Haney (2018)		
15	4/17	Parole & Reentry **Western Reflection Paper Due**	Western: Chapters 8-11 Visher & Travis (2003) Richards & Jones (1997) Rosenfeld et al. (2008) Rhine et al (2017)		

WEEK	DATE	TOPIC	READINGS	READINGS LEADER/S	FOOD
16	4/24	Capital Punishment: Stats, Cases, and Current Issues/Public Opinion	Baldus, Polaski, & Woodworth (1983) Bailey (1998)* Unnever, Cullen & Jonson (2008) Vollum & Longmire (2007) Jones (2018)		

CRIMINAL JUSTICE PROCESS COURSE READINGS OTHER THAN BOOKS

WEEK 1--Introduction

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.

Cook, Phillip J. (2018). "Challenge of Firearms Control in a Free Society." *Criminology & Public Policy*, 17/2: 437-451.

Spohn, Cassia. (2015). "Race, Crime, and Punishment in the Twentieth and Twenty-First Centuries." *Crime and Justice: A Review of Research*, 44/1, pp. 49-97.

Obama, Barack. (2017). "The President's Role in Advancing Criminal Justice Reform." *Harvard Law Review*, 130/3: 811-866.

WEEK 2—Perspectives on the CJ System

Nagin, Daniel S. (2013). "Deterrence in the Twenty-First Century." *Crime and Justice*, 42/1, pp. 199-263.

Tonry, Michael. (2014). "Remodeling American Sentencing: A Ten-Step Blueprint for Moving Past Mass Incarceration." *Criminology & Public Policy*, 13/4: 503-533.

Cullen, Francis T. (2007). "Make Rehabilitation Corrections' Guiding Paradigm." *Criminology & Public Policy* 6/4: 717-728.

MacKenzie, Doris J. and Pamela K. Lattimore. (2018). "To Rehabilitate or Not to Rehabilitate: That is the Question for Corrections!" *Criminology & Public Policy*, 17/2: 355-377.

Acosta, Joie and David Chavis. (2007). "Build the Capacity of Communities to Address Crime." *Criminology & Public Policy* 6/4: 651-662.

WEEK 3—Policing Function and Approaches

Silver, Jasmine R. and Justin T. Pickett. (2015). "Toward a Better Understanding of Politicized Policing Attitudes: Conflicted Conservatism and Support for Police Use of Force." *Criminology*, 53/4, pp. 650-676.

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.

Mohamed, A. Rafik & Erik D. Fritsvold (2009). *Dorm Room Dealers: Drugs and the Privileges of Race and Class*. Lynne Reiner Publishers. Chapters 1, 5 & 6

Final Report of the President's Task Force on 21st Century Policing. Executive Summary.

WEEK 4—Personal Characteristics/Attitudes/Behaviors of Police Officers

Brunson, Rod K. (2007). " 'Police Don't Like Black People': African-American Young Men's Accumulated Police Experiences." *Criminology & Public Policy*, 6/1: 71-102.

Bell, Gina Castle, Mark C. Hopson, Richard Craig, & Nicholas W. Robinson. (2014). "Exploring Black and White Accounts of 21st-Century Racial Profiling: Riding and Driving While Black." *Qualitative Research Reports in Communication*, 15/1: 33-42.

Rojek, Jeff, Geoffrey P. Alpert, and Hayden P. Smith. (2012). "Examining Officer and Citizen Accounts of Police Use-of-Force Incidents." *Crime & Delinquency*, 58/2: 301-327.

Engel, Robin Shepard, James J. Sobol., & Robert E. Worden. (2000). "Further Exploration of the Demeanor Hypothesis: The Interaction Effects of Suspects' Characteristics and Demeanor on Police Behavior." *Justice Quarterly*, 17/2, 235-258.

James, Lois, Bryan Vila, and Kenn Daratha. (2013). "Results from Experimental Trials Testing Participant Responses to White, Hispanic, and Black Suspects in High-Fidelity Deadly Force Judgment and Decision-Making Simulations." *Journal of Experimental Criminology*, 9, 189-212.

WEEK 5—Policing: Special Issues in Decision Making

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.

Sherman, Lawrence. (2018). "Policing Domestic Violence 1967-2017." *Criminology & Public Policy* 17/2: 453-465.

James, Lois, Bryan Vila, and Kenn Daratha. (2013). "Results from Experimental Trials Testing Participant Responses to White, Hispanic and Black Suspects in High-fidelity Deadly Force Judgment and Decision-making Simulations." *Journal of Experimental Criminology*, 9: 189-212.

Lum, Cynthia and Daniel S. Nagin. (2017). "Reinventing American Policing." Pp. 339-393 in Michael Tonry (Ed). *Crime & Justice: A Review of Research*. Chicago: University of Chicago Press.

WEEK 6—Courts: Function

Nagel, Ilene H. (1983). "The Legal/Extra-Legal Controversy: Judicial Decisions in Pretrial Release." *Law & Society Review* 17/3: 481-516.

Brereton, David and Jonathan D. Casper. (1981-1982). "Does it Pay to Plead Guilty? Differential Sentencing and the Functioning of Criminal Courts." *Law & Society Review* 16/1: 45-70.

Ulmer, Jeffrey T. and Mindy S. Bradley (2006). "Variation in Trial Penalties among Serious Violent Offenses." *Criminology* 44/3: 631-

Paternoster, Raymond (1984). "Prosecutorial Discretion in Requesting the Death Penalty: A Case of Victim-Based Racial Discrimination." *Law & Society Review* 18/3: 437-478.

Zacharias, Fred C. & Bruce A. Green. (2009). "The Duty to Avoid Wrongful Convictions: A Thought Experiment in the Regulation of Prosecutors." *Boston University Law Review*, 89/1: 1-59.

Wright, Ronald F. (2017). "Reinventing American Prosecution Systems." Pp. 395-439 in Michael Tonry (Ed). *Crime & Justice: A Review of Research*. Chicago: University of Chicago Press.

WEEK 7—Courts: Rights & Experiences of Offenders

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.

Spohn, Cassia and Dawn Beichner. (2000). "Is Preferential Treatment of Female Offenders a Thing of the Past? A Multisite Study of Gender, Race, and Imprisonment." *Criminal Justice Policy Review*, 11/2: 149-184.

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.

Anderson, Helen M. (2009). "Penalizing Poverty: Making Criminal Defendants Pay for their Court-Appointed Counsel through Recoupment and Contribution." *University of Michigan Journal of Law Reform*, 42/2: 323-380.

WEEK 8—Courts: Sentencing

Tonry, Michael. (2017). Making American Sentencing Just, Humane and Effective.. Pp. 441-504 in Michael Tonry (Ed). *Crime & Justice: A Review of Research*. Chicago: University of Chicago Press..

Claire, Matthew and Alix S. Winter (2016). "How Judges Think about Racial Disparities: Situational Decision-Making in the Criminal Justice System." *Criminology*, 54/2, pp. 332-359.

Steffensmeier, Darrell, Jeffery Ulmer, and John Kramer. (1998). "The Interaction of Race, Gender, and Age in Criminal Sentencing: The Punishment Cost of Being Young, Black, and Male." *Criminology* 36/1: 763-798.

Cook, Carrie & Jodi Lane. (2009). "Legislator Ideology and Corrections and Sentencing Policy in Florida." *Criminal Justice Policy Review* 20/2L 209-235.

WEEK 10—Probation and Intermediate Sanctions

Petersilia, Joan. (1995). "A Crime Control Rationale for Reinvesting in Community Corrections." *The Prison Journal*, 75: 479-496.

MacKenzie, Doris Layton, Katharine Browning, Stacy B. Skroban, and Douglas A. Smith. (1999). "The Impact of Probation on the Criminal Activities of Offenders." *Journal of Research in Crime and Delinquency*, 36: 423-453.

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.

WEEK 14--Incarceration

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.

Kruttschnitt, Candace and Rosemary Gartner. (2003). "Women's Imprisonment." Pp. 1-81 in M. Tonry (ed.). *Crime and Justice: A Review of Research*. Vol. 30. Chicago: University of Chicago Press.

Terry, Charles M. (2000). "Beyond Punishment: Perpetuating Difference From the Prison Experience." *Humanity & Society* 24/2: 108-135.

Irwin, John. (2005). "Doing Time in Solano." Pp. 85-113 in *The Warehouse Prison: Disposal of a New Dangerous Class*. Los Angeles: Roxbury.

Haney, Craig. (2018). "The Psychological Effects of Solitary Confinement: A Systematic Critique." Pp. 365-416 in Michael Tonry (Ed). *Crime and Justice: A Review of Research*, Vol. 47/1. Chicago: University of Chicago Press.

WEEK 15—Parole & Reentry

Rhine, Edward, Joan Petersilia, and Kevin R. Reitz. (2017). "The Future of Parole Release." *Crime and Justice: A Review of Research*.

Visher, Christy and Jeremy Travis. (2003). "Transitions from Prison to Community: Understanding Individual Pathways." *Annual Review of Sociology* 29: 89-113.

Richards, Stephen C. and Richard S. Jones. (1997). "Perpetual Incarceration Machine: Structural Impediments to Postprison Success." *Journal of Contemporary Criminal Justice* 13: 4-22.

Rosenfeld, Richard, Joan Petersilia, and Christy Visher. (2008). "The First Days After Release Can Make a Difference." *Corrections Today* (June): 86-87.

WEEK 16—Capital Punishment

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.

Bailey, William C. (1998). "Deterrence, Brutalization, and the Death Penalty: Another Examination of Oklahoma's Return to Capital Punishment." *Criminology* 36/4: 711-733.

Unnever, James D., Francis T. Cullen, and Cheryl Lero Jonson. (2008). "Race, Racism, and Support for Capital Punishment." (pp. 45-) in M. Tonry (ed.). *Crime and Justice: A Review of Research*, Vol 37. Chicago: University of Chicago Press.

Vollum, Scott. and Dennis R. Longmire. (2007). "Covictims of Capital Murder: Statements of Victims' Family Members and Friends Made At the Time of Execution." *Violence and Victims* 22/5: 601-619.

Jones, Ben. (2018). "The Republican Party, Conservatives and the Future of Capital Punishment." *The Journal of Criminal Law & Criminology*, 108/2: 223-252.