

Introduction to Criminal Justice

01-202-201-03

Tuesday and Thursday

1:40 PM to 3:00 PM

Livingston Classroom Building 109

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Tuesdays: Noon to 1:30PM

Or by appointment

Program in Criminal Justice Rutgers, the State University of New Jersey

Learning Goals: A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. **Competence:**

- a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
- b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
- c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

SYLLABUS

PURPOSE OF THE COURSE:

This course provides an introduction, overview, and survey of the American criminal justice system and its subsystems- police, courts, juvenile justice, corrections, and victim witness assistance. The class will examine the role, development, policies and management of the different public agencies and organizations that constitute the criminal justice system. Emphasis is also placed on the study of current and future critical issues such as due process, discretion in the administration of justice, community policing, police ethics, domestic violence intervention, technology to combat crime, threat assessment protocols and counter terrorism strategies, and evidence based juvenile and adult offender institutional and community based treatment programs.

REQUIRED TEXTBOOKS:

- #1. *Critical Issues in Crime and Justice, 2nd ed.* (2003), by Roberts, A. Thousand Oaks, CA. Sage Publication.
- #2. *Visions for Change: Crime and Justice in the 21st Century, 5th ed.* (2009). By Muraskin and Roberts. New York. Prentice Hall.

This is a core curriculum course and will be assessed as such. The following are the two learning goals that Introduction to Criminal Justice satisfies:

Goal j – Student is able to: Identify and critically assess ethical issues in social science and history.

Goal n – Student is able to: Apply concepts about human and social behavior to particular questions or situations.

EVALUATION OF STUDENT PERFORMANCE:

Three Exams: 30 points each **90** points

Five Quizzes: 2 pints each **10** points

Total Semester Points: **100** points

Exams consist of **60** multiple-choice items (1/ 2 points each) covering both lecture and reading assignments.

Quizzes will be *unannounced* and cover topics in assigned reading assignments.

There are **NO** make up dates for **ANY** quiz under **ANY** circumstance.

There are **NO** extra credit assignments.

Final Grades:

90 - 100%	A
87 - 89%	B+
80 - 86%	B
77 - 79%	C+
70 - 76%	C
60 - 69%	D
00 - 59%	F

LECTURE TOPICS AND READING ASSIGNMENTS

1/22 and 1/24	Course Introduction. Introduction to Criminal and Criminal Justice in America; Course overview and requirements; 10-steps in the Criminal Justice Process; Crime trends, costs, and legal remedies
1/29 and 1/31	<u>READ</u> Chapters 1 and 2 in <u>Critical Issues in Crime and Justice</u> ; and Ch. 1 in <u>Visions for Change</u> . Community Policing and Police Discretion; The Impact of the COPS Federal Grants. <u>READ</u> Chapter 9 in Critical Issues
2/5 and 2/7	The Rule of Law, Bill of Rights, U.S. Supreme Court Decision and the Death Penalty; Civil liberties and the U.S. Patriot Act. <u>READ</u> Chapters 21 in <u>Visions for Change</u> . Sentencing Options and the Sentencing Process. <u>READ</u> Chapter 19 in Critical Issues. <u>READ Supplemental Reading #1 "A Critical Review of Civil Liberties and their Impact on Citizens Constitutional Rights"</u> .
2/12 and 2/14	Gangs: Social Dynamics, Police Responses and Policy Implications <u>READ</u> Chapter 5 in <u>Visions for Change</u> <u>READ</u> Chapter 3 in Critical Issues. Guest Speaker: Sergeant Ray Trigg, New Brunswick Police Department
2/19	Part 1: Strategies for Managing Police Corruption and Integrity, Controlling Excessive Force and Legal Issues in Policing NO READING ASSIGNMENT
2/21	Examination #1.

2/26 and 2/28	Part 2: Strategies for Managing Police Corruption and Integrity, Controlling Excessive Force and Legal Issues in Policing. <u>READ</u> Chapter 20 in Visions for Change <u>READ</u> Chapter 10 in Critical Issues
3/5 and 3/7	Issues of Domestic Violence: <u>READ</u> Chapter 8 in Critical Issues . <u>READ</u> Supplemental Reading #2: “Police Response to Domestic Violence.
3/12 and 3/14	Juvenile Justice Trends, Policy shifts, Intervention Strategies and Delinquency Prevention. <u>READ</u> Chapter 14 in Critical Issues and <u>READ</u> Chapter 10 in Visions for Change.
3/19 and 3/21	Semester Break. NO CLASSES
3/26 and 3/28	Female Delinquency research, and Correlates of Youth Homicide. Criminal Justice Responses to Woman Battering, Research on Domestic Violence Complaints, and Technology, and Specialized Police Domestic Violence Units. Read Chapter 11, 15 & 16 in Critical Issues.
4/2 and 4/4	The Sex Offender and Specialized Probation Programs-- Prevalence, Trends, and Costs; Forensic Evaluations in the Criminal Justice System and Psychological Profiles. <u>READ</u> Chapter 6 in Critical Issues. The Future of Obscenity and Pornography. <u>READ</u> Chapter 14 in Visions for Change. The Administration of Justice Based on Gender and Race; and Women and the Law—An Agenda for Change. <u>READ</u> Chapters 34 and 36 in Visions for Change.
4/9	Identity Fraud: Scope of the problem, Laws, Agencies, Court Cases, and Current Practices and Policies to Safeguard Identity <u>READ</u> Chapter 9 in Visions for Change
4/11	Examination #2
4/16 and 4/18	Serial Rapists and Mass Murderers; and Research on Murder-Suicides. <u>READ</u> Chapter 4 in Critical Issues.

- 4/23 and 4/25 The Terrorism Phenomenon: Vulnerabilities, Key Definitions, New Challenges, Typology of Terrorism, Assessment Threat Protocols – Domestic and International Terrorism, and Public Safety and Private Sector Responses to Terrorism and Weapons of Mass Destruction. READ Chapter 7 in Critical Issues. READ Chapters 31, and 33 in Visions for Change. Read **Handout #3 “International and National Terrorism in the United States”**.
- 4/30 Critical Probation Failures and Promising Innovations; PACTS – Probation and Pretrial Services Automated Case Tracking-Electronic Case Management System. READ Chapters 21 and 22 in Critical Issues.
Technology and Criminal Justice: Forensic Science and Forensic Evidence in Court; Techno-prisons, Monitoring and Surveillance Technology; and Preparing Inmates for Release. READ Chapters 2 and 3 in Visions for Change.
- 5/2 School Safety, School Violence Prevention and the Use of Security Technology. Preparing Prisoners for Release and Reintegration in the Community; Restorative Justice to Meet Female Offender Needs; Rehabilitating Felony Drug Offenders Through Job Development in a Prosecutor-Led Diversion Program. READ Chapters 23, and 25-27 in Critical Issues
Course Review

Final Examination Date: Monday, **May 13, 2013; 8:00 AM** at Livingston Classroom Building 109.

Nota Bene: Tape recording lectures is strictly prohibited, along with note-taking for commercial purposes.

This syllabus is subject to change.

Students unable to attend examination on the assigned date, for **ANY** reason, are to notify the instructor **PRIOR** to the examination date and make arrangements for makeup exam.

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: <http://lrc.rutgers.edu>

Students will be held to the academic integrity standards of this institution. Refer to: <http://teachx.rutgers.edu/integrity>