

Introduction to Criminal Justice

01:202:201:01

Monday and Thursday

10:20 AM to 11:40 AM

Lucy Stone Hall Auditorium

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and 2:00 PM to 3:00 PM

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.

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.

REQUIRED TEXTBOOKS:

- #1. *Visions for Change: Crime and Justice in the 21st Century, 5th ed.* (2009). By Muraskin and Roberts. New York. Prentice Hall.

EVALUATION OF STUDENT PERFORMANCE:

Three Exams: 30 points each	90 points
Five Quizzes: 2 points 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

9/8	Course Introduction: Introduction to Criminal and Criminal Justice in America.
9/12 and 9/15	READ Chapters 1 <i>Visions for Change.</i> _ The Future of Criminal Justice: Today and Tomorrow. Course Introduction: Introduction to the Criminal and Criminal Justice in America; Course overview and requirements. Crime trends, cost, and legal remedies.
9/19 and 9/22	The Rule of Law, Bill of Rights, U.S. Supreme Court Decision and the Death Penalty; Civil liberties and the U.S. Patriot Act. READ Chapters 21, 22, 23, and 24 in <i>Visions for Change.</i> Trends in the Use of Capital Punishment: At the dawn of the Twenty-First Century; The U.S. Supreme Court and Capital Punishment: Past Present and Future. Bias Motivated Offenses: A Review of Prosecutorial Investigation Reports. READ Supplemental Reading #1 “A Critical Review of Civil Liberties and their Impact on Citizens Constitutional Rights”.
9/26 and 9/29	Gangs: Social Dynamics, Police Responses and Policy Implications READ Chapters 5 and 6 in <i>Visions for Change.</i> A Multicultural Approach to the Globalization of Gangs; Targeting MS 13 and Transnational Gangs.
10/3	Part 1: Strategies for Managing Police Corruption and Integrity, Controlling Excessive Force and Legal Issues in Policing. COURSE REVIEW
10/6	Examination #1.

10/10 and 10/13	Issues in Policing: Strategies for Managing Police Corruption and Integrity, Controlling Excessive Force and Legal Issues in Policing. Advanced Technology, Enhanced Funding and Specialized Domestic Violence Programs in the Twenty-First Century. The Influence of Community Policing in the Twenty-First Century. Contemporary Policewomen: A Working Typology. <u>READ</u> Chapters 17, 18, 19, and 20 in <i>Visions for Change</i> .
10/17 and 10/20	Issues of Domestic Violence and Matters Concerning the Children of the Incarcerated: <u>READ</u> Chapter 12 and 30 in <i>Visions for Change</i> . The Situation of Crime Victims in the Early Decades of the Twenty-First Century. <u>READ</u> Supplemental Reading #2: “Police Response to Domestic Violence.
10/24 and 10/27	Juvenile Justice Trends, Policy shifts, Intervention Strategies and Delinquency Prevention. The Past Present and Future of Waivers in Juvenile Courts. <u>READ</u> Chapters 10 and 11 in <i>Visions for Change</i> .
10/31 and 11/3	Corrections: Introduction and Overview of Correctional Counseling and Treatment. The Reintegration Process for Prisoners Coming Home. The Prisoner Reentry Process. The Current Status of Inmates Living with HIV/AIDS. <u>READ</u> Chapters 26, 27, 28, and 29 <i>Visions for Change</i> .
11/7 and 11/10	Gender Diversity and the Law: Women: Second Class Citizens? The Response of the U. S. Supreme Court to Sexual Harassment. The Administration of Justice based on Gender and Race. Transgender Prisoners and Gender Identity Discrimination. <u>READ</u> Chapters 34, 35, 36 and 37 in <i>Visions for Change</i> .
11/14	Identity Fraud: Scope of the problem, Laws, Agencies, Court Cases, and Current Practices and Policies to Safeguard Identity. <u>READ</u> Chapter 9 in <i>Visions for Change</i> . COURSE REVIEW
11/17	Examination #2
11/21 and 11/24	NO CLASS(ES)
11/28 and 12/1	The Media, Pornography, and Technological Issues in Criminal Justice. Media Misrepresentations of Crime and Criminality. Looking for a New Approach to the Old Problem of Pornography. Techno-prisons, Monitoring and Surveillance Technology. <u>READ</u> Chapters 2, 3, 13, and 14 in <i>Visions for Change</i> .

12/5 and 12/8

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. International & National Terrorism in the United States: New Challenges in the Twenty-first Century. **READ** Chapters 31, 32, and 33 in *Visions for Change*. Introduction.

12/12

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. International & National Terrorism in the United States: New Challenges in the Twenty-first Century. **READ** Chapters 31, 32, and 33 in *Visions for Change*. Conclusion. **COURSE REVIEW**.

Final Examination Date: Tuesday, December 20, 2016, 12:00 Noon at Lucy Stone Hall Auditorium.

Nota Bene: Tape recording of 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 make-up exam.

The use of **ANY** electronic device for *non-academic purposes* is **strictly prohibited** during class time. Violations will result in a reduction of the course grade.

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>

Student-Wellness Services:

<http://m.appcreatorpro.com/m/rutgers/fda9f59ca5/fda9f59ca5.html> Just In Case Web App

<http://codu.co/cee05e>> <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/
rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /
vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.