

SEX, CRIME, AND JUSTICE

01:202:327

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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:

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 traitbased approaches. Theoretical literacy should extend to multicultural and international understanding.

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.

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.

PURPOSE OF THE COURSE:

Survey of changing social values about sex, changing criminal codes about sex crimes, changing law enforcement policies and procedures in prosecuting sex offenders, and emerging legal doctrines about privacy and sexual rights.

READING ASSIGNMENTS:

No textbook is required for this course. All reading material will be available online and through class handout.

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GRADING:

Quizzes 25%

Exams 75%

SYLLABUS

September	6	Course Introduction
	11	Identify behaviors associated with sex crimes.
	13	History of sexual assault
	18	Theories on deviant behavior
	20	Sexual assault investigation
	25	SAFE Training
	27	Victimology
October	2	Scientific investigation of the sex crime
	4	Sex offenders
	9	Exam #1
	11	Sexually motivated homicides
	16	Computer crimes
	18	Computer crimes
	23	Sex slave trade
	25	Sex slave trade
	30	Prostitution
	November	1
6		Laws of other countries
8		Exam #2
13		Sex offender registration
15		Sex offender registration
20		Community attitudes
22		No Class
27		Recidivism
29		Corrections and the sex offender
December	4	PREA
	6	Treating sex offenders
	11	Treating sex offenders
	13	Final Exam Review

Final Exam December 21st at 4:00pm.