

COURSE OUTLINE FALL 2008

CRJ 101	Introduction to the Criminal Justice System			3
Course Number	Course Title			Credits
<u>3</u>	<u> </u>	<u> </u>	<u> </u>	<u>15 weeks</u>
Class or Lecture Hours	Laboratory Work Hours	Clinical or Studio Hours	Practicum, Co-op, Internship	Course Length (15 week, 10 week, etc.)
<u>Not Applicable</u>			<u>None</u>	
Performance on an Examination/Demonstration			Alternate Delivery Methods	

Required Materials:

Reference Business and Technology Division Booklist

Catalog Description:

Overview of the systems of criminal justice in the United States, including a survey of the agencies for the administration of justice and the relationships among them.

Prerequisites:

None

Co-requisites:

None

Latest Review:

Fall 2008

Course Coordinator:

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Available Resources:

Reference Criminal Justice Library Materials List

Learning Center Resources:

No tutoring or study groups at this time.

General Course Objectives:

The student will be able to:

1. Understand the interrelationship among the various components of the criminal justice system.
2. Identify the functions of the criminal justice system's major components; i.e., police, prosecution, courts, probation, corrections, and parole.
3. Understand the causes and consequences of crime and criminality.
4. Evaluate the validity of statistical tabulations and crime research.
5. Be aware of the historical origins of the American criminal justice system.

General Education Mission and Goals:

This course has been approved as meeting a Social Science General Education requirement. As instructors plan assignments, the following MCCC defined mission and goals should be included.

MCCC Gen Ed Mission:

Students:

- will be competent in critical and quantitative thinking and problem solving;
- will have been immersed in the critical study of what it means to be human;
- will have read, evaluated, appreciated and written about a wide range of texts and experiences;
- will have learned how to integrate their learning into a lifelong process of understanding themselves, others, and the world;
- will have learned how to contribute toward a better future for themselves and for others.

Applicable MCCC Gen Ed Goals:

- **Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.**
 - 1.1. Students will read, write, and listen actively, critically, and reflectively.
 - 1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
 - 1.3. Students will evaluate and revise their written and/or oral communication.

- 1.4. Students will write and speak clearly and effectively in formal American English.
 - 1.5. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
- **Society and Human Behavior:**
 - 5.1. Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.
 - 5.2. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.
 - **Historical Perspective: Students will analyze events and movements in western, world, and American societies and assess their subsequent historical significance.**
 - 6.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
 - 6.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.
 - 6.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.
 - **Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.**
 - 7.1. Students will read texts which enable them to identify and critically and creatively engage with significant themes of meaning and value across a range of traditions.
 - 7.2. Students will demonstrate an awareness of interactions between significant themes and their contexts. These contexts include history, culture, and definitions of personal and communal identity.
 - 7.3. Students will engage actively with the materials, methods, and resources of human imagination. They will draw upon the literary arts and the study of philosophical and religious systems of thought and practice in order to extend their own strengths of cultural, historical, and intellectual imagination.

7.4. Through their interaction with texts, students will apply their understanding to discovering and articulating connections between the texts and their personal senses of their own past, present, and future.

○ **Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.**

10.1. Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.

10.2. Students will analyze how the differences in people's background are important to American society.

10.3. Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.

10.4. Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.

Method of Evaluation and Grading:

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and research writing. The student will be given at least two (2) examinations during the course of the term with the dates and format to be decided by the instructor.

Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student will also be required to write at least one research assignment. The research assignment will be a book review of an important criminal justice book, a summary of an interview with any primary worker in the criminal justice system, or a research paper on a specific issue in criminal justice. The percentage of examinations, the research paper, and class participation in the computation of each student's grade will be determined by the instructor.

<u>Scale</u>	A = 93 – 100 %
	A- = 90 – 92 %
	B+ = 87 – 89 %
	B = 83 – 86 %
	B- = 80 – 82 %
	C+ = 77 – 79 %
	C = 70 – 76 %
	D = 60 – 69 %
	F = 0 – 59 %

Instructional Methods:

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media.

Special Considerations:

Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.

The Course in Detail:

1. Overview of the Criminal Justice System:

Learning Objectives: *The student will be able to:*

- Analyze the goals of criminal justice include doing justice, controlling crime and preventing crime.
- Compare and analyze the existence, organization, and jurisdiction of national and state criminal justice systems, including the dual court system.
- Analyze criminal justice as a "system," with specific characteristics: discretion, resource dependence, sequential tasks, and filtering.
- Compare and analyze the primary agencies of criminal justice, and the prevalence of local agencies and institutions.
- Analyze the flow of decision making in the criminal justice system, including the steps in the decision making process.
- Compare and analyze the Criminal Justice Wedding Cake, Packer's Crime Control Model and the Due Process Model.
- Compare crime and justice in a multicultural society.

2. Crime and Justice in America:

Learning Objectives: *The student will be able to:*

- Analyze the categorization of crime, including *mala in se*, *mala prohibita*, occupational, organized, visible, victimless, and political.
- Analyze the extent of crime, crime trends, and related demographic influences.
- Compare and analyze the sources for measuring crime and the weaknesses of those sources (especially UCR and NCVS).
- Compare and analyze the existence of differences in criminal behavior patterns of men and women.
- Analyze the role of victims in precipitating crimes.
- Compare and analyze the classical and positivist theories about the causes of crime, including biological, psychological, and sociological approaches.
- Compare and analyze the policy implications of the respective theories about the causes of crime.

3. Criminal Justice and the Law:

Learning Objectives: *The student will be able to:*

- Analyze the development of American criminal law from the English common law system.
- Compare and analyze the sources of criminal law.

- Analyze the principles of substantive criminal law.
- Compare and analyze the accepted defenses and their justifications in substantive criminal law.
- Analyze procedural due process.
- Analyze the expansion of the meaning of the Bill of Rights and its protections for criminal defendants.

4. The Police:

Learning Objectives: *The student will be able to:*

- Analyze the English origins from which American police eventually developed.
- Compare and analyze the history of American police, including the Political Era, the Professional Model era, and the Community Model era.
- Compare and analyze the organization of the police in the American federal system, including federal, state, county, municipal, and Native American Tribal agencies.
- Compare styles of policing, including watchman, legalistic, and service.
- Compare and analyze police functions and the extent of those functions, including order maintenance, law enforcement, and service.
- Analyze the nature of police work, including citizen-police encounters and the role of discretion.
- Analyze police dealing with special populations, multi-cultural populations and the movement toward community crime prevention.

5. The Police and Law Enforcement Operations:

Learning Objectives: *The student will be able to:*

- Analyze the recruitment, training, and socialization of police officers.
- Analyze the recruitment and integration of women and minority officers.
- Analyze the police subculture, including the working personality and the elements of danger and authority.
- Analyze the organization of police departments and their allocation of resources.
- Analyze police action and decision making, including organizational response and productivity issues.
- Analyze the role of detectives and the investigation function, including the apprehension process and forensic techniques.
- Analyze the role of specialized operations in traffic, vice, and drug enforcement and technology issues such as DNA databases.

6. The Police and Constitutional Law:

Learning Objectives: *The student will be able to:*

- Analyze the officer's role in controlling crime under the rule of law.
- Compare and analyze search and seizure issues.
- Analyze arrest and interrogation issues.
- Compare and analyze circumstances justifying warrantless searches.
- Analyze Miranda warnings and their consequences.

- Analyze the Exclusionary Rule, its application to the states, and exceptions to the rule.

7. Issues and Trends in Policing:

Learning Objectives: *The student will be able to:*

- Analyze the issues and problems posed by the increase in private policing.
- Compare and analyze police patrol activities including issues of preventive patrol, response time, foot versus motorized patrol, aggressive patrol, and community-oriented policing.
- Analyze police use of new technology and weapons in the fight against crime.
- Analyze police abuse, including police brutality and corruption.
- Analyze civic accountability including internal affairs divisions, civilian review boards, standards and accreditation, and civil liability.

8. Adjudication and the Courts:

Learning Objectives: *The student will be able to:*

- Analyze the dual court system, the hierarchy of courts, and the fragmented nature of the organization of courts in the United States.
- Analyze the judge's functions and roles in the criminal court.
- Compare and analyze the methods used for selecting judges and the results of those selection methods.
- Analyze the decentralized organization of prosecution in the United States.
- Analyze the significant discretionary power of prosecutors to make unsupervised, low visibility decisions that shape criminal justice outcomes.
- Analyze the exchange relations between prosecutors and other actors that affect prosecutors' decisions (e.g., police, victims, court, community, etc.).
- Analyze the prosecutor's dilemma of seeking to win cases for the state while also ensuring that justice is served.
- Analyze the role conceptions of prosecutors: trial counsel for police; house counsel for police; representative of the court; and elected official.
- Analyze the nature of the accusatory process.
- Analyze the Supreme Court's requirement for the appointment of defense counsel for indigent defendants facing incarceration.
- Analyze the difference between the television image of the defense trial attorney and the reality of defense attorneys engaged in plea bargaining and exchange relations.
- Analyze the role of the defense attorney as client-counselor and agent-mediator as well as the environment of criminal defense work.
- Compare and analyze the characteristics and weaknesses of the three systems for indigent defense: assigned counsel, contract counsel, and public defender.
- Analyze the issue of attorney competence and standards for assessing ineffective assistance of counsel.

- Analyze the impact of the local legal culture on the courts; the development and impact of courtroom workgroups.

9. Pretrial Procedures, Plea Bargaining, and the Criminal Trial:

Learning Objectives: *The student will be able to:*

- Analyze the underlying purposes of bail.
- Analyze the actors who influence the bail decision.
- Analyze the consequences of being detained, especially for poor defendants, and the debate over preventive detention.
- Analyze mechanisms utilized to reform the bail system or as alternatives to money bail.
- Analyze the central role of plea bargaining and prosecutor' discretion in determining the outcomes of most criminal cases.
- Analyze the difference between implicit and explicit plea bargaining.
- Analyze the role of exchange relationships in plea bargaining, the actors who influence plea negotiations, and the tactics used by those actors.
- Analyze the justifications for and criticisms of plea bargaining.
- Analyze the stages of the trial process.
- Analyze the nature and prevalence of jury trials; the functions of the jury; the selection of juries and the experience of being a juror.
- Analyze the appellate process.

10. Punishment and Sentencing:

Learning Objectives: *The student will be able to:*

- Analyze the philosophical basis for criminal punishment.
- Analyze the goals and weaknesses of retribution.
- Analyze the goals and weaknesses of deterrence.
- Analyze the goals and weaknesses of incapacitation.
- Analyze the goals and weaknesses of rehabilitation.
- Compare and analyze the nature and extent of the various forms of criminal sanctions, including incarceration, intermediate sanctions, probation, and death.
- Compare and analyze the constitutional and policy debates concerning the application of capital punishment.
- Analyze the influences on sentencing including administrative context, attitudes and values of judges, presentence reports, and sentencing guidelines.
- Compare and analyze the debates about who receives the harshest punishment.

11. Corrections:

Learning Objectives: *The student will be able to:*

- Analyze the history of corrections from the development of the penitentiary to reformatories to the rise and fall of rehabilitation, including the Pennsylvania and New York systems and community corrections.
- Compare and analyze the nature of prisons by classification and the fragmented organization of corrections nationally.
- Analyze the nature of and problems facing local jails.
- Compare and analyze institutions for women and private prisons.
- Compare and analyze constitutional rights of prisoners, probationers, and parolees.
- Analyze laws and regulations that define the relationships between correctional administrators and their staff such as civil service laws and liability of correctional personnel.
- Analyze correctional policy trends for prisoners, probationers, and parolees

12. Community Corrections, Probation, and Intermediate Sanctions:

Learning Objectives: *The student will be able to:*

- Analyze the assumptions underlying community corrections.
- Analyze the evolution of probation, the nature of probation services, and probation revocation.
- Compare and analyze intermediate sanctions including fines, restitution, forfeiture, home confinement, community service, intensive probation, and boot camps.
- Analyze the difficulties in implementing intermediate sanctions.
- Analyze the future of community corrections.

13. Incarceration and the Prison Society:

Learning Objectives: *The student will be able to:*

- Compare and analyze the goals of incarceration including the custodial model, rehabilitation model, and reintegration model.
- Analyze prison management and organization.
- Analyze the correctional officers' role.
- Compare and analyze special populations including the elderly, prisoners with HIV/AIDS, and long-term inmates.
- Analyze prison society including adaptive roles, the inmate code, and the prison economy.
- Analyze women in prison including social relationships and differences between men's and women's prisons.
- Analyze prison classification and programs.
- Analyze violence in prison including contributing causes and the role of age, attitudes, race, and gangs.

14. Community Reentry:

Learning Objectives: *The student will be able to:*

- Analyze the origins and development of parole in the United States.
- Compare and analyze release mechanisms and their impact.

- Analyze problems facing parolees.
- Compare and analyze community programs following release.
- Analyze the role of the parole officer.
- Analyze the revocation of parole.
- Analyze the future of prisoner reentry.

15. Juvenile Justice:

Learning Objectives: *The student will be able to:*

- Analyze the nature and extent of youth crime.
- Analyze the history of juvenile justice.
- Analyze the importance of age and jurisdiction in the juvenile system.
- Analyze the role of police, intake screening, pretrial procedures and transfer to adult court.
- Analyze the adjudication and disposition process in the juvenile system.
- Compare and analyze juvenile corrections including probation, custodial care, institutional programs, and aftercare.

Academic Integrity:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.