INTRODUCTION TO CRIMINAL JUSTICE (C)
CJUS 1100

Dr. Charisse Coston
Dept. of Criminal Justice
Office Hours:
Phone:

Graduate Teaching Assistant:

Recommended Text: Anderson, Patrick and Newman, Donald (2006). Introduction to Criminal Justice: 6th Edition. New York: McGraw-Hill, and materials on Blackboard: (all supplemental materials are on Blackboard … limited numbers of syllabi (10) will be given out the first day of class (i.e., only 10 copies available).

Course Description/Course Objectives:
This course is an introduction to the Criminal Justice System in the United States. The course will provide an overview of the philosophy of criminal law, theories of deviance, and of the nature and extent of crime in America. The theory, structure, and operation of each of the principle components of the Criminal Justice System (i.e., police, courts, and corrections) will be examined in detail. An assessment will be made of how well these components function as a system to serve the aims of justice.

One of the objectives of this course is to help prepare the student majoring in criminal justice with a broad foundation of knowledge to pursue more comprehensive and rigorous analysis in advanced courses. For students not majoring in criminal justice, this course attempts to provide the understanding of the processes and institutions of justice which contribute to more effective and enlightened citizenship.

The course has these specific goals for its students:
1. to identify the major steps in the criminal process,
2. to describe and analyze major problems and issues in the field of criminal justice,
3. to acquaint students with criminal justice concepts and principles,
4. to describe and analyze the wide use of discretion in field situations—(e.g., the use of deadly force by police officers), &
5. to recognize and evaluate the interrelationships among various agencies and processes within criminal justice administration.

Hopefully, as a result of this course, the student will acquire an interest in and an appreciation for basic legal, philosophical and historical concepts which affect our approaches to criminal justice.

This course meets the “C” goal (#6); understanding the individual, society, and culture. In this regards, you should be able to:

- Understand how institutions operate with societies in both contemporary and historical perspectives.
- Understand internal and external influences which promote and inhibit human action.
Understand the patterns of change which individuals experience at various points in life.

Recognize the complex, integrated, and dynamic nature of human behavior and human experience.

Understand the commonalities, differences, and interdependence among and within societies of the world.

**Student Responsibilities:**

To attend all classes, take copious notes, participate in discussions, ask questions, take tests, and read all of the required readings. No make-up exams without a prior legitimate excuse. Unexcused make-ups will be penalized 2 points off per business day late. Those of you who end up on the cusp in this course will be given the next highest grade (e.g. 89.5).

**Grades**

1. 3 tests worth 35 points each (5 points of extra credit built in).
2. Participation and attendance are calculated in borderline cases only.

You must bring a photo ID with you in order to take all tests. Additionally, bring a #2 pencil.

A = 100 - 90
B = 89 - 80
C = 79 - 70
D = 69 - 60
F = 59 & Below

**SUBJECT**

Introduction to the course; definitions of crime.

Introduction to the course; types of crime; elements Of crime;

Crime and Crime Control in a Democratic Society; Measures of the Nature and Extent of Crime

Organization for Crime Control; Structure of the Criminal Justice System

U. S. Constitutional Amendments; Criminology; Victimization & Fear of Crime

**Test 1** covers lecture material (Pre-CJ material) and Part 1 in Anderson (2006)

Policing in American Society
Policing Decisions
Issues in Policing
Law Adjudication (Courts)

Courts (Cont'd); Film

**Test 2:** covers lecture material (police & courts) and Parts 2 and 3 in Anderson (2006)
Corrections: History of Corrections; Goals of Punishment; History of Imprisonment; Prison Riots
Special Category Offenders/Offenses; Guest Speaker

Corrections: Prisoner’s Rights, Ex. Offender Rights; Prison Overcrowding; Death Penalty

Corrections: Inmate Subculture & Coping Strategies; Treatment Modalities in Prison.

Film

Probation

Parole

Death Penalty

Juvenile Justice

Contemporary Issues and Trends in Criminal Justice;
Test 3 covers lecture material (corrections) and Part 4 in Anderson (2006)

Dates to Remember:
Test 1:
Test 2:
Test 3:
No Classes:

TEST 1

PRE-CRIMINAL JUSTICE

TOPIC OUTLINE

1. WHAT IS CRIMINAL JUSTICE?
2. THE FIELD OF CRIMINAL JUSTICE
3. CRIMINAL JUSTICE AND THE LAW
4. CRIMINAL JUSTICE AND OTHER DISCIPLINES
5. MULTIPLE GOALS OF THE CRIMINAL JUSTICE PROCESS
6. METHODS OF CRIME REPORTING
7. COMMON LAW AND MODERN CRIMES
8. STRUCTURE OF THE CRIMINAL JUSTICE SYSTEM
9. CRIMINAL JUSTICE SYSTEM/NON-SYSTEM?
10. FLOW OF OFFENDERS THROUGH THE CRIMINAL JUSTICE SYSTEM
11. CRIMINAL JUSTICE RELATED AMENDMENTS IN THE U.S. CONSTITUTION AND IDEOLOGICAL PRINCIPLES
12. CRIMINOLOGY & DEVIANCE
13. EXPOSURE TO RISK, VULNERABILITY AND MODERN THEORIES OF VICTIMIZATION
14. ANTICIPATION OF VICTIMIZATION, PERCEIVED RISK, FEAR AND BEHAVIORAL RESPONSES

TEST 2
POLICE
TOPIC OUTLINE

1. LAW ENFORCEMENT AGENCIES
2. EARLY DEVELOPMENT OF LAW ENFORCEMENT
3. LAW ENFORCEMENT IN THE U.S.
4. THE CRIMINAL INVESTIGATOR
5. POLICE WORK
6. STAGES OF THE CRIMINAL JUSTICE PROCESS: POLICE
   A. INVESTIGATION
   B. ARREST: STANDARD OF PROOF
   C. BOOKING
7. CONTEMPORARY LAW ENFORCEMENT ISSUES
   A. DISCRETION
   B. PATTERNS OF PATROL
   C. AGGRESSIVE PREVENTIVE PATROL
   D. TEAM POLICING
   E. SPECIAL RESPONSES TO CRITICAL PROBLEMS
   F. PROFESSIONALIZATION
   G. UNIONIZATION
   H. USE OF FORCE
   I. WOMEN IN POLICING
   J. CORRUPTION
8. POLICING AND THE FEAR OF CRIME
COURTS
TOPIC OUTLINE

1. STAGES OF THE CRIMINAL JUSTICE PROCESS: COURTS
   A. INITIAL APPEARANCE BEFORE MAGISTRATE
   B. BAIL
   C. PRE-TRIAL DETENTION
   D. PRE-TRIAL DIVERSION
   E. PRELIMINARY HEARING: STANDARD OF PROOF
   F. GRAND JURY: STANDARD OF PROOF
   G. PLEA BARGAINING
   H. ARRAIGNMENT

2. PROSECUTION

3. DEFENSE

4. JUDGE

5. THE CRIMINAL TRIAL

6. THE TRIAL PROCESS
   A. JURY SELECTION
   B. OPENING STATEMENTS
   C. PRESENTATION OF PROSECUTOR’S EVIDENCE
   D. MOTION FOR DIRECTED VERDICT
   E. PRESENTATION OF DEFENSE EVIDENCE
   F. CLOSING ARGUMENTS
   G. INSTRUCTIONS TO THE JURY: STANDARD OF PROOF
   H. VERDICT
   I. SENTENCE
   J. APPEAL

7. PRESENTENCE INVESTIGATION REPORT

8. SENTENCING STRUCTURES

TEST 3
CORRECTIONS
TOPIC OUTLINE

1. HISTORY OF CORRECTIONS
   A. BLOOD FEUD
   B. LEX SALICA
   C. LEX TALIONIS

2. GOALS OF PUNISHMENT
   A. CLASSICAL SCHOOL: RETRIBUTION
      (BECCARIA) DETERRENCE
      --GENERAL
      --SPECIFIC
   B. POSITIVE SCHOOL: INCAPACITATION
      (LOMBROSO) REHABILITATION
   C. MUELLER’S T.V. MODEL

3. HISTORY OF IMPRISONMENT
   A. PHILADELPHIA SYSTEM
   B. AUBURN SYSTEM

4. PRISON OVERCROWDING; PRISON RIOTS
5. SPECIAL CATEGORY OFFENDERS/OFFENSES
   A. MENTALLY ILL
   B. MENTALLY RETARDED
   C. SEXUAL EXPLOITATION
      Serial Murder
      Animal Cruelty
      Rape
      Child Sexual Abuse
      Incest
      Growing up in an Alcoholic Home
      Domestic Violence
      Sexual Harassment at the Workplace
   D. SERIAL KILLERS

6. INMATE SUBCULTURES & COPING STRATEGIES
7. TREATMENT MODALITIES IN PRISON
8. PRISONER/EX-OFFENDER RIGHTS
9. PROBATION/PAROLE
10. CAPITAL PUNISHMENT
11. JUVENILE JUSTICE
12. TRENDS IN CRIMINAL JUSTICE
Week 1
Learning Objectives for an Introduction to Criminal Justice

Advanced Organizer

"Historically, in our ancestral European, Asian and African cultures, crime control was largely a matter of private concern, of physical vengeance or monetary forfeiture wreaked upon the perpetrator by the victim or his family. Gradually, in our society, the control of crime became defined as the ultimate victim of all serious offenses. Today we have added the requirement that most criminal conduct be defined by statute rather than by "common-law precedent" (Newman, 1995, p. 2).

Since all crime statistics are estimates, the true amount of crime in the United States is unknown; and accurate measures are not possible" (Packer, 1978).

The class material and reading for this week focuses on the concept of crime, the purpose and varying ideologies behind purposes of law and methods used for measuring and reporting crime.

Based upon the introduction to the course and the readings in Newman: 1989, you will know you have mastered the subject matter when you are able to:
1. define the field of Criminal Justice,
2. list the three components of the Criminal Justice system,
3. differentiate the major differences between the traditional academic field of criminology and what is commonly meant by Criminal Justice,
4. explain why Criminal Justice did not become academically distinct until recently,
5. list at least four other disciplines that criminologists have borrowed from and have contributed to, and
6. describe and define the multiple goals of the Criminal Justice process
Week 2
Learning Objectives for an Introduction to Criminal Justice

Advanced Organizer

"To fill the crime control mandate, various governmental agencies, offices, and courts were created, supported and staffed, each with separate obligations and functions, yet all united in their ultimate purpose—these three major bureaucracies—the police, courts and corrections are the components which are called the "Criminal Justice System" (Fox: 1976, p. 20).

Based upon the reading and in-class discussions, you will know you have mastered the subject material when you are able to:
1. define "crime",
2. define the four different views on the purpose of law,
3. state, define and distinguish the two major classifications of crime,
4. explain the F.B.I. Uniform Crime Reporting program, include its advantages and disadvantages,
5. explain the use of victim surveys for measuring crime and include their advantages and disadvantages,
6. explain the use of cohort measurement as a method of gathering crime statistics and include advantages and disadvantages of this measure,
7. critically analyze the various methods of reporting crime statistics and explain why the true amount of crime in the U.S. is unknown and an accurate measure is not presently possible,
8. differentiate between the three laws of crime, i.e., common law (mala in se), (statutory law (mala prohibita), and case law,
9. define the two types of case law,
10. list the five variables that help determine the outcome of offenses committed,
11. define mens rea and actus reus,
12. define and distinguish between a number (9) of separate criminal behavior types based upon Clinard's and Quinney's typology,
13. list and define those amendments in the U.S. Constitution's Bill of Rights that the Criminal Justice System specifically deals with,
14. list and define the principles which have helped form the ideological basis for crime control,
15. explain how a case would reach the U.S. Supreme Court through a state system and the federal system,
Week 3

Learning Objectives for an Introduction to Criminal Justice

Advanced Organizer

This week, the Criminal Justice System will be discussed in terms of its functional purpose, sources of authority and whether or not the Criminal Justice System is a system or a non-system. The student will also be introduced to the various functions within the system—the police, trial court, prosecutorial and defense functions.

Based upon the reading, and in-class discussions you will know you have mastered the material when you are able to:

1. state the four major functions of the Criminal Justice System,
2. define the four major sources of authority over the Criminal Justice System and describe each one’s function,
3. state and discuss the issues surrounding whether or not the Criminal Justice System is a system or a non-system (be able to support your opinion),
4. describe the trial court function,
5. describe the prosecutorial function, specifically include its relationship to the grand jury and preliminary hearing process,
6. describe the police function,
7. define selective enforcement, and
8. describe the role of defense counsel, include the historical perspective and the modern-day practice.
Week 4
Learning Objectives for an Introduction to Criminal Justice

The student will be lead through the Criminal Justice process from crime to arrest and eventually through adjudication. At this time, it is crucial for the student to acquire the various steps (in order) of this process. The remainder of this course will deal specifically with these various steps, as the three components of the Criminal Justice System, i.e., the police, courts and corrections, are delved into with greater detail.

Based upon the reading, and in-class discussions you will know you have mastered the material when you are able to:

1. describe the major steps and decision stages in the criminal process beginning with the crime to arrest and eventually to adjudication,
2. define probable cause,
3. indicate the stage where bail is considered and define the purpose of bail,
4. describe the grand jury function and define what an indictment is,
5. list and define plea-bargaining and explain the prosecutor's role in plea-bargaining,
6. list and define the three ways of pleading,
7. describe the bifurcated trial process,
8. explain the diversionary process and state at least three reasons why the diversionary process is positive,
9. differentiate between probation and parole,
10. list and define six types of sentences than can be imposed by the sentencing judge,
11. describe the process from a combination of perspectives, i.e., analysis of its structure, the role of participants, its decision stages, its common practices, the mandates and restraints of legislation and court decisions,
12. on the basis of the study of police behavior in eight communities, James Q. Wilson (1968) extracted three major styles which accounted for significant differences in enforcement methods and patterns; define and describe these three police enforcement styles,
13. Ohlin, Piven and Pappenfort (1956) identified three major types of probation and parole field agents; identify, define and describe these types of probation and parole field agents, and
14. compare and contrast the five dominant functions of the Criminal Justice System.
Week 4 cont’d and Week 5
Learning Objectives for an Introduction to Criminal Justice

Topic: The first component in the Criminal Justice process: The Police.

Based upon the reading, and in-class discussions you will know you have mastered the material when you are able to:

1. list and describe the various police functions,
2. describe James Q. Wilson's three styles of police enforcement,
3. state how much time police officers spend doing community service and actual law enforcement,
4. paraphrase the importance of the following U.S. Supreme Court Cases:
   b. Mapp v. Ohio (1961)
   c. Terry v. Ohio (1968)

5. list the rights you have if arrested,
6. define probable cause,
7. describe the importance of the Fourth Amendment,
8. list and explain five reasons for the exercise of police discretion and give examples of each,
9. discuss the concept of police discretion,
10. state and describe patterns of police patrol,
11. explain the concept of team policing,
12. discuss the use of deadly force, and
13. describe the implications of the results of the Kansas City Experiment and its intended affect for police departments.
Weeks 6 and 7
Learning Objectives for an Introduction to Criminal Justice


Based upon the reading, and in-class discussions you will know you have mastered the material when you are able to:

1. describe and discuss the prosecutor's role in the criminal process,
2. identify the utility of the probable cause standard,
3. explain the role of the Grand Jury--Indictment process,
4. identify the steps and their order in the court process, i.e., arraignment, preliminary hearing, bail, etc.,
5. state and define the various pleas available to the defendant,
6. paraphrase the following cases:
   a. Coleman v. Alabama
   c. Gideon v. Wainwright (1963)
7. define what is meant by double jeopardy,
8. define trial de novo,
9. describe the various bases for appeal,
10. define writ of habeas corpus,
11. define writ of certiorari, and
12. describe the jury process.
Weeks 8-15, Part II
Learning Objectives for an Introduction to Criminal Justice

**Topic:** Sentencing and Corrections.

Based upon the reading, and in-class discussions you will know you have mastered the material when you are able to:

1. list, define, describe, and critically analyze the various goals of punishment,
2. distinguish amongst the seven types of sentencing structures,
3. describe the two schools of thought on how law-breakers should be sentenced (determinate and indeterminate sentencing),
   Be able to discuss both sides of the 3 strikes you’re out legislation,
4. define probation,
5. discuss the role of the probation officer in sentencing (BSI's),
6. indicate the purpose of the American Law Institute's Model Penal Code,
7. define habitual offender,
8. state and define the four R's of program purposes in corrections,
9. differentiate between jails and prisons,
10. distinguish between the two types of prisons,
11. discuss various problems, conditions and rules of "present-day" imprisonment
12. list those rights lost during imprisonment. Are they fair? Why? Why not?
13. paraphrase the case of Robinson v. California (1973),
14. explain and discuss the role that the 8th Amendment plays in sentencing,
15. define the Model Sentencing Act,
16. what is the inmate social code?
17. what are the various types of inmate roles in prison?,
18. what are the various treatment modalities in prison?,
19. define the four basic constitutional cases in the juvenile justice system, and
20. list and define the major probation and parole officer styles.
Weeks 8-15, Part II
Learning Objectives for an Introduction to Criminal Justice

**Topic:** Release from Imprisonment and Unresolved Issues and Trends in Criminal Justice.

Based upon the reading, and in-class discussions you will know you have mastered the material when you are able to:

1. state and define the various ways that an inmate may be released from imprisonment,
2. define parole,
3. discuss the historical development of parole,
4. paraphrase the Mempa/Rhea (1967) decision,
5. paraphrase the Morissette v. Brewer (1972),
6. paraphrase Gagnon v. Scarpelli (1973),
7. discuss the disillusionment with the rehabilitative ideal and the trends towards Just Desert,
8. discuss the idea of disparity and discretion, under the ideal of rehabilitation, on the part of sentencing judges, and
9. list and describe those issues in Criminal Justice that are currently unresolved e.g., terrorism, juvenile crime, crimes against the elderly, prison overcrowding, deterrence, and the idea of vigorous enforcement.