



**SUMMER SESSION 2012**  
**Introduction to Criminal Justice**  
**01:202:201**  
**T, TH 6:00-9:40pm**

**Instructor:** Dr. Kristen Zgoba

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**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.

### **Course Specific Learning Goals**

The following are the course specific learning goals for Intro to Criminal Justice, adapted from the Permanent Core Curriculum Learning Goals. Upon completion of this course students will be expected to:

- 1. Identify and critically assess ethical issues in social science and history.
- 2. Apply concepts about human and social behavior to particular questions or situations.

## Assessment

The course specific learning goals will be assessed at two points during the semester where students will be required to answer questions that articulate with each of the course specific learning goals. Learning goals will be assessed in one of the midterm examinations and during the final examination.

### **COURSE DESCRIPTION**

The societal responses to people and organizations that violate criminal codes; police, courts, juries, prosecutors, defense and correctional agencies; and the standards and methods used to respond to crime and criminal offenders; social pressures that enhance or impair the improvement of criminal laws.

### **COURSE OBJECTIVES**

At the completion of this course, students are responsible for:

- 1) An increased knowledge of the criminal justice system
- 2) An increased understanding of the current initiatives in the criminal justice system, and the additional topics that are covered separate from the book.

**REQUIRED READINGS-** this book is not optional

Introduction to Criminal Justice, 6<sup>th</sup> edition. Bohm, Robert M. & Haley, Keith N. 2010. ISBN: 978-0-07-352795-6.

The book is required and is available at the campus bookstore in New Brunswick. Additionally, it can be purchased on the bookstore website, AMAZON and through the McGraw Hill website.

### **COURSE REQUIREMENTS**

#### *1) Attendance & Participation*

Participation and attendance are required and mandatory for all classes during summer session, as they accrue toward your grade. Roll will be taken during each class. You are expected to have the material read for the respective class. Failing to provide sufficient answers to posed questions will result in a score of zero for that day's participation. Students are expected to fully participate in the lectures and will be called on regularly. No amendments will be made to grades after the class is complete. Do not ask for extra credit beyond what, if any, I designate.

Students are expected to attend all classes; if you expect to miss one class please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will automatically be sent to me. As always, faculty – either individually or as a department – determine their own attendance policies

and exam make-up policies. Department policy, as well as my policy, is that students are not excused from class during summer session. In the event you miss a class, students will automatically receive a 10 point deduction for each missed class.

### 2) *Reading Material*

Readings are assigned for every class. If participation and feedback on readings suffers, pop quizzes will be given sporadically. Supplemental articles, links or assignments may be posted on sakai for specific class sessions.

### 3) *Exams*

There will be two exams for this class and they come up quickly. Exams will be non-cumulative and multiple choice. Excuses and make-up sessions will not be allowed. There will be no exam review and I will not provide power point slides to students.

### 4) *Newspaper Article Review and Presentation*

This grade will be a write-up of a newspaper article and a 5 minute presentation dealing with an issue pertinent to the criminal justice system. **MAKE SURE IT IS 5 MINUTES, practice and time yourself.** If someone presents a newspaper article on something before you, please refrain from choosing a similar article. Hard copy newspaper articles can be searched, as well as outlets like the New York Times and the Washington Post, which would allow you to search by key word. No Wikipedia. The article should be attached to a 1 page type-written write-up. Students should outline the problem or topic in the article and depending on the content, they should offer suggestions, opinions or remedies- **DO NOT SIMPLY REGURGITATE THE ARTICLE.** The class should also pay attention to grammar, spelling and content, as this contributes to your grade. A sign-up sheet will be provided the first class and late assignments will not be accepted. This accounts for 25% of your grade.

### 5) *Extra Credit*

It is likely that I will allow for an online extra credit assignment. This will take place through sakai and will be conducted as an online quiz. This will be discussed and scheduled as the semester progresses.

## **COURSE GRADING**

Newspaper Article	25.0%
Midterm	37.5%
Final Exam	37.5%

## **GRADING SCALE**

<b>A</b>	100-- 90
<b>B+</b>	89-- 86
<b>B</b>	85-- 80
<b>C+</b>	79-- 76
<b>C</b>	75-- 70
<b>D</b>	69-- 60

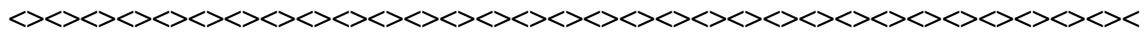
F 59 and below

**ACADEMIC DISHONESTY**

Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources.

**SUMMER 2012--COURSE SCHEDULE**

This calendar of events is subject to change based on the completion of course material and student progress.



5/29/12	<b>Introduction</b> Presentation of the syllabus, readings, requirements and news sign-up sheet. Chapters 1, 2
5/31/12	Chapters 3, 4 Newspaper articles
6/5/12	Chapters 5, 6 Newspaper articles
6/7/12	Chapter 7 Newspaper articles
6/12/12	Chapters 8, 9 Newspaper articles
6/14/12	<b>MIDTERM EXAM</b>
6/19/12	Chapters 10 Newspaper articles
6/21/12	Chapters 11, 12 Newspaper articles
6/26/12	Chapter 13 Newspaper articles
6/28/12	Chapter 14 Newspaper articles
7/03/12	Catch-up Day
7/05/12	<b>FINAL EXAM</b>