

Ideas in Justice

201-405

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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 trait-based 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:

Contributions to the development and application of penology, criminology, and criminal and social justice; study of the main ideas and key events that influenced the ideas and ideals evident in our social institutions. The examination all phases of Criminal Justice and how forensic DNA profiling has been implemented. A non-science approach to DNA profiling and how it used in investigations, prosecutions and corrections.

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

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Quizzes	20%	Final Exam	30%
Midterm Exam	30%	Research Article	20%

SYLLABUS

September	4	Course Introduction
	9	What Every Law Enforcement Officer should know about DNA
	11	No Class
	16	The DNA Databank on the local, state and national level
	18	Constitutional Law and the collection of DNA evidence
	23	DNA Dragnets and the criminal investigation
	25	Public Fear of DNA profiling
October	30	Universal Databank
	2	Ancestry and Genetic relationships
	7	Familial Testing
	9	How non-human DNA can solve crimes
	14	Homeland Security and the use of DNA Technology
	16	Midterm Review
	21	Midterm Exam
	23	Crime Scene Reconstruction
	28	Ethics
	30	Crime Labs
November	4	Backlog
	6	Prosecution
	11	ASCLD and Accreditation
	13	NAS Report
	18	Cold Case Squad and using DNA to solve these cases
	20	Legislation concerning DNA and the criminal justice system
	25	Post Conviction use of DNA
	27	No Class
December	2	America's Silent Disaster - Missing Persons
	4	Identifying the victims of a Mass Fatality
	9	Future of Forensic Technology
	11	Final Exam Review

Final Exam December 20th at 4:00pm.