

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
PROGRAM IN CRIMINAL JUSTICE**

CRIMINAL PROCEDURE – FALL 2016

01:202:205

T/Th 6:40 to 8:00 P.M.

Lucy Stone Hall A 142

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Office Hours: Thursdays from 3:00 to 5:00 p.m. at Lucy Stone Hall, Room 355

TEXTBOOK: Samaha, Joel (9th Edition) - Criminal Procedure (Wadsworth/Cengage)

OBJECTIVES:

- Provide a working knowledge of constitutional rights in the context of criminal law
- Focus on the concept of reasonableness of restraints on those rights
- Gain an understanding of the public policy considerations underlying the substantive criminal law and the manner in which such policies are effectuated through criminal procedural requirements
- Study specific procedural law issue/requirements, including right to counsel, exclusionary rule; search warrant; permissible warrantless searches; stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, post-conviction relief

LEARNING GOALS FOR CRIMINAL JUSTICE MAJORS

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:

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.

EXAMS: There will be three (3) non-cumulative exams covering material from the texts, lectures, guest and student presentations and in-class discussions.

PRESENTATIONS: Students will be responsible for leading one or more class discussions (*Oral Presentation*) on a selected case during class sessions. The discussion will focus on the facts of the case, the Court's decision, rule of law, and the underlying public policy. Assignments will be made during the first class meeting. Students will also provide a written outline and/or narrative at the time of making their presentation.

PREPARATION: The assigned readings are the basis of discussion for each class session. Students are expected to have read the assigned material **before** class and be prepared to discuss.

PARTICIPATION: Active participation is expected in all class discussions, including the discussions led by fellow students. The level of preparation and participation will be reflected in final grade.

GRADING:	Exam #1	30%
	Exam #2	30%
	Exam #3	30%
	Oral presentation and Participation	<u>10%</u>

Total possible points: 100

EXTRA CREDIT: No extra credit will be provided for work performed outside the above discussed grading parameters. However, students who actively participate in classroom discussion may be awarded up to an additional five (5) points and there may be additional points provided to attend guest presentations outside the normal class schedule.

GRADING - The final grade will be assigned based upon the following scale:

A	=	90-100	C	=	70-74.9
B+	=	85-89.9	D	=	60-69.9
B	=	80-84.9	F	=	below 60
C+	=	74-79.9			

MAKE-UP EXAM: The authorization to take a make-up exams will be contingent upon a **legitimate** excuse (i.e., illness, family death, unexpected emergency situation), presented **prior** to the test period in most cases. The make-up will be given **IMMEDIATELY** upon termination of the condition that caused the student to miss the original exam. Failure to take the make-up as scheduled will result in a grade of zero. Note: there is no **RIGHT** to take a make-up; it is a **PRIVILEGE** permitted only under extenuating circumstances **at the discretion of the professor.**

ATTENDANCE: Regular attendance will not be taken. However, consistent attendance may be noted and could assist with borderline grades. No such consideration shall be provided to students with a poor attendance record. Nevertheless, the exams are composed of information from class lectures, reading material, guest and oral presentations. As a result, there is most often a positive correlation between a consistent attendance pattern and good grades.

LATENESS: It is important that you arrive on time for class. On the day of a test, any late arrivals will be excluded from entry and the burden to take a make-up exam will be consistent with what is described above in MAKE-UP EXAM.

CHEATING: You are expected to do your work. Sanctions for cheating and plagiarism will be levied in accordance with the **University Policy on Academic Integrity**. You should familiarize yourself with this policy, which can be accessed at www.Rutgers.edu/catalog/nb-ug.html. Suspected cases of policy violations will be reported to the Department Chair and to the appropriate Dean.

LATE

SUBMISSIONS: It is essential that all requirements be completed on the date specified. Failure to follow the schedule will result in a deduction of a letter grade. Additional letter grades will be deducted for each failure to complete the assignment.

SPECIAL**ACCOMMODATIONS:**

Students with disabilities who need special accommodations for this class are encouraged to meet with me or the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus and must follow the University procedure for self-disclosure. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and completion of the registration process with the appropriate disability service provider on campus.

STUDENT WELLNESS SERVICES:**Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

CRIMINAL PROCEDURE

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SPRING 2016

COURSE OUTLINE AND ASSIGNMENTS

- September 6: Introduction: Provide course overview, requirements and expectations. Discuss what the criminal procedures course will address and how it differs from substantive criminal law, judicial administration and other aspects of constitutional law. Also, introduce the basic concepts of due process and fundamental fairness.
- September 8: Chap. 1: U.S. Criminal Procedure: A Road Map
- September 13: Chap. 2: Criminal Procedure and the Constitution
- September 15: Chap. 3: The Definition of Search and Seizures
- September 20: Chap. 4: Stop and Frisk
- September 22: Guest or special topic discussion
- September 27: ***TEST #1 (CHAPTERS reviewed and class discussions)***
- September 29: Chap. 5: Seizures of Persons: Arrest
- October 4: Chap. 6: Searches for Evidence
- October 6: Guest or special topic discussion

October 11:	Chap. 7:	Special Needs Searches
October 13:	Chap. 8	Self-Incrimination
October 18:	Chap. 8	Self-Incrimination
October 20 :	Chap. 9	Identification Procedures
October 25:	Chap. 9:	Identification Procedures
October 27:	<i>Test #2 (CHAPTERS reviewed and class discussions)</i>	
November 1:	Chap. 10:	Remedies for Constitutional Violations
November 3:	Guest or special topic discussion	
November 8	Chap. 11:	Remedies for Official Misconduct
November 10:	Guest or special topic discussion	
November 15	Chap. 12:	Proceedings I: Before Trial
November 17:	Chap. 13:	Court Proceedings II: Trial and Conviction
November 22:	Chap. 14:	After Conviction (non-capital cases)
November 24	Thanksgiving Recess	
November 29:	Chap. 14:	After Conviction (the Death Penalty)
December 1:	Chap. 15:	Criminal Procedures in times of crisis
December 6:	Guest or special topic discussion	
December 8:	Guest or special topic discussion	
December 13:	Review	
December 20:	Final Exam – Note: Time = 8:00 P.M. to 11:00 P.M. Anyone arriving after 8:00 P.M. will not be allowed to take exam.	

**KEY AMENDMENTS TO THE CONSTITUTION
AFFECTING THE JUDICIAL PROCESS**

THE FOURTH AMENDMENT

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

THE FIFTH AMENDMENT

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces or in the militia when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy or life or limb; *nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty or property, without due process of law*; nor shall private property be taken for public use without just compensation.

THE SIXTH AMENDMENT

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

THE EIGHT AMENDMENT

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

THE FOURTEENTH AMENDMENT

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; *nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.*

ASSIGNED PRESENTATIONS

Cases to be assigned to students for class presentations:

CHAPTER 2

Powell v Alabama (Scottsboro Boys) _____

Brown v Mississippi _____

Rochin v Cal _____

US v Armstrong _____

CHAPTER 3

Katz v US _____

US v White _____

US v. Miller _____

US v Kyllo _____

U.S. v. Jones _____

Illinois v Caballes _____

Rodriguez v. U.S. (not in book) _____

US v. Warshak _____

Riley v. California (not in book) _____

Cal v Hodari D _____

CHAPTER 4

Terry v Ohio _____

Adams v Williams _____

Alabama v. White _____

Florida v J. L. _____

Navarette v. California (not in book) _____

Illinois v Wardlow _____

US v Sokolow _____

US v Sharpe and Savage _____

Hibel v 6th Judicial Court, Nevada _____

Minnesota v Dickerson _____

Maryland v Wilson _____

Arizona v Johnson _____

Indianapolis v. Edmunds _____

Illinois v. Lidster _____

Michigan v Sitz _____

US v Montoya de Hernandez _____

CHAPTER 5

Commonwealth v. Dunlap _____

Payton v NY _____

Warden v. Hayden _____

Brigham City v Stuart and Taylor _____

Tenn v Garner _____

Graham v Connor _____

Plumhoff v. Rickard (not in book) _____

Atwater v City of Lago Vista _____

CHAPTER 6

US v Banks _____

Chimel v Cal _____

Arizona v Gant _____

Knowles v Iowa _____

Whren v US _____

Schneekloth v Bustamonte _____

State (NJ) v. Carty (not in book) _____

US v Gray, 369 F.3d 1024 (8th Cir. 2004) _____

Illinois v Rodriguez _____

Georgia v. Randolph _____

Carroll v US _____

Wyoming v Houghton _____

CHAPTER 7

S. Dakota v Opperman _____

Florence v. Burlington County _____

Samson v California _____

Safford v. Redding _____

State v Ellis _____

Ferguson v Charleston _____

NJ v T. L. O. _____

CHAPTER 8

Miranda v Ariz _____

Berkemer v McCarty _____

NY v Quarles _____

Brewer v Williams _____

N.C. v Butler _____

Berghus v Thompkins _____

Colorado v Connelly _____

State v Bowe _____

CHAPTER 9

Perry v. New Hampshire _____

Manson v Brathwaite _____

State v Clopten _____

State of NJ v. Henderson (not in book) _____

CHAPTER 10

Mapp v Ohio _____

US v Leon _____

Nix v. Williams _____

Hudson v. Michigan _____

Herring v US _____

Heien v. North Carolina (not in book) _____

CHAPTER 11

Anderson v Creighton _____

Dwares v. NYC _____

Castle Rock v. Gonzalez _____

Pinder v Johnson _____

CHAPTER 12

County of Riverside v McLaughlin _____

US v Salerno _____

Gideon v Wainwright _____

Rompilla v Beard _____

CHAPTER 13

Ballew v Geo _____

Snyder v La _____

Johnson v. Louisiana _____

NC v Alford _____

CHAPTER 14

Ewing v California _____

Gall v US _____

CHAPTER 15

John Doe v. Mukasey _____

Doe v. Holder _____

Doe v. Ashcroft _____

The Death Penalty

Furman v. Georgia _____

Gregg v. Georgia _____

Ring v. Arizona _____

Kennedy v. Louisiana _____

Roper v. Simmons _____

Glossip v. Gross _____

