

## **Introduction to Criminal Justice**

01:202:201:04

Tuesday/Thursday 1:40-3:00

Tillett Hall-246

Fall 2017

Mrs. Christine Paolillo

Instructor of Criminal Justice

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Office hours: Tuesdays 12:00-1:00pm

Lucy Stone Hall-343

### **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.

## **Course goals**

The student will be able to identify and critically assess ethical issues in social science and history.

The student will be able to apply concepts about human and social behavior to particular questions or situations.

The goal of this course is to provide the student with an overall understanding of the criminal justice system.

## **Course Description**

This course is an introduction to the criminal justice system in the United States. It includes the study of crime and the elements that comprise the criminal justice system: the police, the courts and corrections.

## **Required Text**

Criminal Justice: A Brief Introduction

Author: Frank Schmalleger 11<sup>th</sup> Edition

Publisher: Pearson

## **Expectations**

The success of this class is very much dependent on the effort you put forth each week in being prepared and contributing to the best of your ability. I will lecture for the first part of each class, but the remainder of class will be spent discussing the week's readings and other topics of salience and interest.

I assume that each student who signs up for this course carries with him/her a set of expectations. You expect to learn about the transition to adulthood, and perhaps expect to be stimulated and challenged by the course materials. In turn, I enter each new course with a set of baseline expectations for my students, and I like to have them on the syllabus so everyone knows where I stand in terms of behavior and in-class norms.

You should expect that I be engaged and prepared for each and every class. You should expect that I grade and return assignments and tests in a timely manner. You should expect that I be available to meet with you in office hours, and respond to your questions promptly and courteously. And you should expect that I conduct myself in a professional manner at all times.

In turn, I have the following expectations about you. I expect that you will arrive **on time** for class-when people are late it is discourteous to teacher and student alike, and disruptive for all. I expect that you pay attention, and not engage in side conversations, text messaging, or other digital distractions that are likewise discourteous and disruptive. I expect you to stay awake during class, and I will do my part to ensure that the lectures are not contributory to napping. I

expect that you keep up with course materials and readings, and hand in assignments on time. I expect that during class discussions you are respectful of all of your classmates and their opinions, and that you do not engage in disrespectful or hateful discourse. For my part, I will strictly enforce civility during discussions.

To encourage you 5% of your grade is yours free and clear at the beginning of each semester. To maintain that you have to be present, attentive and civil, and those who are not lose parts or all of the 5%. The choice is really up to you.

**Attendance Policy**

*Students are expected to attend all classes; if you expect to miss one or two classes, please email me. Attendance is an important part of your 5% civility grade*

**Grading Policy**

The following factors will be taken into consideration in the determination of the student's final grade: Midterm Examination, Final Examination, Homework assignments, Peer Advising Program, Class Civility.

**Evaluation of Student Performance**

Midterm: 40%

Final: 40%

Peer Advising Program 5%

\*Instructions posted to CJ website: <http://criminaljustice.rutgers.edu/student-info/peer-advising-program/peer-advising-instructions>

Civility grade 5%

Homework: 10%

Total: 100%

**Final Grades**

90-100%    **A**

87-89%    **B+**

80-86%    **B**

77-79%    **C+**

70-76%    **C**

60-69%    **D**

00-59%    **F**

## **Academic Dishonesty**

Rutgers University has a well-defined academic integrity policy, which will be strictly enforced in this class. All students in this class should review and be familiar with the policy of the university, which can be found at: <http://TeachX.rutgers.edu/integrity/policy.html>

The use of **ANY** electronic device for *non-academic purposes* is **strictly prohibited** during class time. Violations will result in a reduction of the course grade.

## **Mid-Term Examination**

To be determined

## **Final Examination**

As per college: <http://finalexams.rutgers.edu/>

Final exam: May 10<sup>th</sup>; 8-11 am Voorhees Hall-105

## **Reading Material for Semester**

Chapter 1: What Is The Criminal Justice?

Chapter 2: The Crime Picture

Chapter 3: Criminal Law

Chapter 4: Policing: Purpose & Organization

Chapter 5: Policing: Legal Aspects

Chapter 6: Policing: Issues & Challenges

Chapter 7: The Courts

Chapter 8: The Courtroom Work Group & the Criminal Trial

Chapter 9: Sentencing

Chapter 10: Probation, Parole, & Community Corrections

Chapter 11: Prisons & Jails

Chapter 12: Prison Life

*\*Every attempt will be made to cover the above-noted material and schedule within the time constraints of this course. This schedule may vary in order to allow sufficient time for class discussion and complexity of the material.*

## **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/](http://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/](http://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](tel: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.