

Common Course Outline
CRJU 101
Introduction to Criminal Justice
3 Credits

Community College of Baltimore County

Description

CRJU 101 – Introduction to Criminal Justice explores the history, philosophy, and social development of police, courts, and corrections in a democratic society. This course covers identification and operations of local, state, and federal agencies, while emphasizing criminal justice career orientation.

3 Credits

Prerequisites: ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon successful completion of this course students will be able to:

1. relate the components of the criminal justice system to the collective goal of public safety in the United States and other industrialized countries;
2. analyze the historical development of Anglo-American law and its impact on contemporary substantive and procedural law with a focus on civil rights, women's rights, hate crimes, and minority groups throughout the United States and other industrialized countries;
3. compare the three major methods of crime measurement, including how the data is used in the criminal justice system and how it reports demographic information about offenders;
4. evaluate major criminological theories that attempt to explain criminal behavior from a socio-economic, racial, and cultural perspectives;
5. examine the role of crime victims in the criminal justice system and the historical development of the victims' rights movement including their legal rights;
6. analyze the structure and role of law enforcement in a diverse society;
7. distinguish between the state and federal court system in America;
8. describe the factors which influence sentencing;
9. analyze sentence disparities as they relate to gender, geographical area, race, and socio-economic status;
10. summarize the historical development of institutional corrections and current issues related to the inmate population, including its relationship to global incarceration rates;

11. define the goals and responsibilities of community corrections including trends focusing on re-entry and reduction of recidivism rates;
12. analyze the unique characteristics of juvenile justice and issues related to differences in racial, gender, and socio-economic status of delinquency and juvenile offenders;
13. evaluate the future of the criminal justice system under crime control and due process models;
14. correlate the discretion that is exerted throughout the criminal justice process with the importance of ethical decision-making at each step; and
15. find, evaluate, use and cite appropriate academic resources in order to analyze a contemporary issue currently faced by the criminal justice system.

Major Topics

- I. Crime and justice in the United States and other industrialized countries
 - A. An institution of social control
 - B. Components of the criminal justice system
 - C. Importance of ethical decision-making throughout each step of crime process
 - D. Comparison of United States justice system to other industrialized countries
- II. Crime and its consequences
 - A. The elements and measurements of crime
 - B. Costs of crime
 - C. Demographics of offenders
 1. Disproportionate representation of minorities (race, ethnicity, etc.)
 2. Impact of age, socio-economics and gender
 3. Hate crimes (sexual orientation and identity, religion, etc.)
 - D. The extent of fear of crime in the U.S. (differences based on geographical location, age, etc.)
 - E. Victimization historical development, current trends, and victim demographics
- III. Criminological theory
 - A. Classical and neoclassical
 - B. Positive, biological, sociological and critical approaches
 - C. Explanations that focus on socio-economic status and race
- IV. The rule of law
 - A. Development of criminal and civil law
 - B. Substantive and procedural law focus on civil rights, women's rights, hate crimes, and minority groups throughout the United States and other industrialized countries
 - C. Procedural rights focus on civil rights, women's rights, hate crimes, and minority groups throughout the United States and other industrialized countries
- V. American law enforcement
 - A. Origin and development
 - B. Structure, role and functions of police
 - C. Community policing
 - D. Recruitment and training (including efforts in hiring and maintaining a diverse workforce)

- VI. The court system
 - A. Types and purposes of each court
 - B. The stages of the trial process
 - C. Types and purposes of sentencing
 - D. Comparison of sentences to other industrialized countries
- VII. Institutional corrections
 - A. Historical developments
 - B. Organization and programming
 - C. Characteristics of the inmate population (race, age, gender, etc.)
 - D. Rights of inmates
 - E. Release policy and recidivism
 - F. Relationship to incarceration in other countries
- VIII. Community corrections
 - A. Goals and responsibilities
 - B. Parole and intermediate sentencing
- IX. Juvenile justice
 - A. History
 - B. Delinquency patterns and profile (including race, gender, socio-economic background)
 - C. Juvenile adjudication and corrections
- X. Predicting the future of criminal justice
 - A. Crime control model
 - B. Due process model
- XI. Diversity

Course Requirements

Grading procedures will be determined by the individual faculty member but will include the following:

Grading/exams

- A minimum of two exams
- A minimum of two writing assignments
- A minimum of one class assignment requiring collaboration between students

Written Assignments: Students are required to use appropriate academic resources.

At least one of the writing assignments will require students to examine a contemporary issue or process in the field, write a research paper and conduct a class presentation OR online discussion.

Multiple assignments will infuse CCBC General Education Program objectives; at least one assignment worth a minimum of 10% of the total course grade will allow students to demonstrate at least 6 of the 7 General Education Program Outcomes:

1. Written/Oral Communication;
2. Critical Analysis and Reasoning;
3. Technological Competence;
4. Information Literacy;
5. Scientific and Quantitative or Logical Reasoning;
6. Local and Global Diversity
7. Personal and Professional Ethics

Other Course Information

1. This course is an approved General Education course in the Social and Behavioral Sciences category. This course is also an approved General Education Diversity Course. Please refer to the current CCBC Catalog for General Education course criteria and outcomes.
2. This course is a Criminal Justice core course.

Date Revised: 05/17/19