Instructor:

Sheila M. Huss  
School of Public Affairs  
1380 Lawrence Street, 5th Floor   
Office Hours: MW, 10:00-11:00; by appointment

Course Description:

CRJU 1000 is a Core Curriculum course and applies to the Social Sciences requirement for any major other than criminal justice. This class is an introductory course that examines the three components of the criminal justice system: law enforcement, courts, and corrections, independently and interdependently. The context of this examination will be established early on with discussions of theory and methodological approaches to the study of criminology and criminal justice. With respect to the substantive components of the field, we specifically will study the history of policing, the structure of law enforcement, and the functions and roles of police officers. We also will look at case law and procedures that define the boundaries of law enforcement, focusing on due process landmark cases. In the second section of the course, we will evaluate the agents of the criminal justice system as they function and interact in the courtroom. This part of the course emphasizes the role of legal geography and includes a critical analysis of the courtroom workgroup that challenges the traditional adversarial perspective. The third section of the class explores the corrections system, first looking at its history and then delving into sentencing philosophies and how they are manifested in specific penalties. Finally, we will analyze contemporary topics within the context of the criminal justice system, applying the operational, legal, and processual elements of the system to substantive issues like prisoners with HIV, female offenders, human trafficking, and environmental crime and justice. We also will discuss the juvenile justice system, including its history, current purposes and practices, and contemporary issues (e.g., juvenile transfer).

Student Learning Objectives:

By the end of the course, students should be able to:

1. Discuss the ways that the discipline of criminal justice defines and approaches the definition and causes of crime and the system’s response to it.
2. Discuss the history of the criminal justice system from the early 19th century, and relate pivotal events and features to contemporary procedures, practices, and philosophies that characterize the current justice system.
3. Discuss the progression of a case through the criminal justice system, from the time an alleged crime is committed through the time the offender exists the system, identifying potential salient issues for the agents involved at each stage.
4. Debate relevant issues in the criminal justice system, including but not limited to police emphasis of due process versus crime control, the advantages and disadvantages of the US court system (especially compared to systems in other countries), the benefits and drawbacks of sentencing philosophies, how to define and treat environmental crime and justice, and how to balance HIV inmates’ right to privacy with guards’ and other inmates’ right to protection.
5. Know how to summarize a legal case orally and in writing in case brief form (facts, issue, decision, justification, dissent).
6. Discuss the challenges facing the criminal and juvenile justice systems in the 21st century.
7. Demonstrate improved writing, speaking, and analytical skills.

Required Textbook and Readings:

Fagin, James A. (2013). *CJ 2012.* Upper Saddle River, NJ: Pearson Publishing, Inc.

Caldero, Michael.A. and Crank, John.P. (2011). *Police Ethics: The Corruption of Noble Cause*, 3rd Edition. Burlington, MA: Anderson Publishing.

Other readings include scholarly articles and legal cases, which can be accessed on the Canvas course page.

You need to have an active UC Denver account; you need to be able to access the Canvas course page, as this page is where you will find readings, assignment descriptions, course announcements, etc.

Evaluation of Student Learning:

Students will be evaluated according to the following grading scale and criteria:

93% -100% (463-500) A  
90%-92% (447-462) A-  
88%-89% (438-446) B+  
83%-87% (413-437) B  
80%-82% (397-412) B-  
78%-79% (388-396) C+  
73%-77% (363-387) C  
70%-72% (347-362) C-  
60%-69% (298-346) D  
Below 60% (297 or below) F

You will be graded on your participation, two exams, one case brief, three critical thinking essays, one applied mini-project, and one short final paper. The total number of possible points is 500; no extra credit.

*Participation (25 points/5%):*  It is impossible to meet the course objectives without attending class. Attendance will be taken every class period. You are expected to arrive on time and stay the full class period. Readings should be completed before class. You are allotted two unexcused absences, after which each missed class will result in a one percentage point reduction in your final grade. Excused absences only apply to isolated personal emergencies. All excused absences require written documentation. Active, intelligent contributions to class discussions will be considered, particularly in cases where a grade is borderline.

*Exams (75 points each, 150 total points/30%):* Two essay/short answer exams, a mid-term and a final, will be given during the semester. The exams will involve answering essay and short answer questions and applying material from readings, lecture material, and discussions. The exams are designed to assess your knowledge of the field and your ability to apply the knowledge in a critical and analytic manner. The final will focus on the final section of the course, but will be cumulative (i.e., you will need to draw on material from the entire semester to answer at least one of the questions).

*Case Brief (25 points/5%):* You will be required to choose a US Supreme Court case and write a brief of it. A case brief should be no longer than two pages (double-spaced) and include the relevant facts, the issue on which the court decided, the holding of the Court, the justifications for the Court’s decision, and dissent(s) (if applicable). We will review and practice briefing cases in class.

*Critical Thinking Essays (50 points each, 100 total points/20%):* These essays will facilitate your preparation for the exams and final paper. They will be completed in class on unannounced days. You will have approximately twenty minutes to address your choice of one of two essay questions, which will be provided at the beginning of class. Your essays must demonstrate knowledge of the substance of the reading, as well as your ability to analyze the material. The best two scores out of three will be taken. No make-ups.

*Applied Mini Project (100 points/20%):* This project is an opportunity for you to acquire an understanding of how part of the criminal justice system works through experiential learning. Specifically, you will choose a part of the system in which you are interested and immerse yourself in this sub-area. The mechanisms through which you do this are flexible. Suggestions include interviewing one or more professionals in the field, conducting secondary research on agents and/or organizations in the area, visiting an institution in the area (e.g., watching a trial, visiting a prison museum, sitting in on a program meeting, etc.) You should document your experience in writing and using any other relevant media (e.g., photographs, photo-journaling, diagrams, etc.) The written summary of your project should be between five and seven pages. Any research you conduct should be documented with citations and a reference page. More specific details about this assignment will be provided on an assignment sheet on Canvas, and the skills necessary to complete this assignment will be practiced and discussed in class.

*Final Short Paper (100 points/20%):* This paper should take the form of a debate, but in writing. Specifically, you should choose a topic that is relevant to the contemporary criminal justice system and that can be debated. Your paper should begin by discussing the importance of the topic to the criminal justice system. It then should analyze the literature on both sides of the debate. To fulfill this part of the paper, you will need to conduct secondary research, using primarily scholarly sources. The last part of the paper should be your position on the issue and include a discussion of how and why you arrived at your conclusions. This paper should be eight to ten pages, double-spaced, exclusive of references and appendices. The skills necessary to complete this paper will be practiced and discussed in class.

Standards of Excellence in Higher Education:

The Council for the Advancement of Standards in Higher Education (CAS), comprised of over 40 organizations and over 100,000 professionals identifies six domains, each of which contains multiple dimensions, designed to frame student learning in such a way that outcome objectives are “…purposeful, contribute to students’ realization of their potential, and prepare students for satisfying and productive lives.” The domains, their respective dimensions, and how I cultivate these within the context of this class are as follows:

**Domain 1:** Knowledge acquisition, integration, construction, and application

Dimensions: Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Applications: In our journey through the criminal justice system, we will take an interdisciplinary approach, looking at areas like social construction theory, criminology, law, sociology, public affairs, policy, and psychology. This knowledge will be connected to other knowledge, ideas, and experiences orally through small group, in-class collaborations and through whole-class discussions, and in writing in the critical essays, the exams, and the final paper.

**Domain 2:** Cognitive complexity

Dimensions: Critical thinking; reflective thinking; effective reasoning; and creativity

Applications: Critical analysis will be modeled and facilitated through guided class discussions. Reflective and analytical thinking will be evaluated in both in-class and out-of-class writing assignments. The impromptu nature of the in-class assignments requires students to intelligently critique and articulate a response to a given question—the process of translating thoughts to a coherent written work and under time constraints is as valuable as the substantive learning. Out-of-class assignments provide students with an opportunity to gather and organize resources; determine the importance of different information; and synthesize, interpret and analyze, and communicate this information, a process that also is valuable in enhancing the learner’s cognitive sophistication. Creativity will be encouraged in small-group discussions, as well as in whole-class seminars. Specifically, students will be asked to share relevant personal experiences, knowledge from other classes, and information from other sources of knowledge. Creativity also will be fostered through the flexibility in the practical mini-project. Indeed, students’ ingenuity and resourcefulness with respect to their approaches are encouraged through suggestions and guidelines of the assignment and will be rewarded in their evaluations.

**Domain 3: Intrapersonal development**

Dimensions: Realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Applications: Many issues in the criminal justice system involve normative perspectives. A survey course like this one facilitates the probing of the learner’s assumptions about human behavior, philosophies of free will and the influence of structural environmental factors on attitudes and behaviors. Further, it necessitates the relationship between values, policy, and broader areas like human rights and measures of social civility. Students will become increasingly cognizant of these dimensions through oral and written reflection throughout the course.

**Domain 4: Interpersonal competence**

Dimensions: Meaningful relationships; interdependence; collaboration; and effective leadership

Applications: Collaboration among peers will be promoted through one-on-one, small group, and whole-class discussions. Students will be asked to exchange contact information with at least two classmates on the first day of class. They will be encouraged to use their classmates as resources—to study with, to share ideas about assignments, and to discuss the readings which will better prepare them for meaningful participation and more effectively written papers and exams. Opportunities to foster peer relationships will be ongoing.

**Domain 5: Humanitarianism and civic engagement**

Dimensions: Understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility

Applications: The development of the US criminal justice system evolved with influences from other countries. It shares features with the justice systems of other countries and is distinguishable in many ways. The influences, similarities, and differences will be explored, and students will be charged with responding to them critically and respectfully. Moreover, all decisions made within the criminal justice system should be considered in the context of social justice and human rights. The criminal justice system as a measure of a country’s civility will be a continual theme throughout the semester.

**Domain 6: Practical competence**

Dimensions: Pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Applications: In CRJU 1001, I discuss with students this class in the context of their education and their education in the context of their lives. I encourage them to pursue healthy and balanced lives and to be ambitious and passionate in whatever their chosen career fields are. I provide resources to them through personal experience, offers to assist them in searching for information in a chosen career field, guest speakers, etc. Students are encouraged to become more practically competent on their own through their mini-project. This project is a chance for them to explore a desirable career, acquire practical information and possible connections, and use existing technology to research an applied topic of their choice.

Class Schedule and Reading Assignments:

**Week 1: Introduction to the Course**

Readings: Fagin Chapter 1 (8/21)

**Week 2: Criminal and Constitutional Law**

Readings: Fagin Chapter 3 (8/26)

Rankin, B.J. (2011). Restoring Privacy at the Border: Extending the Reasonable Suspicion Standard for Laptop Border Searches. 43 *Columbia Human Rights Law Review* 301.

Capers. I.B. (2011). Rethinking the Fourth Amendment: Race, Citizenship, and the Equality Principle. 46 *Harvard Civil Rights-Civil Liberties Law Review* 1.

Both articles should be read for class on 8/28.

**Week 3: Theories of Crime Causation**

Readings: Fagin Chapter 2

Hagan, J., Gillis, A., and Simpson, J. (1987). Class in the Household: A Power-Control Theory of Gender and Delinquency. *American Journal of Sociology* 92:788-816.

Jensen, G., and Thompson, K. (1990). What’s Class got to do with it? A Further Examination of Power-Control Theory. *American Journal of Sociology* 95:1009-1023.

Monday is Labor Day—no class. Wednesday (9/4) will be a work/research day for your projects. You are responsible for this material, although its coverage in class will be brief.

**Week 4: Policing: History, Structure, Roles, and Function**

Readings: Fagin Chapter 4 (9/9)

White, M.D., Fyfe, J.J., and Campbell, S.P. (2003). The Police Role in Preventing Homicide: Considering the Impact of Problem-Oriented Policing on the Prevalence of Murder. Journal of Research in Crime and Delinquency 40(2):194-225.

Morreale, S.A. and Lambert, D.E. (2009). Homeland Security and the Police Mission. Journal of Homeland Security and Emergency Management 6(1): Article 68.

Articles should be read for class on 9/11.

**Week 5: The Legal Aspects of Policing**

Readings: Fagin Chapter 5 (9/16)

*Mapp v. Ohio* (9/16)

Cole, D.D. (2008). International Law and the War on Terror: Rights over Borders: Transnational Constitutionalism and Guantanamo Bay. Cato Supreme Court Review 47. (9/18)

**Week 6: Critical Studies in Policing**

Readings: Caldero, M.A. and Crank, J.P. (2011). *Police Ethics: The Corruption of Noble Cause*, 3rd Edition. Burlington, MA: Anderson Publishing. Chapters 1,2,7,8,11, and 12.

Chapters 1,2, and 7 (9/23); chapters 8, 11, and 12 (9/25)

**Week 7: The Courtroom Workgroup: Introduction and Legal Geography**

Readings: Fagin Chapters 6 and 7 (9/30)

Mulcahy, L. (2007). Architects of Justice: The Politics of Courtroom Design. *Social & Legal Studies* 16(3): 383-403. (10/2)

**Week 8: The Courtroom Workgroup: Participants and Processes – Prosecution and Victim**

Readings: *Bordenkircher v. Hayes* (10/7)

Lynch, T. (2003). The Case Against Plea Bargaining. *Regulation* 24-27. (10/7)

Dervan, L.E. and Edkins, V. (2012). The Innocent Defendant’s Dilemma: An Innovative Empirical Study of Plea Bargaining’s Innocence Problem. *Journal of Criminal Law and Criminology* 103. (10/9)

**10/9 Case Brief**

**Week 9: The Courtroom Workgroup: Participants and Processes – Defense and Offender**

Readings: *Powell v. Alabama* (10/14)

Uelmen, G.F. (1995). 2001: A Train Ride: A Guided Tour of the Sixth Amendment Right to Counsel. *Law and Contemporary Problems* 58(1): 13-29. (10/14)

Spangenberg, R.L . and Beeman, M.L. (1995). Indigent Defense Systems in the United States. *Law and Contemporary Problems* 58(1): 31-49. (10/16)

Ogletree, C.J., Jr. and Sapir, Y. (2004). Keeping Gideon’s Promise: A Comparison of the American and Israeli Public Defender Experiences. 29 *New York University Review of Law and Social Change* 203. (10/16)

**10/21 Midterm is due via e-mail NO LATER THAN 12:15 PM. NO CLASS.**

**Week 10: Introduction to Sentencing and Sentencing Philosophies, Structures, and Models**

Readings: Fagin Chapter 8 (10/23)

**Week 11: Jails and Prisons**

Readings: Fagin Chapter 9 (10/28)

Meskell, M.W. (1999). An American Resolution: The History of Prisons in the United States from 1777 to 1877. *Stanford Law Review* 51(4): 839-865.

Watch Youtube interview with Michelle Alexander (author of The New Jim Crow: Mass Incarceration in the Age of Color-Blindness). <http://www.youtube.com/watch?v=4BSwEYyFu2E>.

The Prison: A Sign of Democracy? A Speech by Angela Davis. <http://www.cvltnation.com/justice-must-be-served-angela-davis-onthe-prison-industrial-complex/>

Welch, M. (2011). *Corrections: A Critical Approach*. New York, NY: Routledge. Chapter 15: The Corrections Industry.

The remainder of the material (article, video, speech, and book chapter) is due 10/30.

**Week 12: Alternatives to Incarceration: Probation and Parole and Community Corrections**

Readings: Fagin Chapters 10 and 11 (11/4)

Harris, P.M. (2011). The First-Time Adult-Onset Offender: Findings from a Community Corrections Cohort. *International Journal of Offender Therapy and Comparative Criminology* 55(6): 949-981.

Gunnison, E. and Helfgott, J.B. (2010). Factors that Inhibit Offender Re-Entry Success: A View from Community Corrections Officers. *International Journal of Offender Therapy and Comparative Criminology* 55(2): 287-304.

Articles should be read for class on 11/6.

**Week 13: Juvenile Justice**

Readings: Fagin Chapter 12 (11/11)

Kurlycheck, M.C. and Johnson, B.D. (2010). Juvenility and Punishment: Sentencing Juveniles in Adult Criminal Court. *Criminology* 48(3): 725.

Myers, D.L., Lee, D., Giever, D., and Gilliam, J. (2011). Practitioner Perceptions of Juvenile Transfer in Pennsylvania. *Youth Violence and Juvenile Justice* 9(3): 222-240.

Articles should be read for class on 11/13.

**Week 14: Substantive Topics: Environmental Crime and Justice and Special Populations in Prison**

Readings: Stretesky, P. and Hogan, M.J. (1998). Environmental Justice: An Analysis of Superfund Sites in Florida. *Social Problems* 45(2): 268-287. (11/18)

Sbicca, J. (2012). Elite and Marginalized Actors in Toxic Treadmills: Challenging the Power of the State, Military, and Economy. *Environmental Politics* 21(3): 467-485. (11/18)

Welch, M. (2011). *Corrections: A Critical Approach*. New York, NY: Routledge. Chapter 16: The War on Drugs, pp. 554-572 (addressing inmates with HIV/AIDS, suicidal inmates, TB in corrections, and aging prisoners) (11/20)

**11/18 Paper is due**

**Week 15: Substantive Topics: Homeland Security and Human Sex Trafficking**

Readings:Fagin Chapter 13 (12/2)

Smith, C.A. and Smith, H.M. (2010). Human Trafficking: The Unintended Effects of UN Intervention*. International Political Science Review* 32(2): 125-145.

Weitzer, R. (2010). The Movement to Criminalize Sex Work in the US. Journal of Law and Society 37(1): 61-84.

Articles should be read for class on 12/4.

**12/4 Mini Project is due**

**12/9 Final Exam is due via e-mail NO LATER THAN 12:15 PM.**