

California State University, Sacramento  
Division of Criminal Justice

Introduction to Criminal Justice  
Spring 2009

CrJ 001 Sec 1 – MWF 8:00- 8:50  
CrJ 001 Sec 3 – MWF 11:00 – 11:50

**Instructor:** Jim Martinez  
**Office:** Alpine 209  
**Telephone:** Cell: (916) 390-9284; Home: (916) 983-1155 (*please note these are not Sac State numbers*)  
**Email:** [Travlin4@sbcglobal.net](mailto:Travlin4@sbcglobal.net) (*please note this is not a Sac State email address*)  
**Office Hours:** Monday, 12:00 – 1:30 pm; Friday, 7:30 – 9:00 am

**NOTE:** Pre- Criminal Justice majors must pass this course (along with CrJ 002 and CrJ 004) with a “C” grade or better to advance to Criminal Justice major. A “C” grade is a .73% or better for your overall final grade – refer to the section on GRADING in this syllabus

**COURSE DESCRIPTION:**

Criminal Justice 1, **Introduction to Criminal Justice**, will introduce the student to how society deals with the criminal element; and, also will review the various areas of our Criminal Justice system. The individual areas of Criminal Justice are comprised of the police, the courts, and corrections. Our constitutional and criminal laws and the juvenile justice system will also be reviewed. Each individual area of concern additionally is comprised of a multitude of processes and procedures that will be examined throughout the semester.

The class will review the problem of crime in our democratic society and the societal response to criminals. Institutions discussed are those tasked with the responsibility to investigate crimes and apprehend criminals and those designed to deal with the criminal and the victims once the “crime has been solved” and the criminal has been apprehended and “brought to justice.” Students will also examine the roles of women, ethnic and religious minorities, and other minority groups within our Criminal Justice System.

**LEARNING OBJECTIVES:**

1. Students will be able to present an overview of the criminal justice process. They will understand and be able to discuss crime control and due process as well as the distinctions between criminology and criminal justice.
2. Students will explain crime within causal theories and systems of classification.
3. Students will explain the major sources and limitations of crime data, the emerging patterns of criminal activity and the costs of crime including the research methods, theories and concepts associated with each.
4. Students will be able to discuss the sources of modern law as well as the types of laws, the key principles of the fourth, fifth, sixth, eighth and fourteenth Amendments as they relate to arrest, search, seizure, interrogation, bail and the legal impact upon police.
5. Students will be able to discuss the bureaucracy of crime, the history and structure of policing, prisons the courts, probation and parole.
6. Students will be able to explain the diversity in human society and the contributions and perspectives of women and persons from various ethnic and socioeconomic groups regarding the justice system.
7. Students will demonstrate an understanding of the contributions to the development of the US justice system of made by women, ethnic and religious minorities, and other minority populations seeking to redefine justice in a modern, diverse society.

## ASSIGNED TEXT:

James A. Inciardi, *Criminal Justice, Ninth Edition, 2009*, Harcourt Brace College Publishers.

- ✓ *Throughout the semester, the class will be assigned additional articles to read. These articles will be either passed out to you in class or they will be placed on reserve in the library.*

## COURSE REQUIREMENTS:

- **EXAMINATIONS:** There will be two mid-term examinations and one final exam. Each examination will consist of short essay questions and approximately 50 to 75 questions comprised of multiple choices, true or false, or fill-in type questions. *Questions will be drawn from the textbook, additional reading assignments, lectures, and any supplemental material such as videos, audiotapes, and/or guest speakers. Blue Books and Scantron 4521 will be used for each exam.*

**NOTE:** There are a very few number of students who choose to cheat on their examinations instead of doing their own work. Unfortunately, in the past few years I have caught students cheating on exams. Therefore, it is necessary for me to state that any students caught cheating – either during an exam or subsequent to an exam I discover that they cheated – will get an automatic “F” for the exam, they will not be allowed to re-take the exam, and at my discretion, may fail the course. Refer to the section titled Cheating and Plagiarism on the last page of this syllabus

*Mid-term exams for CrJ 001 Sec 1 & 3 are scheduled for:*

- Monday, March 2, 2009 – 1<sup>st</sup> mid-term exam Chapters One through Four
- Monday, April 13, 2009 – 2<sup>nd</sup> mid-term exam Chapters Five through Seven

*The Final for CrJ 001 Sec 1 will be:*

- Friday, May 22, 2009 - 8:00 am – 10:00 am. Chapters Eight, Ten, Eleven, and Fourteen.

*The Final for CrJ 001 Sec 3 will be:*

- Wednesday, May 20, 2009 – 10:15 – 12:15. Chapters Eight, Ten, Eleven and Fourteen.
  - [SCANTRON 4521 will be used for all mid-term and final exams.]

- **ATTENDANCE AND PARTICIPATION:** Attendance will be taken on a daily basis. More than 3 absences will result in a lower grade. Since I cannot validate your reason(s) for being absent, you need not tell me you had a cold, your car broke down, etc. Just be advised that if you miss too many classes and do not participate it will affect your grade.
- **TARDIES:** It is your responsibility to get to class on time. If you habitually get to class late it not only deprives you of course information, it often times disrupts the class. Therefore, 4 late arrivals will be considered an absence from one day of class.
- **ELECTRONIC DEVICES:** All cell phones are to be turned off before the start of class and no hands free devices allowed. No Ipods and other MP3 players are allowed. I allow laptops for lecture purposes. However, a small percentage of students have abused this privilege and take the opportunity to use their computers for other purposes (e.g. communicating with friends, playing games, searching the internet, etc.) It becomes very obvious to me when students are doing this. If you are caught using your laptop for other than classroom purposes, you will be denied the privilege of using a laptop in class.
- Students are required to **attend** class and **participate** in class – either by asking pertinent questions, sharing comments, and/or participating in classroom discussions (*Attendance only without participation will not guarantee that the student will obtain full credit – if you come to class but do not participate in discussions on a regular basis you will not receive full credit for participation*).
  - **Participation** will include comments and/or questions relating to daily class discussions and **group discussion assignments**.
  - **Group discussion assignments** will require students to gather into small groups where they are given a topic to analysis and discuss. Each group will select a facilitator and a scribe and each participant within the group will be required to participate in the topic discussion. Each group will then present their findings and conclusions to the remainder of the class. **Again, each student is required to participate. Sitting quietly in a group and hoping to get by on what others say will adversely affect the “participation” portion of your grade.**
- **RESEARCH/TERM PAPER:** There is a research paper requirement for this class. The student will select one of the following topics pertaining to the subject of Criminal Justice in America and conduct a thorough examination of the subject matter and submit a 5 to 7 page paper on your findings. The topics are as follows: **Police Brutality, Racial Profiling, and the Death Penalty**.
  - **Police Brutality:** discuss police training requirements as they relate to physical use of force in detaining and arresting suspects; discuss appropriate use of force – under what circumstances; describe the difference between “unreasonable use of force,” “excessive use of force,” and “brutality”; discuss how the media portrays police use of force (is it biased?); Discuss how allegations of police brutality may be exaggerated and why; Discuss how legitimate complaints of police brutality should be handled; Who should investigate

these types of complaints - Police Internal Affairs or Civilian Review Boards  
– and why?

For this topic, the student may have to contact one or more law enforcement agencies to discuss policies relating to “Use of Force,” “Internal Investigations,” and policies on training in “Use of Physical Force.” Also, the student will thoroughly research the topic of Civilian Review Boards and discuss the pros and cons of this type of oversight committee as opposed to police investigating complaints of police.

In addition, the student must research periodicals on the topic of “police brutality” and ascertain how the media reports such incidences. Reference to the following book may be of assistance: “Bias” by Bernard Goldberg.

**Racial Profiling:** When and where was the phrase “coined?” How prevalent is it? How are allegations of racial profiling being used? Misused? Discuss the media’s handling of racial profiling complaints. How has research studies in the area of racial profiling supported or disproved the prevalence of such acts by the police? Discuss how the courts have dealt with the issue of racial profiling; is it a legitimate law enforcement tool?

For this topic, the student will have to review social science research studies conducted on the subject of “racial profiling.” Also, a review of court decisions referencing the police use of “racial profiling” as a tool in addition to other factors; Also, referencing periodicals relating to the subject of “racial profiling” will help the student understand how the media (printed and/or television) addresses the topic. The student must keep an open mind when reviewing this topic to separate any possible biases or misinformation from actual incidents of “racial profiling.”

Reference to the following books may be of assistance: “Racial Profiling: from Rhetoric to Reason” by Brian L. Withrow, “The Race Myth: Why We Pretend Race Exists in America” by Joseph L. Graves, Jr., and “Bias” by Bernard Goldberg.

**Death Penalty:** a “brief” history; discuss the pertinent issues facing the high court in “*Furman v. Georgia* (1972) and *Gregg v. Georgia* (1976); pros v. cons of the death penalty; moral or ethical perspective of retribution; cost of providing representation vs. cost of incarceration; cite at least 2 cases where you believe the death penalty is/was inappropriate; cite at least 2 cases where you believe the death penalty is/was appropriate – and why.

For this topic, the student will “briefly” discuss the history of the death penalty. This “brief” summation may also include the methods of execution. Do not make this (history and methods) the crux of your paper.

The student should discuss the reason for punishment in our criminal justice system. And, analyze the “pros” and “cons” of this method of punishment. What has been the high court’s view of the death penalty as it relates to the 8<sup>th</sup> Amendment prohibition of “cruel and unusual punishment?” What are the main issues “for” or “against” the death penalty? The student will review and analyze death penalty cases and include in your paper at least two death penalty cases you believe to be legally “unjust” and at least two cases you believe to be “just.” In conclusion, the student may present his/her personal views on the topic.

- **(Start your term paper assignment early) YOUR PAPER IS DUE :**

**Wednesday, April 8, 2009** – LATE PAPERS WILL RESULT IN A FULL GRADE DEDUCTION (e.g. a 89% paper [B+] will receive a 79% [C+] grade). *All papers will be graded and returned on the day of the final examination.*

The term paper will be 5 to 7 pages in length and will be typed, double spaced and no more than number 12 font. I prefer the APA format writing style. The APA format is found in Form & Style, eleventh edition in the bookstore and examples can be found on the Internet.

If you choose another writing style, such as Chicago or MLA, your paper must be consistent with a university level report, **including citations**. *Poorly written and/or incomplete papers (lacking in research information required) will be graded appropriately.*

- To assist you in preparing your research/term paper, a “**Grading Rubric**” is available on the CSUS website. Please follow these instructions:
  - Go to the CSUS Home Page
  - At the top of the page type “<http://www.hhs.csus.edu/cj>”
  - Scroll down the left side of the page to “Syllabi” – “enter”
  - Under “001” and my name “Martinez” you will find the course syllabus and any other additional information including the “Grading Rubric.”

**Note: Do your own work.** If you plan on “studying” with another student, do not paraphrase each other’s work. Please refer to the **Grading Rubric** I have included at the end of this syllabus and also to the **Sac State web page on “plagiarism”** which gives examples of what **is** and **is not** acceptable in a paper assignment

- **GRADING:**

<b>1<sup>ST</sup> mid-term exam</b>	<b>25%</b>	
<b>2<sup>nd</sup> mid-term exam</b>	<b>25%</b>	
<b>Attendance and Participation</b>	<b>05%</b>	<b>(2.5% Attendance + 2.5% Participation)</b>
<b>Final examination</b>	<b>25%</b>	
<b>Term paper</b>	<b>20%</b>	

- ✓ **Each student is responsible for completing all of the above requirements. Failure to complete any one of these (i.e. not turning in the term paper) will result in a grade lower than the sum total of the remaining requirements.**
- ✓ **Your course grade is your responsibility - THERE WILL BE NO EXTRA CREDIT ALLOWED OR ACCEPTED.**

Any adjustments (*e.g. rounding off to the next highest number or next grade higher*) to test scores, term papers, etc. will be made by your instructor during the semester and before the results are handed back to the student. At the conclusion of your final exam all of the appropriate scores will be tallied and **your final score is your grade** – **NO FUTHER ADJUSTMENTS WILL BE MADE OF THE FINAL SCORE** – *i.e. rounding off to the next highest number, etc.*

Grading:

A = 93 – 100	B = 83 – 86.99	C = 73 – 76.99	D = 63 – 66.99
A- = 90 – 92.99	B- = 80 – 82.99	C- = 70 – 72.99	D- = 60 – 62.99
B+ = 87 – 89.99	C+ = 77 – 79.99	D+ = 67 – 69.99	Fail = below 60

The following calendar of dates is to aid the student in scheduling their reading assignments. There will be content appropriate videos throughout the semester and an occasional guest speaker scheduled according to their availability. The student should endeavor to keep up with the chapter reading assignments as indicated on the following semester calendar.

Note: All students are to take their **Final Exams** on the date and time scheduled for your class section. **I will not allow students to take their exams earlier than the date which is already assigned.**

**January 2009**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Spring 09 First Day of Class Orientation Sec 1 & 3	27	28 Chapter One Sec 1 & 3	29	30 Chapter One Sec 1 & 3	31

**February 2009**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Chapter One Sec 1 & 3	3	4 Chapter One Sec 1 & 3	5	6 Chapter Two Sec 1 & 3	7
8	9 Chapter Two Sec 1 & 3	10	11 Chapter Two Sec 1 & 3	12	13 Chapter Two Sec 1 & 3	14
15	16 Chapter Three Sec 1 & 3	17	18 Chapter Three Sec 1 & 3	19	20 Chapter Three Sec 1 & 3	21
22	23 Chapter Four Sec 1 & 3	24	25 Chapter Four <u>Sec 1 &amp; 3</u>	26	27 Chapter Four <u>EXAM</u> <u>REVIEW</u> <u>Sec 1 &amp; 3</u>	28

**March 2009**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <u>1<sup>st</sup> Mid-term</u> <u>Exam</u> Chapters 1, 2, 3 & 4 <u>Sec 1 &amp; 3</u>	3	4 Chapter Five Sec 1 & 3	5	6 Chapter Five Sec 1 & 3	7
8	9 Chapter Five Sec 1 & 3	10	11 Chapter Five Sec 1 & 3	12	13 Chapter Five Sec 1 & 3	14
15	16 Chapter Six Sec 1 & 3	17	18 Chapter Six Sec 1 & 3	19	20 Chapter Six Sec 1 & 3	21
22	23 Chapter Seven Sec 1 & 3	24	25 Chapter Seven Sec 1 & 3	26	27 Chapter Seven Sec 1 & 3	28
29	30 Spring Recess	27 Spring Recess	31 Spring Recess			

**April 2009**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Spring Recess	3 Spring Recess	4
5	6 Chapter Seven Sec 1 & 3	7	8 <b><u>Term Paper due</u></b> Chapter Seven Sec 1 & 3	9	10 <b><u>EXAM REVIEW</u></b> <b><u>Ch 5, 6, &amp; 7</u></b> Sec 1 & 3	11
12	13 <b><u>2<sup>nd</sup> Mid-term Exam</u></b> Chapters 5, 6, & 7 Sec 1 & 3	14	15 Chapter Eight Sec 1 & 3	16	17 Chapter Eight Sec 1 & 3	18
19	20 Chapter Eight Sec 1 & 3	21	22 Chapter Eight Sec 1 & 3	23	24 Chapter Ten Sec 1 & 3	25
26	27 Chapter Ten Sec 1 & 3	28	29 Chapter Ten Sec 1 & 3	30		

**May 2009**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Chapter Eleven Sec 1 & 3	2
3	4 Chapter Eleven Sec 1 & 3	5	6 Chapter Eleven Sec 1 & 3	7	8 Chapter Fourteen Sec 1 & 3	9
10	11 Chapter Fourteen Sec 1 & 3	12	13 Chapter Fourteen Sec 1 & 3	14	15 Final Exam Review Ch 8, 10, 11, & 14	16
17	18	19	20 <b>Final Exam Sec 3 10:15 – 12: 15</b>	21	22 <b>Final Exam Sec 1 8 – 10 am</b>	23

<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>						

**CrJ 001  
Introduction to Criminal Justice**

**Essay Grading Rubric  
Prepared by Dr. William Vizzard**

**1) Structure (25%)**

- a) Excellent: (24-25 points) 20% of overall grade = (4.8 – 5.0)
  - i) Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
  - ii) Paragraphs begin and end with transitions and focus on a single concept or idea.
  - iii) Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
  - iv) Arguments and conclusions are internally consistent and always supported with evidence or logic.
  - v) Writer makes frequent and effective use of examples to support his/her underlying argument.
  - vi) Closing paragraph sums up writer's points and links back to opening.
  - vii) Overall the essay reflects conscious use of structure and organization which facilitates the reader's understanding.
  
- b) Acceptable: (18-19 points) 20% of overall grade = (3.6 – 3.8)
  - i) Opening paragraph addresses a purpose.
  - ii) Writer makes paragraph breaks in appropriate places.
  - iii) Body of essay stays on general topic introduced in essay.
  - iv) Writer makes some use of logic and evidence.
  - v) Writer makes some use of examples to support his/her argument.
  - vi) The essay reflects some overall structure and organization.
  
- c) Unacceptable: (15 points or less) 20% of overall grade = (3.0 or less)
  - i) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
  - ii) Writer fails to break writing into paragraphs at appropriate places
  - iii) Body of essay wanders among topics without apparent purpose.
  - iv) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
  - v) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random

**2) Language Usage (25%)**

- a) Excellent: (24-25 points) 20% of overall grade = (4.8 – 5.0)
  - i) Writing contains no grammar, punctuation, or spelling errors.
  - ii) Writer makes extensive use of active voice.
  - iii) Writer consistently uses appropriate tense.
  - iv) Writer uses varied sentence structures.
  - v) Worker appropriately uses a rich vocabulary and varied vocabulary.

- b) Acceptable (18-19 points) **20% of overall grade = (3.6 – 3.8)**
  - i) Writing contains some minor grammatical, punctuation or spelling errors.
  - ii) Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
  - iii) Writer sometimes uses present tense to describe past events or other errors in tense.
  - iv) Writer repeatedly uses simple sentence structure.
  - v) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.
- c) Unacceptable (15 or less points) **20% of overall grade = (3.0 or less)**
  - i) Writing contains numerous grammatical, punctuation or spelling errors.
  - ii) Writer never uses active voice.
  - iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
  - iv) Writing contains sentence fragments.
  - v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

### 3) Content and analysis (50%)

- a) Excellent (48-50 points) **20% of overall grade = (9.6 – 10.0)**
  - i) The essay directly addresses the question or assignment.
  - ii) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
  - iii) The writer demonstrates innovative and original analysis of the issue.
- b) Acceptable (37-39 points) **20% of overall grade = (7.4 – 7.8)**
  - i) The essay primarily addresses the question or assignment, but misses some aspects of the question.
  - ii) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
  - iii) The essay describes more than it analyzes.
- c) Unacceptable (30 points or less) **20% of overall grade = (6.0 or less)**
  - i) The essay is not responsive to the question or assignment.
  - ii) The facts or conclusions are erroneous.

### CHEATING AND PLAGIARISM:

**Students caught CHEATING will receive a failing grade on their test, a possible failing grade for the course, and possible referral to the University administrator responsible for handling student discipline**

**PLAGIARISM - definition: “Plagiarism is stealing somebody’s work or idea – the process of copying another person’s idea or written work and claiming it as original. Plagiarism is a piece of written work or an idea that somebody has copied and claimed as his or her own.”**

Your writing assignment is intended for you, the student, to learn something about a contemporary issue of importance that relates to the topic of Corrections in America. Research your topic, gather several sources of information (the more diverse the opinion the more information you will obtain), and organize your thoughts and ideas in a scholarly paper. That is the goal of your term/research paper.

Cutting and pasting from any document with long quotations does not challenge the student and is a poor example of a university level project. Paraphrasing an entire paper is likewise unacceptable and will be graded accordingly. Simply taking another person’s paper and/or ideas and claiming it as your own is plagiarism and will result in a **failing grade** for the paper.

**Please refer to the CSUS policy on cheating and plagiarism at:**

<http://library.csus.edu/content2.asp?pageID=353>