**Course Name**: Criminal Justice in Society

**Course Number**: CCJ 2283

**Prerequisites: ENC 1101 or ENC 1101H**

**Course Description**

In this course, students will analyze the philosophical foundations that support the government’s role in ensuring public safety, as well as the historical, structural, legal, and cultural factors that shape the criminal justice system in the United States today. Particular emphasis will be placed on the ethical dilemmas affecting the administration of justice, individual level and social level explanations for crime, philosophies of punishment, perceptions of justice and legitimacy, and research methodology appropriate for social science research. Minimum grade of C required if CCJ 2020 is used to satisfy Gordon Rule and general education requirements.

**Major Topics/Concepts/Skills/Issues**

Deviance and social control

Causes of crime

Measurement of crime

Justifications for punishment

Research methods in social science

Factors affecting criminal justice legitimacy

Alternative criminal justice systems

Ethics in criminal justice practice and policy

Procedural justice

State and Federal court systems

Prisons and Jails

Philosophical justification for government’s role in public safety.

Development of policing in the United States

Decentralized Policing

Substantive and procedural criminal law

Bill of Rights

Development of critical thinking skills necessary to understand criminal justice issues and concepts.

**Major Learning Outcomes with Evidence, Core Competencies and Indicators**

**Students will develop an understanding of the philosophical justifications for government’s role in providing public safety.**

* Students will evaluate Cesar Beccaria’s suggested criminal justice reforms and their influences on our founding father’s drafting of the bill of rights and the development of the United States criminal justice system.
* Students will critique the views of Thomas Hobbes and John Locke and their conceptions of human nature and their view of the government’s (or a monarch’s) role in regulating human relationships.

**Students will analyze the history of the criminal justice system in the United States in order to make sense of contemporary events that impact the legitimacy of the criminal justice system at the local, state, and federal levels.**

* Students will develop an understanding of the importance of legitimacy in sustaining the government’s authority and power maintain public order and safety.
* Students will examine the effects cultural and legal norms had on the administration of justice during different eras of American history.

**Students will critique ethical and legal dilemmas affecting the administration of justice in the United States.**

* Students will evaluate different deontological and utilitarian ethical solutions to ethical dilemmas affecting the administration of justice in the United States, from the individual level, the organizational level, and the national level.
* Students will demonstrate an understanding of the ethical and professional standards that respect human rights, the rule of law, and that strengthen the legitimacy of the criminal justice system.
* Students will debate the ethical and moral considerations for different justifications of punishment.

**Students will evaluate the decentralized organizational structure of the criminal justice system in the United States.**

* Students will compare the United States system of criminal justice with that of a different nation.
* Students will debate the pros and cons of a decentralized criminal justice system.

**Students will demonstrate a multidisciplinary understanding of crime causation.**

* Students will examine their personal beliefs regarding the causes of crime.
* Students will distinguish explanations for crime causation between sociological, biological, psychological, rational choice, and conflict theories.

**Students will demonstrate an understanding of constitutional law and how it is applied within the criminal justice system.**

* Students will distinguish between substantive and procedural criminal law.
* Students will apply criminal statutes to specific case scenarios.
* Students will critique the implications of criminal procedural law on the prosecution of criminal cases.

**Students will be able to demonstrate the research methodology necessary to produce valid and reliable findings.**

* Students will be able to perform the required steps in social science research in order to distinguish between valid and invalid findings.
* Students will demonstrate the ability to cite sources according to the most recent APA guidelines, both parenthetically and in the reference page.
* Students will be able to distinguish between legitimate and questionable sources of information in order to develop an informed, theoretical opinion.

**Students will demonstrate college-level writing.**

* Students will demonstrate through a variety of written assignments, the ability to communicate effectively in written form.

**General Education Outcomes**

**Students will critique ethical and legal dilemmas affecting the administration of justice in the United States.**

**Ethical Responsibility**

*Indicator:* Implement effective problem-solving, decision-making, and goal setting strategies that respect human rights, the rule of law and strengthen the legitimacy of the criminal justice system.

*Assessments:* Classroom Assessment Technique

**Students will be able to demonstrate the research methodology necessary to produce valid and reliable findings.**

**Information Literacy**

*Indicator****:*** Demonstrate the ability to research and analyze. Employ the facts, formulas, and procedures of the discipline.

*Assessments:* rubric

**Students will demonstrate college-level writing.**

**Written Communication**

*Indicator:* Employ the facts, formulas, procedures of the discipline effectively in a written format.

*Assessments:* rubric

**Critical Thinking**

*Indicator:* Analyze information: data, ideas, or concepts. Be able to present multiple solutions, positions, or perspectives.

*Assessments:* rubric