

Instructor: Dr. Kathy Latz
Office: CL 21
Telephone: (936) 294-1662
E-mail: klatz@shsu.edu
Class Hours: Mon., Wed., & Fri. 1:00-1:50 pm
Class Room: C-104
Office Hours: Mondays and Wednesdays (9:00am-1:00pm) (or by appointment)

CJ 261: Introduction to Criminal Justice (Fall Semester 2007):

I. Course Description:

The government's compelling interest in public safety is tempered by its mutual obligation to safeguard the rights of the accused, and frequently these imperatives collide in the course of investigation, adjudication, and sentencing. A primary purpose of this course is to illuminate the tension between due process principles and crime control policy and practice. We will explore the history and function of police, court, and correctional agencies, and the processing of criminal defendants through the system. Additionally, we will examine philosophies of punishment, defenses to criminal charges, and theoretical explanations for crime.

II. Course Objectives:

Students will acquire a comprehensive understanding of crime and justice in American society, and increased tolerance and respect for opposing viewpoints.

III. Required Readings:

Siegel, Larry J. & Joseph J. Senna (2007). Essentials of Criminal Justice, 5th edition.
Canada: Thompson Wadsworth.

IV. Statement of Teaching Philosophy:

Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing

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themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies that have governed American jurisprudence throughout history. By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

V. Grading Policy, Scale and Requirements:

Students will be evaluated according to the following criteria:

A.) Mandatory Attendance and Active Class Participation: Students are required to attend each class, complete reading and homework assignments on time, and contribute positively to class discussions. **Please note: Students will be granted two absences. Subsequent missed classes will result in a lower grade.**

B.) Midterm Examination: A midterm examination will be used to measure students' comprehension of course material. The test will consist of both multiple choice and true-false questions. **Late examinations will not be administered.**

C.) (2)Quizzes: Two quizzes will be used to gauge students' understanding of class subject matter. Each will consist of both multiple choice and true-false questions. **Late quizzes will not be administered.**

D.) Final Examination (non-cumulative): A final examination will be administered to assess students' mastery of the subject matter. The test will consist of both multiple-choice and true-false questions. **Late examinations will not be administered.**

- 9/7: Understanding the Criminal Law: Key Terms, Definitions, and Concepts
Defenses to Criminal Charges
- Week 4: 9/10: Defenses (Cont.)
Case Studies: (Francine Hughes, Andrea Yates, Susan Smith, Collin Ferguson, John Hinckley, Jr., Matthew Shepard)
***Readings: Ch. 3**
- 9/12: Quiz #1 Review
- 9/14: **Quiz #1**
- Week 5: 9/17: The Criminal Justice System
The Process: Beginning to End
Bail Issues
Return and Discuss Quiz
***Readings: Ch. 4 & 5**
- 9/19: Attrition/The Funnel Effect
Class Activity: Extralegal Factors in Rape Case Rejections
(Film Clip: Cross-Examination of Robbery Victim)
- 9/21: Policing: History, Organization & Management
(Film Clip: Inside The FBI)
- Week 6: 9/24: Police Culture: The Working Personality
Brutality, Corruption & Racial Profiling
(Film Clip: Racial Profiling)
***Readings: Ch. 6**
- 9/26: Policing: Trends and Issues
Occupational Hazards
(Film Clip: Dangers on the Job)
- 9/28: Search and Seizure
- Week 7: 10/1: Search & Seizure (Cont.)
Landmark Cases
Activity: Hypothetical Police-Citizen Encounters
***Readings: Ch. 7**
- 10/3: Policing Strategies
Case Study: Missing & Murdered Children Investigations
Privatization
[Case Study: (Protective Services) Gavin DeBecker and Associates]

- 10/5: Crime and Capitalism: Celebrity Justice in the US
Case Studies
- Week 8: 10/8: **Midterm Review**
***Readings: Ch. 8**
- 10/10: **Midterm Exam**
- 10/12 Introduction to the Courts
Trial and Appellate Courts
Discuss Midterm
- Week 9: 10/15: The Appeals Process (Cont.)
Class Activity: Analyzing Appellate Court Briefs
***Readings: Ch. 9**
- 10/17: Pretrial Procedures
The Jury
The Trial: Beginning to End
(Film Clips: Trial Consultants and Inside the Jury Room)
- 10/19: Due Process and Civil Liberties: The Defense Attorney
Wrongful Convictions: Northwestern University Case Studies
Discussion: Should Defense Attorneys Defend Guilty Clients?
- Week 10: 10/22: Executive Clemency
Activity: Clemency Petitions for Battered Women Who Kill
***Readings: Ch. 10**
- 10/24: Goals & Philosophies of Punishment
Sentencing: Determinate, Indeterminate Three Strikes, Mandatory
Minimums, Truth-in-Sentencing
- 10/26: The Death Penalty
Ethnography of the Walls Unit
Discussion: Death Penalty Pros and Cons
- Week 11: 10/29: The Death Penalty (Cont.)
Trends and Issues
(Film Clip: Deadline)
***Readings: Ch. 11**
- 10/31: Torture and Colonial Punishments
A History of Corrections
Intermediate Sanctions/Community-Based Alternatives
Probation versus Parole

- (Film Clip: Monitoring Sex Offenders)
- 11/2: Film: Paradise Lost
- Week 12: 11/5: Film: Paradise Lost (Cont.)
*Readings: Ch. 12
- 11/7: Film: Paradise Lost (Cont.)
Discussion
- 11/9: Prisons vs. Jails: Distinguishing Features
Special Populations
The Estelle Unit
(Film Clip: Diane Sawyer: Inside a Women's Prison)
- Week 13: 11/12: **Quiz #2 Review**
*Readings: Ch. 13
- 11/14: **Quiz #2**
- 11/16: Prison Life: The Inmate World
Prison Gangs
(Film Clip: Texas Prison Gangs)
Return and Discuss Quiz
- Week 14: 11/19: Prison Life: The Inmate World (Cont.)
Rapes and Riots
The Assimilation Process
(Film Clip: Attica)
*Readings: Ch. 14
- 11/21: No Class—Thanksgiving Break
- 11/23: No Class—Thanksgiving Break
- Week 15: 11/26: Inmates' Rights
The Prison Industrial Complex and the Revolving Door
Discussion: Weightlifting, Television, & Educational Privileges
*Reading: Ch. 15
- 11/28: Juvenile Justice
The Juvenile Death Penalty
Case Studies
Discussion: Should Juveniles Be Tried as Adults?
- 11/30: Juvenile Justice (Cont.)
Trends and Issues

The Juvenile Justice System: Court and Correctional Processes

- Week 16: 12/3: Job Opportunities in Criminal Justice
- 12/5: **Summary and Conclusion**
Final Exam Review
- 12/7: No Class—University Study Day
- Week 17: 12/12: **Final Exam (Wednesday—2:00-4:00pm) (*Note Time Change)**

Refer to the following websites for information concerning academic dishonesty, services for disabled students, and religious holy days:

***Academic Dishonesty:**

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

***Disabled Student Policy:**

<http://www.shsu.edu/schedule/>

***Services for Disabled Students:**

<http://www.shsu.edu/~counsel/sswd.html>

***Student Absences on Religious Holy Day Policy**

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>