

North Hennepin Community College

SOC 1710: Introduction to Criminal Justice

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

This course covers the history, organization, and function of the criminal justice system in the United States. Topics include foundations of crime and justice, victimization, crime statistics and the extent of crime, police issues, court systems, corrections, and future trends.

Note: Sociology 1110 recommended prior to taking this course.

B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Topics include foundations of crime and justice, victimization, crime statistics and the extent of crime, police issues, court systems, corrections, and future trends.

D. LEARNING OUTCOMES (General)

1. Understand criminal justice institutions and specific issues relating to justice as they impact individuals involved in the criminal justice system. (MnTC Goal 2, comps, a,b,c,d; MnTC Goal 5, comp. b; NHCC Core Ability Ethical and Civic Responsibility, comp.b; Program Goals A,D) NHCC ELOs 1, 3
2. Use and critique alternative explanatory systems or theories about the criminal justice system. (MnTC Goal 2, comps. C; MnTC Goal 5, comp. c)(NHCC Core Ability Critical Thinking, comp.a; Program Goals A, C, D) NHCC ELOs 1, 2
3. Analyze, apply, evaluate and communicate possible solutions for crime rates, and victims. (MnTC Goal 2, comp d; MnTC Goal 5, comp.d) (NHCC Core Ability Human Diversity, comps. d; Program Goals B, C, D, E) NHCC ELOs 1, 2, 3
4. Apply constitutional and criminal law to law enforcement situations. (MnTC Goal 9. Program Goals C,D) NHCC ELO 2
5. Understand the process of how laws are created, enforced, interpreted, and revised (Program Goals D,E,F) NHCC ELOs 1, 3
6. MINNESOTA PEACE OFFICER STANDARDS AND TRAINING (POST BOARD) LEARNING OBJECTIVES.
7. 1.2.1. Discuss the inter-relationship between core beliefs, integrity and ethical reasoning.
8. 1.4.2. Define the term discretion and discuss when and why peace officers use their best judgment in the administration of justice and when discretion is not allowed.
9. 1.7.1. Describe characteristics of professional behavior and the Minnesota Standards of Conduct for licensing Minnesota peace officers.
10. 1.7.2. Describe the repercussions for a finding of a violation of the States peace officer standards of conduct.
11. 2.1.1. Discuss the historic need for rules to control human conduct, enforce societal directives and empower authoritative enforcement of those rules.
12. 2.1.2. Incorporate an understanding of the history of criminal justice and the contemporary system of criminal justice in the U.S. into a perspective about current peace officer duties, responsibilities, and actions.
13. 2.1.3. Describe the history behind the ratification of the U.S. Constitution.
14. 2.1.4. Explain the need for a balance between public safety and personal rights in a free society.
15. 2.1.5. Identify and discuss the significance of historic and contemporary events, customs, and social mores that have influenced the current system of justice in the U.S.
16. 2.1.6. Describe the history and impact of including women and diverse community representation in law enforcement.
17. 2.1.7. Explain the roles of law enforcement, the courts and corrections.
18. 2.1.8. Explain the functions and jurisdictions of law enforcement agencies including federal, state, county, municipal, tribal, and international.
19. 2.1.9. Explain the broad functions of the correctional system including imprisonment, parole and probation.
20. 2.1.10. Identify the meaning of criminal justice system terms, e.g.: custody, arraignment, circumstantial evidence, double jeopardy, entrapment, exigent circumstances, conviction, bodily harm, substantial bodily harm, great bodily harm, assault, probation, qualified domestic violence related offense (Minn. Stat. 609.02), forfeiture, good faith exception, exclusionary rule, indictment, inevitable discovery, probable cause, Miranda warning, reasonable suspicion, warrant, probation, and parole.
21. 2.1.11. Describe the function and responsibility of each of the key participants involved in a typical courtroom hearing or trial including judges, jury members, prosecuting and defense attorneys and witnesses.
22. 2.2.1. Describe the sources of laws in the U.S. including federal law, state law, case law, and administrative regulatory law and the process by which laws, statutes and ordinances are enacted.
23. 2.2.2. Explain provisions of the Constitution and Bill of Rights that impact or restrict law enforcement including the First, Second, Fourth, Fifth, Sixth, Eight and Fourteenth Amendments.

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24. 2.2.3. Explain how the Separation of Powers Doctrine works.
25. 2.2.4. Distinguish between criminal law and criminal procedure and explain the difference between substantive and procedural law.
26. 2.2.5. Summarize the forms of individual protection related to search and seizure granted by the US Constitution.
27. 2.2.6. Explain the meaning of the good faith doctrine, the fruit of the poisonous tree doctrine and the inevitable discovery doctrine as they pertain to Fourth Amendment rights.
28. 2.2.7. State the requirements of the Fourth Amendment on the law of arrest.
29. 2.2.8. Explain how constitutional rights in the Fifth, Sixth, and Fourteenth Amendments affect police interrogations.
30. 2.2.9. Summarize the rights of individuals being interrogated under the Fifth and Sixth Amendments and the importance of adhering to procedures that protect those rights including:
 - the prohibition against forced or coerced self-incrimination
 - the Sixth Amendment right to counsel and correlating Minnesota Statute (Minn. Stat. 481.10).
31. 2.2.14. Describe proceedings before a trial including the roles of the law enforcement, the defense attorney and prosecutors.
32. 2.2.15. Summarize the rights and processes related to a fair and speedy trial and the right to a jury trial.
33. 2.2.16. Explain the general provisions for sentencing in the Minnesota Criminal Code and the Minnesota Sentencing Guidelines.
34. 2.2.17. Describe crime classifications misdemeanor through felony.
35. 2.2.18. Discuss enhancements that may be applied to repeat offenders, patterned offenders, and career offenders.
36. 2.2.19. Explain the following terms: concurrent and consecutive sentences, imposition and execution of sentence, determinate and indeterminate sentencing.
37. 2.2.20. List the five constitutional amendments involving equality and rights.
38. 2.2.23. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.
39. 2.2.24. Compare and contrast characteristics of the civil and criminal justice systems.
40. 2.4.1. Explain what constitutes an arrest and the differences between a contact, a detention and an arrest.
41. 2.4.2. State the requirements of the Fourth Amendment on the law of arrest.
42. 2.4.3. Discuss protocols and terms associated with arrest including reasonable suspicion and probable cause.
43. 2.4.4. Describe the stop and frisk standard as found in Terry vs. Ohio and subsequent cases.
44. 2.5.1. Describe the basic organization, purpose, and definitions and principles of the Minnesota Criminal Code.
45. 2.6.1. Explain the Supreme Court decision Miranda vs. Arizona and the four components of the Miranda warning.
46. 2.7.1. Explain the history of and philosophy behind an independent juvenile justice system.
47. 2.7.2. Define status offense, give examples of status offenses that can only be committed by a juvenile and discuss the limits of peace officer authority in relationship to status offenses.
48. 2.8.3. Discuss the term reasonable as it related to use of force.
49. 2.8.10. Discuss liabilities associated with the application of force by peace officers.
50. 2.19.1. Explain the intent of the Americans with Disabilities Act.
51. 2.24.1. Discuss the difference between responsive and intelligence-led policing.

52. 2.25.4. Discuss types of terrorism, weapons of terrorism, counterterrorism, basic interdiction strategies, terrorism target awareness and the role of law enforcement related to terrorism.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.