

**Course Outline for:** SOC 2130 Introduction to Criminal Justice**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal #9 Ethical and Civic Responsibility

This course provides an overview of the criminal justice system. Topics include the historical development of law enforcement as well as an exploration of the components of the criminal justice system and the functions, jurisdictions, and interrelationships of various law enforcement agencies with emphasis on the United States criminal justice system.

**B. Date last revised:** January 2023**C. Outline of Major Content Areas:**

1. Crime and the Criminal Justice System in the United States
2. Nature of Crime and Victimization
3. Crime statistics commonly used
4. Criminal and constitutional law issues
5. History of Policing
6. Organization, role, and function of policing
7. Community oriented policing/Problem solving policing
8. Organization, role, and function of courts
9. The criminal prosecution process
10. Prosecution and defense attorneys
11. History of corrections
12. Organization, role, and function of jails and prisons
13. Probation and parole; community based corrections
14. Determinate and indeterminate sentencing models
15. Juvenile Justice System
16. Minnesota POST Board requirements\*

**D. Course Learning Outcomes:**

Upon successful completion of the course, the student will be able to:

1. Discuss how the various components of the Criminal Justice System work together. (Goal 2a, 2b, 9b, 9c, 9d)
2. Articulate the nature of crime and victimization. (Goal 2a, 9b, 9c)
3. Compare the differences between police eras in the United States. (Goal 2a, 2c, 9b, 9d)
4. Identify principles of community police work. (Goal 2a, 9b)
5. Recognize ethical issues in police work. (Goal 2c, 2d, 9a, 9d)

6. Explain the operation and structure of courts. (Goal 2a, 2c, 9b, 9c)
7. Summarize theories of punishment and sentences. (Goal 2a, 9b, 9c)
8. Explain the Juvenile Justice System in Minnesota. (Goal 2c, 2d, 9b, 9c)
9. Meet applicable Minnesota Post Board Learning Objectives.

**E. Methods for Assessing Student Learning:**

Assessment methods may include, but are not limited to: exams, quizzes, journals, research papers, oral presentations, written assignments, essays, group work and/or any other assessment measures based on the discretion of the instructor.

**F. Special Information:**

This course meets the following 2021 Minnesota Peace Officer Standards and Training (POST) Board Learning Objectives:

- 1.2.1. Discuss the inter-relationship between core beliefs, integrity and ethical reasoning.
- 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.
- 1.7.1. Describe characteristics of professional behavior and the Minnesota Standards of Conduct for licensing Minnesota peace officers.
- 1.7.2. Describe the repercussions for a finding of a violation of the State's peace officer standards of conduct.
- 2.1.1. Discuss the historic need for rules to control human conduct, enforce societal directives and empower authoritative enforcement of those rules.
- 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.
- 2.1.3. Describe the history behind the ratification of the U.S. Constitution.
- 2.1.4. Explain the need for a balance between public safety and personal rights in a free society.
- 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.
- 2.1.6. Describe the history and impact of including women and diverse community representation in law enforcement.
- 2.1.7. Explain the roles of law enforcement, the courts and corrections.

- 2.1.8. Explain the functions and jurisdictions of law enforcement agencies including federal, state, county, municipal, tribal, and international.
- 2.1.9. Explain the broad functions of the correctional system including imprisonment, parole and probation.
- 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.
- 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.
- 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.
- 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, Eighth and Fourteenth Amendments.
- 2.2.3. Explain how the Separation of Powers Doctrine works.
- 2.2.4. Distinguish between criminal law and criminal procedure and explain the difference between substantive and procedural law.
- 2.2.5. Summarize the forms of individual protection related to search and seizure granted by the US Constitution.
- 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.
- 2.2.7. State the requirements of the Fourth Amendment on the law of arrest.
- 2.2.8. Explain how constitutional rights in the Fifth, Sixth, and Fourteenth Amendments affect police interrogations.
- 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).
- 2.2.14. Describe proceedings before a trial including the roles of the law enforcement, the defense attorney and prosecutors.
- 2.2.15. Summarize the rights and processes related to a fair and speedy trial and the right to a jury trial.
- 2.2.16. Explain the general provisions for sentencing in the Minnesota Criminal Code and the Minnesota Sentencing Guidelines.
- 2.2.17. Describe crime classifications misdemeanor through felony.
- 2.2.18. Discuss enhancements that may be applied to repeat offenders, patterned offenders, and career offenders.
- 2.2.19. Explain the following terms: concurrent and consecutive sentences, imposition and execution of sentence, determinate and indeterminate sentencing.
- 2.2.20. List the five constitutional amendments involving equality and rights.
- 2.2.21. Explain the impact of the Fourteenth Amendment as it relates to due process and equal protection under the law including:
  - the difference between the Fifth and Fourteenth amendments in terms of due process
  - the differences between substantive and procedural due process, and
  - how Fourteenth Amendment rights constrain law enforcement authority in interrogations.
- 2.2.23. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.
- 2.2.24. Compare and contrast characteristics of the civil and criminal justice systems.
- 2.4.1. Explain what constitutes an arrest and the differences between a contact, a detention and an arrest.
- 2.4.2. State the requirements of the Fourth Amendment on the law of arrest.
- 2.4.3. Discuss protocols and terms associated with arrest including "reasonable suspicion" and "probable cause".
- 2.4.4. Describe the stop and frisk standard as found in "Terry vs. Ohio" and subsequent cases.
- 2.5.1. Describe the basic organization, purpose, and definitions and principles of the Minnesota Criminal Code.

- 2.5.3. Explain what is meant by elements of a crime and describe the connection between criminal conduct and criminal intent (mens rea).
- 2.5.4. Explain why it is important for officers to be able to identify and document elements of crimes when responding to and investigating crime scenes.
- 2.6.1. Explain the Supreme Court decision Miranda vs. Arizona and the four components of the Miranda warning.
- 2.6.4. Explain the difference between custodial and noncustodial interview or interrogation.
- 2.7.1. Explain the history of and philosophy behind an independent juvenile justice system.
- 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.
- 2.8.4. Discuss application of the term reasonable as it related to use of force.
- 2.8.7. Give Supreme Court case examples authorizing the use of deadly force.
- 2.8.11. Discuss liabilities associated with the application of force by peace officers.
- 2.8.12. Describe the limitation on the use of certain restraints as described in Minn. Stat. 609.06. Note: As of 2020 Minn. Stat. 609.06, states: A peace officer may not use any of the following restraints unless section 609.066 authorizes the use of deadly force to protect the peace officer or another from death or great bodily harm: (1) a choke hold; (2) tying all of a person's limbs together behind the person's back to render the person immobile; or (3) securing a person in any way that results in transporting the person face down in a vehicle. (b) For the purposes of this subdivision, "choke hold" means a method by which a person applies sufficient pressure to a person to make breathing difficult or impossible, and includes but is not limited to any pressure to the neck, throat, or windpipe that may prevent or hinder breathing, or reduce intake of air. Choke hold also means applying pressure to a person's neck on either side of the windpipe, but not to the windpipe itself, to stop the flow of blood to the brain via the carotid arteries.
- 2.8.13 Explain the peace officer duty to intercede and report on another officers use of force as described in Minn. Stat. 626.8475.
- 2.18.7. Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities.
- 2.19.1. Explain the intent of the Americans with Disabilities Act.

- 2.25.1. Describe intelligence-led policing and how it differs from response and investigation-led policing and from community policing.
  
- 2.26.4. Discuss types of terrorism, weapons of terrorism, counterterrorism, basic interdiction strategies, terrorism target awareness and the role of law enforcement related to terrorism.