



**Course Name:** Criminal Law II

**Course Number:** CJS\* E212

**Credits:** 3

**Catalog description:**

This is a continuation of Criminal law I (CJSE211). Students will engage in more in-depth study of crimes against the state and public administration, digital crimes and federal criminal law. Topics regarding narcotics trafficking, human trafficking, white collar crimes, organized crime and RICO, terrorism, and immigration law will also be covered in this course.

**Prerequisite:** CJS\*E101 – Introduction to Criminal Justice, and CJSE211 – Criminal Law I

**Corequisite, or Parallel:**

**General Education Competencies Satisfied:**

**HCC General Education Requirement Designated Competency Attribute Code(s):**

<input type="checkbox"/> AESX	Appreciation of the Aesthetic Dimensions of Humankind
<input type="checkbox"/> QUAX	Quantitative Reasoning
<input type="checkbox"/> SCKX	Scientific Knowledge & Understanding
<input type="checkbox"/> SOCX	Social Phenomena Knowledge & Understanding I <i>(within the fields of anthropology, psychology or sociology)</i>
<input type="checkbox"/> SOPX	Social Phenomena Knowledge & Understanding II <i>(not within the fields of anthropology, psychology or sociology)</i>
<input type="checkbox"/> WRCX	Written Communication in English I
<input type="checkbox"/> WRIX	Written Communication in English II

**Additional CSU General Education Requirements for CSU Transfer Degree Programs:**

<input type="checkbox"/> ORAX	Oral Communication in English
<input type="checkbox"/> HISX	Historical Knowledge & Understanding
<input type="checkbox"/> SCR X	Scientific Reasoning

**Embedded Competency(ies):**

CRIX	Critical Analysis & Logical Thinking (Outcomes <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5)
CONX	Continuing Learning & Information Literacy (Outcomes <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4)
ED	Appreciation of the Ethical Dimensions of Humankind (Outcomes <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4)
WCIII	Written Communication in English III (Outcomes <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5)



**Discipline-Specific Attribute Code(s):**

<input type="checkbox"/> BHEL	<b>Behavioral Science elective</b>
<input type="checkbox"/> BUS	<b>Business elective</b>
<input type="checkbox"/> C	<b>Computer Literacy (satisfies requirement)</b>
<input type="checkbox"/> COMP	<b>Computer Science Elective</b>
<input type="checkbox"/> FINA	<b>Fine Arts elective</b>
<input type="checkbox"/> HUM	<b>Humanities elective</b>
<input type="checkbox"/> MATH	<b>Mathematics elective</b>
<input type="checkbox"/> SCI	<b>Science elective</b>
<input type="checkbox"/> SSCI	<b>Social Science elective</b>

**Course objectives:**

**General Education Goals and Outcomes:**

- ☐ **Appreciation of the Aesthetic Dimensions of Humankind:** Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.
- ☐ **Quantitative Reasoning:** Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.
- ☐ **Scientific Knowledge & Understanding:** Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.
- ☐ **Social Phenomena Knowledge & Understanding I and II:** Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational, or cultural means.
- ☐ **Written Communication in English I and II:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.
- ☐ **Historical Knowledge & Understanding (for CSCU Transfer Degree Programs):** Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.
- ☐ **Oral Communication in English (for CSCU Transfer Degree Programs):** Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.
- ☐ **Scientific Reasoning (for CSCU Transfer Degree Programs):** Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

**Embedded Critical Analysis & Logical Thinking:** Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

1. ☐ Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes; distinguishing facts from opinion; recognizing various types of arguments.



2. ☐ Demonstrate competence in formulating arguments by formulating good arguments, including a significant focus on inductive reasoning.
3. ☐ Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole.
4. ☐ Demonstrate competence in evaluation by identifying assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.
5. ☐ Demonstrate competence in synthesis, drawing together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion

**Embedded Continuing Learning & Information Literacy:** Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

1. ☐ Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.
2. ☐ Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).
3. ☐ Synthesize information to broaden the knowledge base and produce both independent and collaborative work.
4. ☐ Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.

**Embedded Appreciation of the Ethical Dimensions of Humankind:** Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

1. ☐ Respond critically to ethical issues.
2. ☐ Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.
3. ☐ Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.
4. ☐ Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

**Embedded Written Communication in English III:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

1. ☐ Respond to Rhetorical Situations
2. ☐ Use Sources
3. ☐ Craft Logical Arguments
4. ☐ Apply Language Conventions
5. ☐ Formulate Effective Writing Strategies

### **Course Specific Objectives:**

1. Read and comprehend statutory law, and identify and interpret essential elements of current criminal statutes.



2. Explain how and why laws are made from both a sociological and political perspective.
3. Analyze and apply federal laws and the Federal Criminal Code to case fact patterns that fall under federal jurisdiction.
4. Apply constitutional principles that protect the rights of citizens and regulate the passage of laws as defined by legislature, enforced by executive action, and reviewed through the courts.
5. Explain key critical concepts as they relate to processes and practices in criminal law.
6. Analyze prior case law and statutes to formulate and articulate sound oral and written legal arguments,

**Course Content:**

I. Crimes against Public Administration

II. Digital Crimes

III. Narcotics crimes

IV. Crimes Against the State

- (a) Treason
- (b) Espionage
- (c) Terrorism

V. White Collar Crimes

VI. Organized Crime and RICO

VII. Human Trafficking

VIII. Immigration

Date Course Created: 10/2/2020