

**Credit Hours: 3 Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

## **COURSE DESCRIPTION AND OUTCOMES**

### **COURSE**

#### **DESCRIPTION:**

In this course, students will focus on all aspects to the fundamentals of criminal law. Major topics covered in the course include: elements of various types of crimes; requisite mental states for crimes; the nature and purpose of criminal responsibility; criminal defenses, including justification and excuse; and theories of criminal responsibility. This course also examines specific criminal cases to illustrate and apply many of the legal principles covered.

### **COURSE**

#### **OVERVIEW:**

This course provides an overview of criminal law. Students will learn about the purpose of criminal law and explore constitutional limitations of criminal law. Students will also be introduced to different punishment theories and evaluate how sentencing options meet those goals. A large focus on the course will be on learning elements of different crimes and any affirmative defenses that might apply. Students will also identify different actors that participate in a crime. Strict liability crimes will be discussed and public policy reasons for them will be assessed. Finally, students will learn about domestic and international terrorism as a developing area of criminal law.

### **COURSE LEARNING**

#### **OUTCOMES:**

1. Discuss the purpose and limitations of criminal

law. 2. Evaluate the various levels of criminal culpability. 3. Analyze the different types of criminal offenses. 4. Assess the elements of various criminal offenses. 5. Describe the justifications of criminal behavior. 6. Evaluate the excuses for criminal behavior.

## **PARTICIPATION & ATTENDANCE**

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## **COURSE MATERIALS**

### **Required:**

Lippman, M. (2016). *Contemporary criminal law: Concept, cases and controversies* (4<sup>th</sup> ed.). Thousand Oaks: SAGE Publications, Inc.

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

## **COURSE SCHEDULE**

### **Due Dates**

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded

points.

- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

## **WEEKLY READING AND ASSIGNMENT DETAILS**

### **MODULE 1**

#### **Readings**

- Chapters 1 & 2 in *Contemporary Criminal Law: Concept, Cases and Controversies*
- Westlaw. (n.d.). Briefing cases. Retrieved from <https://lawschool.westlaw.com/marketing/display/SG/3>
- Callahan, P. (2014, October 6). Ebola quarantine is perfectly legal. Retrieved from <http://www.cnn.com/2014/10/06/justice/callan-law-on-quarantine/>
- Cline, A. (2017, August 20). Texas v. Johnson: 1989 Supreme Court decision. Retrieved from <https://www.thoughtco.com/texas-v-johnson-1989-249974>

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Critical Thinking (100 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option 1: Criminal Law Case Briefing**

Read the following case (linked in the assignment): *Loving v. Virginia*, 388 U.S. 1 (1967). Retrieved from <http://caselaw.findlaw.com/us-supreme-court/388/1.html>

Prepare a case brief of this case that includes the following components:

1. Case name and citation 2. Description of the procedural history—what happened in lower courts, and in which courts were they heard 3. Key facts—this is the relevant facts only 4. Issue—why this matters even in court 5. Holding—this is the court’s decision 6. Rule of law—this is the law upon which the court makes its decision 7. Court’s analysis—similar to rule of law, but expanded to include the court’s reasoning in addition to reliance on the rule of law 8. Summary of any concurrences and/or dissents 9. Your thoughts and impressions on the case.

- Your paper should be 2-3 pages in length and conform to the CSU-Global Guide to Writing & APA.
- Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Option 2: Criminal Law Case Briefing**

Read the following case (linked in the assignment): *Papachristou v. Jacksonville*, 405 U.S. 156 (1972). Retrieved from <http://caselaw.findlaw.com/us-supreme-court/405/156.html>

Prepare a case brief of this case that includes the following components:

1. Case name and citation 2. Describing the procedural history-what happened in lower courts, and which courts were they heard 3. Key facts—this is the relevant facts only 4. Issue—why this matters even in court 5. Holding—this is the court’s decision 6. Rule of law—this is the law upon which the court makes its decision) 7. Court’s analysis—similar to rule of law, but expanded to include the court’s reasoning in addition to reliance on the rule of law 8. Summary of any concurrences and/or dissents 9. Your thoughts and impressions on the case.

- Your paper should be 2-3 pages in length and conform to the CSU-Global Guide to Writing & APA.

- Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Mastery Exercise (10 points)**

## **MODULE 2**

### **Readings**

#### · Reading 1

· Chapter 3 in *Contemporary Criminal Law: Concept, Cases and Controversies*

· Montaldo, C. (2017, August 19). Mandatory drug sentencing laws: The pros and cons of mandatory sentencing laws. Retrieved from <https://www.thoughtco.com/mandatory-drug-sentencing-laws-972228>

· Smith, O. (2016, September 1). Mapped: The 58 countries that still have the death penalty. Retrieved from <http://www.telegraph.co.uk/travel/maps-and-graphics/countries-that-still-have-the-death-penalty>

· Wagner, P., & Rabuy, B. (2017, March 14). Mass incarceration: The whole pie 2017. Retrieved from <https://www.prisonpolicy.org/reports/pie2017.html>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Critical Thinking (100 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option 1: Capital Punishment**

1. Write a 3- to 5-page essay addressing how dignity can be used to argue for and against the death penalty.
2. In your essay, also address the punishment theory that is met with this type of punishment.
3. Address an international approach to the death penalty, including one country that permits this

type of punishment and one country that forbids it. 4. How does the United States compare to other countries in the Western world with respect to use of this type of punishment?

- Your paper should be 3-5 pages in length and formatted per the CSU-Global Guide to Writing & APA.
- Include three scholarly resources—the textbook can be one of them. The CSU-Global Library is a good place to find your sources.
  - Please review the Critical Thinking grading rubric prior in this week's folder to beginning your essay.

### **Option 2: Incarceration of Non-Violent Drug Offenders**

1. Write a 3- to 5-page essay addressing incarceration of non-violent drug offenders. 2. What punishment theory is typically met with this type of punishment? 3. Examine the ramifications on society and compare the approach taken to non-violent drug offenders in another country. How does the United States compare in its current approach?

- Your paper should be 3-5 pages in length and formatted per the CSU-Global Guide to Writing & APA.
- Include three scholarly resources—the textbook can be one of them. The CSU-Global Library is a good place to find your sources.
  - Please review the Critical Thinking grading rubric prior in this week's folder to beginning your essay.

### **Mastery Exercise (10 points)**

## **MODULE 3**

### **Readings**

- Chapters 4 & 5 in *Contemporary Criminal Law: Concept, Cases and Controversies*
- Fisher, T. (2015, June 8). Sleep crimes and justice in the age of medicated slumber. Retrieved from <https://vanwinkles.com/parasomnias-and-justice-in-the-age-of-ambien>
- Getlen, L. (2014, February 6). Debunking the myth of Kitty Genovese. Retrieved from

<https://nypost.com/2014/02/16/book-reveals-real-story-behind-the-kitty-genovese-murder/>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Milestone (25 points)**

**Options 1 & 2: Submit Topic**

Submit the topic selection for your choice of Portfolio Project (Option 1 or 2), with a list of references. Format your entire submission according to the CSU-Global Guide to Writing & APA.

## **MODULE 4**

**Readings**

- Chapters 6 & 7 in *Contemporary Criminal Law: Concept, Cases and Controversies*
- National conference of state legislatures. (2013, June 14). Dram shop civil liability and criminal penalty state statutes. Retrieved from <http://www.ncsl.org/research/financial-services-and-commerce/dram-shop-liability-state-statutes.aspx#WI>
- Boteler, C. (2017, May 5). 8 charged with manslaughter in fraternity hazing at Penn State. Retrieved from <http://college.usatoday.com/2017/05/05/criminal-charges-announced-fraternity-hazing-death-student-penn-state-student/>
- Blumenthal, R. (2007, August 30). Not a killer, but still facing a date with the executioner. Retrieved from <http://www.nytimes.com/2007/08/30/us/30execute.html>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Milestone (75 points)**

points)

### **Options 1 and 2: Controversial Areas in Criminal Law**

Last week you selected a Portfolio Project topic (Option 1 or 2). Now, you can examine controversial areas in criminal law as a backdrop to your preparation for the final Portfolio Project paper due in week 8.

1. Select one of the following topics for research. Note: you can choose your own selection as well

but be sure that it is truly a controversial area in criminal law and not a well-settled doctrine. If you are unclear, ask your instructor before you begin working on this deliverable.

- treating status offenses as crimes
- hate crimes and proving mens rea
- cultural defenses
- euthanasia: crime or compassionate act?
- fraternity hazing: shared criminal liability or simply a bad choice? 2. Address why this area of criminal law is controversial. Identify one case outside from your hypothetical case in Week 8 as it relates to this topic.

• Your paper should be 2-3 pages in length and conform to the CSU-Global Guide to Writing & APA.

• Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

• Please review the Portfolio Milestone grading rubric in the Module 4 folder prior to beginning.

## **MODULE 5**

### **Readings**

• Chapters 8 & 9 in *Contemporary Criminal Law: Concept, Cases and Controversies*

• Wang, J. V. (n.d.). Cultural defense as a shield for violence.

Retrieved from <http://www.jgspl.org/cultural-defense-shield-violence/>

• Chan, M. (2016, June 22). The difference between postpartum depression and postpartum

psychosis. Retrieved from <http://time.com/4377455/postpartum-depression-postpartum-psychosis-symptoms/>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking (100 points)**

**Option 1: Honor Killings and Cultural Defenses**

1. Research a case where an honor killing was argued as a cultural defense. Explain the facts of the case and the result. Then, argue whether you think a cultural defense should be permitted as a valid defense in the United States.
  2. Be sure to provide at least two (2) arguments in support of or against the use of a cultural defense.
  3. Finally, identify another country's approach to cultural defenses to crimes and assess the strengths and weaknesses in its approach.
- Your paper should be 3-5 pages in length and conform to the CSU-Global Guide to Writing & APA.
  - Include at least three scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.
  - Please review the Critical Thinking grading rubric in this week's folder prior to beginning.

**Option 2: Infanticide and Postpartum Psychosis Defense**

1. Research a case where postpartum psychosis was argued as a defense to infanticide.
2. Explain the facts of the case and the result. Then, argue whether you think this diagnosis should be permitted as a defense to infanticide in the United states.
3. Be sure to provide at least two (2) arguments in support of or against its use.

4. Finally, identify another country's approach to postpartum psychosis as a defense to infanticide

and assess the strengths and weaknesses in its approach.

- Your paper should be 3-5 pages in length and conform to the CSU-Global Guide to Writing & APA.
- Include at least three scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.
- Please review the Critical Thinking grading rubric in the Module 5 folder prior to beginning.

## MODULE 6

### Readings

- Chapters 10 & 11 in *Contemporary Criminal Law: Concept, Cases and Controversies*
- Fetal homicide state laws. (2017, November 16). National Conference of State Legislatures. Retrieved from <http://www.ncsl.org/research/health/fetal-homicide-state-laws.aspx>
- *Guardian* staff. (2014, July 17). Euthanasia and assisted suicide laws around the world. Retrieved from <https://www.theguardian.com/society/2014/jul/17/euthanasia-assisted-suicide-laws-world>
- *People v. Kevorkian*, 527 N.W.2d 714 (1994). Retrieved from <http://caselaw.findlaw.com/mi-court-of-appeals/1372937.html>

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking (70 points)

### Option #1: Reflections on Course Materials

1. As the course comes to a close, reflect on what you have learned. What did you find most

interesting about this course? Explain why that is.

2. Did any of the information you learn promote additional interests in the area of law or the criminal justice system? 3. Did this course cause you to think about your current and future career aspirations? If so, how?

- Submit a 2- to 3-page essay detailing your support for this position.
- Your paper must conform to the CSU-Global Guide to Writing & APA.
- Cite 2-3 credible sources to support your position. The CSU-Global Library is a good place to find your sources.
- Review the grading rubric in the Module 6 folder.

### **Option #2: Reflection on Your Career**

1. As the course comes to a close, reflect on what you have learned. How is this course applicable to your current and/or future career? 2. Has this course prompted you to consider different employment goals? 3. What else would you like to learn about the law?

- Submit a 2- to 3-page essay detailing your support for this position.
- Cite 2-3 credible sources to support your position.
- Your essay must conform to the CSU-Global Guide to Writing & APA.
- Review the grading rubric in the Module 6 folder.

## **MODULE 7**

### **Readings**

- Chapters 12, 13, & 14 in *Contemporary Criminal Law: Concept, Cases and Controversies*

- *Munger v. State*, 749 N.W.2d 335 (Minn. 2008). Retrieved from <https://www.leagle.com/decision/20081084749nw2d33511080>
- White-collar crime. (n.d.). FBE [website]. Retrieved from <https://www.fbi.gov/investigate/white-collar-crime>
- Zunker, T. (2018). Property crimes [PowerPoint slides]. Greenwood Village, CO: Colorado State University-Global Campus.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

## MODULE 8

**Readings**

- Reading 1
- Chapters 15 & 16 in *Contemporary Criminal Law: Concept, Cases and Controversies*
- *Hamdi v. Rumsfeld*, 542 U.S. 507 (2004). Retrieved from <https://www.oyez.org/cases/2003/03-6696>
- Woworunto, S. (2016, March 30). Shanda Woworunto: My life as a sex-trafficking victim. Retrieved from <http://www.bbc.com/news/magazine-35846207>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Project (250 points)**

**Option 1: Criminal Law Hypothetical Fact Pattern Case Study**

Read the following hypothetical fact pattern, then write an 8- to 10-page paper that answers the questions listed below.

**Fact**

**Pattern:**

Amanda and Ben were desperate for money. They had recently been evicted and had nowhere to go. After drinking alcohol to the point of intoxication, they hatched a plan to drive to the nicer part of town and break into a few houses. Their plan was to steal some items to sell to a pawn shop to get some cash. They stopped at one house that they thought was vacant. They broke in the back door and to their surprise, Occupant Owen came downstairs with a gun and started shooting at them. Occupant Owen shot Ben in the leg. Ben had his own firearm on him and shot Occupant Owen in the heart. Occupant Owen died nearly immediately. Amanda and Ben were terrified by what had just happened and decided to leave.

As they drove off, they did not see Homeless Hank lying on a sidewalk nearby. Amanda was driving and, as she was intoxicated and speeding, she did not see him. She hit him and continued driving. Luckily, a nearby police officer, Police Officer Patty, was approaching Homeless Hank. She was about to talk to Homeless Hank about where he was sitting to direct him to move per the applicable local ordinance as he had been lying in the same spot for at least the last four (4) hours.

The local ordinance stated:

It shall be unlawful for any individual to remain lying on the sidewalk, sitting on the public sidewalk or on any object on the sidewalk for more than one hour in any two- hour time period.

Police Officer Patty saw the hit and run and immediately called an ambulance.

Homeless Hank was rushed to the emergency room by ambulance. Dr. Dave had seen Homeless Hank a number of times before in the emergency room for various ailments. Homeless Hank often commented during previous visits on how he had a good life, but now he wanted it to end. Dr. Dave always did his best to fix Homeless Hank's injuries or maladies.

When Homeless Hank came in this night, after being hit by the car, he once again asked Dr. Dave to put him out of his misery. Dr. Dave evaluated the situation. Homeless Hank's injuries appeared terminal. Dr. Dave decided not to take any life-saving measures. He gave Homeless Hank morphine to take away the pain. He directed Homeless Hank that he could turn up the morphine drip if he wanted the pain to go away permanently. As Dr. Dave walked out of the room, Homeless Hank turned up the morphine drip. He died not too long after.

## **Instruction**

**s:**

Do the following in your paper:

- include an introduction;
- identify the crimes committed by all relevant parties in this fact pattern and evaluate the nature and purpose of criminal law as it relates to these crimes;
- describe any justification or excuse defenses that apply;
- explain any constitutional doctrines that limit criminal law in this scenario;
- discuss the appropriate punishment that each should receive in terms of punishment theory; and
- explain any public policy reasons that support criminal liability (or not) for each defendant.

Your paper must clearly demonstrate your understanding of criminal law concepts. That is, do not simply reference them; instead, be sure to define the elements of each crime or doctrine and apply facts from the Fact Pattern to prove or disprove each element. Use clear headings to identify each of the necessary sections in this paper.

- Your paper should be 8-10 pages in length and conform to the CSU-Global Guide to Writing & APA.
- Include at least four scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **Option 2: Criminal Law: Case Studies from Two Real Cases**

1. Choose two of the following criminal defendants for in-depth case study examination:

- Andrea Yates
- OJ Simpson (burglary case)
- Charles Manson
- Ted Kaczynski
- Ted Bundy
- Timothy McVeigh
- Lorena Bobbit

- Jodie Arias
- Jack Kevorkian

2. Explain the facts of each of your two case selections. Identify the crimes that were committed by the

two selected defendants. Be sure to identify the actual elements of the crimes that occurred, including the relevant state or federal statute. Address the defense raised in each case. 3. Explain the result in each of the two cases. Determine what legal doctrines in criminal law apply and

what public-policy reasons support the result. Keep in mind that these famous convicted criminals tend to be known for one main crime, but usually committed several crimes. Be sure to identify all the possible crimes that occurred under the facts (even if the prosecutor did not charge for them). 4. Explain the punishment that occurred in each case in terms of relevant punishment theory,

assessing whether the theory is met.

Your essay must clearly demonstrate your understanding of the criminal law concepts and not simply reference them; instead, be sure to define the elements of each crime or doctrine and apply facts from the cases researched to prove or disprove each element. Use clear headings to identify each of the necessary sections in this paper.

**Do the following in your paper:**

- include an introduction;
- identify the crimes committed by the selected two criminal law defendants and evaluate the nature and purpose of criminal law as it relates to these crimes;
- describe any justification or excuse defenses that were raised;
- explain any constitutional doctrines that limited criminal law in either scenario;
- discuss the punishment that each received in terms of punishment theory, identifying whether the goal of the theory was met; and
- explain any public-policy reasons that support criminal liability (or not) for each defendant.

**Submission:**

- Your paper should be 8-10 pages in length and conform to the CSU-Global Guide to Writing & APA.
- Include at least four scholarly references in addition to the course textbook. The CSU-

Global Library is a good place to find these references.

## **COURSE POLICIES**

### Final Portfolio Project **Grading Scale**

#### **Course Grading**

A 95.0 – 100

A- 90.0 – 94.9

B+ 86.7 – 89.9

20% Discussion Participation  
0% Opening Exercises 8%  
Mastery Exercises 37% Critical  
Thinking Assignments 35%

B- 80.0 – 83.2

C+ 75.0 – 79.9

C 70.0 – 74.9

D 60.0 – 69.9

F 59.9 or below

## **IN-CLASSROOM POLICIES**

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies](#) and the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

**Academic Integrity** Students must assume responsibility for maintaining honesty in all work submitted for credit and work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding how to use the Library and Internet resources.

**Citing Sources with APA Style** All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA resources, review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document will also be provided within most assignment descriptions in your course.

**Disability Services Statement** CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resources Office at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations.

students with documented disabilities.

**Netiquette** Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other side of the screen interpret your words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexual orientation, or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards or social media postings within or connected to the online classroom. If you have concerns about something that has been said, please contact the instructor.