

# Houston High School Course Syllabus



**Course:** Criminal Justice Dual Credit/Room 219  
**Teacher:** Mr. Chad Uhiren  
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## **Dear Students and Parents:**

My name is Mr. Chad Uhiren (pronounced 'you-hi-ren') and I am the Criminal Justice teacher at Houston High School. I attended the University of Memphis where I graduated with high honors and received a Bachelor of Arts degree in Criminal Justice & Criminology as well as a Bachelor of Arts in Sociology. I went on to complete a Master of Arts degree in Criminal Justice & Criminology as well as a Graduate Certificate in Local Government Management. Prior to coming to HHS, I worked as a Memphis Police Officer for over two years, and remain a Reserve Officer with the Department. The most effective way to reach me is through e-mail. I will try to respond as quickly as possible. Please do not hesitate to contact me anytime during the course of the year. I look forward to hearing from you.

## **Course Description:**

In this course students will learn about criminological theories, the criminal justice system, including the court system and laws, all facets of law enforcement, and the department of corrections. Students will gain a deep understanding and history of criminal justice in the United States. The statewide dual credit initiative provides academically challenging, high school courses that are aligned to postsecondary standards. Students who pass the course challenge exam earn credit that can be applied to any public postsecondary institution in Tennessee. An assessment test and/or rubric will be used to determine placement in honors and AP level courses. A data-based discussion will be held with students and/or parents to consider an override for honors or AP level courses.

## **Prerequisites – Criminal Justice I and II**

## **Course Requirements:**

Students who take this course must have already taken and successfully passed Criminal Justice I and II.

## **Textbooks:**

*Criminal Justice in Action*(Gaines & Miller)

*Criminal Justice Today: An Introductory Text for the 21<sup>st</sup> Century* (Schmallegger)

## **Class Supplies**

Three-ring binder, Paper, Writing Utensil

\*Other supplies may be required throughout the school year. Students should come prepared for class every day.

**Grading:**

<b>Tests</b>	<b>30%</b>
<b>Projects</b>	<b>20%</b>
<b>Class work/Quizzes</b>	<b>30%</b>
<b>Participation</b>	<b>20%</b>

**Make-up Policy:**

**When you are absent, you must see the teacher before or after class to obtain any make-up work. Students are allowed the same number of days absent to make up assignments. It is the student's responsibility to get any missed notes from lectures. Tests/quizzes must be made up after school and will NOT be made up during class time.**

**IT IS THE STUDENT'S RESPONSIBILITY TO MAKE UP ANY WORK MISSED DUE TO ABSENCES!!!!**

**Classroom Rules:**

- 1. Be Respectful**
- 2. Follow Directions**
- 3. Raise your hand to speak**
- 4. Do not interfere with learning**

**Consequences:**

**Consequences are given for a classroom rule violation and are as follows:**

<b>First offense:</b>	<b>Warning</b>
<b>Second offense:</b>	<b>Student-teacher conference</b>
<b>Third offense:</b>	<b>Parent-Teacher Conference</b>
<b>Fourth offense:</b>	<b>Discipline Referral to the office</b>

**\*\*Unacceptable behavior during class could result in a forfeit of all future participation in activities, field trips, etc. If behavior is extremely offensive, steps may be skipped in order to adequately resolve the problem behavior.\*\***

**Criminal Justice Dual Credit Concepts Covered**

**Criminological Theory:**

- L.1 Understand the various criminological paradigms and identify which theories fall within each.**
- L.2 Explain major theories under each paradigm.**
- L.3 Identify and understand the major premise of important criminological theorists.**
- L.4 Explore the biological, psychological, and sociological research on understanding crime.**
- L.5 Review the TBI's annual Crime in Tennessee reports as a comparison to the UCR, NIBRS, and NCVS.**
- L.6 Identify victimization, social controls, and the rule of law.**

### **Criminal Justice System Overview:**

**L.7 Distinguish the police role, the judicial system function, and the correctional techniques used in dealing with offenders.**

**L.8 Recall the laws, procedures, and policies involved in processing an offender through the criminal justice system.**

**L.9 Discuss the criminal justice process; define crime and measures of crime.**

**L.10 Demonstrate an understanding of the differences between the crime-control model and the due-process model as it pertains to the criminal justice system.**

**L.11 Distinguish the historical antecedents of the American legal system**

**L.12 Distinguish between the FBI's UCR/NIBRS program and the NCVS and what they can tell us about crime in the United States today.**

**L.13 Recall and evaluate the major sources of crime and victimization data.**

**L.14 Discuss the crime trend for violent crime and property crime for the last 25 years.**

### **Courts/Laws:**

**L.15 Discuss the pre-trial, court, and adversarial processes.**

**L.16 Explain the difference between civil law and criminal law.**

**L.17 Discuss the history and purpose of the U.S. Supreme Court, and explain and evaluate its functions and operations.**

**L.18 Explain the process of entering a plea in a criminal case.**

**L.19 Discuss the role of the jury in deciding a criminal case.**

**L.20 Cite and describe the members of the courtroom workgroup, and what their goal is.**

**L.21 Describe the major steps in pre-trial procedures and the function of the grand jury.**

**L.22 Distinguish the differences between the local, state, and federal court systems.**

**L.23 Analyze how the various laws protect the individual and his/her rights as an American citizen.**

**L.24 Cite and describe the steps in a criminal trial.**

**L.25 Identify the major differences between the due-process model of justice and the crime-control model.**

**L.26 Describe and discuss the Tennessee Code Annotated (crimes against property, persons, and defenses to crimes).**

**L.27 Discuss the various Constitutional Amendments as they apply to the criminal justice system.**

**L.28 Discuss issues of the death penalty and important court cases.**

### **Law Enforcement:**

**L.29 List and explain the different kinds of law enforcement agencies and jurisdictions.**

**L.30 Discuss the role and function of law enforcement.**

**L.31 Recall the factors in society that contributed to the formation of the police.**

**L.32 Recognize critical issues in policing: effectiveness, discretion, racial profiling, corruption, brutality, and ethics.**

**L.33 Recognize major constitutional issues that involve policing: search and seizure and interrogation.**

**L.34 Identify and distinguish the impact of police subcultures.**

**L.35 Discuss and analyze how the Constitution and/or court precedent empowers or limits law enforcement behavior.**

**L.36 Describe and explain reasonable suspicion, probable cause, and elements of an arrest with/without a warrant.**

**L.37 Discuss and explain law enforcement rules for searches and seizures and *Miranda* rights.**

**Corrections:**

**L.38 Develop an understanding of the historical development of prisons in America.**

**L.39 Distinguish between prisons and jails.**

**L.40 Discuss recent trends in corrections (supermax prisons, disproportionate minority confinement, gender differences and needs, gangs/security threat groups).**

**L.41 Develop an understanding of the inmate culture based on Sykes' *Society of Captives*, pains of imprisonment, Clemmer's prisonization**

**L.42 Discuss major legal issues relative to corrections based upon 1st, 4th, 5th, 6th, 8th and 14th Amendments.**

**L.43 Discuss the goals of sentencing: retribution, deterrence, incapacitation, and rehabilitation.**

**L.44 Discuss the differences between probation and parole and critical issues such as: effectiveness, re-entry, probation fees and fines, risk and needs assessment.**

**L.45 Discuss the implications of the growth in jail and prison populations, with particular attention paid to the negative effects of overcrowding.**

**Juveniles:**

**L.46 List and explain the basic procedural and philosophical differences between juvenile and adult criminal courts.**

**L.47 Discuss *In re Gault* and its importance concerning juvenile Constitutional rights.**

**L.48 Explain the general procedures for arrest, intake, pre-trial diversion, and transfer to adult court.**

**L.49 Examine statistics of juvenile crime and delinquency.**

**NOTE: This syllabus is subject to change. Any changes made will be announced to the student in a timely manner. Further, throughout this course, we may discuss mature topics such as rape, child predators, prostitutes, etc. and I expect students to handle such in a mature fashion. Students may also be introduced to images of real crime scene photos that may contain gory images (blood, fluids, dead bodies, etc.). While I would like for all students to participate, if a student is uncomfortable viewing such images, then accommodations will be made.**

