

**The Howard University Educational Equity College in High School Program**  
***Principles of Criminal Justice 170-01 (3 credit hours)***  
**Department of Sociology and Criminology**  
**College of Arts and Sciences**

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Office Hours: By appointment only (via zoom)

Teaching Assistants assigned by school:

Sydni Turner:

AIM Charter High School 1, 2, 3, 4

Denae Bradley:

Advanced Math & Science IV, Urban Assembly of Performing Arts, Frederick Douglass  
Academy II, Wadleigh Secondary School for the Performing Arts,

Alexandra Rodriguez:

Global Learning Collaborative, Bronx Law Government and Justice, The Young Women's  
Leadership School of Queens, Urban Assembly Global Commerce,

### **Overview**

This introductory course serves as a foundation into the criminal justice system. In this course students will explore the key concepts of the criminal justice system and critically think about issues emerging in 21st century media. In addition, students will debate current controversy as it relates to the principles of criminal justice. Students are challenged to consider a range of criminal justice policy debates raised by the following questions:

- What components make up the criminal justice system?
- How is crime defined and measured?
- How is the system used to deter crime and promote peace?
- Who is affected by the criminal justice system? How?
- What are the theoretical explanations of criminal behavior?
- What are the emerging issues for the 21<sup>st</sup> century in criminal justice?

### **Educational Objectives**

The main educational goal of the course is to critically conceptualize, understand and explain the relevant issues surrounding the criminal justice system. In completing this course, students will be able to:

- Understand the competing goals of justice and punishment and major concerns of the criminal justice system.

- Develop a foundational understanding of the structures, agencies, and functions of the criminal justice system; and
- Critically evaluate and communicate current issues in CRJ.

### **Class Policies**

1. **Respect others' opinions and comments.** Respect is integral to the class as this course deals with controversial topics about which people have strong views and assumptions. I welcome discussion but I expect you to be courteous, respectful, and professional in your conduct at all times.
2. **Email.** I will answer your emails 24 hours of receipt (excluding weekends and holidays). All updates and announcements will be sent via-email to the class via blackboard. Please check your email and blackboard announcements before class.
3. **Additional ground rules will be agreed upon on the first day of class.**

### **University Support Services**

#### **5 American Disabilities Act (ADA)**

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact Special Student Services (202-238-2420) as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the first week of classes.

#### **Statement on Interpersonal Violence**

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues, all Responsible Employees, including faculty, are required to share this information with the University Title IX Office (202-806-2550) or a student can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202-238-2382) or University Counseling Services (202-806-6870). For more information about these services, please go to <http://campussafetyfirst.howard.edu>.

#### **Center for Academic Excellence**

The Center for Academic Excellence provides tutors to assist undergraduates with a variety of General Education subjects. To request a tutor, go to <http://undergradtestudies.howard.edu/cae/tutor-clearinghouse>. The center also provides academic counselors and student success workshops to help you stay in school and excel.

#### **Writing Center**

For assistance with your writing, you may visit the English Department's Writing Center online or in Locke Hall (Room 100)—with or without a referral. At the Center you will find tutors and software to help you with a variety of problems—from lack of organization to lack of subject verb agreement. However, the tutors will not proofread or edit for you. Instead, the tutors will do

the following: identify your writing problems, teach you how to solve those problems, and evaluate your progress. To schedule an appointment on campus, go to <http://www.coas.howard.edu/writingcenter>. To enroll in the online site, go to <http://www.cetla.howard.edu/wac/students.aspx>. Remember, however, that you can also find assistance on the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.

### **Blackboard**

You are expected to use Blackboard throughout this course. Therefore, see Blackboard FAQ for Students at [http://www.cetla.howard.edu/teaching\\_resources/blackboard/BBStudentsFAQ.html](http://www.cetla.howard.edu/teaching_resources/blackboard/BBStudentsFAQ.html) if you need help navigating Blackboard. If you are unfamiliar with Blackboard, please complete the hands-on orientation described on the FAQs page and submit the confirmation page to me during the 6 first week of classes.

### **Technical Support**

If you encounter technical problems with your email, Blackboard, Bison Web, or some other University-wide technology, go to <http://itsupport.howard.edu> to open a ticket or email [helpdesk@howard.edu](mailto:helpdesk@howard.edu). For information about computer labs, software distribution, IT security, printing, and other IT topics, see the service catalogue ([http://www.howard.edu/technology/services/service\\_catalogue.html](http://www.howard.edu/technology/services/service_catalogue.html)) on the website of Enterprise Technology Services (ETS). Also, for online learning resources, click the e-Learning tab when you log into Blackboard. University Libraries Go to <http://library.howard.edu/StudentLibraryInfo> to find out how to access resources and services at the Howard University Libraries. Be sure to check the “Research Help” portal at <http://library.howard.edu/searchportals>, and find out how to use the Summon search engine, the RefWorks bibliography manager, and Ask a Librarian to “chat” with a reference librarian.

### **Required Text**

The required text will be available online using the link below. Additional readings will be provided by the instructor and will be uploaded to blackboard.

### **Course Textbook: Introduction to the American Criminal Justice System**

<https://open.umn.edu/opentextbooks/textbooks/introduction-to-the-american-criminal-justice-system>

### **Grading Outline**

The class is based off of 100 points total.

Final Interview Assignment	31
Exams	24
CJ Panel Reflection	15
Discussion Participation	12
Professional Development	10
Syllabus Quiz	3
HBCU Quiz	2.5
Survey	2.5
<b>Total Number of Points</b>	<b>100</b>

### **Final Grades will be distributed as follows:**

- A - excellent 90% and above
- B - good, 80 - 89%
- C - fair, 70 - 79%
- D - poor, 60 -69%
- F - failure less than 60

### **Course Requirements**

1. Final Interview Assignment (31%): see detailed outline for this assignment on pages 6-9.
2. Exams (24% total) – There will be three exams (8% each) to test your knowledge of the key themes, concepts and theorists. **THERE WILL BE NO MAKE UP EXAMS.** Should extenuating circumstances cause you to miss the exams
3. Criminal Justice Panel Write up (15%): Write a 1-2 page reflection of the criminal justice panel you attended. Within your reflection include the following:
  - 3-4 your key take-away/something you learned on 2 specific panelists
  - At least 1 parallel between the panel and what you have learned in class/book
  - Importance of
  - Your personal critiques or thoughts.
4. Professional Development Participation (10%): Attend a one-on-one virtual session with one Howard University campus student.
5. Discussion Participation (12%) - All students are expected to participate in weekly discussion by the assigned time. **Students are to respond to at least 2 discussion topics from other students.** Your responses and responses to other students should be at least 75 words. Students should refrain from being purposely disrespectful to other students.
6. Quizzes (5% total): There will be two quizzes (2.5% each) to test your knowledge on the syllabus and history of Historically Black Colleges and Universities (HBCU)/Howard University.
7. Survey (2.5%): You will be required to take a Course Pre-Survey Assessment.

Extra Credit (up to 10 points): Attend an event that focuses on a topic around a criminal justice issue. (1) Summarize and critique the event. Paper will be 2-3 pages typed, double spaced, Times New Roman, 12-point font, 1-inch margins. (2) provide documentation for attendance of the event (i.e. email confirmation, picture of screen)

*Late Papers*: Each day you hand in an assignment late (including Saturday and Sunday), I will deduct 10% of the paper grade. I do not give extensions unless you show documentation to prove need.

## Class Schedule

Any reading with an asterisk (\*) will be provided to you via blackboard or email. All assignments are due on the day which they placed. The instructor has the right to change the readings, assignments, and due dates.

Week	Topic	Assignments Due on Tuesdays by 9AM	Readings
<b>Week 1: Sept 21-26</b>	Welcome to Howard University, Introductions, Overview of Course	N/A	See Blackboard
<b>Week 2: Sept 27-Oct 3</b>	Crime and Criminal Justice Defining and Measuring Crime	Syllabus Quiz HBCU Quiz Discussion 1	Chapter 1 and 2
<b>Week 3: Oct 4-10</b>	Concepts of Criminal Law and Justice/ “Justness” Criminal Justice Police	Discussion 2	Chapter 3 and 4
<b>Week 4: Oct 11-17</b>	Criminological Theory	Paper Proposal	Chapter 5
<b>Week 5: Oct 18-24</b>	Policing and U.S. Court Systems	Quiz 1 (on weeks 2-4)	Chapter 6 and 7
<b>Week 6: Oct 25-31</b>	Corrections	Discussion 3	Chapter 8
<b>Week 7: Nov 1-7</b>	Community Corrections	Paper Update	Chapter 9
<b>Week 8: Nov 8-14</b>	Juveniles and Crime	Quiz 2 (on weeks 5-7)	Chapter 10
<b>Week 9: Nov 15-21</b>	Race and Crime Sex/Gender and Crime	Discussion 4	See Blackboard
<b>Week 10 Nov 22-28</b>	Professional Development	Quiz 3 (on weeks 8-9) and Panel Reflection due	N/A
<b>Week 11 Nov 29-Dec 5</b>	Professional Development	Final Paper Due with writing center confirmation  Rites of Passage Video Submission (2 minute maximum)	N/A
<b>Week 12 Dec 6-8</b>	<b>CLOSING CEREMONY: RITES OF PASSAGE</b>		

\*The total amount of monies to be paid by the Newark Board of Education for these services shall not exceed \$8,000.00.

## **Criminological Biography Paper Principles of Criminal Justice**

The purpose of this assignment is to help you practice basic criminological analysis and research skills. In doing so you will be able to analyze criminological concepts and also learn about society at an earlier time in history, before you were around to experience it. This assignment asks you to write a 5-7 page “criminological biography” of an individual who has had any experience with the criminal justice system. You will be interviewing the person of your choice and analyzing how the criminal justice system has affected their lives using theory.

You will be completing different aspects of the paper over the semester. **You will turn in a paper proposal, Writing Center completion sheet, paper update, and final paper.** Each part is described below. The dates and times which everything is due is in the syllabus and will be announced in class.

### **PART 1: Paper Proposal and Interview Questions**

You are going to write a 1-2 page research paper proposal. In this research proposal you are going to tell us who you are going to interview and the interview questions you are going to ask. You will identify an individual (born at least 15 years before you were born), preferably a person that has had contact with the criminal justice system (i.e. arrested, detained, incarcerated), that you will interview. You are going to ask questions around their experiences within or around the criminal justice system and/or their perceptions of the criminal justice system over their lifetime.

You will turn in your questions for review.

*What should be included in your Paper Proposal:*

1. One paragraph stating:
  - o The name of the person you are interviewing
  - o Your relationship to them
  - o Set up a time to speak with them. When are you going to conduct the interview, date and time. The interviews should be done between **October 13th to October 31st.**
2. Formulate 7-10 interview questions. The questions will help you to understand how their experiences with the criminal justice system. **Only turn in the questions, do not answer them because you have not interviewed them yet.** Ask questions that can cover:
  - o Their experiences within the criminal justice system, such as what it was like to be arrested, incarcerated, etc.
  - o Their perceptions of the criminal justice system, such as how things have changed over time.
  - o Their experiences with any major historic events in their lives around the criminal justice system? (i.e. September 11th, Mass Incarceration, Crack or Opioid epidemic, ICE raids, Black Lives Matter, Civil Rights Era, etc.)

## **PART 2: The Interview**

To be completed between **October 13th to October 31st**. To complete this assignment, you will need to conduct an in-depth interview with someone 15 years or older than you (the older the better). Ask them about their basic life history as well as any key moments or important decisions that helped shape their lives. *It is helpful to record the interview so you can go back to it.*

You will ask the interview questions (which was turned in with your proposal). These questions will be used to guide your interview. Feel free to ask more questions than what you turned in. You will write down the answers to your questions because it will be included in your paper. A few suggestions:

- Skim over readings and lecture notes for ideas and concepts that might be useful.
- Ask good questions and good follow-ups/probes to find out things you did *not* already know. One principle of good research methods is not to put words in your subject's mouth.
- Take careful notes during the interview. These notes are the raw data from which you'll write your paper.

You will have more material than you can use, so summarize and edit carefully. Focus on the aspects of their lives that are most conducive to analysis.

## **PART 3: Paper Update**

This update is to ensure you are on the right track for your final version. You are going to turn in the answers to the questions from your interview. These are the same questions you gave us in your Paper Proposal. You will also choose ONE criminological theory to relate your interviewee's story to. Although this is an update, you are to write in complete sentences and in paragraph form.

The Paper Update to be:

- 3-4 pages, Double-spaced, formatted with 1-inch margins
- Your heading will include (this does not count towards your page count):
  - Name
  - Professor's Name
  - Name of Class
  - Date
  - Title of your paper (you can be creative)

The Paper Update must include:

- A list of your questions with their answers.
- The demographics of the person you interviewed (age, race, class, employment status, etc)
- One criminology theory that interests you (i.e. learning theory, strain theory, differential association, etc.)
  - Describe the theory
  - What are the main concepts of the theory

## **PART 4: Writing Center**

You are to go over your final version with the Writing Center. The Writing Center will give you a sign off sheet, which shows that you visited the center and got help from the staff on your paper. To ensure a spot, you should set up an appointment in advance as spots fill up.

Their contact information:

To enroll in the online site, go to <http://www.cetla.howard.edu/wac/students.aspx>. Remember, however, that you can also find assistance on the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.

## **PART 5: Final Paper**

Final essays need to be:

- 5-7 pages, Double-spaced, formatted with 1-inch margins
- Attached your confirmation email from the writing center (it does not count towards your page count).
- Your heading will include (this does not count towards your page count):
  - Name
  - Professor's Name
  - Name of Class
  - Date
  - Title of your paper (you can be creative)

*Your final paper must include the following:*

1. You will need an introductory and conclusion paragraph.
2. A paragraph about who you interviewed, their demographics, and if they have ever been involved in the criminal justice system.
3. Information about how the criminal justice system has affected their lives and include major events that have occurred in their lives. Connect to concepts and events you learned about in class
4. The criminological theory that you chose. Describe the theory and it's main concepts
5. Relate their life story to the theory that you chose.

### **What not to do**

Do not turn in a paper that describes your relative's life (birth, education, work, etc.) without *analyzing* it. It is not enough to simply tell their life story. Instead, you need to not only describe their life-story, but also analyze it criminologically by connecting their opportunities, beliefs and economic circumstances to broader societal trends. Half of your paper should consist of description, and half of analysis.