

*CALIFORNIA STATE UNIVERSITY SACRAMENTO
CRIMINAL JUSTICE DIVISION*

Syllabus

CRIMINAL JUSTICE 5
COMMUNITIES AND THE CRIMINAL
JUSTICE SYSTEM

CHARLES LUSHBAUGH

Spring 2009

COURSE DESCRIPTION

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse, multi cultural population. The course addresses the role that race, ethnicity, gender, religion, sexual orientation, age, social class, culture and justice professionals play in shaping these relationships. Special topics include crime prevention, restorative justice and conflict resolution.

COURSE OBJECTIVES

1. Explain the major roles of the U.S. police, courts and correctional system.
2. Define “community” and the interfaces between it and the justice system.
3. Explain and apply the concepts of power, privilege, discrimination and community justice.
4. Identify key cultural value areas that present the greatest potential for conflict between communities and the components of the criminal justice system.
5. Examine conception of justice and fairness from the perspectives of victims, offenders, community members and justice system professionals.
6. Explain how the law has been used historically to create, maintain and reduce the harmful effects of those who are and have been considered “different” or outside the dominant class or culture in the U.S.
7. Explain the relationship between law and culture, and the role of race, culture, sex and religion in shaping attitudes toward justice institutions and law.
8. Describe how community perceptions of the justice system have been shaped by historical relations between the system and different cultural groups within the community (e.g., class, race, gender, religion, disability, sexual orientation, age, etc.).
9. Identify mechanism and programs for addressing crime and conflict within and between communities and the justice system such as restorative justice, mediation and crime prevention.
19. Identify strategies for developing and implementing community programs for crime control and the administration of justice.

TEXT

Multiculturalism in the Criminal Justice System, McNamara and Burns, McGraw Hill.

METHOD OF INSTRUCTION

The course plan seeks to blend textbook material with contemporary investigations and ongoing criminal trials. All lectures are conducted following the Socratic Method, which

means that you should be prepared to answer questions that are asked of you in class. With the Socratic Method in mind, please complete all required readings prior to the start of class.

EXAMINATIONS

There will be one midterm in approximately the 8th week of instruction and a final in accordance with University scheduling. There will be an in-class review of the midterm, after the test is given. The final examination will be non-cumulative. Both examinations will be objective, with short answer questions calling for the selection of one of the suggested answers as the best answer as well as some fill in questions. In addition, there will be five, ten question, quizzes given during the semester. These quizzes will be given randomly and may be given without warning. There will be no make-ups for quizzes that are missed due to a student's absence on the date the quiz is given. However, an exception will be considered for military commitments, or extended illness.

PAPER

This will be an in-depth research paper based upon both library and Internet sources of information. These sources of information will be scholarly professional journals. The student will be expected to properly cite these sources of information in this paper by using either footnotes or endnotes. This paper will be graded based upon the amount and quality of the research that went into the paper as well as your ability to analyze concepts presented in class and applying these concepts in their discussion.

The paper must be typed, 12 point type, double-spaced and should be five pages, or more, in length. The paper is due on, April 23rd. The paper may be submitted after this date; however, one point will be deducted for each calendar day the paper is submitted after the due date.

Note: papers must be submitted in a hard copy form, do not e-mail papers and no papers will be accepted after the last day of class prior to the final examination.

The paper should address one of the following topics:

Racial profiling: Myth or reality. Define racial profiling and cite examples of its existence or the difficulty in disproving a negative.

Immigration status and the criminal justice system. How is a person's immigration status an issue for the criminal justice system, what are the issues.

Native American rituals in the correctional facility. Discuss the issues and the policies that have been implemented to deal with these issues.

Grading Rubric: Written work will be graded on both substance and quality of writing. The following grading rubric is generally followed:

A grades are awarded by work that goes above and beyond the required assignment. This includes work that has been carefully edited and contains no grammatical errors, work that uses multiple sources outside of assigned course material, and that provides a solid analysis and synthesis of material in a well organized manner.

B grades are awarded to work of excellent quality. This includes work that is well organized, has few grammatical errors, and that provides a strong analysis of the material studied.

C grades are awarded to average work. This includes work that meets the requirements of the assignment, is organized in a cohesive and acceptable manner and that illustrates a command of the material studied.

D grades are awarded to below average work but work that indicates an attempt was made at a C grade. This includes work in which minimal assignment requirements were almost, but not quite met. This work is completed on time but it appears there was no attempt to edit, leaving it difficult to read.

F grades are awarded for assignments that are not completed; that are not close to meeting the assignment requirements or are not coherent.

Incomplete grades will not be given unless there is a legitimate reason why the student cannot complete the required work during the semester. A failing grade is not considered a legitimate excuse.

SEMESTER GRADE

Letter credit will be given based upon; each examination having equal value of fifty points, the crime report based upon the crime scene scenario having a value of fifty points, and the quizzes having a value of fifty points for a total possible 200 points.

Note: There are no provisions for extra credit for this class

ATTENDANCE

Attendance will taken at the start of each lecture for instructional purposes. The student will not be penalized for missing class. However, it is the students' responsibility to get the missed class notes from another student.

GRADING SCALE:

A = 93-100	B+ = 87-8	C+ = 76-79	D+ = 66-69
A- = 90-92	B = 83-86	C = 73-75	D = 63-65
	B- = 80-82	C- = 70-72*	D- = 60-62
F = below 60			

TENTATIVE TOPICS AND READING SCHEDULE

Week 1	Chapter 1, Introduction Defining minority groups, prejudice and discrimination
Week 2	Chapter 2, Group Dynamics The criminal justice system, communication, social interaction

Week 3	Chapter 3, African Americans and the criminal justice system Historical background, Blacks and the criminal justice system
Week 4	Rise of the Black middle class
Week 5	Chapter 4, Hispanic Americans and the criminal justice system Chicanos, Cubans, and Puerto Ricans
Week 6	Hispanic involvement in the criminal justice system
Week 7	Chapter 5, Asian Americans and the criminal justice system Groups and sub-groups, issues for concern
Week 8	Chapter 6, Native Americans and the criminal justice system Historical background, assimilation issues
Midterm	Chapters 1 - 6
Week 9	Chapter 7, Women and the criminal justice system Historical fight for equal treatment, women in policing
Week 10	Chapter 8, The Gay Community and the criminal justice system Public attitudes, historical developments
Week 11	Chapter 9, The elderly and the criminal justice system Baby boomers, Generation X, and Generation Y
Week 12	Chapter 10, Policing and Multiculturalism History of policing, police practices, police training
Week 13	Chapter 11, Courts and Multiculturalism Initial appearance, hearings, sentencing
Week 14	Chapter 12, Corrections and Multiculturalism Population, correctional issues
Week 15	Chapter 13, the future of multiculturalism Strategies for success

Final Chapters 7 - 13

OFFICE HOURS

Tuesdays and Thursdays from 1:00 to 3:00 pm, Alpine Hall room 234. Office telephone 278-7040, e-mail address, lushbaugh@csus.edu