

CRJ 5
The Community and the Justice System
Fall 2009

Professor: Terry R. Farmer

Class meets: Section 5: Tues./Thurs. 1:30- 2:45 pm Room: Douglas Hall 209

Section 6: Wed. 7:00-9:50 pm Room: Alpine Hall 235

Office Hours: Tues/Thurs 12:00- 1:00 pm, and by appointment

Office: Alpine 105

Email:

Course Description:

The course examines complex, dynamic relationships between communities and the justice system in addressing crime and conflict with emphasis on the challenges and prospects of administering justice within a diverse, multicultural population and the roles played by race, ethnicity, gender, religion, sexual orientation, age, social class, culture, and justice professionals in shaping relationships within the justice system. Special topics include crime prevention, restorative justice, and conflict resolution and pure justice.

Course Objectives:

At the conclusion of the course students should be able to:

1. Explain the major roles of the U.S. police, courts, and correctional system.
2. Define “community” and its role in the justice system.
3. Explain and apply the concepts of power, privilege, discrimination, and community justice to the development and administration of the justice system.
4. Examine conceptions of justice and fairness from the perspectives of victims, offenders, community members, and justice system professionals.
5. 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.
6. 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., social class, race, gender, religion, disability, sexual orientation, age, etc.).

7. Identify mechanisms and programs for addressing crime and conflicts within and between communities and the justice system such as restorative justice, mediation, and crime prevention.

Required Texts:

The Criminal Justice Collective. 2009. *Investigating Difference: Human and Cultural Relations in Criminal Justice*. Allyn and Bacon.

Robert Shusta et al. *Multicultural Law Enforcement, Strategies for Peacekeeping in a Diverse Society (4th edition)*. Pearson Prentice Hall

Course Schedule: (Subject to change)

Week 1 (8/31- 9/4)

Introduction Course Requirements and Expectations

CJC Ch. 1 Pgs. 2-9 Investigating Difference

Week 2 (9/7- 9/11)

CJC Ch. 2, Pgs. 10-22 Conceptualizing Difference

CJC Ch. 3, Pgs. 23-36 Privilege and the Construction of Crime

Week 3 (9/14- 9/18)

CJC Ch. 4, Pgs. 39-52 Intercultural and Interpersonal Communication.

MLE Ch. 1, Pgs. 3-38 Multicultural Communities: Challenges for Law Enforcement

Week 4 (9/21- 9/25)

CJC Ch. 5, Pgs. 56-70 Social Class, Crime and Justice

Term paper subject due

Week 5 (9/28- 10/2)

1st exam due

CJC Ch. 6, Pgs. 74-85 Native Americans and Criminal Justice

MLE Ch. 9, Pgs. 268-298 Law Enforcement Contact with Native Americans

Group Presentation: The Justice System and Native Americans

Week 6 (10/5- 10/9)

CJC Ch. 8, Pgs. 102-111 African Americans and Criminal Justice

MLE Ch. 6, Pgs. 171-199 Law Enforcement Contact with African Americans

Group Presentation: The Justice System and African Americans

Week 7 (10/12- 10/16)

CJC Ch. 9 Pgs. 114-123 Latinos and the Criminal Justice System

MLE Ch.7 Pgs. 202-232 Law Enforcement Contact with Latino/Hispanic Americans

Group Presentation: The Justice System and Latinos/Hispanic Americans

Week 8 (10/19- 10/23)

CJC Ch. 10 Pgs. 126-138 Criminal Justice and the Asian American Experience

MLE Ch. 5 Pgs. 135-168 Law Enforcement Contact with Asian/Pacific Americans

Group Presentation: The Justice System and Asian/Pacific Americans

CJC Ch. 7 Pgs. 88-100 Immigrants and Criminal Justice

CJC Ch. 17 Pgs. 214-223 Undocumented Immigration as Moral Panic

Group Presentation: The Justice System and Illegal Immigrants

Week 9 (10/26-10/30)

2nd exam due

CJC Ch. 16 Pgs. 199-210 Religious Difference, Persecution and Criminal Justice

MLE Ch. 8 Pgs.235-266 Law Enforcement Contact with Arab Americans and Other Middle Eastern Groups

Group Presentation: The Justice System and Arab Americans as well as other persons of religious difference.

Week 10 (11/2- 11/6)

CJC Ch. 11 Pgs. 139-153 Women's Difference in the Criminal Justice System

Group Presentation: The Justice System and Women

CJC Ch. 14 Pgs. 180-187 Youth Crime and Justice in a Changing Society

Group Presentation: The Justice System and Youth

Week 11 (11/9- 11/13) (No class Veteran's Day, 11/11)

CJC Ch. 12 Pgs. 157-168 Gay Men, Lesbians, and Criminal Justice

Group Presentation: The Justice System and the Gay, Lesbian, Bi-Sexual and Transgender Community

CJC Ch. 13 Pgs. 171-178 Aging and Criminal Justice

CJC Ch. 15 Pgs. 189-196 Individuals with Disability

Group Presentation: The Justice System and the Elderly and Persons with Disabilities.

Week 12 (11/16- 11/20)

3rd exam due

MLE Ch. 3 Pgs. 83-104 Multi- Cultural Representation in Law Enforcement

MLE Ch. 4 Pgs. 106-131 Cross-Cultural Communication for Law Enforcement

Week 13 (11/23- 11/27) (No class Thanksgiving Day 11/26)

MLE Ch. 12 Pgs. 357-399 Hate/Bias Crimes: Victims, Laws, Investigations and Prosecutions

MLE Ch. 13 Pgs. 402- 427 Hate/Bias Crimes: Reporting, Monitoring, and Response Strategies

Week 14 (11/30- 12/4)

MLE Ch. 14 Pgs. 428-470 Racial Profiling

CJC Ch. 18 Pgs. 225-235 Fairness in the Courts

Term Papers due

Week 15 (12/7-12/11)

CJC Ch. 19 Pgs. 237- 244 Wrongful and Unlawful Conviction

CJC Ch. 21 Pgs. 268-281 Understanding the Crime Victim/ Justice Worker Relationship

Final

Final exam due

Course Content and Procedure:

Course will be conducted as follows:

.Readings:

There are readings listed for each week. It will be expected that all readings will be read by the beginning of each week, and that students will come to class prepared to discuss them. Additional readings, such as shorter articles concerning current events, may be assigned throughout the course.

Exams:

There will be four exams given during the course. Each exam will be a take home essay related to a question or questions raised by the material. The exam will be distributed the class period preceding the due date and will be collected at the beginning of class on the due date. Late exams will not be permitted. Each exam will require a printed response of 1-2 pages, 1.5 spaced in Times New Roman 12 point font. Exams will be graded on style and content. See Essay Grading Rubric below. It is expected that each response will be the student's original work.

Group Presentations:

You will be assigned to a group of 5-7 people to prepare and present to the class a presentation related to one of the particular community groups identified in the assigned texts. In addition to the texts, the groups should feel free to use other research/materials including but not limited to videos, guest lectures, interviews, case studies, role plays, etc. You are free to use any proper method of presentation, including power point, outline/ handouts, and etc. Your presentation is expected to last 50 minutes, plus another 15 minutes for comments, questions. You should make an outline of your group presentation for the instructor and for each class member. Equal work as well as presentation is expected of each group member.

Your presentation will be graded as a group by your peers and reviewed by the instructor based on Content, (eg. level of knowledge, comprehensiveness and clarity of presentation of the key issues; Effectiveness of Presentation, (visual aids, team work, etc.); Time Management; and Responsiveness to the questions posed by instructor and students.

Research Paper:

Students will select a specific topic related any area covered in the course, research the topic and prepare a paper on the topic and its relevance to effective law enforcement/ community relations. The subject matter can relate to an historical event (the Rodney King incident, Harvey Milk assassination, the Burning Bed Homicide), a current event (the appointment of a Latina justice, the New Haven Firefighters case, the Cambridge arrest of a Harvard professor) or an examination of a local group or groups and their contacts and relationships with the local law enforcement community.

The paper should set forth a thesis or focus of the issues raised by the chosen subject matter, an analysis of how those issues impact law enforcement/ community relations and a conclusion as to what should be learned from the issues discussed. The paper should be 5-7 pages long, 1.5 spaced with 1½ inch margins utilizing Times New Roman 12 point font type face. Sources must be identified and attributed with proper footnotes. A single typewritten page specifying your topic, with a proposed outline must be submitted by the specified date. During the course of selecting a topic and writing the paper, students should feel free to raise any questions or concerns which arise with the instructor. Late papers will not be accepted. , Papers will be graded on content, clarity, grammar, coherence and organization of thoughts, and proper citations/references, in relation to your thesis, issue analysis and conclusions.

GRADING:

There are a total of 500 points available to be earned in the class which may be earned as follows:

4 Exams, each worth 50 points = 200 points

The Research Paper = 150 points

The Group Presentation = 100 points

Class Attendance and Participation= 50 points

Total = 500 points

The final grade is based upon the percentage of available points the student receives as follows:

A 93-100%	A- 90-92%	
B+ 87- 89%	B 83-86%	B- 80- 82%
C+ 77- 79%	C 73-76%	C- 70-72%
D+ 67- 69%	D 63- 66%	D- 60- 62%

Writing Help

The University Writing Center, 128 Calaveras Hall, provides encouraging, focused, and non-judgmental one-to-one tutorials in writing for any student at CSUS. The Center offers help with writing at all points in the process, from initial planning and organizing through developing and revising a paper. Students are welcome to come to the Writing Center with writing assignments for any course in any academic discipline.

Essay Grading Rubric

1) Structure (25%)

a) Excellent: (21-25 points)

- i) Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
- ii) Paragraphs begin and end with transitions and focus on a single concept or idea.
- iii) Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
- iv) Arguments and conclusions are internally consistent and always supported with evidence or logic.
- vi) Writer makes frequent and effective use of examples to support his/her underlying argument.
- vii) Closing paragraph sums up writer's points and links back to opening.
- viii) Overall the essay reflects conscious use of structure and organization which facilitates the reader's understanding.

b) Acceptable: (16-20 points)

- i) Opening paragraph addresses a purpose.
- ii) Writer makes paragraph breaks in appropriate places.
- iii) Body of essay stays on general topic introduced in essay.
- iv) Writer makes some use of logic and evidence.
- v) Writer makes some use of examples to support his/her argument.
- vi) The essay reflects some overall structure and organization.

c) Unacceptable: (15 points or less)

- i) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of the essay.
- ii) Writer fails to break writing into paragraphs at appropriate places
- iii) Body of essay wanders among topics without apparent purpose.
- iv) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
- v) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random

2) Language Usage (25%)

a) Excellent: (21-25 points)

- i) Writing contains no grammar, punctuation, or spelling errors.
- ii) Writer makes extensive use of active voice.
- iii) Writer consistently uses appropriate tense. Writer uses varied sentence structures.
- iv) Writer appropriately uses a rich vocabulary and varied vocabulary.

b) Acceptable (16-20 points)

- i) Writing contains some minor grammatical, punctuation or spelling errors.
- ii) Writer primarily uses active voice, but occasionally lapses into passive voice when active voice would better serve his/her objectives.
- iii) Writer sometimes uses present tense to describe past events or other errors in tense.
- iv) Writer repeatedly uses simple sentence structure.
- v) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.

c) Unacceptable (15 or less points)

- i) Writing contains numerous grammatical, punctuation or spelling errors.
- ii) Writer never uses active voice.
- iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
- iv) Writing contains sentence fragments.
- v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

3) Content and analysis (50%)

a) Excellent (41-50 points)

- i) The essay directly addresses the question or assignment.
- ii) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
- iii) The writer demonstrates innovative and original analysis of the issue.

b) Acceptable (31-40 points)

- i) The essay primarily addresses the question or assignment, but misses some aspects of the question.

- ii) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
 - iii) The essay describes more than it analyzes.
- c) Unacceptable (30 points or less)
- i) The essay is not responsive to the question or assignment.
 - ii) The facts or conclusions are erroneous.

Accommodation for Disabilities:

Any student with concerns about a disability should discuss your accommodation needs with me after class or during my office hours early in the semester. If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 108, (916) 278-6955.

Academic Dishonesty:

Any student who engages in any form of cheating, plagiarism, or other acts of dishonesty will receive a failing grade in the class. If a student has a question about what constitutes plagiarism, please consult me or review “Plagiarism Information for CSUS Students and Faculty” at the library website; library.csus.edu.