CJAD 320 (Hybrid)
Cultural Diversity in Criminal Justice

Early Fall Session 15/11
August 17 – October 10, 2015

Course Description

Examination of current issues and social problems relating to the administration of justice in a culturally diverse society. Special focus of the course will be on the changing ethnicity of communities and related changes in social and institutional public policy. Also discussed is cross-cultural communication, implementing cultural awareness training, multicultural representation in law enforcement, and criminal justice interaction with various racial and ethnic groups. Course meets multicultural graduation requirement. This course is strongly recommended as a prerequisite for CJAD 345 (Ethics and Morality in Criminal Justice).

Prerequisite: CJAD 101 and junior standing

Proctored Exams: None

Class Day and Time: Monday, 5:30 to 8:30

This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks


Textbooks for the course may be ordered from MBS Direct:

- online at http://direct.mbsbooks.com/columbia.htm
- by phone at 800-325-3252

For additional information about the bookstore, visit http://www.mbsbooks.com.
Course Overview

Welcome to Cultural Diversity in Criminal Justice (CJAD 320), hybrid. Material in this course will be presented in five major sections that address key multicultural issues facing police today and into the 21st century. Information will be presented that provides insightful and practical information on how law enforcement professionals can work effectively with diverse cultural groups, both inside their organizations as well as in the community. The course goal is to focus on the cross-cultural and racial contact that police officers and civilian employees have with citizens, victims, suspects, and coworkers from diverse backgrounds. You should, upon course completion, have a working knowledge of the role that cultural diversity plays in the administration of justice. Each week we’ll focus on a different aspect of cultural diversity in criminal justice with class discussions and other activities that will help us understand the issues and problems encountered while working and living in an increasingly diverse society.

Technology Requirements

Participation in this course will require the basic technology for all hybrid classes at Columbia College:

- A computer with reliable Internet access,
- A web browser,
- Ability to watch an online video, such as on YouTube,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard technical requirements for our courses on our site.

Course Objectives

- To appreciate cultural diversity issues facing police, courts, and corrections in the criminal justice system.
- To understand how to advocate the need for reform when necessary.
- To understand the changing ethnicity of communities and related changes to social institutional policy.
- To understand the roles and functions of police, courts, and corrections in a culturally diverse society and to heighten sensitivity to cultural diversity issues facing these agencies.
- To understand and appreciate a multicultural society.
- To become acquainted with model diversity practices utilized by criminal justice entities.
- To enhance critical thinking, research, and communication skills on cultural diversity issues.

Measurable Learning Outcomes

- Describe and explain cultural diversity issues facing police, courts, and corrections in the criminal justice system.
- Analyze and describe the changing ethnicity of communities and related changes to social and institutional policy.
- Identify the roles and functions of police, courts, and corrections in a culturally diverse society.
- Evaluate cultural diversity issues currently facing criminal justice agencies.
- Explain, evaluate and apply important theories and policies regarding cultural diversity issues.
• Compare and contrast the cultural diversity issues impacting employment with those impacting the relationship between agencies and offenders.
• Appraise current literature, materials and developments regarding cultural diversity issues.

Grading

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
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<td>90-100%</td>
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<tr>
<td>B</td>
<td>480-539</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>420-479</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>204 – 237</td>
<td>60-69%</td>
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<tr>
<td>F</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Assignment Category</th>
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<th>Percent</th>
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<tbody>
<tr>
<td>In Class Activities</td>
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<td>13%</td>
</tr>
<tr>
<td>Discussions (Online)</td>
<td>80</td>
<td>13%</td>
</tr>
<tr>
<td>Dropbox Assignments (Online)</td>
<td>90</td>
<td>15%</td>
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<tr>
<td>Quizzes (Online)</td>
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<td>Exams (In Class)</td>
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<td>Total</td>
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Grade Weights

Schedule of Graded Assignments

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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Online</th>
<th>Due In-Seat</th>
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<tr>
<td>1</td>
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<td>In Class</td>
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<tr>
<td></td>
<td>Discussion 1</td>
<td>10</td>
<td>(Thursday/Sunday)</td>
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<tr>
<td></td>
<td>Dropbox 1 – Guidelines Presented</td>
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<td>Sunday of Week 5</td>
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<td></td>
<td>Quiz 1</td>
<td>25</td>
<td>Sunday</td>
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<tr>
<td>2</td>
<td>In Class Activities 2</td>
<td>10</td>
<td>In Class</td>
<td></td>
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<tr>
<td></td>
<td>Discussion 2</td>
<td>10</td>
<td>(Thursday/Sunday)</td>
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<td></td>
<td>Quiz 2</td>
<td>25</td>
<td>Sunday</td>
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<tr>
<td>3</td>
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<td></td>
<td>Discussion 3</td>
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<td>Quiz 3</td>
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<td>Sunday</td>
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<td>Discussion 4</td>
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<td>(Thursday/Sunday)</td>
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<td>Midterm Exam</td>
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<td>In Class</td>
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<td></td>
<td>Discussion 5</td>
<td>10</td>
<td>(Thursday/Sunday)</td>
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<tr>
<td></td>
<td>Dropbox 1</td>
<td>20</td>
<td>Sunday</td>
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<td></td>
<td>Quiz 4</td>
<td>25</td>
<td>Sunday</td>
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<tr>
<td>6</td>
<td>In Class Activities 6</td>
<td>10</td>
<td>In Class</td>
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Assignment Overview

Readings (Before Class)

Complete the weekly assigned readings before participating in class or online assignments so that you can bring your new knowledge to bear in the week’s work. It is also important to read the assignment prior to taking the weekly quiz. The quizzes are based on those assigned readings.

In Class Activities (In Class)

We will also have activities as part of our in-seat portion of the hybrid. In order to earn these points, you must attend the in-seat class. These in-seat discussions and activities will cover topics from the readings and the previous week’s work. You should come to the in-seat session prepared and ready to actively participate in all classroom discussions.

Discussions (Online)

Since this is a hybrid course, a portion of your discussion points will be awarded for your online discussion work. You should read the requirements and do any required internet research necessary. Then prepare a well-worded and thoughtful response to each question asked, relating your answer directly to the results of your research and the classroom discussion.

You must post your own discussion response before you are given access to read and reply to other messages posted by classmates. This encourages original thought without influence from other existing messages. Students will be able to see the number of unread messages in the updates widget and on the main discussion page, but when you access the topic the following message appears: You must compose a message before you can view or reply to other messages in this topic. Any boxes opened and not completed (to get around the system) will receive an automatic deduction in the grade for that discussion. If you do have a system error contact me ASAP. Additionally, some threads do not use this feature as it is helpful for students to view other’s posts.

Conventions of “netiquette” (online etiquette), which include courtesy to all users, will be observed online and the equivalent will be observed in the classroom setting. For each online discussion, you are expected to have one original post and at least two responses to classmates’ posts. All posts are due by Sunday at 11:59 pm CDT (9:59 PDT) but you are expected to participate early and often in the discussions.
Dropbox Assignments (Online)

There are two writing assignments that you will be required to upload to the appropriate D2L dropbox. Assignment details can be found in the Content area for each week, but you will always be expected to write at a collegiate level and support your opinions with examples from the textbook, your own research, or your own experience. All assignments need to be saved in MS Word or PDF format and turned into the appropriate dropbox by the deadline.

Quizzes (Online)

Weekly quizzes correspond with the assigned chapter readings, they are given weekly and only available the week assigned. Weekly quizzes will be a combination of T/F and multiple-choice questions based on the weekly reading assignments.

Exams (In Class)

The midterm and final will both be given in class. The midterm will cover chapters 1-7 while the final will cover chapters 8-15.

Course Schedule

Week 1: Multicultural Communities – Challenges for Law Enforcement

Readings (Before Class)

Chapter1

In Class Activities 1 (In Class)

To prepare for the in class discussion, visit the FBI link provided in the Content area. This will allow you to check out some current events in Law Enforcement. Also be prepared to introduce yourselves giving some information about your background and what brought you to criminal justice.

Discussion 1 (Online)

A man was traveling by automobile from Missouri to go hunting in Montana. On the way home, he was stopped in Nebraska for speeding. Noticing hunting gear and rifle cases, the officer asked to search the vehicle to which the driver agreed. During the search, the officer found a six-inch hunting knife in the glove compartment and the driver was arrested for possession of a concealed deadly weapon. The driver argued that in Missouri, this was perfectly legal for active hunters. Should the officer let him go because it is a simple misunderstanding of differing laws, or should the hunter have known the laws of the state he was traveling through and be held responsible?

Apply this same idea to an immigrant to the United States who is unfamiliar with not only the culture but the laws of the land. Is it the law enforcement officer’s job to simply enforce laws, to help educate the public, or both? Back up your opinion with examples from the book, your own research, or your own experience. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM Central Daylight Time (9:59 Pacific Daylight Time) on Sunday.

Dropbox 1 (Online)

Watch the movie Crash, a movie directed by Paul Haggis and stars Sandra Bullock, Don Cheadle, Matt Dillon, Larenz Tate, Jennifer Esposito, Ludacris, Terrance Howard and more.

In a Microsoft Word document, prepare an essay which includes the following:

- Why do you think this movie was assigned for this class?
- How does the content of the movie to the overall theme of our class?
- What are your thoughts about the meaning, the foundation, of this movie?
A goal for length is 1-2 pages. This assignment is due by Sunday of Week 5 at 11:59 PM Central Time (9:59 PDT).

WARNING: This movie is Rated R and contains some offensive and adult language and content. If you feel uncomfortable watching this movie, please contact me via email for an alternative assignment.

Quiz 1 (Online)
This quiz covers the readings from this week. You can access the quiz any time during the week in the Quizzes section of D2L and is due by 11:59 PM Central Time (9:59 PDT) on Sunday.

Week 2: The Changing Law Enforcement Agency and Multicultural Representation in Law Enforcement

Readings
Chapters 2 and 3

In Class Activities 2 (In Class)
Be prepared to discuss possible solutions for organizational managers, leaders and military personnel to defuse, mediate and resolve racially and culturally rooted conflicts. What are some suggestions to prevent such conflicts from happening?

Discussion 2 (Online)
Read the mini case study in chapter 3 about creating a plan to recruit women and minorities. First, post at least three ideas for your recruitment strategy. Then, briefly discuss why it is important to have law enforcement officers who represent the community they are policing. (Reminder, provide specific support through online research, such as sites you discover). You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CDT (9:59 PDT) on Sunday.

Quiz 2 (Online)
This quiz covers the readings from this week. You can access the quiz any time during the week in the Quizzes section of D2L and is due by 11:59 PM Central Time (9:59 PDT) on Sunday.

Week 3: Cultural Specifics for Law Enforcement. Cross-Cultural Communications/Minority Contact for Law Enforcement

Readings
Chapters 4, 5, and 6

In Class Activities 3 (In Class)
Be prepared to discuss the typical styles of communication that people may display when uncomfortable with cross-cultural contact. Place an emphasis on special problems involved when officers or criminal justice practitioners must communicate with citizens who are limited English speakers. Propose possible solutions to such problems.

Discussion 3 (Online)
After reading chapter 4, discuss the dynamics and typical styles of communication that people may display or use to cover up their discomfort when they are uncomfortable with cross-cultural contact. Place an emphasis on special problems involved when officers or criminal justice practitioners must communicate with citizens who are limited English speakers and possible solutions to those problems. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CDT (9:59 PDT) on Sunday.
Quiz 3 (Online)
This quiz covers the readings from this week. You can access the quiz any time during the week in the Quizzes section of D2L and is due by 11:59 PM Central Time (9:59 PDT) on Sunday.

Week 4: Cultural Specifics for Law Enforcement
Readings
Chapter 7
In Class Activities 4 (In Class)
The Latino/Hispanic American population is the fastest growing segment in the U.S. population. Be prepared to discuss the implications you see for law enforcement in terms of services, language, recruitment and training?
Discussion 4 (Online)
List, define and discuss three general characteristics of each of the families of the Asian/Pacific, African American and Latino/Hispanic cultures. Identify, list and discuss two myths or stereotypes associated with each of these groups as discussed in chapters five and six and seven. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CT (9:59 PDT) on Sunday.

Midterm (In Class)
The midterm exam will be given during class this week and will cover chapters 1-7.

Week 5: Cultural Specifics for Law Enforcement
Readings
Chapters 8 and 9
In Class Activities 5 (In Class)
Be prepared to discuss your opinion on what law enforcement agents should do when the state law is in conflict with a federal law that has been based on treaties with Native Americans signed by the federal government. How can officers who are on the front lines win the respect and cooperation of Native Americans when they are asked to enforce something that goes against the treaty rights?
Discussion 5 (Online)
List and discuss the aspects of the history of each group portrayed in chapters 8 and 9 that might contribute to its members' current perceptions of and relations with the police. (In other words, list/discuss two ways the history of these groups has affected relations with law enforcement.) In addition, discuss aspects of the communication style of these groups (both verbal and nonverbal) of which police officers and other law enforcement and criminal justice personnel should be aware of in their day-to-day interactions. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CT (9:59 PDT) on Sunday.

Quiz 4 (Online)
This quiz covers the readings from this week. You can access the quiz any time during the week in the Quizzes section of D2L and is due by 11:59 PM Central Time (9:59 PDT) on Sunday.

Week 6: Multicultural Law Enforcement Elements in Terrorism and Homeland Security
Readings
Chapters 10 and 11
In Class Activities 6 (In Class)

Do a bit of research and be prepared to discuss what resources exist in your community to assist victims of hate/bias crimes. Also, what are some important elements to reduce the number of hate/bias crimes?

Discussion 6 (Online)

Access the Department of Homeland Security website (available in the Content area) and review the organizational chart. Research tips provided to local communities in their preparation for homeland security. Are you able to identify any multicultural law enforcement related tips or articles? Research BNICE and CBRNE on the web and then use those resources to build the below discussion. Define terrorism, domestic terrorism, international terrorism, “WMDs”. Using the web, identify and define CBRNE and BNICE incidents. Once identified, discuss multicultural “initial considerations” in responding to potential terrorist incidents. Identify and discuss what critical steps local law enforcement agencies and officers should use when gathering information and interviewing possible terrorist suspects within multicultural communities. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CT (9:59 PDT) on Sunday.

Quiz 5 (Online)

This quiz covers the readings from this week. You can access the quiz any time during the week in the Quizzes section of D2L and is due by 11:59 PM Central Time (9:59 PDT) on Sunday.

Week 7: Response Strategies: Crimes Motivated by Hate/Bias and Racial Profiling

Readings

Chapters 12 and 13

In Class Activities 7 (In Class)

Be prepared to discuss the prevention of racial profiling in law enforcement using the following seven areas noted in the chapter:

- Accountability and supervision
- Agency policy to address racial profiling
- Recruitment and hiring
- Education and training
- Minority community outreach
- Traffic stops
- Data collection on citizens’ race/ethnicity

Discussion 7 (Online)

After reading chapters 12, 13 and 14, identify and discuss the special problems/guidelines in properly identifying, investigating and prosecuting hate/bias crimes. Briefly, identify and discuss the hate groups listed in Chapter 12 and identify/discuss which non-governmental organizations might monitor those hate groups. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CT (9:59 PDT) on Sunday.

Quiz 6 (Online)

This quiz covers the readings from this week. You can access the quiz any time during the week in the Quizzes section of D2L and is due by 11:59 PM Central Time (9:59 PDT) on Sunday.
Week 8: Cultural Effectiveness for Peace Officers

Readings

Chapters 14 and 15

In Class Activities 8 (In Class)

Visit the link in the Content area for Community Oriented Policing Services and review the information provided. How do the programs outlined here compare to the programs in your community? What can you learn here that you believe should be implemented and why? Base your opinions on examples from the readings, your own research, or your own experiences.

In addition, explore the website Police Futurists of America (link available in the Content area). Why is the Police Futurists International a means to keep officers on the leading edge of the law enforcement profession? How does this relate to the multicultural population who police officers serve?

Discussion 8 (Online)

Critically thinking, identify and define the two key elements of community policing. Discuss and explain "law enforcement role transitions." Integrating Chapters 14 and 15, explain how Community Policing effects these transitions. You are expected to participate early and often in this discussion with all posts and responses being due by 11:59 PM CT (9:59 PDT) on Saturday.

Final Exam (In Class)

The final exam will be given during the final class meeting and will cover material from chapters 8-15.

Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.
All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

**Non-Discrimination**

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

**Disability Services**

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

**Attendance Policy**

Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

**Email**

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

**Late Assignment Policy**

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

**Course Evaluation**

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.
Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<th><a href="mailto:CCHelpDesk@ccis.edu">CCHelpDesk@ccis.edu</a></th>
<th><a href="mailto:helpdesk@desire2learn.com">helpdesk@desire2learn.com</a></th>
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<tr>
<td>800-231-2391 ex. 4357</td>
<td>877-325-7778</td>
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Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. The Writing Center can be used for writing assistance in any course.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a Connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.