Multicultural Studies in CJ
CJ 4368   On-line
Sul Ross State University
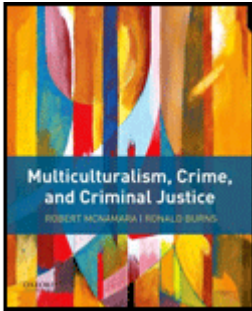**Spring 2022**

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Course required text:
Multiculturalism, Crime, and Criminal Justice
Authors: Robert McNamara and Ronald Burns
ISBN: 978-0-19-064263-1

Author: MCNAMARA
Publisher: OXF
Edition: 18
Status: Old Edition
ISBN: 9780190642631

Course Description: This course will provide an overview of the problems and promises of cultural diversity in society and within all facets of the criminal justice system. It focuses on how different marginalized groups--African Americans, Hispanic Americans, Asian Americans, Native Americans, women, the LGBTQ community, the elderly, and juveniles are impacted by law enforcement, the courts, and correctional agencies, addressing the issues that each group faces. We will examine how multiculturalism affects those who work within the criminal justice system, including members of minority groups

Student Learning Objectives: Students will learn to identify the various issues surrounding minorities and to summarize the effects of minority status on the members of the group. Students will also develop the ability to evaluate the treatment of minorities in the various policies and programs of the criminal justice system to identify areas where discrimination is present or possible. At the end of the course the student will have developed a knowledge of and appreciation for the complexity of the effect of the criminal justice system on the lives of minorities in this country.

Grading: Final grades for this course will be determined by performance on quizzes (20%), assignments (20%), Midterm exam (25%), Final exam (25%) and discussion boards (10%)

Assignments: Assignments are a combination of discussion questions (essays format—that require at least 2-3 paragraphs of information which will cover the details, give examples and discussion. Show me you understand the material. Use you critical thinking skills. Stay on topic!
I may add to assignments incorporating current events. You may have short papers as well as presentations (upload videos) added as we go through the course. It is important you check announcements and pay attention to due dates.

Students will be required to submit work through SafeAssign-there should not be more than 20% of your work coming directly from others work, use your own words! *See cheating and plagiarism statement.* Number each response; use essay format (introduction, body, and conclusion), grammar and spelling will be graded. Make sure you read comments left on assignments, so you know what you need to improve upon. *Ask yourself:*
Did I answer all the questions? Did I respond to each part of the question? Did I use proper format? Did I check grammar and spelling?

Quizzes and Exams: Will cover the required readings and outside materials. Giving a make-up exam is at professor's discretion with valid excuse. Midterm and Final Exams will cover chapters determined in class

Discussion Board: Discussions will vary on topics based on the readings. Students will post original response by Thursday and comment on at least two fellow students' responses, when required. Please check ***Netiquette*** and ***Writing Forum Posts and Responses***

Cheating and Plagiarism: Students are expected to do their own work on all tests and papers. Cheating on tests and plagiarism on assignments will result in a grade of "F" on that part of the course, a possible grade of "F" for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one's own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Important!
Contact your instructor promptly if you are having problems with your course work or need special assistance.

Students needing assistance with the writing process can visit/contact the university's Tutoring/Writing Center located in the Bryan Wildenthal Memorial Library
Technology Requirements:

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments. Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. For students to participate and progress in this course the following is required:

1. Basic computer skills
   a. sending and retrieving emails
   b. the ability to open files and attaching files for course assignments
   c. locating websites and other resources on the internet
2. Internet connectivity
   a. regular access to the internet
   b. alternative locations for internet access (i.e., on-campus library, friend's house)

Any additional reading materials, resources and other information will be posted in blackboard under the heading "Resources." Students will be notified on how to access this information by the instructor via email as well as by blackboard announcement.

ONLINE CLASSES

#1 Student Effort = Student Success
Online classes are not for everyone. Success with this format takes a great deal of self-motivation. Students should realize that they will work just as hard in an online class as they would in a traditional course.

#2 Online Classes Demand Excellent Time-Management Skills
Online classes may let you study whenever you want to, but do not think you'll spend any less time studying. Do you wait to the last minute to do your work? Are you easily distracted? Do you have trouble setting goals and reaching them? If so, online classes might not be for you.

#3 Online Classes are as Difficult as Traditional Classes if not mor e so for some students:
You might be able to take them on your own schedule, but that does not make the course any easier. Without strong time-management skills, the advantages of online classes quickly become disadvantages. Add to that the challenges of learning through a computer, and it could quickly become a more difficult than a traditional class.

Assessment Rubric:
The homework assignments will be graded with an answer key created by the instructor. Students will be provided access to their homework grade via the blackboard grade center, along with feedback on the correct responses for the homework assignment.

The discussion forums will be graded on a rubric. Students will be provided with a rubric outlining the expectations for the discussion forums as well as how points are assigned. In addition, students will receive feedback on the rubric along with their grade after the discussion has been graded by the instructor.

Any student needing special assistance on any aspect of the class needs to contact the instructor immediately.

Support for students with disabilities
Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Disability Services Coordinator, in Counseling and Prevention Services, Ferguson Hall 112, Box C-117, (837-8203

ADA Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.
For more information see: https://www.sulross.edu/page/1384/accessibility-services

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Attendance: Students are expected to be check Blackboard regularly for assignments and pertinent information.
The Department of Criminal Justice feels very strongly that attendance is a direct predictor of student classroom success. Therefore, the faculty of the CJ department as a group, will enforce student attendance policy. Students are expected to log in for updates, homework, discussion board and quizzes, pop quizzes and exams. Failure to log in will result in being dropped from the course for failure to attend.
  It is the **student's responsibility** to inform the instructor to any event that would cause the student unable participate. Students may email, text, or call me.
 Attendance is important! Attendance demonstrates maturity, responsibility, and a serious attitude toward education. Many times, students wish letters of recommendation

from their instructors. Prospective employers or graduate programs are all interested in a student's class attendance record.

Late Assignment Policy: There will be <u>NO</u> make-up assignments, DB, quizzes, or exams. Students should consult the course calendar to see course assignments and due dates.
 Note: Links to assignment submission links will become unavailable after their due dates.

Academic Dishonesty: Academic Dishonesty will not be tolerated. Academic dishonesty is any form of giving, taking, or prescribing information or material by a student with intent to gain an unfair advantage in an academic evaluation. **Students should consult the Sul Ross State University Student Handbook for further details.** Some common forms of academic dishonesty include the following:
a. Plagiarism: To use words or ideas of others without proper attribution--it may include failure to use quotation marks or incomplete citation of the sources used.
b. Inappropriate collaboration: To work with someone in developing, organizing, or revising a project without prior faculty approval.
c. Cheating: To copy from another's paper; give or receive unauthorized assistance; obtain advance knowledge of questions; or use any unauthorized devices (such as cell phones) while taking quizzes or exams.
d. Dishonesty on Papers: To submit as one's own and any material prepared by another person.
e. Falsification of Data: Deliberately falsifying data or documentation.
f. Interfering with the Work of Other Students: To sabotage, disrupt, or intentionally obstruct another student's work.
g. Copyright Violations: To duplicate or reproduce print, audio-visual, and/or computer software without proper authorization.

Dropping the Course: Any student who wishes to drop the class for any reason is advised to follow the proper procedures outlined by Sul Ross State University. Failure to do so may result in an "F" grade. **Students should consult the Sul Ross State University Student Handbook and/or university catalog for further details**

Cheating and Plagiarism: Any student caught cheating on any test or assignment or turning in any work that was done by another person without properly crediting that person will receive an F for the course and may be referred to the university for expulsion. Plagiarism includes improper use of citations in the research paper, copying from sources without citations, copying without quotation marks, etc.

Library
 The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off campus access requires logging in with your LoboID and

password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

<p style="color:red">Tentative Class Schedule – Subject to change if needed</p>

<p style="color:blue">Your responses need to be a <u>minimum</u> of two-three paragraphs depending on the question. Number each one separately</p>

<p><mark style="background:green">Responses are due by 11:59 p.m., if your do not see a place to upload it means you are late. Late responses will not be graded.</mark> If you have trouble uploading, you may send your responses as an attachment in an e-mail. Do not wait until the last minute to turn in your work.</p>

Assignment Schedule

Week	Reading	Exercises	Due Date
1/10/22	Chapter 1	1-4	Due 1/20/22
1/17/22	Chapter 2	1-5	Due 1/20/22
1/24/22	Chapter 3	1, 3 & 4	Due 1/27/22
1/31/22	Chapter 4	1, 3, 4 & 6	Due 2/3/22
2/7/22	Chapter 5	1-4	Due 2/10/22
2/14/22	Chapter 6	2 & 6	Due 2/17/22
2/21/22	Chapter 7	1-5	Due 2/24/22
2/28/22	Chapter 8	2, 3 & 5	Due 3/3/22
3/7/22	**SPRING BREAK!!**		Be Safe and Enjoy
3/14/22	MIDTERM EXAM	Covers Chapters 1-8	OPENS 3/13-closes 11:59pm 3/17/22
3/14/22	Chapter 9	1, 2, 4 & 5	Due 3/17/22
3/21/22	Chapter 10	3, 4 & 6	Due 3/24/22
3/28/22	Chapter 11	1-5	Due 3/31//22
4/4/22	Chapter 12	1, 2 & 5	Due 4/7/22
4/11/22	Chapter 13	4 & 5	Due 4/14/22
4/18/22	Chapter 14	1, 2 & 5	Due 4/21/22

Week	Reading	Exercises	Due Date
4/25/22	Chapter 15	3, 4 & 5	Due 4/26/22
5/2/22	Final Exams	Chapters 9-15	4/29-5/3/22

Note to Students: The acceptable formats for assignments submitted for this course are Word.doc, .docx, .pdf   **If I cannot open your attachment, I cannot grade it.**

Netiquette
Netiquette guidelines are used to govern online behavior. It is the expectation that all participants in the course will contribute to the learning environment in a respectful manner when posting information in this course. In addition, there is the expectation that there will be some level of academic discourse. The link below provides some helpful reminders that can be referred to as a guide to assist students when posting information online in this course.
http://www.albion.com/netiquette/corerules.html

Writing Forum Posts and Responses
When You Are Starting a New Thread or Making the First Post Read the Directions Carefully
Your instructors usually outline their expectations for forum and discussion board posts in the syllabus. Make sure to read their rules for posting. Some instructors may have specific word count expectations or require certain things. Every instructor and every course is different, so make sure you understand what you're supposed to be writing in your discussion post.
Do not Be Afraid to Ask Questions
 You can always email your instructor to ask for more details about discussion board assignments. It may feel intimidating but reaching out is the best thing to do if you are unsure of how to respond to a topic question or instructor-led discussion. Your instructor is there to help you grow.
Say Something
To get the most out of your online discussion board posts, you need to have a conversation. When you are posting, think about what you are saying: why do you think this way? Using sources like your textbooks or even a journal article can boost your credibility and increase the points you earn for your posts.
Do not Procrastinate
Be sure to post your discussion thread well before the deadline. If you post at the last minute, you are not likely to get thoughtful and enlightening responses, and you are not making the most of your online experience.
 Review and Proofread Your Post
 Before hitting "submit" or "create thread," read over your post at least once. Make sure you are not going off subject and look for any spelling or grammar mistakes. One important difference between in-person class discussions and online discussion boards is the lack of context. In person, you can use body language to determine how someone feels about what they are saying. When writing online, it can be difficult to understand the tone your writing gives off to your readers.
Try using empathy - read your post as if you were a classmate or friend and consider how they might respond if this was a post they read. Avoid all-caps (IT LOOKS LIKE YELLING), "text speak" and slang terms (LOL, omg, on fleek), and use typical punctuation (not multiple exclamation points or emoticons). As always, never use racial or ethnic slurs, aggressive language, profanity, or language that could be offensive to other cultures or religions.

When You Are Posting Replies to Classmates' Posts
Read the Direction Carefully Your instructor may have one set of expectations for original posts, and an entirely different set of rules for replying to your classmates' posts. If there are not guidelines in the syllabus about replying to posts, do not hesitate to ask your instructor what he or she expects replies to include.
Make Meaningful Conversation
Discussion boards are meant to be conversations, where each post builds on the previous comment. Responding to a post gives you the ability to expand the conversation. Reference material from your textbook, class lectures, or relate to your own life experiences when appropriate. Do not just agree or disagree continue the conversation! *This is called responding constructively* - just like construction, you are building upon a post.
There are three main ways to respond constructively to a post:
"No, because..."
"Yes, and…"
"Yes, but..."
Respectfully Disagreeing –
"No, because…"
If you disagree with someone's post, show that you appreciate that your classmate has an opinion, even if it is different from your own. Do not personally attack the writer and avoid using emotional appeals. Instead, focus on the logic of view your classmate has: Does it make sense?
Do the causes and effects as explained really relate to one another?
Does one claim necessary follow another?
Are there flaws in your classmate's argument?
Ask questions to better understand the writer's logic.
Agreeing with and Expanding Upon a Post - "Yes, and…"
Let us say you agree with the writer's main idea, and you want to add more to it.
Take the original opinion or view that your classmate expresses and consider other angles. Are there factors about this topic that your classmate has not mentioned?
Do you have insight that provides a clearer picture or helps build the discussion?
Agreeing with and Expanding Upon a Post - "Yes, but…"
This is very similar to "Yes, and…" with the exception that you are playing "devil's advocate" - you are pointing out things that do not quite mesh with the view or opinion your classmate posts.
You agree with what your classmate is saying, but you are pointing out problems with the view or statement that make it harder to defend.
If you are getting points taken off for discussion board assignments and you are not sure why, ask your instructor for feedback.

You can contact/visit the Writing Center for help (For those of you in SSS you can ask them to help too!)- They can review your discussion board posts and replies, and give you feedback to help you say what you mean to say. Writing Forum Posts and Responses (Examples from this website: https://writingcommons.org/open-text/new-media/online-forums/651-online-forums-responding-thoughtfully)

Let us say a classmate posts the following message about abortion on your class discussion board:

All women should have abortions if they are unmarried. Having children when a woman is unmarried can cause severe problems for that child later in life. The child can grow up and become a drug addict. So, it is the woman's duty to have an abortion if there is no father in the picture.

"No, because…" Here are two examples of responses you could give that respectfully disagree:

1. I respectfully disagree with your views regarding abortion. I do understand your concerns, but I wonder whether drug addiction necessarily follows a fatherless life. I was raised without a father and have never touched a drug in my life. Do you think that all children who are raised without fathers cannot lead fulfilling and successful lives?

2. Perhaps we might consider the logic employed in this post: while I understand your concern for the child's quality of life, I do not understand that connections you are drawing.

Perhaps you—or someone else who agrees with this post—could elaborate upon why you feel this way? Both responses are respectful of your classmate's position, even if you strongly disagree.

They point to issues with the writer's logic and end with questions which continue the discussion. "Yes, and…" Here is an example of agreeing with the post about abortion and adding onto it:

I see your point about the child's quality of life. In fact, I know someone who dealt with a previous experience. I would also like to add this question: What about women who have been raped? Would that trauma necessarily carry over to the child?

You are adding another point to the original question. This helps continue the conversation with other students who may also comment on this post and gives the conversation more depth. "Yes, but…"

Here is an example of agreeing with the post about abortion but disagreeing with some parts:

The quality of life of a child raised without both parents is certainly something to consider. I am not sure that being unmarried is the biggest issue though. There are relationships where unmarried women still have the support of their partners, giving the children two parents or parental figures.

Undergraduate Criminal Justice Student Learning Objectives

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System and demonstrated knowledge in recognizing the political influences on the CJ system.

MARKETABLE SKILLS:
This course is designed also to help the students for building various marketable skills to use in their in careers Criminal Justice related professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

MS 1- *Verbal and Written Communication Skills*

MS 2- *Critical Thinking and Observation*

MS 3- *Multicultural Understanding.*

MS 4- *Accessing Resources with Crime Data and the most current updates of legal codes and procedures.*

MS 5- *Teamwork and Working Collaboratively*

MS 6- *Analyzing the Factors Contributing to Crime*