

GRAND VALLEY STATE UNIVERSITY
CULTURE, CRIME AND JUSTICE - CJ 482-01, 3 credits
Winter 2016
CJ 482-01: M, W 3:00 p.m.-4:15 p.m., Eberhard 311

Professor: Dr. John P. Walsh
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Office Hours:
M and W: 9:00-10:15 am
M, 12:00-2:45 pm
W 2:00-2:45 pm

I. COURSE DESCRIPTION

An exploration of the relationship between culture, crime and justice that seeks to increase student's cultural competence in relation to the administration of justice and the justice professions. Pre-requisites and/or co-requisites: CJ201 and Junior Standing.

II. OBJECTIVES: Upon completion of this course, the student will:

1. *Examine* and *analyze* theories of identity and culture across various social and historical contexts (*analysis*).
2. *Assess* the relationship between cultural difference, law breaking, victimization, administration of justice, and justice professionals (*evaluation*).
3. *Analyze* how group/collective identifications impact the nature, meaning, and experience of crime, crime control and justice (*analysis*).
4. *Exhibit* increased cultural competence in relation to the administration of justice and the justice professions (*application*).

III. BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS":

While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "Analysis," "Synthesis" and "Evaluation." In addition, dominant curriculum "threads" to be assessed throughout this course will be student research, writing, demonstrating the ability to work productively as part of a group, and the study of ethics (special attention to treatment and policy interventions).

IV. REQUIRED TEXTS:

Walker, S., Spohn, C. and Delone, M. (2012). *The color of justice: Race, ethnicity, and crime in America*. Belmont CA: Wadsworth Press.
ISBN: 978-1-111-34692-8

Alexander, Michelle (2012). *The new jim crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Publication Manual of the American Psychological Association, 6th Edition (July, 2009). American Psychological Association.
ISBN: 978-14338056-5

V. SUPPLEMENTAL WRITING SKILLS

This course is designated SWS. Completion of WRT 150 with a grade of C or better (not C-) is a prerequisite. SWS credit will not be given to a student who completes this course before completing the prerequisite. SWS courses adhere to certain guidelines. Students turn in a total of **at least 3000 words of writing**. Part of that total may be essay exams, but a substantial amount of it is made up of essays, reports, or research papers. The instructor works with the students on revising drafts of papers, rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based on the writing assignments.

WRITING INSTRUCTION

As this course is a designated Supplemental Writing Skills (SWS) course in the School of Criminal Justice curriculum, each student will be required to devote significant time developing and improving their writing skills. More than 1/3 of each student's overall grade in this course will be determined by the quality of the student's writing. There are a total of four writing skills sessions and each is identified in the weekly schedule (see below) and will cover an entire class period. (1.25 hours). Topics to be covered in lecture include instruction on how to write an annotated bibliography and an analytic, explanatory, or argumentative paper. Additional topics include writing with proper citations and formatting, proper use of grammar, and instruction on how to review your work and the work of a peer including providing constructive feedback.

Each student will be required to write an analytic, explanatory, or argumentative paper (2,000 words). This paper will be completed in three phases. First, each student will submit a topic statement and annotated bibliography **worth 20 points**. This assignment will be graded and returned for revisions. Next, each student will complete a rough draft (**worth 20 points**) to be submitted for blind review during an in-class peer review session. Finally, after revisions, a copy of the essay will be submitted to the instructor for final grading. The final draft is **worth 60 points**.

WRITING and RESEARCH RESOURCES

The Fred Meijer Center for Writing:

The Fred Meijer Center for Writing, with locations at the Allendale, Pew/Downtown Grand Rapids, and Meijer/Holland campuses, is available to help you with writing in any of your classes. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. The Center's services are free and appointments are available. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns to the writing center in Allendale or the downtown campus.

- Allendale, LOH 120, 331-2922
- Pew/Downtown Grand Rapids, 101B DeVos, 331-7220

Knowledge Market

Both the Mary Idema Pew Library and the Steelcase Library will house a Knowledge Market. The Knowledge Market is a place where students can engage in in-depth conversations with a peer consultant at any stage of their library research, writing, or oral presentation process. They are staffed with highly-trained student peer consultants who are undergraduate and graduate students studying in a wide variety of disciplines. Any undergraduate or graduate GVSU student can make an appointment via the Web at: www.gvsu.edu/library/km or can simply come into the Knowledge Market as a walk-in. Assistance with oral presentations is limited to undergraduate students at this time and is also only occurring at the Mary Idema Pew Library. On the Grand Rapids campus, the Knowledge Market is located at Steelcase Library (Building A). Please check the above listed web-link for the current hours of both locations.

Patricia Bravender is the criminal justice librarian and she can provide you with individualized research assistance for all of your classes. Her office is in the Steelcase Library on the downtown campus and she can be reached at bravendp@gvsu.edu or 331-7338. Her criminal justice library subject guide (<http://libguides.gvsu.edu/cj>) contains links to all of the criminal justice databases and other specific resources for criminal justice students, including crime statistics.

VI. METHODS OF EVALUATION:

Examinations

Each student is required to complete two (2) in-class examinations. The Mid-term examination will be taken during week 7 of the semester on **Wednesday February 24th**. The final exam will be taken during finals week **Thursday, April 28th, 2:00-3:50 p.m.** The exams will consist of multiple choice, true/false and matching questions. The final examination is cumulative. Each exam is worth up to **75 points**. Make-up exams will only be given in extreme circumstances (verifiable family or medical emergency, legal obligation etc.). If you miss a scheduled exam you must notify me via email within 24 hours. Make up exams will be in essay format and must be completed within 72 hours of the original exam date. Extenuating circumstances will be considered on a case by case basis.

(1) Topic Statement/Annotated Bibliography, (2) Rough Draft and (3) Final Term Paper

These three assignments are cumulative and based on the same research topic that you have chosen in consultation with your professor. The **Topic Statement/Annotated Bibliography** is worth 20 points and is due on February 3rd by 5 p.m. The **Rough Draft** is worth 20 points and is due on March 28th by 5 p.m. The **Final Term Paper** is worth 60 points and is due on April 13th by 5 p.m. I will not accept papers after the due date. All papers must be submitted through Blackboard (assigned drop box), in MS Word, 12 point font, free of grammar and spelling errors and cited correctly according to APA publication manual standards. Further specifications for each of the assignments will be posted to Blackboard well in advance of the due dates.

Blackboard Discussion

There will be five (5) discussion questions posted on Blackboard throughout the semester. Constructive participation in the group discussion will garner a total of 10 points for each question. These discussions are meant to spur critical thinking in regard to our reading. Please refrain from abusive language and ad hominem arguments (i.e. attacking the person). Civility is the cornerstone of academic discussion within and outside of the classroom environment. Students violating this policy will receive a zero under the entire discussion section of the course. Each submission must be **at least 150 words** in length, free of grammar and spelling errors and cited according to APA standards when referring to classroom and non-classroom texts. A total of 50 points is possible for full participation.

Point Breakdown and Grading Scale

Exams (2)	150 points
Topic Statement/Annotated Bibliography	20 points
Rough Draft	20 points
Term Paper	60 points
Blackboard Discussion (5)	50 points
Total	300 points

* All course requirements must be completed to earn a successful grade for the course.

A	94-100%	C+	78-79%	F	< 60%
A-	90-93%	C	74-77%		
B+	88-89%	C-	70-73%		
B	84-87%	D+	68-69%		
B-	80-83%	D	60-67%		

VI. ACADEMIC INTEGRITY: Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES: Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.

e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

SECTION 223.01 PLAGIARISM: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

DISABILITY-RELATED ACCOMMODATIONS: If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines.

IN THE EVENT OF A FIRE: Immediately proceed to the nearest exit during a fire alarm. Do not use elevators. Further information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>

THE LAST DAY STUDENTS MAY WITHDRAW FROM THIS COURSE WITH A GRADE OF "W" IS March 11, 2016

Winter 2016 Course Outline
CJ 482
Culture, Crime and Justice

Week 1 (week of January 10th): Race, Ethnicity, and Crime: America's Continuing Crises
Readings: Walker et al. Chapter 1; APA Manual Chapter 1

Week 2 (week of January 17th): Race, Ethnicity, and Crime: America's Continuing Crises continued and
Readings: Walker et. al. Chapter 1; APA Manual Chapters 2 and 3

Writing Session #1: Quality sources; Annotated Bibliographies and Topic Statements

No Class January 18th: MLK Day

Week 3 (week of January 24th): Victims and Offenders: Myths and Realities about Crime
Readings: Walker et al. Chapter 2; Alexander Introduction

Week 4 (week of January 31st): Race, Ethnicity, Social Structure and Crime

Readings: Walker et. al. Chapter 3; Alexander Chapter 1

Topic Statement and Annotated Bibliography is due: Wednesday, February 3rd by 5 p.m.

Week 5 (week of February 7th): Justice on the Street? The Police and Racial and Ethnic Minorities

Readings: Walker et al. Chapter 4; APA Chapter 4

Week 6 (week of February 14th): The Courts: A Quest for Justice during the Pretrial Process and

Writing Session #2: Developing structure and reviewing your writing: Structure; Grammar; and Citation

Readings: Walker et. al Chapter 5; Alexander Chapter 2

Week 7 (week of February 21st): **Mid-term Examination, Wednesday, February 24th**

Readings: APA Chapter 5

Week 8 (week of February 28th): Justice on the Bench? Trial and Adjudication in Criminal Court

Readings: Walker et. al. Chapter 6; Alexander Chapter 3

Week 9 (week of March 6th): **Spring Break**

Week 10 (week of March 13th): Race and Sentencing: In Search of Fairness and Justice

Readings: Walker et al. Chapter 7; Alexander Chapter 4

Writing Session #3: Peer Review Instruction Session

Week 11 (week of March 20th): Race and Sentencing: In Search of Fairness and Justice

Readings: Walker et al. Chapter 7; Alexander Chapter 4

Week 12 (week of March 27th): The Color of Death: Race and the Death Penalty

Readings: Walker et al. Chapters 8; APA Chapter 6 and 7

First draft of paper submitted by Monday March 28th, 5 p.m.

Writing Session #4: Peer Review Workshop

Week 13 (week of April 3rd): Corrections in America
Readings: Walker et. al. Chapter 9; Alexander Chapter 5

Week 14 (week of April 10th): Minority Youth and Crime: Minority Youth in Court
Readings: Walker et al. Chapter 10; Alexander Chapter 6

Term Paper Final Draft Due by Wednesday April 13th, 5 p.m.

Week 15 (week of April 17th): The Color of Justice
Readings: Walker et. al Chapter 11

Week 16 (week of April 24th): **FINAL EXAM:**
Thursday April 28th, 2:00-3:50 pm

Bloom's Taxonomy of the Cognitive Domain*
(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or asses, I am asking you to synthesis and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions.*

Bloom's Taxonomy

LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES
6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite

4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas, Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education.