
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS: Spring 2019, PSM 310 Y1**PSM 310: Multicultural and Diverse Populations****Instructor Information:**

Instructor Name	Jill Musgrave
Office Number:	400
Phone Number:	Office (219) 473-4252 CELL: (812) 318-1529
Email:	jmusgrave@ccsj.edu (preferred)
Office Hours:	By appointment (I am available to teleconference by Zoom or Skype or to make other arrangements as needed.)

Instructor Background:

Jill Musgrave has a Ph.D. from Indiana State University (ISU) in Curriculum and Instruction, her M.A. in Criminology, also from ISU, and a B.A. in Criminal Justice from Indiana University, Bloomington. She instructs Sexual Assault Investigations for First Responders for the basic recruit courses at the Indiana Law Enforcement Academy in Plainfield, IN. Jill spent 17 years as a police officer at DePauw University where she served as a patrol and bike officer, was certified as a ground fighting and physical tactics instructor, a Rape Aggression Defense (RAD) instructor, and a primary law enforcement instructor. In addition to being a police officer, Jill worked as a domestic violence and sexual assault victim's advocate and a teen dating violence prevention educator.

Course Information:

Course Time:	Tuesdays: 9:00 a.m.-1:00 p.m. at East-West University (or via Zoom) 6:00 p.m.-10:00 p.m. at Chicago Police Academy
Classroom:	TBA
Required Books and Materials:	Textbook: Walker et al., (2017). The color of justice: Race, ethnicity, and crime in America. Boston, MA: Cengage Learning.

<p>Helpful Resources</p>	<p>CCSJ Public Safety Management Library Guide http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=ps Public Safety Management Program Page, click Research Links https://www.ccsj.edu/PSM/#undefined4 Purdue Owl APA Style Guide https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html Ashford Writing Center http://writingcenter.ashford.edu/ http://writingcenter.ashford.edu/graduate-writing</p>
<p>Learning Outcomes/ Competencies: Students in this course will:</p> <ol style="list-style-type: none"> 1) Show the connection between different racial identities and the social structures of race and ethnicity. 2) Describe how race and ethnicity are central to understanding crime and criminal justice in America. 3) Discuss recent trends in criminal justice, the current crime situation in America, emerging problems in the criminal justice system, and how all of these factors affect race, ethnicity, and justice. 4) Understand the different theoretical explanations for the racial and ethnic gap in offending and victimization. 5) Understand the nature and extent of inequality in American society with respect to racial and ethnic minorities. 6) Explain the most important issues related to police and people of color. 7) Understand that there are significant racial differences in attitudes toward capital punishment 8) Have a good picture of who is in prison and the racial and ethnic composition of the prison population <p>This course meets the following learning objectives for the Public Safety Administration Program:</p> <ol style="list-style-type: none"> 9) Explain the historical, economic, psychological, legal, social, and political forces that influence human behavior and its effect on society. 10) Articulate an understanding of the far reaching impact of public safety issues on societal systems, public policy, institutions and the ethos of the country. 11) Demonstrate mastery of critical thinking skills and written and oral communication skills. 12) Identify the roles and recognize the interactions of various public safety providers within the context of the communities they serve. 	
<p>Learning Strategies: Blackboard, group discussions, collaborative learning, academic and professional writing, lecture</p>	

Experiential Learning Opportunities: This course will provide the foundation for thinking critically about diversity and social justice in public safety administration, the historical context of racial bias, and self-awareness of personal beliefs.

Assessments:		
Major Assignments:	Syllabus Quiz	25 pts.
	Quiz (Ch. 1-3)	50 pts.
	Reflective Journal	50 pts.
	Discussion Board (50 pts. x 2)	100 pts.
	Paper 1	100 pts.
	Paper 2	100 pts.
	Presentation	75 pts.
	Extra Credit Opportunity (see Module 4)	25 pts.
	All assignment submitted through Blackboard	
Class Participation:	See attendance policy	60 pts.
Total		560 pts.
Grading Scale:		
100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

Course Schedule

PSM 310 MULTICULTURAL AND DIVERSE POPULATIONS					
Module	Lesson Content	Assignments/Papers & Other Information		Point Value	Due Date All assignments due by 11:59 p.m. on the dates below.
1	(5/14/2019) Course Overview: Introduction, Syllabus, Course Expectations, Discussion,	Discussion Board 1			
			Initial Post	30	5/19/2019
			Response to two classmates (10 pts. each)	20	5/21/2019

	Upcoming Assignments	Read pp. 43-148 (Ch. 2-3) in <i>The Color of Justice</i> for next class (5/21)		
		Syllabus Quiz	25	6/18/2019
2	(5/21/2019) Group Discussion of Ch. 2-3 in <i>The Color of Justice</i> ; Class discussion of Voigt article; Expectations for Paper 1			
		Paper 1 (5-6 pages)	100	5/28/2019
3	(5/28/2019) Perceptions of Police Symbols; Upcoming Assignments	Quiz 1: Chapters 1-3	50	6/18/2019
		NOTE: Paper 1 is due 5/28/2019		
		Find an example of stereotyping in popular culture (i.e., advertisements, media, sitcoms, etc.) Be prepared to present your example in class		6/4/2019
4	(6/4/2019) (Extra-credit opportunity); Expectations for Paper 2 and Presentation	Discussion Board 2		
		Initial Post	30	6/9/2019
		Response to classmates (10 pts. each)	20	6/11/2019
		Paper 2 (6-7 pages)	100	6/11/2019
5	(6/11/2019) Upcoming Paper and Presentations	Stereotyping in Popular Culture Reflective Journal	50	6/18/2019
6	(6/18/2019) Presentations in class today.	Presentation	75	
		PAPER 2 IS DUE TONIGHT		
		Participation	60	

	Total possible points	560	
<p>Changes: I reserve the right to make changes to this schedule to meet the needs of the class. *NOTE: You are responsible for regularly checking your CCSJ email and the course Blackboard site for important information and updates.</p>			

Assignment Descriptions	
Discussion Board 1	<p>Read the articles provided to you in the handout (Is the Emphasis on a Colorblind Society an Answer to Racism?). Discuss which side of the argument you most agree with (e.g., Yes from <i>Don't Box Me In</i>, or No from <i>Racism Without Racists</i>). You may support your position with personal experiences, scholarly literature, etc. Your initial post should be 300-500 words in length.</p> <p>Respond to two classmates posts. Your responses should be at least 200 words.</p>
Syllabus Quiz	You may refer to the syllabus for the quiz.
Paper 1	<p>Read:</p> <p>Escobar, E. J. (2003). Bloody Christmas and the irony of police professionalism: The Los Angeles Police Department, Mexican Americans, and police reform in the 1950s. <i>Pacific Historical Review</i>, 72(2), 171-199. https://www.simonejoyaux.com/downloads/BloodyChristmas.pdf</p> <p>In 5-6 pages discuss race relationships among the LAPD and the people they served in the time leading up to Bloody Christmas. What major events of the time influenced race relations? Describe the actions taken by Chief Parker to gain the favor of the political powers of that time. During that time, Chief Parker coined the phrase and the imagery of "The Thin Blue Line." What did the thin blue line symbolize for the powerful and elite? Based on the context of the time, what do you think the thin blue line symbolized to the racial minorities? How (if at all) has the perception of the thin blue line changed since that time? Does it mean different things to different groups based on race? Explain.</p>
Quiz 1	Quiz one is over chapters 1-3 of <i>The Color of Justice</i> text. You may use your book, notes, and class PowerPoints to complete the test. You have two hours and only one attempt to complete the quiz.
Discussion Board 2	Read the articles provided to you (Is Affirmative Action necessary to achieve racial equality in the United States Today?). Discuss which side of the argument you most agree with (e.g., Yes from <i>Black Deprivation-White Privilege</i> , or No from <i>Faculty Hiring Preferences and the Law</i>). You may

	<p>support your position with personal experiences, scholarly literature, etc. Your initial post should be 300-500 words in length.</p> <p>Respond to two classmates posts. Your responses should be at least 200 words.</p>
Paper 2	<p>Choose a case of a wrongfully convicted person highlighted either from the Innocence Project (https://www.innocenceproject.org/cases/) or the National Registry of Exonerations (https://www.law.umich.edu/special/exoneration/Pages/browse.aspx). In 6-7 pages, summarize the case, emphasizing the contributing factor or factors that led to the wrongful conviction. Describe how the situational context of the crime (i.e., the suspect’s race, the victim’s race, the neighborhood, the race relationships at the time of the crime, etc.) and the court proceedings (i.e., race of the jury, jury instructions, the judge, etc.) may have influenced the outcome of case. Use the text and other scholarly articles to support your argument.</p>
Stereotyping in Popular Culture Reflective Journal	<p>Choose one of the examples of stereotyping in popular culture examples presented in class. Write a one and a half page, double-spaced reflection on the following: a) What cultural myths are evoked by the example presented by your classmate? b) What relationships do you see between those myths and the intended audience? c) How might these cultural myths affect you in the course of your duties as a police officer?</p>
Presentation	<p>Present the information from your Paper 2. The presentation should be 10 minutes in length. Ideas should be presented in logical order with effective transitions between ideas. Visual aids should be easy to read anywhere in the room. The opening should introduce the main points of the presentation, and the conclusion should connect ideas back to the opening statements. Difficult to read visual aids, poor organization, poor opening introduction and closing statements will result in a reduction of points.</p> <p>Prepare a visual aid (PowerPoint, video clip, handout, poster, etc.) for your 15 minute oral presentation. If you are preparing a PowerPoint, you should prepare at least one slide for the major sections of your final paper</p>

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we understand that emergencies do occur. If you need to miss class, you must give notice of your absence in advance. Being absent doesn’t excuse you from doing class work; you have more responsibilities to keep up and</p>

	meet the objectives of this course. You may not miss more than two classes. If you miss more than two classes, you will either be dropped or receive a failing grade for the course, depending on the date of the absence relative to the academic calendar.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Assignments are due no later than 2359 (11:59 p.m.) on the dates provided in the course calendar. Late assignments are accepted, but reduced by one letter grade unless prior arrangements have been made between the student and the instructor.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. It is acceptable to have your phone on your desk in silent mode. However, it is not acceptable to text or be otherwise distracted by your phone or electronic device during class.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite

	PLEASE NOTE: All papers may be electronically checked for plagiarism.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more

	information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: http://www.ccsj.edu/alerts/index.html .