



SYLLABUS FOR DIVERSITY AND SOCIAL JUSTICE IN PUBLIC SAFETY ADMINISTRATION

Term: Fall 2015 (Sept. 10th – Oct. 22nd, 2015)

Course Number: PSA 510

Instructor: Dr. David Plebanski

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Course Time: Thursday 8:30 a.m. - 12:30 p.m. at IIT, 10 W. 35th St., 3F6-1.

Thursday 6:00 p.m. - 10:00 p.m., Chicago Police Academy, Room 202.

Instructor Background: Dr. Plebanski was awarded a Ph.D. in Sociology from Loyola University (Chicago), a Master's degree in Sociology from DePaul University, and a Bachelor's degree in Criminal Justice from Calumet College of St. Joseph. Research and teaching interests include theories of deviance and crime, the impact of street gangs on the urban environment, social problems, police and community, and analyzing urban poverty. Dr. Plebanski is also a retired 31-year veteran of the Chicago Police Department.

Course Description:

This course will provide students with an opportunity to develop an understanding of four critical components of implementing a commitment to social justice as a public safety administrator: 1) the challenge to respond effectively to multi-cultural communities; 2) insight into the relationship between "social justice" and "criminal justice"; 3) criminology research in light of the threat of terrorism and its implications upon society; 4) understand and discern the larger implications of terrorism and public safety.

Textbooks: Reiman, Jeffrey. *The Rich Get Richer and the Poor Get Prison*. Needham Heights, MA: Allyn & Bacon (7th Edition).

Etzioni, Amitai and Jason H. Marsh. *Rights vs. Public Safety after 9/11, America in the Age of Terrorism*. Lanham, Maryland: Rowman & Littlefield.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: The Calumet College of St. Joseph subscribes to Turnitin.com and all papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, and Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

Withdrawal from Classes Policy:

Before the last day of class, students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Program Director. Written request for withdrawal must be received by the Program Director by the last day of classes prior to the final examination dates specified in the syllabus. Written requests may be mailed to the Program director or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed. Note: Graduate Students should consult the Graduate Student Handbook for information on withdrawals.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Class Policy for Assignments: All assignments are to be turned in at the beginning of the class period on the day that they are due. **Late assignments are accepted, but one-half grade deduction may be assessed.**

Course Objectives: The goal of this course is to help Public Safety Administrators build the bridge between social justice and criminal justice, and understand the implications between fighting terrorism and civil liberties. This course will focus on mastery of the following competencies:

1. Public Safety Administrators need to be able to: Articulate an understanding of the far reaching impact of public safety issues on societal systems, public policy, institutions and the ethos of this country,
2. Explain the historical, economic, psychological, legal, social and political forces that influence human behavior and its affect on society.
3. Explain the role that cultural values have on behavior; and the extent to which we have internalized cultural biases.
4. Articulate a distinct insight into the multi-dimensional nature of terrorism from an urban perspective with a global vision.
5. Explain the dimensions of public safety policy and how it is shaped, analyzed, evaluated and influenced by various stakeholders.
6. Evolve a personal and professional philosophy that reflects an ethical obligation to social justice and contributes to self growth, respect for others and professional commitment.
7. Recognize our own "situated ness", and understand how the "situated ness" of different groups of people influence their perceptions of authority.
8. Demonstrate mastery of critical thinking skills, written and oral communication skills, and technological competence.

Public Safety Administrators will be able to address the following value conflicts:

- Criminal Justice=Just Punishment
- Social Justice=Justice in wealth distribution
- Is there a conflict between the two?
- Security against terrorism=Violation of civil liberties

Public Safety Administrators will be able to address the following problems: How income disparity correlates positively with crime. Northern Europe has more modest wealth disparity and less crime. In addition students will explore what, if any, correlation exists between social justice and criminal justice with particular attention to the gap between social justice and criminal justice. Is it necessary to forgo some civil liberties to obtain national security?

Public Safety Administrators will demonstrate an awareness of:

- a. The unequal distribution of wealth and its impact on crime; and
- b. The way in which social status affects the application of criminal penalties.
- c. Civil liberties in the age of terrorism.

Public Safety Administrators will be able to develop mechanisms within the police agency that are designed to prevent conduct that creates problems with regard to diversity issues.

Assessment

Competency Area	Objective	Assessment Tools
<p>Knowledge of Diverse Cultures</p>	<p>Students will demonstrate the ability to explain the cultural context of personal values</p> <p>Students will demonstrate the insight into the cultural roots of their own value systems</p>	<p>Simulation Exercises</p> <p>Autobiographical Essay</p>

<p>Cultural Roots of Value Conflicts</p>	<p>Students can analyze cases involving value conflicts in terms of "cultural clash" and recommend strategies for resolving these conflicts.</p>	<p>Case Study and Simulation Exercise</p>
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Cultural Patterns of Social Injustice and Correlation with Crime Rates	Students will demonstrate insight into the relationship between poverty and crime and its implications for the criminal justice professional.	Through completion of a Case Study/Simulation Exercise students will: <ul style="list-style-type: none"> • Review demographic analysis of crime rates in large urban areas; and • Analyze the relationship between poverty and crime and make recommendations for how law enforcement agencies can respond more proactively to reducing crime in urban setting.
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Civil Liberties in an Age of Terrorism.	Students will demonstrate the implications between terrorism and public safety.	Case studies and simulation exercises.
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Formulating a Plan for Professional Development With Regard to Social Justice and Criminal Justice.	Students will be able to articulate how a commitment to social justice is a component of their professional identity as Law Enforcement Administrators.	Plan for Professional Development Statement of Professional Commitment
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Class Policies, Papers and Evaluation

Students are expected to read all assigned materials before class and come to class prepared to discuss their contents. Some students may be asked to lead the class discussion on particular subjects or readings. Assignments will consist of short written works requiring the application of the subject area under study. Six written assignments will be given out during the course. The length, focus, date, and subject matter of the assignments will be given out in class. The final exam will consist of essay questions.

Assessment

Final exam	20%
Autobiographical essay	5%
1 st Paper on Reiman’s book	15%
2 nd Paper on Reiman’s book	15%
3 rd Paper on Reiman’s book	15%
Paper on commitment to social justice	15%
Statement of Professional Commitment	5%
Participation & attendance	10%

Grading Scale

A: 100-93	A-: 92-90	B+: 89-87	B: 86-83	B-: 82-80	C+: 79-77
C: 76-73	C-: 72-70	D+: 66-63	D: 66-63	D-: 62-60	F: 59 & below

Format for Written Assignments: Students will adhere to the American Psychological Association Guidelines (APA) style for all papers.

Class Participation: Is vital to the learning process. Students will be prepared to discuss (following the critical thinking concept) assigned material. Class participation will affect the student’s final grade.

Critical Thinking

The students will apply critical thinking skills in all the papers that are due for this class. By critical thinking, I mean the ability of the student to analyze carefully and logically information and ideas from multiple perspectives. Students should demonstrate a critical understanding of the problems and issues, which define Criminal Justice. The following critical thinking assessment tool will be employed to evaluate each of the written assignments.

Performance indicators	Comments	Score
Inference: Student is able to draw conclusions, from the facts presented.		
Assumptions: Student is able to recognize presupposed assumptions.		
Deduction: Student is able to make statements that generate new questions and suggest rationale conclusions.		
Interpretation: Conclusions presented by the student follow logically from established information and facts.		
Evaluation: Student makes logical, strong arguments that are important and directly related to the question.		

Class Policy on Attendance: Attendance is a serious matter when a student even misses one session due to the accelerated format of the program. If the student misses more than one session, the student may be administratively withdrawn from the module. It is the responsibility of the student to notify the instructor when a class will be missed. The instructor and the Graduate Program Director will have the final say in the withdrawal of a student from a course.

Course Outline

Week One

Course introduction - review of syllabus and the course outline. The concept of the sociological perspective and the perception of crime - especially when in conflict with Social Justice and Criminal Justice.

A case study will be discussed in class. Crime-Issues at a glance, featuring three perspectives.

Handout: *The Sociological Imagination*

Handout: *Corporate Welfare*.

Handout: *Savage Inequalities: Children in America's Schools*

Week Two

Reiman Ch. 1, Crime Control in America: Nothing succeeds Like Failure

Autobiographical Essay due - Focusing on student's cultural roots and value system.

Paper due on study questions from Chapter 1 in Reiman's book. Group discussions.

Case Study and simulation exercise - demonstrating ability to explain own cultural values in cultural context.

A video on street gangs will be shown in class. Discussion to follow.

Handout: *The broken Promise – Where Pensions are Golden*

Handout: *One World Ready or Not: The Manic Logic of Global Capitalism*

Handout: *Nickel and Dimed: Or (Not) Getting by in America*

Week Three

Reiman Ch. 2, A Crime by any Other Name

Film: *The Gap* – Discussion to follow

Handout: *Civil Liberties in the Age of Terrorism*

PowerPoint on wealth and income inequality.

Paper due on study questions from Chapter two in Reiman's book. Group discussion

Week Four

Reiman Ch. 3, The Poor Get Prison

Paper due on study questions from Chapter 3 of Reiman's book.

Handouts -

Etzioni Ch. 1, Clear and Present Danger.

Etzioni Ch. 3, We Can Strike a Balance on Civil Liberties

Etzioni Ch. 7, Lets Fight Terrorism not the Constitution

Etzioni Ch. 8, Confusing Freedom with License

Etzioni Ch. 14, What we're Fighting For: A Letter for America

Etzioni Ch. 15, This is Not Our War

Film: *Too Big to Fail*

Handout: *Policing Race and Class & the Costs of Inequality*

Handout: *Ghetto-Related Behavior and the Structure of Opportunity*

Week Five

Etzioni Ch. 9, Discrimination Were Afraid to be Against

Etzioni Ch. 10, A (Potentially) Useful Tool

A case study will be discussed in class – Race, from different perspectives.

Paper due on how students, as Public Safety Administrators, make a commitment to social justice.

Video – 60 Minutes-Hard Time Generation.

Listening: self-inventory simulation.

Review of Final Exam

Week Six

Lecture on Research Design - Will be at the Whiting Campus on October 15, 2015,

8:30 a.m. – 9:30 a.m., 6:00 p.m. to 7:00 p.m. Room 204 a.m. / p.m.

Calumet College Library – Literature Review.

In an academic setting the literature review sets the table for current literature on a topic and offers students an all-inclusive examination of research on a subject.

Week Seven

Due - Statement of Professional Commitment

Final Exam (essay)