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**COURSE SYLLABUS**

**Term: Fall 2016 Group W**

**Course: PSA Diversity and Social Justice in Public Safety Administration**

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Dr. Michelle McCartney
<b>Office Number:</b>	401
<b>Phone Number:</b>	219.473.4298 <b>CELL: 773.251.0283</b>
<b>Email:</b>	mmccartney@ccsj.edu
<b>Hours Available:</b>	Mondays & Wednesdays 8:00-9:00am; 1:00-2:00pm @ East/West University or 5:00-6:00pm @ Chicago Police Academy; other times by appointment
<p><b>Instructor Background:</b> Dr. McCartney retired as a Lieutenant from the Chicago Police Department after 28 years of dedicated service. Dr. McCartney is excited to re-focus her career as a full-time educator. She joined the Public Safety Programs as an Assistant Professor and is currently the director of both the Public Safety Management and Public Safety Administration Programs as well as the Department Chair of the Criminal Justice and Public Safety Department. She has been an adjunct professor with the program since 2006. Dr. McCartney pursued and earned her Bachelor Degree (Finance, University of Illinois at Chicago), Master Degree (Public Administration, Illinois Institute of Technology), Doctorate Degree (EdD, Loyola University Chicago), and Master of Applied Positive Psychology from The University of Pennsylvania. Obviously Michelle is a lifelong learner (or professional student!) and enjoys sharing her love of learning with her students.</p>	

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Dr. David Plebanski
<b>Office Number:</b>	400
<b>Phone Number:</b>	219.473.4274 Cell: 773.608.2312
<b>Email:</b>	dplebanski@ccsj.edu
<b>Hours Available:</b>	By appointment
<p><b>Instructor Background:</b> 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.</p>	

<b>Course Information:</b>	
<b>Course Times:</b>	Mondays 9:00am – 1:00pm @ East/West University, 829 S. Wabash, Chicago, IL 60605 6:00pm – 10:00pm @ Chicago Police Academy, 1300 W. Jackson Blvd., Chicago, IL 60607
<b>Classroom:</b>	SLC 404 @ East/West University (4 <sup>th</sup> Flr) Rooms: 201-204 @ CPA
<b>Required Books and Materials:</b>	Reiman, Jeffrey. <i>The Rich Get Richer and the Poor Get Prison</i> . Needham Heights, MA: Allyn & Bacon (10th Edition).  Etzioni, Amitai & Jason H. Marsh. <i>Rights Vs. Public Safety after 9/11, America in the Age of Terrorism</i> . Lanham, Maryland: Rowman & Littlefield.
<b>Learning Outcomes/ Competencies:</b> Students will:	<p>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:</p> <ol style="list-style-type: none"> <li>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,</li> <li>2. Explain the historical, economic, psychological, legal, social and political forces that influence human behavior and its effect on society.</li> <li>3. Explain the role that cultural values have on behavior; and the extent to which we have internalized cultural biases.</li> <li>4. Articulate a distinct insight into the multi-dimensional nature of terrorism from an urban perspective with a global vision.</li> <li>5. Explain the dimensions of public safety policy and how it is shaped, analyzed, evaluated and influenced by various stakeholders.</li> <li>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.</li> <li>7. Recognize our own “situated ness”, and understand how the “situated ness” of different groups of people influence their perceptions of authority.</li> <li>8. Demonstrate mastery of critical thinking skills, written and oral communication skills, and technological competence.</li> </ol> <p>Public Safety Administrators will be able to address the following value conflicts:</p> <p style="padding-left: 40px;">Criminal Justice=Just Punishment Social Justice=Justice in wealth distribution Is there a conflict between the two? Security against terrorism=Violation of civil liberties</p> <p>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</p>

	<p>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?</p> <p>Public Safety Administrators will demonstrate an awareness of:</p> <ul style="list-style-type: none"> <li>a. The unequal distribution of wealth and its impact on crime; and</li> <li>b. The way in which social status affects the application of criminal penalties.</li> <li>c. Civil liberties in the age of terrorism.</li> </ul> <p>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.</p>
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**Course Description:** This course will provide students with an opportunity to develop an understanding of four critical component 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 the discern the larger implications of terrorism and public safety.

**Learning Strategies:**  
Lecture, simulation exercises, essays, group discussion, Blackboard

**Assessment:**

Competency Area	Objective	Assessment Tools
Knowledge of Diverse Cultures	Students will demonstrate the ability to explain the cultural context of personal values	Simulation Exercises
	Students will demonstrate the insight into the cultural roots of their own value systems	Autobiographical Essay
Cultural Roots of Value Conflicts	Students can analyze cases involving value conflicts in terms of "cultural clash" and recommend strategies for resolving these conflicts.	Case Study and Simulation Exercise
Cultural Patterns of Social Injustice and Correlation with Crime Rates	Students will demonstrate insight into the relationship between poverty and crime and its	Through completion of a Case Study/Simulation Exercise students will:

	<b>implications for the criminal justice professional.</b>	<ul style="list-style-type: none"> <li>• <b>Review demographic analysis of crime rates in large urban areas; and</b></li> <li>• <b>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.</b></li> </ul>
<b>Civil Liberties in an Age of Terrorism.</b>	<b>Students will demonstrate the implications between terrorism and public safety.</b>	<b>Case studies and simulation exercises.</b>
<b>Formulating a Plan for Professional Development With Regard to Social Justice and Criminal Justice.</b>	<b>Students will be able to articulate how a commitment to social justice is a component of their professional identity as Law Enforcement Administrators.</b>	<b>Plan for Professional Development Statement of Professional Commitment</b>

**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 <sup>st</sup> Paper on Reiman’s book	15%
2 <sup>nd</sup> Paper on Reiman’s book	15%
3 <sup>rd</sup> Paper on Reiman’s book	15%
Paper on commitment to social justice	15%
Statement of Professional Commitment	5%
Participation & attendance	10%

## Grading Scale

Grade	Points	Grade	Points
A	100-92	C	77-72
A-	91-90	C-	71-70
B+	89-88	D+	69-68
B	87-82	D	67-62
B-	81-80	D-	61-60
C+	79-78	F	59 & below

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

### 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.		

**We reserve the right to change this schedule to meet the needs of the class.**

## Course Outline (adjusted)

### 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.

### Week Two

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

Reading-The Sociological Imagination

Reading- Savage Inequalities: Children in American Schools

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.

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

### Week Three

Reiman Ch. 2, A Crime by any Other Name

Reading - One World, Ready or Not: The Manic Logic of Global Capitalism

Reading - Nickel-and-Dimed: On (not) Getting by in America

Reading - Corporate Welfare

Reading - The Broken Promise - Where pensions are golden

Paper due on study questions from Chapter two in Reiman's book. Group discussion  
The Iceberg Theory & Culture.

Film - the Gap - Discussion to follow.

### Week Four

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

Reading - Civil liberties in an age of terrorism.

Case Study & simulation exercise - Does the United States have the right to torture suspected terrorist.

Handouts - Policing Race and Class & The Costs of Inequality

Listening: self-inventory simulation

Movie - Too Big to Fail"

## Week Five

Reiman Ch. 3, The Poor Get Prison

Reading - Ghetto-Related Behaviors and the Structure of Opportunity

Etzioni Ch. 9, Discrimination Were Afraid to be Against

Etzioni Ch. 10, A (Potentially) Useful Tool

PowerPoint on wealth and income inequality

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

Video - Driving While Black

Review of the final exam.

Lecture on research design.

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

## Week Six

Calumet College Library – Literature review.

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

Due - Statement of Professional Commitment

Final Exam (essay)

<b>Responsibilities</b>	
<b>Attending Class</b>	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 the nature of life, including home, family and work responsibilities. If you must miss class, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course. 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.
<b>Turning in Your Work</b>	You cannot succeed in this class if you do not turn in all your work on the day it is due.  All assignments are to be turned in by the beginning of the class period on the day that they are due. <b>Late assignments are accepted, but one-half grade deduction may be assessed.</b>
<b>Using Electronic Devices</b>	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.

<b>Participating in Class</b>	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 discussion, you may be asked to leave, in which case you will be marked absent. 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.
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	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.
<b>Disability Services:</b>	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.
<b>CCSJ Alerts:</b>	<p>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:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>



## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

### HAZARDOUS MATERIAL SPILL/RELEASE

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.

4. Evacuate if necessary.

## TORNADO

### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## SHELTER IN PLACE

### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

## RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.