

087
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Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/16/2013 New course Temporary course Drop service course
(effective date cannot be retroactive) There is a course fee associated with this course (see instructions)

- Variable credit _____
- Increase credit (former credit _____)
- Number (former number _____)
- Crosslisting (between WSU departments)
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
- Other (please list request) _____

- Repeat credit (cumulative maximum _____ hours)
- Lecture-lab ratio (former ratio _____)
- Prefix (former prefix _____)
- Cooperative listing (UI prefix and number _____)
taught by: WSU UI jointly taught
- S, F grading

CrmJ 513 Multicultural Issues in Criminal Justice
course prefix course no. title

3	3	0	0	
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Critical examination of race, gender and other diversity and cultural issues within the U.S. criminal justice system.

Instructor: Lutze, Faith Phone number: (509) 335-2272 Email: Lutze@wsu.edu
Contact: Mareinin, Otwin Phone number: (509) 335-8428 Email: otwin@wsu.edu
Campus Zip Code: 4872

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 9/6/12 Carol Long 9-18-12
Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary) * Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

**Criminal Justice 513:
Multicultural Issues in the Criminal Justice System**

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Office Hours: Thursday Noon-2:30 or by appointment (lunch)

Research shows that perceptions of, and experiences with, the United States' criminal justice system significantly differ based on race, ethnicity, gender, class, and sexual orientation. The U.S. Federal Government has been advocating that federally funded programs be "culturally competent" in order to reduce the likelihood of disparity and discrimination. The Canadian Federal Government requires that all new legislation be reviewed for potential disparate impact on minorities and protected groups in order to avoid unintended consequences or undue hardship for some groups of citizens. Many criminal justice policy makers, practitioners, and scholars approach criminal justice from a perspective of "equality" without understanding the existing power structures within the U.S. and the experiences of those who do not possess dominant group membership. Terms such as "diversity," "multicultural," and "equity" are prominently displayed and used, but rarely understood in terms of real life experiences and related criminal justice policy outcomes. This course attempts to bring understanding to the term "cultural competency" and how the criminal justice system (police, courts, corrections) may be reformed to achieve equality and justice for all.

Course Objectives

- To introduce seminar participants to America's changing demographic profile as it pertains to age, gender, and race;
- To define some of the conceptual and theoretical boundaries of research related to elders, minorities, and women in the criminal justice system (law enforcement, courts, and corrections);
- To familiarize seminar participants with the basic concepts and literature concerning applied research that examines elders, minorities, and women in the criminal justice system;
- To explore the policy implications and practical applications of such research.

Assignments

- Weekly Questions—Develop 2 questions for each of the book reading assignments. Give context from the readings that inspired your questions. Approximately 2 pages. Be prepared to discuss your questions in class. (10 points each)
- Review government and professional program web pages, analyze from a cultural perspective and bring sample to class. (10 points each)
- Research Paper. Analyze a policy or program through a cultural lens. See assignment sheet for details. (100 points)

All assignments must be completed to receive a grade for the class.

Attendance

2 or more absences will result in a full letter grade deduction in the course grade.

Required Readings

Books:

- Anderson, Elijah. (1999). *Code of the Street*. W.W. Norton and Company
- DeAnda, Roberto. (2004). *Chicanas and Chicanos in Contemporary Society (2nd ed.)*. Rowman & Littlefield
- Espiritu, Yen. (2007). *Asian American Women and Men: Labor, Laws and Love*. Rowman & Littlefield.
- Freie, Carrie. (2008). *Class Construction: White Working-Class Student Identity in the New Millennium*. Rowman & Littlefield
- Martinez & Valenzuela. (2006). *Immigration and Crime: Ethnicity, and Violence*. New York University Press
- Matsumoto, David. (1997). *Culture and Modern Life*. Wadsworth.
- Raphael, Jody. (2000). *Saving Bernice: Battered Women, Welfare, and Poverty*. Northeastern University Press
- Rank, Mark. (2004). *One Nation, Underprivileged: Why American Poverty Affects Us All*. Oxford

Government Websites and Documents:

Law Enforcement

- Office of Community Oriented Policing Services—www.cops.usdoj.gov
- Bureau of Alcohol, Tobacco, Firearms and Explosives—www.atf.gov

Courts

- United States Federal Courts—www.uscourts.gov
 - Personal and Public Safety
 - Crime Prison and Corrections

-Courts and Legislation

- Office of National Drug Court Policy—www.whitehouse.drugpolicy.gov
- National Association of Drug Court Professionals—www.nadcp.org

Corrections

- Federal Bureau of Prisons—www.bop.gov
- Washington State Department of Corrections

Juvenile Justice

- Office of Juvenile Justice and Delinquency—www.ojjdp.ncjrs.gov

Victim Advocacy

- Office for Victims of Crime—www.ovc.gov
- Office of Crime Victim Advocacy—www.cted.wa.gov

Course Outline

Date	Required Reading	Assignment
January 13	Introduction	
January 20	<i>Culture and Modern Life</i>	Questions
January 27	<i>One Nation, Under Privileged</i>	Questions
February 3	<i>Saving Bernice</i>	Questions
February 10	<i>Code of the Street</i>	Questions
February 17	<i>Asian American Women and Men</i>	Questions
February 24	<i>Chicanas and Chicanos in Contemporary Society</i>	Questions
March 3	<i>Class Construction</i>	Questions Paper topic and day due
March 10	No Class ACJS	--
March 17	No Class Spring Break	--
March 24	<i>Immigration and Crime</i>	Questions
March 31	Law Enforcement and Cultural Competency	Student Presentations
April 7	Courts and Cultural Competency	Student Presentations
April 14	Corrections and Cultural Competency	Student Presentations
April 21	Victim Advocacy and Cultural Competency	Student Presentations
April 28	Continued	Student Presentations
May 2		Final Paper Due

Academic Dishonesty and Plagiarism Policy

The WSU Statement on Academic Integrity (which includes plagiarism) reads:

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Responses to cheating/ plagiarism in this course will be as follows:

1st Offense: Any assignment plagiarized will receive an "F" (0 points) and the matter referred to the Criminal Justice Director and the Office of Student Affairs. Students will not be allowed to rewrite or resubmit a plagiarized assignment.

2nd Offense: The student will receive an "F" in the course with repeat referrals.

For clarification on what constitutes plagiarism, refer to the following websites:

<http://owl.english.purdue.edu/owl/resource/589/1/>
www.wsulibs.wsu.edu/plagiarism/main.html

Campus Safety Plan

The WSU (Pullman) campus Safety Plan can be found at <http://safetyplan.wsu.edu>. A listing of university policies and information related to campus safety, emergency management and the health and welfare of the campus community is at <http://oem.wsu.edu/emergencies>.

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist. If you have questions, please contact Rosie Pavlov at pavlovr@wsu.edu or 335-3417. Additional information is available on the DRC website is www.drc.wsu.edu.

WEEKLY QUESTIONS

The purpose of the weekly questions is to inspire you to become an active reader who not only consumes the content of the assigned reading, but who actively thinks about how this particular work relates to broader ideas and issues. Therefore, when reading for the week, you should consider the strengths and weakness of the ideas being presented to you by the authors, and when possible relate the current reading to other readings in the course.

You will develop 2 questions each week. The first question will inquire about a specific issue addressed in the book. The second question will relate to broader issues related to criminal justice policy, practice, theory, *or* research. Please present the ideas from the book that brought you to developing each question. You will be asked to present your questions in class each week.

Helpful Hints:

- < state the thesis of the book
- < feel free to build upon course materials from previous weeks
- < feel free to incorporate material from other classes

Requirements:

- < 2 pages
- < double spaced

**CJ592 Cultural Competency and Criminal Justice Reform
FINAL PAPER INSTRUCTIONS**

Purpose:

The purpose of this assignment is for you to further research your primary interest in criminal justice and to review the existing literature through a cultural lens. You will present your research to the class.

Assignment:

1. Chose a topic relevant to your area of expertise.
2. Develop a clearly defined research question or thesis.
3. Review the peer reviewed literature, reputable web sites, and books, related to your topic.
4. Compare your findings with selected readings from course material.
5. List all sources utilized in your paper in a standardized reference page.

Requirements:

- Meaningful title and cover page (p. i.)
- Abstract (p. ii)
- Table of contents (p. iii)
- Executive summary (optional) (p. iv +)
- 20 pages of text (p. 1)—introduction, literature review, methodology, conclusions
- Reference pages
- Staple top left corner
- Number all pages (except cover)
- Properly cite sources within text
- Use subtitles to organize the paper

Helpful Hints to Writing a Graduate Level Paper:

- **Introduction:** Develop a clearly written and well-organized introduction. It should be clear in the first two pages why your topic is important and what thesis/research question you will be analyzing through your research.
- **Literature:** Be analytical! As the reviewer of the literature it is up to you to determine what is important and how it relates to or supports the thesis of your paper. You should also use your expertise to determine what is missing from the literature and what direction future research needs to take.

- **Critical thinking:** Take a position! Use the literature to support an argument. Provide social science based evidence to support your argument and DO NOT rely upon opinion.
- **Organization:** Use subtitles to organize your paper. Subtitles are useful for shifting from one major area of your paper to another and help to transition between ideas. Do not include one paragraph sections.
- **Organization:** Transition between paragraphs and sections. Always let the reader know why what is coming next is important. Sometimes you need to state the obvious—we professors are not as all knowing as we may appear or like to believe (just do not over do it).
- **Integrity:** Thoroughly cite sources. Only works cited in the text should be included in the reference list.
- **Integrity:** Avoid lengthy quotes and lists.
- **Integrity:** Avoid slang, body parts (in the eyes of the public), contractions, abbreviations, and etc. (it strongly implies you do not know what comes next). I am totally guilty of using slang in the class room and communicating in a casual manner, but I do not do so in my writing and nor should you.
- **Conclusion:** Restate your thesis and the major findings in your conclusion. Expand upon why your topic and your thesis are important. Do not introduce new literature or findings in the conclusion.

CRMJ 513

Corrected Disability Statement and Grading Scale

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Grading Scale:

Grade	Points	Percent of Final Grade	Grade	Points	Percent of Final Grade
A	216-230	94%-100%	C	170-176	74%-76%
A-	207-215	90%-93%	C-	161-169	70%-73%
B+	200-206	87%-89%	D+	154-160	67%-69%
B	193-199	84%-86%	D	138-153	60%-66%
B-	184-192	80%-83%	F	137 & Below	59%-0%
C+	177-183	77%-79%			

