

# Syllabus

## CRJ-320: Diversity in Criminal Justice

### Course Description

Examination of racial, ethnic, gender and religious issues regarding criminal offenders, victims of crime and employees of the criminal justice system.

Credit Hours: 3

### Course Outcomes

Upon successful completion of this course, students should be able to:

1. Understand cultural diversity issues facing police, courts, and corrections in the criminal justice system.
2. Identify the roles and functions of police, courts, and corrections in a culturally diverse society.
3. Explain, evaluate and apply important theories and policies regarding cultural diversity issues.
4. Compare and contrast the cultural diversity issues impacting employment with those impacting the relationship between agencies and offenders.
5. Apply a Christian world view to the issues impacted by cultural diversity.

### Course Topics

1. Investigating Difference
2. Conceptualizing Difference
3. Privilege and the Construction of Crime
4. Talking Through Our Differences
5. Class Difference and the Social Construction of Crime and Criminality
6. Exclusion, Inclusion and Violence: Immigrants and Criminal Justice
7. The Significance of Race
8. Gay Men, Lesbians and Criminal Justice
9. Youth Crime and Justice in a Changing Society
10. The Invisible Minority: Individuals with Disability
11. Religious Differences, Persecution, and Criminal Justice
12. Educating for Change: Cultural Awareness Training for Criminal Justice
13. Reinvestigating Difference

### Course Resources

Collective, C. J., Prior, S., & Jones, L. (2018). *Investigating difference: human and cultural relations in criminal justice* (3rd ed.). New York, NY: Pearson

### IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

### Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%–100%	950–1000
<b>A-</b>	3.7	92%–94.9%	920–949
<b>B+</b>	3.3	89%–91.9%	890–919
<b>B</b>	3.0	85%–88.9%	850–889

Grade	Quality Points Per Credit	Percentage	Score
<b>B-</b>	2.7	82%–84.9%	820–849
<b>C+</b>	2.3	79%–81.9%	790–819
<b>C</b>	2.0	75%–78.9%	750–789
<b>C-</b>	1.7	72%–74.9%	720–749
<b>D+</b>	1.3	69%–71.9%	690–719
<b>D</b>	1.0	65%–68.9%	650–689
<b>F</b>	0.0	0%–64.9%	0–649

**Note:** In graduate level courses, a grade of C- or below will require the course to be repeated.

## Grading Policies

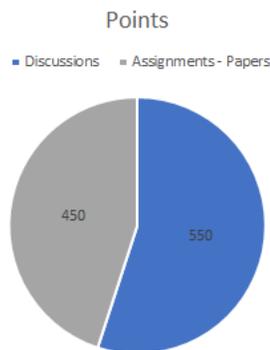
Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

## Letter Grade Equivalencies

Grade	Quality Points Per Credit
<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
<b>F</b>	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

**Note:** In graduate level courses, a grade of C- or below will require the course to be repeated.

## Grade Summary



## Workshop Outlines

### Workshop One Outcomes

Upon successful completion of this workshop, students will be able to:

- Identify deviant behavior that is intended to touch the conscience of those in power.
- Explain how social circumstances and religious upbringing impact our perceptions of, and reactions to, diversity issues in the criminal justice system.
- Explain the main concepts in the study of diversity, including intersectionality, interlocking oppression, micro-aggression, and privilege.
- Analyze the role of a criminal justice professional and the challenges presented in dealing with diversity issues.

### Workshop One Outline

Title	Due Dates	Time	Points
<b>1.0 Discussion: Autobiography</b>	Initial post due by the end of the fourth day of the workshop	1 hour	5
<b>1.1 Discussion: Biblical Wisdom</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	5
<b>1.2 Discussion: Social Circumstances and Religion and Their Effects on Diversity</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	50
<b>1.3 Discussion: Understanding intersectionality, Interlocking Oppression, Micro-aggression, and Privilege</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	50
<b>1.4 Assignment: Preparing to Interview a Criminal Justice Professional</b>	Due by the end of the workshop.	6 hours	75
<b>Totals</b>		<b>14 hours*</b>	<b>185</b>

\*These times are only estimates. Actual completion times will vary.

### Workshop Two Outcomes

Upon successful completion of this workshop, students will be able to:

- Demonstrate how forces in society can keep individuals from following God’s will and how the Bible offers hope to overcome these forces.
- Evaluate strategies for improving communication among those with varying levels of power and status within the criminal justice system.
- Articulate how specialty courts have become an integral part of the criminal justice system and how they work to encompass diversity.
- Describe how a specific specialty court near you functions to address diversity issues in the context of your local criminal justice system.

### Workshop Two Outline

Title	Due Dates	Time	Points
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Title	Due Dates	Time	Points
<b>2.1 Discussion: Biblical Wisdom</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
<b>2.2 Discussion: Communication within a Diverse Criminal Justice System</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	50
<b>2.3 Discussion: Diversity and Specialty Courts</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	50
<b>2.4 Assignment: Specialty Course Investigation</b>	Due by the end of the workshop.	6 hours	75
<b>Totals</b>		<b>11 hours*</b>	<b>185</b>

\*These times are only estimates. Actual completion times will vary.

### Workshop Three Outcomes

Upon successful completion of this workshop, students will be able to:

- Explain how a Christian in the criminal justice system can uphold the belief that we are all God's children by avoiding treating others differently based on their gender, sexual orientation, age, disability, or religion.
- Articulate whether different strategies are appropriate for male and female defendants in the criminal justice system.
- Identify a list of your best questions for your criminal justice professional interview in Workshop Five.
- Describe the fine balance required in protecting the rights of both the accuser and the accused in cases of campus sexual assault.

### Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Discussion: Biblical Wisdom</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
<b>3.2 Discussion: Male and Female Defendants in the Justice System</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	4 hours	50
<b>3.3 Discussion: Preparing Interview Questions</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	50
<b>3.4 Assignment: Campus Sexual Assault</b>	Due by the end of the workshop.	6 hours	75
<b>Totals</b>		<b>13 hours*</b>	<b>185</b>

\*These times are only estimates. Actual completion times will vary.

### Workshop Four Outcomes

Upon successful completion of this workshop, students will be able to:

- Evaluate the impact Ecclesiastes 9:10-11 can have on criminal justice professionals' religion.
- Describe the effects of social dynamics on discretionary enforcement in the criminal justice system.
- Evaluate how the media resources you consume shape your views on the issues of diversity in the criminal justice system.
- Articulate how diverse racial groups are affected differently by the criminal justice system.

### Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Discussion: Biblical Wisdom</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
<b>4.2 Discussion: Social Class Dynamics in Law Enforcement</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	4 hours	50
<b>Totals</b>		<b>13 hours*</b>	<b>185</b>

Title	Due Dates	Time	Points
<b>4.3 Discussion: Media and Racial Diversity in the Criminal Justice System</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	50
<b>4.4 Assignment: Criminal Justice and Racially Diverse Populations</b>	Due by the end of the workshop.	6 hours	75
<b>Totals</b>		<b>13 hours*</b>	<b>185</b>

\*These times are only estimates. Actual completion times will vary.

### Workshop Five Outcomes

Upon successful completion of this workshop, students will be able to:

- Describe a situation that involved an act of compassion and examine the value compassion plays in the work of criminal justice workers.
- Describe the unique needs of the elderly in the criminal justice system, including their roles as victims, witnesses, defendants and inmates.
- Articulate the advantages and disadvantages of allowing the exercise of freedom of religion in our incarcerated population.
- Explain the diversity issues that are most difficult for the criminal justice professional, as well as resolve your own misconceptions about these issues.

### Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Discussion: Biblical Wisdom</b>	Initial post due by the end of the fourth day of the workshop; one response due by the end of the workshop.	1 hour	10
<b>5.2 Discussion: The Elderly in the Criminal Justice System</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	50
<b>5.3 Discussion: Diversity of Religion in the Criminal Justice System</b>	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	50
<b>5.4 Assignment: Interview with a Criminal Justice Professional</b>	Due by the end of the workshop.	10 hours	150
<b>5.5 End of Course Survey</b>	Due by the end of the workshop.	30 minutes	10 Extra Credit
<b>Totals</b>		<b>15.5 hours*</b>	<b>260</b>

\*These times are only estimates. Actual completion times will vary.

### Outline Totals

Total Time	Total Points
<b>66.5 hours*</b>	<b>1000</b>

\* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

## Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

## Expectations, Policies, and Important Student Information

School/Division	Link

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>