

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

JUST 323 – DIVERSITY IN CRIMINAL JUSTICE

Prepared By: Michelle Currier, PhD

**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
CRIMINAL JUSTICE DEPARTMENT
OCTOBER 2019**

- A. **TITLE:** Diversity in Criminal Justice
- B. **COURSE NUMBER:** JUST 323
- C. **CREDIT HOURS:** 3 credits/3 contact hours per week for 15 weeks.
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** n/a
- F. **SEMESTER(S) OFFERED:** Fall and spring
- G. **COURSE DESCRIPTION:**
 This course provides an examination of the intersections between diverse groups and the variable agencies, practices, policies, and individual actors in the criminal justice system with whom they come into contact. Students examine contacts that criminal justice practitioners have with citizens, victims, suspects, and coworkers, and conceptualize diversity through such intersections. Specific attention is paid to gender, sexuality, race, class, status, culture, age, disability, religion, and politics.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): 45 semester credit hours or permission of the instructor.

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO (Forensic Crim. BS)</u>	<u>GER</u>	<u>ISLO</u>
a. Analyze the manner in which diversity intersects all dimensions of the criminal justice system.	PLO 2 – Analyze and evaluate theory and practice in criminological/criminal justice contexts.		2. Critical Thinking [IA]
b. Evaluate the individual and societal consequences of a lack of diversity awareness within the contemporary criminal justice system.	PLO 2 – Analyze and evaluate theory and practice in criminological/criminal justice contexts.		2. Critical Thinking [IA]
c. Assess the institutions and practices within the justice system that impact diverse groups, or are impacted by diversity concerns, and generate a plan to rectify an existing deficiency or inequity.	PLO 3 – Propose reform or new models of practice in criminal justice contexts.		2. Critical Thinking [PS]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
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ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X

K. **TEXTS:**

Prior, S. & Jones, L. (2018). *Investigating difference: Human and cultural relations in criminal justice*. New York, NY: Pearson.

L. **REFERENCES:** n/a

M. **EQUIPMENT:** FLEX Technology

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Assignments
Quizzes
Exam
Project

P. **DETAILED COURSE OUTLINE:**

- I. Investigating Difference/Framing Difference
 - A. What is difference, and why it matters
 - B. How difference is socially constructed
 - C. Social control vs. discrimination, categorization, stereotyping
- II. Intersectionality
 - A. Theoretical concept of intersectionality
 - B. Oppressions, microaggressions, power and privilege
 - C. Socially constructed identities
- III. Intercultural and Interpersonal Communication
 - A. The advantages/importance of competent communication
 - B. Impact of diversity on communication

- C. Stereotyping, ethnocentrism and the impact on communication
- IV. Differences at Work in CJ
 - A. The social context that has given rise to specialty courts
 - B. Types of specialty courts
 - C. Why specialty courts are necessary, and why they work
- V. Categories of Difference: Gender, Gender Identity, and Sexual Orientation
 - A. Relationship between gender, crime, and justice
 - B. Consequences of gender inequalities on crime, offending, victimization, justice processing, and work as a justice professional
 - C. Experiences of offenders, victims, and justice professionals that reflect sexual orientation and gender identity difference
- VI. Victimization and Difference
 - A. Perception of the “ideal” victim
 - B. Violence against women
 - C. Campus sexual assault
- VII. Categories of Difference: Social Class
 - A. Origins of social class divisions in the US
 - B. How social class dynamics influence definitions of crime
 - C. Social class and disproportionate justice-system scrutiny
- VIII. Categories of Difference: (Race)—Whiteness; African Americans
 - A. History of the term “whiteness” in American society
 - B. Race and criminal justice system processing
 - C. The treatment of African Americans within the criminal justice system.
- IX. Categories of Difference: (Race)—Native Americans; Asian Americans
 - A. Marginalization of Native Americans
 - B. Cultural revitalization and crime prevention
 - C. Asian-American criminal history and Asian Americans as the dangerous “other.”
- X. Categories of Difference: (Race)—Latinos; Undocumented Immigration
 - A. Immigration and crime
 - B. Immigrants and victimization
 - C. Misperceptions and stereotypes used to characterize Latinos.
- XI. Categories of Difference: Youth; the Elderly/Aging
 - A. Juvenile crime and the differences between the public perception of it and its statistical realities.
 - B. Impact of difference (gender, race, etc.) on juvenile crime
 - C. Crimes against the elderly, and impact of aging and infirm inmates on the U.S. prison system
- XII. Categories of Difference: Disability
 - A. Disability and victimization risk
 - B. Disabled offenders and justice system treatment
 - C. Disabled justice system professionals
- XIII. Categories of Difference: Religion and Politics
 - A. U.S. religious minorities’ legal issues/cases
 - B. Religiously motivated violence
 - C. Religious service in corrections
- XIV. Reframing Difference for Criminal and Social Justice
 - A. Re-visioning and reconstructing difference in the justice system