

# Police and pearson prentice hall



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Course Materials CJ Collective & Jones, L. C. (2009). Investigating difference: Human and cultural relations in criminal justice (2nd ed. ). Upper Saddle River, NJ: Pearson Prentice Hall. MacNamara, R. H. , & Burns, R. (2009). Multiculturalism in the criminal justice system. New York, NY: McGraw-Hill. Monk, R. C. (Ed. ). (2001). Taking sides: Clashing views on controversial issues in crime and criminology (6th ed. ). Guilford, CT: Dushkin/McGraw-Hill. Toth, R. C. , Crews, G. A. , & Burton, C. E. (2008). In the margins: Special populations and American justice.

Read also Three Styles of Policing

Upper Saddle River, NJ: Pearson Prentice Hall. All electronic materials are available on the student website. Week One: Race, Ethnicity, Social Structure, and Crime Victims and Offenders Details Due Points Objectives 1. 1 Define race, ethnicity, disparities, and discrimination. 1. 2 Examine racial and ethnic categories in the statistical data reported by criminal justice agencies in the United States. 1. 3 Understand explanations for disparity and causes of discrimination. 1. 4 Analyze the relationship between race,

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ethnicity, social structure, and crime. 1. Compare victimization and offender rates for racial and ethnic minorities to the rates for Whites. 1. 6Examine the role of ethnic youth gangs and the occurrence of hate crimes in the United States. 1. 7Examine the relationship between the police and racial and ethnic minority youth. ReadingsRead Ch. 1 & 2 of Multiculturalism in the Criminal Justice System. Read Ch. 3, 5 & 14 of Investigating Difference. Read this week's Electronic Reserve Readings. Participation and Discussion Questions. Please be prepared to participate and discuss the following questions: •What racial or ethnic stereotypes did you learn as a child?

Which stereotypes, if any, do you still hold today? •How do you differentiate between a stereotype and a cultural characteristic? How do you determine this differentiation? •Do you have a strategy for dealing with stereotypes concerning the cultural group you belong to? Has this strategy been successful? 12/22/114 Learning Team InstructionsResources: Opposing Viewpoints Resource Center Choose a topic below for your panel discussion concerning the dynamics of race, the police, and the community Attain faculty approval. •Racial profiling by police Influence of police leadership on racial disparity and discrimination •Effect of police brutality on ethnic minority victims, family, and community •Response of government officials to racial and ethnic issues Consider using the Opposing Viewpoints Resource Center, which is located under the Article Databases—Specialized section in the University Library, as a source for your articles. Use the Quick Search function to locate articles on your topic. Review 3 to 5 articles pertaining to your topic. Begin to work on your Panel Discussion Presentation, due in Week Two.

Individual Disparity and Discrimination Essay Write a 700- to 1,050-word essay in which you compare and contrast the terms disparity and discrimination as they relate to the criminal justice system. Support your discussion with examples from law enforcement practices, court procedures, corrections populations, or all three. Format your essay consistent with APA guidelines. You should have at least three references. 12/22/1110 Week Two: The Police and Racial and Ethnic Minorities Details Due Points Objectives 2. Examine public opinion about the police, comparing the attitudes of Whites, African Americans, and Hispanics. 2. 2 Identify specific concerns relative to policing particular ethnic communities. 2. 3 Examine racial and ethnic disparity and discrimination in police use of force, detentions, searches, and seizures. 2. 4 Understand officer attitudes, police corruption, and citizen complaints relative to race and ethnicity. 2. 5 Discuss police employment practices and the law of employment discrimination. Readings Read Ch. 10 of Multiculturalism in the Criminal Justice System.

Review Ch. 2 & 3 of In the Margins. Read this week's Electronic Reserve Readings. Participation and Discussion Question Please be prepared to participate and discuss the following questions:

- What has been the effect of the Civil Rights Movement on crime and criminal justice?
- Should hate be considered a crime? What arguments may be made to support the use of sentencing-enhancement penalties for hate crimes? What arguments may be made to oppose such statutes? Are hate crime laws likely to deter offenders and reduce crime?
- Define the concept of affirmative action.

Do you support or oppose affirmative action in the employment of police officers? Do you think affirmative action is more important in policing than in

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other areas of life? Explain. 01/05/124 Nongraded Activities and PreparationBegin working on the Cultural Diversity in Criminal Justice Paper. Learning Team InstructionsBegin working on your Jury Nullification Paper. Individual Cultural Diversity in Criminal Justice Outline and ReferencesChoose one of the following topics: •Race and ethnicity of juvenile offenders •Race and ethnicity in police employment practices Racial disparity in sentencing •Racial disparity in the application of the death penalty •Racial disparity in correctional populations Prepare an outline of your 1, 750- to 2, 450-word paper, due in Week Four, in which you examine your selected topic. Locate and identify at least three references from scholarly journals, trade publications, or other sources through the Online Library Major Article Database to use in this research paper. Format your outline and references consistent with APA guidelines. Submit your outline and list your references. 01/05/1210 Learning Team

Panel Discussion PresentationDiscuss your reaction to the articles you read for Week One. Summarize the key points of the articles. Choose one team member who will serve as moderator. The remaining team members will serve as panelists. •The moderator must ask the panelists 5 to 10 questions to start a discussion of the various issues related to the assigned topic. •Each question asked must be answered by every panelist to ensure a wide variety of opinions. •Following the moderated discussion, panelists must then ask the remaining students in class 3 to 5 questions. 01/05/1210