

CLEVELANDSTATEUNIVERSITY
Fall SEMESTER 2017

UST 481/581 Public Safety & Justice Management

Time: Monday, 6:00– 9:50 p.m.
Instructor: Dr. Ronnie Dunn
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Classroom: Urban Affairs Building, 243
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Office hours: Mon. 2:00 pm – 5 pm, Tues. & Thurs. 10 am – 12:00 am
or by appointment

Course Description:

This course examines the public sector management of law enforcement and public safety agencies. We will study issues pertaining to the administration of public safety services within an increasingly diverse and complex urban context. The class will explore the dynamics of race, class, and culture confronting street-level administrators in the delivery of public services. Local public agencies will be used to analyze the issue of diversity both within the organizations and the communities they serve from a public safety perspective. A particular emphasis will be placed on law enforcement and complex issues related to race, ethnicity, class, religion, and other diversity factors. An interdisciplinary approach will be used to study the complexities of these issues in public safety at the local, state, and national levels. This course will consist of readings, lectures, use of audiovisual materials, class discussions, written assignments, class presentations, and guest speakers.

Course Objectives:

This course is designed to provide students with better understanding of:

Issues and challenges confronting public safety personnel in urban America

Public policy and politics relevant to race, ethnicity, gender, and class

Organizational culture and behavior, institutional and structural racism, and discriminatory practices

Diversity and the inclusion and the effective management of differences within public organizations

And how these various factors coalesce to affect the delivery of public safety services by public safety personnel

Required Texts:

Susan T. Gooden
Race and Social Equity: A Nervous Area of Government
New York/M.E. Sharpe

Samuel Walker and Carol A. Archbold
The new world of Police Accountability, 2nd edition
Los Angeles/Sage

Additional readings are listed on Electronic Reserve in the University Library. To access ECR enter the professor's name (Dunn) and the class code: 1318.

Course Requirements:

1. Attendance in class, participation in class discussions, and completion of all assignments are expected. If an absence is unavoidable, the student should notify the professor in advance, if possible, and the student is still responsible for any work assigned or due during their absence.
2. The assigned readings should be completed before each class session and are to be used to complete the weekly assignments. Students should come to class prepared to discuss the readings with a reasonable level of comprehension. Students may want to outline and summarize the readings highlighting the main points. If it is determined students are not coming to class prepared to engage in discussion of the readings, the instructor may assign students specific readings for which they will be responsible for leading the class discussion.
3. Each student will select a local public safety agency e.g. police, fire department, or EMS, within the Greater Cleveland and Lorain communities as the subject of an 8-page (undergraduates), 10-page (graduate student) paper. The paper should focus on the administration of the delivery of public safety services relative to diversity both internal and external to the agency. The paper should include recent historical (e.g. over the last 5-10 years) and current demographic data on the racial/ethnic, and socioeconomic composition of the community, the political apparatus, and the public safety agency that serve this community. The paper should look at the impact that demographics are having on the provision of services by the agency and any resulting problems, or conflicts that may have arisen and how they were addressed. The paper should include any recent media coverage of relevant issues pertaining to the provision of services by the agency and the student should interview at least one public official that can speak to the issues of diversity confronting the agency, e.g. the chief of police, fire chief, safety director, school safety officer, or human resources personnel etc., and the agency's policies and practices to address such issues. This person should not be a front-line worker whom the student may know, i.e. interviewed as a matter of convenience, but must be someone within the agency in a position of authority that can speak knowledgeably of the organizations

staffing diversity and service delivery related issues. You also may want to interview someone from a community-based, advocacy, or civil rights organization that is involved in efforts around any diversity related problems in the community to provide a balanced perspective.

4. All written assignments must be word-processed, double spaced, and checked for grammar and spelling. Term papers should adhere to the APA style guide.
5. This is a seminar format class therefore student participation is essential to the learning process and students should come to class prepared to discuss the assigned material.
6. Given the highly sensitive nature of the subject matter that this class addresses, respect for the views, opinions, experiences, and backgrounds of others, which may differ from ones' own is essential.

Written Assignment Evaluation: Evaluation of student papers is based on the following criteria:

- (1) **Focus** – The hypothesis statement or main point of your paper needs to be stated clearly at the beginning of the paper.
- (2) **Development** – Incorporate quotes, paraphrases, examples, inferences, reasoning, and qualified opinions to support your hypothesis.
- (3) **Organization** –Is the paper organized so that the paragraphs transition from one to another in a logical, cohesive manner? Did the student adhere to the APA style format required for this course?
- (4) **Style** – Relates to the sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction and tone (wording, choice of words) appropriate for an upper level college course?
- (5) **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words. Spell-check your work!**

Class Assignments:

Students are responsible for responding in writing to questions related to the assigned readings for each week. Responses to each question should be in essay format (more than 1 or 2 sentences) and expound upon the subject matter. Answers should adhere to a 150 word minimum. Assignments are to be submitted either in class or through Blackboard and are due by 6 p.m. of the following Monday that the readings were assigned e.g. responses to questions for readings from week 1 are due on week 2. Students automatically have access to the Blackboard website once enrolled in the class.

Late assignments will be penalized. Each day that an assignment is late 1/3 of the points for the assignment will be deducted from the final grade for that assignment. Points will not be given for assignments more than three (3) days late. This policy will apply unless the student has a legitimate, documented, excuse (medical documentation, military orders, etc.) why the assignment could not be completed on time.

Grading

Percentage of possible points:

A	= 94 – 100 %
A -	= 90 – 93
B+	= 87 – 89
B	= 83 – 86
B -	= 80 – 82
C+	= 77 – 79
C	= 70 – 76
D	= 60 – 69
F	= 59 and below

Points (or percentage) per assignment:

Family History	5 pts.
Class assignments	20 pts.
Midterm and final exams (25 pts. each)	50 pts.
<u>Final paper</u>	<u>25 pts.</u>
	100 pts.

Grades of “I” and “X”

X – The grade of “X” may be assigned when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the period. An “X” automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by the professor.

I – Incomplete. The “I” grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An “I” grade can be assigned when all three of the following conditions are met:

1. Student is regularly attending / participating in the class and has the potential to pass the course.
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the professor; and
3. Student has notified the professor prior to the end of the grading period.

Special Needs: Students in need of special accommodations to complete assignments or take exams must make the instructor aware by the end of the second week of classes. This includes accommodations for physical handicaps, learning disabilities, and English as a second language.

University Policies:

Academic integrity is one of the highest values and a basic standard within academia. All work submitted by students, including weekly assignments and the final paper, are expected to be their own original work and to have been completed to meet the requirements of each specific assignment. Plagiarism is an act of academic fraud and a serious offense which can carry penalties up to expulsion from the university. While it is acceptable and customary to use the work of another author the work must be properly cited in adherence with the appropriate manual of style, which is APA for this class. It is strongly advised that all students familiarize themselves with the policy on Academic Misconduct found in section 3.1.2 of The Student Code of Conduct.

In order to help address issues regarding plagiarism and the proper use of other people's writings, an online resource Turnitin.com is being utilized and made available to students to check their work before submitting it. The link for the website is located in the "Assignments" folder on the homepage.

Deadlines:

- For the current semester, the deadline for dropping a course is September 8, 2017.
- The last day to withdraw from the course is November 3, 2017.
- The final exam week is December 11-16, 2017.

Course Outline and Reading Schedule

Assignments:

There is an online psychological test called the Implicit Association Test that was developed at Harvard University to test people's implicit (or often unconscious) preferences. The test can be taken online at <https://implicit.harvard.edu/implicit/>. Go to the course readings and click on the Implicit Association Test (IAT) link. A window will open taking you to the test. Click on the Demonstration button and scroll down. Read the instructions and take the racial preference (Black/White) test. Please post your test results on the discussion board in Blackboard. (Do not be too alarmed by your test results, we all very likely harbor some racial preferences that we are unaware of or may not be comfortable acknowledging.)

Family History – Write a brief, 3 – 5 page family history. Discuss your family's racial/ethnic background, place of origin, where your family immigrated or migrated from, and what brought them (or yourself) to the Greater Cleveland area. Discuss family member's occupations and aspirations. You should interview older family members for information on your family's history (to the extent possible). For students that cannot trace their family history for some reason, write about the experience of your particular racial/ethnic group in the immigration/migration process within the United States.

August 28

Review of syllabus and introduction to course and key concepts
Gooden, Ch. 1 – 3

September 4

Labor Day (No Class)

September 11

Theme: Organizational Culture/Race & Social Justice

Gooden, Ch. 4 – 5

(ECR) Frederickson, H. G., Ch. 10 – Conclusions pp. 133 – 149 in *Social Equity and Public Administration*;

September 18

Theme: State & Federal Agencies' Performance

Gooden, Ch. 6 – 7

September 25

Theme: Racial Equity & Overcoming Nervousness in MPA Programs

Gooden, Ch. 8 – 11

October 2 Theme: Examination of Racial Profiling

[View video: Color of Suspicion](#)

Article (ECR): Dunn, R. A., *Racial Profiling: A Persistent Civil Rights Challenge Even in the Twenty-first Century*.

October 9

Theme: The Advancement of Social Equity in Public Administration

(ECR) Frederickson, H. G., Ch. 5 – *The State of Social Equity in Public Administration* pp. 74 – 84 in *Social Equity and Public Administration*; Article (ECR): Dunn, R. A., *Race and the Relevance of Citizen Complaints Against the Police*

October 16

Theme: Equity, Enforcement, & Research

Articles (ECR): Frederickson, H. G., Ch. 7 – *Social Equity, Law, & Research*, pp. 101 – 112 in *Social Equity and Public Administration*; (ECR) Harris, D., *The Importance of Research on Race and Policing: Making Race Salient to Individuals and Institutions Within Criminal Justice*. *Criminology & Public Policy*, 6 (1), 5 – 23

Midterm review

October 23

[Midterm exam](#)

October 30

Walker & Archbold, Part I. Introduction, Ch. 1 – 2

View Video: Crash

November 6

Theme: Elements of New Police Accountability *Walker & Archbold*
Part II, Ch. 3 – 4

Community Policing

Guest Speakers: Commander Johnny Johnson & Atty. Gary Williams, Sankofa Arts'
Glenville Youth-Police Mural Project.

November 13

Theme: Elements of New Police Accountability
Walker & Archbold Part II, Ch.5 – 7

November 20

Theme: Contemporary Issues in Accountability
Walker & Archbold, Part III, Ch. 8 – 10
Final paper due

November 27

Presentation of final papers & Final review

December 4

Presentation of final papers & Final review

December 11

Final exam

GUIDELINES FOR FOCUSING ON LEARNING IN CLASS DISCUSSIONS

1. Be open-minded and don't feel compelled to always be right. Welcome others' thoughts and opinions as a way to better understand the potential limitations of your own assumptions and an opportunity to grow. It is a good thing to have others think differently than you.
2. Put yourself in the shoes of the person with whom you are communicating. Make sure that you send a message that will be understood in the manner that you intended. Remember that what we intend to say, and how someone else perceives what we say, often differ. In successful communication, the two are one and the same.
3. Use personal statements like "I" rather than "you..."
4. Clarify first what was said before you challenge someone, e.g., "If I understand you correctly, you believe..."
5. Don't avoid discussing difficult or sensitive issues. Deal with them courageously without lapsing into superficial politeness that avoids healthy debate yet.
6. Think through your response before commenting.
7. Remember, once you make a statement, it cannot be retrieved so make sure that the language you use is appropriate.

Adapted from CHS Intro to Transformative Leadership, Petty Perris, and by Wendy Kellogg's adaptation of a CSU division of Minority Affairs and Community Relations and the Department of Human Resource Development and Labor Relations workbook.

Using BlackBoard at CSU

1. Login to BlackBoard, <http://www.csuohio.edu/elearning/blackboard/>. Use your CampusNet ID and password. Once logged in, you will see the course in your account.
2. USE THE CHECK BROWSER FUNCTION IN BLACKBOARD (Upper right corner of screen in BlackBoard). This will step you through the process to ensure that your browser is compatible with BlackBoard. You may have to install some things such as Java. The browser check up also requires that you enable java, enable cookies, and disable pop-up blockers for BlackBoard sessions. Again, complete the browser check up and you should be in business. It will save you a lot of grief down the road.
3. If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Ask eLearning knowledge base. A link is provided from the BlackBoard login page. <http://www.csuohio.edu/elearning/blackboard/>.
4. Technical help is available from the CSU call center. Email call.center@csuohio.edu or call 216.687.5050.

RESOURCES FOR STUDENTS:

<http://urban.csuohio.edu/courses/>

<http://www.csuohio.edu/elearning/blackboard/index.htm> - check out student faqs and tutorials

<http://askelearning.csuohio.edu>