



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

<u>(1) CRIM 14</u>	<u>(2) MULTICULTURAL ISSUES WITHIN PUBLIC SAFETY</u>	<u>(3) 3</u>
Number	Title	Units

<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3">(4) Lecture / Lab Hours:</td> </tr> <tr> <td colspan="3">Total Course Hours</td> </tr> <tr> <td style="width:30%">Total Lec hours:</td> <td style="width:30%">54.00</td> <td style="width:40%"></td> </tr> <tr> <td>Total Lab hours:</td> <td>0</td> <td></td> </tr> <tr> <td>Total Contact hours:</td> <td>54.00</td> <td></td> </tr> <tr> <td colspan="3">Lec will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">Lab will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td>(5) Grading Basis:</td> <td>Grading Scale Only</td> <td>X</td> </tr> <tr> <td></td> <td>Pass/No Pass option</td> <td></td> </tr> <tr> <td></td> <td>Pass/No Pass only</td> <td></td> </tr> <tr> <td colspan="3">(6) Advisories:</td> </tr> <tr> <td colspan="3">Eligibility for English 126</td> </tr> <tr> <td colspan="3">Eligibility for English 125</td> </tr> <tr> <td colspan="3">(7) Pre-requisites(requires C grade or better):</td> </tr> <tr> <td colspan="3">Corequisites:</td> </tr> </table>	(4) Lecture / Lab Hours:			Total Course Hours			Total Lec hours:	54.00		Total Lab hours:	0		Total Contact hours:	54.00		Lec will generate <u>0</u> hour(s) outside work.			Lab will generate <u>0</u> hour(s) outside work.			(5) Grading Basis:	Grading Scale Only	X		Pass/No Pass option			Pass/No Pass only		(6) Advisories:			Eligibility for English 126			Eligibility for English 125			(7) Pre-requisites(requires C grade or better):			Corequisites:			<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="3">(8)Classification:</td> </tr> <tr> <td colspan="3">Degree applicable: X</td> </tr> <tr> <td colspan="3">Non-degree applicable:</td> </tr> <tr> <td colspan="3">Basic skills:</td> </tr> <tr> <td>(9)RC</td> <td>Fulfills AS/AA degree requirement: (area)</td> <td></td> </tr> <tr> <td colspan="3">General education category:</td> </tr> <tr> <td colspan="3">Major:</td> </tr> <tr> <td colspan="3">Certificate of:</td> </tr> <tr> <td colspan="3">Certificate in:</td> </tr> <tr> <td>(10)CSU</td> <td>Baccalaureate:</td> <td>X</td> </tr> <tr> <td>(11)Repeatable: (A course may be repeated three times)</td> <td></td> <td>0</td> </tr> </table>	(8)Classification:			Degree applicable: X			Non-degree applicable:			Basic skills:			(9)RC	Fulfills AS/AA degree requirement: (area)		General education category:			Major:			Certificate of:			Certificate in:			(10)CSU	Baccalaureate:	X	(11)Repeatable: (A course may be repeated three times)		0
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(12) Catalog Description:  
 A theoretical and conceptual overview of multi-cultural concepts and issues, including those relating to gender, age and sexual preference; and application of those concepts and issues to the four public safety disciplines (Law Enforcement, Corrections, Courts and Fire Technology); identification of problems related to our increasingly diverse population; and an examination of strategies to overcome those problems, particularly in relation to the maintenance of social order.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. evaluate and develop techniques to more effectively communicate with people from various cultures and ethnicities for better relationships between the community and the criminal justice system
- II. use and understand the vocabulary of the various cultures and ethnicities within their community, as well as the vocabulary of the criminal justice system.
- III. describe the value of understanding various cultures and ethnicities so as to provide a more meaningful background for the study of multi-cultural relationships between the community and the criminal justice professionals.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. learn the historical concepts of multi-cultural interactions as they apply to criminal justice.
- II. identify and differentiate various cultures and the recommended procedures to follow for effective interactions.
- III. use the various related codes (hate crimes, terrorism, etc.) appropriately.

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Multi-cultural Communities: Challenges for Law Enforcement
1. Diverse Society
  2. Interplay between Police Incidents and Culture
  3. Mini Case Studies: Culture and Crime
  4. Police Knowledge of Cultural Groups
  5. Prejudice in Law Enforcement
  6. How Prejudice Influences People

## 7. Community-Based Policing

### B. The Changing Law Enforcement Agency: a Microcosm of Society

1. Changing workforce
2. Ethnic and Racial Issues within the Workforce
3. Women In Law Enforcement
4. Gay Men and Lesbians in Law Enforcement
5. The Chief Executive

### C. Recruitment of a Diverse Workforce

1. Selection Processes
2. Retention and Promotion of a Diverse Workforce

### E. Cross-Cultural Communications for Law Enforcement

1. Language Barriers and Law Enforcement
2. Attitudes toward Non-English or Limited English Speakers
3. Cross-Cultural Communication in the Law Enforcement Context
4. Cross-Cultural Communication Attempts
5. Interviewing and Data-Gathering Skills
6. Nonverbal Communication
7. Male-Female Communication in Law Enforcement

### F. Law Enforcement Contact with Asian/Pacific Americans

1. Asian/Pacific American Defined
2. Typology of Asian/Pacific American
3. Historical Information
4. Demographics: Diversity among Asian/Pacific Americans
5. Asian/Pacific Americans' Key motivating Perspectives
6. Labels and Terms
7. Myths and Stereotypes
8. The Asian/Pacific American Family
9. Cultural Influences on Communication: Verbal and Nonverbal Styles of Asian/Pacific Americans

### G. Law Enforcement Contact with African Americans

1. African American Culture
2. Historical Information
3. Demographics: Diversity among African Americans
4. Issues of Identity
5. Group Identification Terms
6. Myths and Stereotypes
7. Cross-Racial Perceptions in Law Enforcement
8. The African American Family
9. Language and Communication

### H. Law Enforcement Contact with Latino/Hispanic Americans

1. Latino/Hispanic Americans Defined
2. Historical Information
3. Demographics: Diversity among Latino/Hispanic Americans
4. Labels and Terms
5. Typology of Latino/Hispanic Americans
6. Myths and Stereotypes
7. The Latino/Hispanic American Family
8. The Role of the Man and the Woman in a Latino/Hispanic American Family
9. Cultural Influences on Communication: Verbal and Nonverbal Styles of Latino/Hispanic Americans

### I. Law Enforcement Contact with Arab Americans and Other Middle Eastern Groups

1. Middle Easterners Defined
2. Historical Information
3. Demographics
4. Differences and Similarities
5. Stereotypes
6. Islamic Religion
7. Family Structure
8. Cultural Practices

### J. Law Enforcement Contact with Native Americans

1. Historical Information and Background
2. The Question of American Indian Identity
3. Native American Populations, Tribes and Reservations
4. Differences and Similarities among Native Americans
5. Language and Communication
6. Family-Related Issues

### K. Multi-Cultural Law Enforcement and Terrorism: Overview, Response Strategies and Multi-jurisdictional Actions

1. Historical Information and Background

2. Local Community Issues and Global/National/Regional Issues
  3. The First Response Challenge for Law Enforcement
  4. Law Enforcement Response Strategies
- L. Multi-Cultural Law Enforcement and Homeland Security
1. Historical Information and Background
  2. Response Strategies
  3. Working with Multi-Cultural Communities on Prevention and Response
- M. Hate/Bias Crimes: Victims, Laws, Investigations and Prosecutions
1. Historical Perspectives
  2. The Hate/Bias Crime Problem
  3. Definition of Hate Crime and Hate Incident
  4. Hate Crime Source Theories
  5. Victims of Hate Crimes
  6. Jews and Anti-Semitism
  7. Lesbian, Gay, Bisexual and Transgender Victimization
  8. War-Related Hate Crimes
  9. Hate Crime Laws
  10. Hate/Bias Crime and Incident Investigations
  11. Hate/Bias Crime Prosecution
  12. Hate/Bias Crime and Incident Victimology
- N. Hate/Bias Crimes: Reporting, Monitoring and Response Strategies
1. Hate Crimes Reporting
  2. Hate/Bias Crimes Monitoring
  3. Organized Hate Groups
  4. Response Alternatives to Organized Hate Groups
  5. Trends and Predictions for Organized Hate Groups
  6. Hate/Bias Crime and Incident Control
  7. Trends to Monitor: STEEP Typology
  8. Law Enforcement Response Strategies
- O. Racial Profiling
1. Historical Background of the Term Racial Profiling in Law Enforcement
  2. Profiling Challenges in the War on Terrorism
  3. Police and Citizen Perceptions on Racial Profiling
  4. Profiling as a Legal Tool of Law Enforcement
  5. Prevention of Racial Profiling in Law Enforcement
  6. Professional Police Traffic Stops
  7. Data Collection on Citizens' Race/Ethnicity
- P. Peace Officer Image and Cultural Sensitivity
1. Impact of Images on Human Behavior
  2. "Peace Officer" Image
  3. Police Culture
  4. Police Leadership in Professionalism and Synergy
  5. Regional or Statewide Cooperation in Law Enforcement
  6. Organizational Trends in Law Enforcement
- Q. Emerging Strategies, Roles and Technology for Peace Officers in Multi-Cultural Law Enforcement
1. The Future of Peacekeeping Strategies in Multi-Cultural Communities

#### V. APPROPRIATE READINGS

***Reading assignments may include but are not limited to the following:***

I. Sample Text Title:

1. Recommended - Shusta, M., Levine, D., Harris, P., Wong, H. *Multicultural Law Enforcement*, ed. 4th Prentice hall, 2010, ISBN: 0-13-033409-X

II. Other Readings

1. Recommended - *Selected quality novels and legal cases*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Students are exposed to various foreign cultures during this course. The student will compare and contrast some of the moral and ethical positions which vary from those of the American culture. Additionally, the student will be better prepared to appreciate those cultures when dealing with them through one of the public service positions. Students are required to read periodicals which reflect a different style of living from the American scene. Also, students will read information concerning the challenge of growing up in America when you are from a different culture. Again, this information will help the student to identify and meet the increasing challenges for public safety related to a multicultural population.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)	X	f) other (specify)

**Required assignments may include but are not limited to the following:**

All examinations include essay questions requiring extensive writing including specific definitions as well as how those terms and/or concepts apply.

Analysis of varied cultural behavior are required through student research and writings.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
X	b) quizzes	X	e) field work
X	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

Students are required to interview person(s) from cultures different from their own. Additional, students will learn how the various custom deviations from American culture enhance and complement American society.

<b>C. Skill demonstrations, including:</b>			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

<b>D. Objective examinations including:</b>			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Quizzes equal 35% Final examination equal 50% Cultural research equal 15%

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

Textbook  
Reference materials

College-Level Criteria Met	
YES	NO
<u>X</u>	<u>      </u>
<u>X</u>	<u>      </u>

Instructor-prepared materials	<u>  X  </u>	<u>      </u>
Audio-visual materials	<u>  X  </u>	<u>      </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	<u>      </u>
Text is used in a college-level course	<u>  X  </u>
Used grading provided by publisher	<u>      </u>
Other: (please explain; relate to Skills Levels)	<u>      </u>

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u>  X  </u>	<u>      </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>  X  </u>	<u>      </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	<u>      </u>
Requires independent thought and study	<u>  X  </u>	<u>      </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>  X  </u>	<u>      </u>

List of Reading/Educational Materials  
 Recommended - Shusta, M., Levine, D., Harris, P., Wong, H. *Multicultural Law Enforcement*, ed. 4th Prentice hall, 2010, ISBN: 0-13-033409-X

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Comments:

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       This course requires special or additional library materials (list attached).  
       This course requires special facilities:

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126) (as outcomes for English 262)  <input type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words. <input type="checkbox"/> Applying word analysis skills to reading in context. <input type="checkbox"/> Using adequate basic functional vocabulary skills. <input type="checkbox"/> Using textbook study skills and outlining skills. <input type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	Ability to ready, comprehend and analyze college-level textual material Ability to read, comprehend, analyze and relate supplementary material to the textual material Ability to outline classroom lecture notes and correlate them with the reading material
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(eligibility for English 125) (as outcomes for English 252)  <input type="checkbox"/> Writing complete English sentences and avoiding errors most of the time. <input type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <input type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. <input type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.	Ability to correctly compose well-organized and logical written responses to identification questions Ability to correctly compose well-organized analytical responses for essay questions. Ability to correctly organize, compose and write supplementary papers using basic analytical skills.
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Combining sentences using coordination, subordination, and phrases.  
 Expressing the writer's ideas in short personal papers  
 utilizing the writing process in their development.

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**CONTENT REVIEW**

**REQUISITES**

No requisites