

C814

DEPARTMENT OF CRIMINAL JUSTICE

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Multicultural Issues In Public Safety

SYLLABUS

INSTRUCTOR            RAY CLARKSON

OFFICE                 FE 1A    (North Entrance)

OFFICE PHONE        EXTENSION 3263    (Voice Mail)

OFFICE HOURS        POSTED ON OFFICE DOOR

CLASS MEETS         MON/WED/FRI/ @ 2:00 pm TO 2:50 pm  
(Class will meet all scheduled hrs)

DROP DEADLINE      18 WEEK COURSES HAVE A DROP  
DEADLINE OF THE 9TH WEEK.  
(The actual date to be announced)

COURSE DESCRIPTION

A theoretical and conceptual overview of multicultural 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, Environmental Technology/Hazardous Materials, Fire Technology); identification of problems related to our increasingly diverse population; examination of strategies to overcome those problems, particularly in relation to the maintenance of social order.

*drop date  
grade scale*

## PURPOSE

The purpose of this course is to present students with a perspective of major cultural groups in California that transcends the views commonly found in society. The course begins by addressing theoretical issues such as culture, ethnicity, race, prejudice, and ethnocentrism, and uses those concepts with others to compare the many groups that comprise California's population. In order to cover the multitude of groups that public safety professionals need to understand, this is a comprehensive overview of racial, ethnic, and cultural groups, including gays and lesbians, teenagers, senior citizens, men, and women as they constitute cultures unto themselves. In addition, victimology will be addressed, particularly as it affects people on the basis of their cultural identity. Diverse groups do not exist in isolation, so they will be studied in an integrative and comparative manner, that is, in the larger context of California society.

Students will explore the way people think about themselves and how that influences social behavior. They will also consider the issue of communication and the effect that California's myriad of languages and dialects has on the work of public safety professionals. Emphasis will be placed on helping them shift established paradigms that reject difference so that they can expand their world views to understand it. Readings will be both about these groups and from them so that students will be exposed to objective and subjective viewpoints. By meeting these requirements, this course should meet the American Cultures criteria established by UC Berkeley, and most if not all multicultural graduation requirements in California's higher education system. This course also meets and exceeds the specifications for P.O.S.T. Learning Domain #4 (6 hours of instruction) and P.O.S.T. Learning Domain #42, Cultural Diversity/Discrimination (24 hours of instruction)

## COURSE OBJECTIVES

- 1) teach students about the changing demographics of California and the implications of those changes for the public safety professions;
- 2) communicate the evolution of human rights, the nature and origins of prejudice, the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts;
- 3) familiarize students with the laws and institutional procedures in California that apply to different cultural groups;

- 4) help students develop a comparative understanding of stereotyping, including gender stereotyping, and its consequences;
- 5) expose students to the values, beliefs, and behaviors of people from wide variety of cultures found in California;
- 6) expose students to the variations in experience common to groups distinguished by age, sex, and sexual preference;
- 7) expose students to state and federal laws and institutional procedures that apply to discrimination based on race, ethnicity, age, sex, and sexual preference;
- 8) help students understand how changed gender roles have altered public safety departments and the communities they serve;
- 9) expose students to the effects of different languages and dialects on communication in stressful situations;
- 10) integrate experiential exercises that will help students understand people from different cultures and contribute to the resolution of any personal prejudices that might affect their ability to effectively work with diverse population;
- 11) help students understand what constitutes a hate crime and what comprises an effective public safety response to it;
- 12) help students develop an understanding of how current events affect the perspective of cultural groups toward authority figures and toward other cultural groups;
- 13) help students examine how people are victimized as a result of their cultural identity and explore the consequences of that;
- 14) help students understand the cultural tension between the sexes and what constitutes sexual harassment;
- 15) help students examine the reasons for prejudice, discrimination, and stereotypical thinking;
- 16) reduce all forms of prejudice, stereotyping, intentional discrimination, and unintentional discrimination by public safety personnel;
- 17) promote the development of large group and interpersonal communication skills along with other strategies to promote effective interaction with different cultural groups;
- 18) promote an understanding of different cultural perspectives, and teach students the benefits of valuing diversity, both within a public safety organization and within the communities they serve.

## COURSE OUTLINE

- I. MULTICULTURAL COMMUNITIES
  - A. OVERVIEW
  - B. CHOICES
  - C. CULTURE AND POLICE
  - D. CASE STUDIES

- E. CULTURAL GROUPS
  - F. PREJUDICE IN LAW ENFORCEMENT
  - G. IMPROVING RELATIONSHIPS
- II. CHANGING TIMES IN PUBLIC SAFETY
- A. OVERVIEW
  - B. CHANGING WORKFORCE
  - C. A PLURALISTIC SOCIETY
  - D. SUMMARY
- III. MULTICULTURAL REPRESENTATION IN PUBLIC SAFETY
- A. OVERVIEW
  - B. HISTORICAL PERSPECTIVE
  - C. RECRUITMENT STRATEGIES
  - D. LAWS AND COURT DECISIONS
  - E. RETENTION AND PROMOTION
  - F. DISCRIMINATION ISSUES
  - G. SUMMARY
- IV. IMPLEMENTATION OF CULTURAL AWARENESS TRAINING
- A. OVERVIEW
  - B. AWARENESS/DIVERSITY TRAINING
  - C. DESIGN AND EVALUATION
  - D. PUBLIC SAFETY MODELS
  - E. ADMINISTRATIVE GUIDELINES
  - F. SUMMARY
- V. CROSS-CULTURE COMMUNICATION
- A. OVERVIEW
  - B. CONTEXT
  - C. LANGUAGE BARRIERS
  - D. ATTITUDES
  - E. INTERVIEWING AND DATA GATHERING
  - F. NONVERBAL COMMUNICATION
  - G. SUMMARY
- VI. ASIAN/PACIFIC CULTURES IN AMERICA
- A. OVERVIEW
  - B. DEFINED
  - C. HISTORICAL OVERVIEW
  - D. DEMOGRAPHICS
  - E. KEY MOTIVATING PERSPECTIVES
  - F. LABELS AND TERMS
  - G. MYTHS AND STEREOTYPES
  - H. FAMILY STRUCTURES IN AMERICA
  - I. CULTURAL INFLUENCES ON COMMUNICATION
  - J. KEY ISSUES IN CRIMINAL JUSTICE
  - K. SUMMARY
- VII. AMERICANS OF AFRICAN DESCENT
- A. OVERVIEW
  - B. CULTURE DEFINED
  - C. HISTORICAL INFORMATION
  - D. DEMOGRAPHICS

- E. ISSUES OF IDENTITY
- F. MYTHS AND STEREOTYPES
- G. CROSS-CULTURAL PERCEPTIONS
- H. FAMILY STRUCTURE
- I. LANGUAGE AND COMMUNICATION
- J. KEY ISSUES
- K. SUMMARY

VIII. AMERICANS OF LATINO DESCENT

- A. OVERVIEW
- B. CULTURES DEFINED
- C. HISTORICAL INFORMATION
- D. DEMOGRAPHICS
- E. LABELS AND TERMS
- F. MYTHS AND STEREOTYPES
- G. LANGUAGE AND COMMUNICATION
- H. KEY ISSUES
- I. SUMMARY

IX. MIDDLE EASTERN GROUPS IN AMERICA

- A. OVERVIEW
- B. HISTORICAL INFORMATION
- C. DEMOGRAPHICS
- D. CULTURAL/ETHNIC DIFFERENCES
- E. STEREOTYPES
- F. RELIGION
- G. FAMILY STRUCTURE
- H. KEY ISSUES
- I. SUMMARY

X. AMERICAN INDIANS

- A. OVERVIEW
- B. HISTORICAL INFORMATION AND BACKGROUND
- C. DIVERSITY AND MOBILITY
- D. DIVERSITY AMONG TRIBES
- E. LANGUAGE AND COMMUNICATION
- F. FAMILY ISSUES
- G. KEY ISSUES
- H. SUMMARY

XI. HATE AND BIAS CRIMES

- A. OVERVIEW
- B. HISTORICAL PERSPECTIVES
- C. URBAN DYNAMICS
- D. VICTIMS
- E. WORK-RELATED HATE CRIMES
- F. WAR-RELATED HATE CRIMES
- G. RESPONSE STRATEGIES
- H. MODEL POLICY
- I. SUMMARY

XII. REPORTING AND TRACKING

- A. OVERVIEW
- B. DEFINING THE PROBLEM

- C. DATA COLLECTION
- D. MONITORING
- E. RELEVANT LAWS
- F. C. H. R. COMMISSION
- G. IDENTIFYING AT-RISK COMMUNITIES
- H. STEEP TYPOLOGY
- I. SUMMARY

XIII. INVESTIGATIONS/CONTROL

- A. OVERVIEW
- B. INCIDENT INVESTIGATIONS
- C. PROSECUTION
- D. INCIDENT CONTROL
- E. VICTIMOLOGY ISSUES
- F. SUMMARY

XIV. PEACE OFFICER IMAGE AND SENSITIVITY

- A. OVERVIEW
- B. IMPACT OF IMAGE ON HUMAN BEHAVIOR
- C. COSMOPOLITAN PUBLIC SERVANTS
- D. CULTURALLY SENSITIVE PEACEKEEPING
- E. SUMMARY

XV. PROFESSIONALISM AND STRATEGIES

- A. OVERVIEW
- B. LEADERSHIP AND PROFESSIONALISM
- C. REGIONAL AND STATEWIDE COOPERATION
- D. ETHICS AND PROFESSIONALISM
- E. CAREER DEVELOPMENT/PROFESSIONAL OPPORTUNITIES
- F. ORGANIZATIONAL TRENDS AND STRATEGIES
- G. SUMMARY

GRADING

Grading is based upon a percentage of total points as follows;

- 90% = A
- 80% = B
- 70% = C
- 60% = D
- Below 60% = F

There will be a test following each chapter of the text, which will include the text and all other relevant material covered during that chapter. The chapter tests, collectively, will amount to approximately two thirds of the student's grade. There will be a final exam worth approximately one third of the student's grade.

One hundred points of extra credit may be earned for missed tests by participating in the Court Visitation/Ride-Along program.

## CLASSROOM RULES

1. College standards regarding absences from class will be strictly adhered to.
2. It is rude and unacceptable to be late for class. If you are not present when the role is taken you will be marked absent.
3. Food and beverages are not allowed in the classroom
4. You may NOT bring a guest to the classroom without the instructor's permission.