

ETHNC121 : Multiculturalism and the American Justice System

General Information

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Course Code (CB01) :	ETHNC121
Course Title (CB02) :	Multiculturalism and the American Justice System
Department:	Public Service
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	<p>This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. The course will focus on the consensus and conflicting values in culture, religion, and law. This course is cross-listed with ADMJ C121.</p>
Submission Type:	<p>Improvement to Program of Study Change to Content</p> <p>This course was last assessed in the 2016-2017 academic year, which revealed there were too many SLOs compared to similar C-ID courses across the state. A revision was necessary to split objectives from SLOs. Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated and outline formatting corrected. Additional course update was due to shifting POST guidelines for required training on diversity and the new CSU ethnic studies requirement.</p>
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Administration of Justice (Police science, corrections, law enforcement)• Ethnic Studies• Sociology• Public Policy
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

ADMJ 121 - Police Community Relations

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU General Education Certification

Area D.10

Categories

Social Sciences
Sociology &
Criminology

Status

Approved

Approval Date

No value

Comparable Course

AJ 160

C-ID

Categories

Status

Approval Date

Comparable Course

Administration of Justice	C-ID discipline	Pending	No value	AJ 160
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Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 4J	Social and Behavioral Sciences Sociology & Criminology	Pending	No value	No Comparable Course defined.

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 6	Diversity	Pending	No value	No Comparable Course defined.
Area 2.5	Social & Behavioral Sciences Ethnic Studies	Pending	No value	

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	
<input type="checkbox"/> Variable Credit Course		

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	

Activity Hours	0	0	Lecture	54
			Laboratory	0
			Activity	0
			Total	54
			Course Out-of-Class Hours	
			Lecture	108
			Laboratory	0
			Activity	0
			Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Due to the industry-specific importance of report writing and the necessity of interpreting case law precedent to comprehending the current legal Zeitgeist, a proficient completion of English 101 will provide the student with the reading and writing skills required to successfully navigate this course.

Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment	
Limitations on Enrollment	Description
No value	No value

Specifications	
Methods of Instruction	
Methods of Instruction	Audiovisual
Rationale	Audio/visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course on the events application to theory and law.
Methods of Instruction	
Methods of Instruction	Discussion
Rationale	Discussion on the interpretation of law, constitutional purview, federalism and debatable authority to implement law. Mixed and active learning involves the lived experience and opinion of those who are subject to the justice system and have experience employed within it.
Methods of Instruction	
Methods of Instruction	Project-based learning
Rationale	Project-based learning methods are used when current events in the justice system necessitate a longer pedagogical review, for instance assigning a high profile case presentation, reviewing new crime data, case briefs, assigning groups to develop a project around community relations, and more.
Methods of Instruction	
Methods of Instruction	Problem Solving

Rationale

Students will work cooperatively to develop a common inclusion statement for the class that establishes a framework for how police can work within their communities to solve integrated issues. Identification of complex influences, such as: race, ethnicity, gender, etc. in high profile police incidents help guide the students in understanding what complex social and ethnic issues exist that need to be embraced.

Assignments

Textbook reading to prepare the student for class discussion on the applicable chapter.

Review of commission reports, example: read the Knapp Commission report, prepare a written summary of the report, and be prepared to discuss how the Knapp Commission findings impacted the development and implementation of community policing strategies.

Additional example: in-class writing assignment on identification and written letter to a state senator or assemblyperson on a current criminal justice policy.

Methods of Evaluation

Rationale

Final Exam

Final comprehensive exam including true/false, short answer, and multiple choice that directly correspond to the subjects covered in the course, constitutional amendments, case law, current trends, data and police practices.

Participation

Participation in class discussions including debates, tabletop exercises and active learning lessons with real crime data. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics. Example: Students analyze local crime data and make determinations on type of policing methods to combat the crime.

Tests

Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the SLOs. Typical formative quizzes are conducted via true/false, multiple choice, or reflection writings about current events, constitutional law application and laws. Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules (i.e. chapters 4-6).

Research Paper

Students will complete a 3-5 page research paper describing their outline for a community-policing program to deal with a targeted problem they have identified. The student should identify the political, social, and ideological pressures that may influence or impede the development of their program. Paper should be 3-5 pages in length not including the title, abstract, or reference page. Paper should follow APA format and be free of grammatical and spelling errors. Superior papers will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.

Distance Education Description: how outcomes are evaluated

Outcomes are assessed via the LMS assignment tools that are similar to on-ground and hybrid programs. Video recorded project presentation that covers a minimum of one SLO and the final research paper are major assignments that demonstrate a critical analysis of the justice system, these are graded via a rubric and feedback is provided to students. Additional formative (i.e.

knowledge assessments) and summative (i.e. quizzes and final exam) assessments are evaluated through active instructor feedback and grading.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Shusta, R., Levin, D., and Wong, H..	Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society, 7th ed.	Prentice Hall	2018	

Other Instructional Materials

Description	OER: Community and the Justice System
Author	Wymore, D. and Raber, T.
Citation	2019

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Explain the history and evolution of multiculturalism in the United States and the challenges presented by a multicultural society.
Expected SLO Performance: 70.0

Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.
Expected SLO Performance: 70.0

Identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections.
Expected SLO Performance: 70.0

Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
Expected SLO Performance: 70.0

Describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international).
Expected SLO Performance: 70.0

Outline

Course Outline

1. Multicultural Communities: Challenges for Law Enforcement
 1. Introduction
 2. Interface of Diversity and Law Enforcement
 - a. The Melting Pot and Mosaic
 - b. Reactions to Multiculturalism
 - c. Changing Population
 - d. Minority Populations
 - e. Immigrants and Refugees
 - f. Unauthorized Immigrants and Related Terminology
 - g. Further Distinctions between Immigrants and Refugees
 - h. Community Policing Outreach to Immigrants and Refugees
 3. Typology of Immigrants and Refugees
 - a. Typology of Immigrant, Refugee, and Minority Individuals
 - b. European Americans
 - c. Unauthorized Immigrants: Demographic Information
 - d. Unauthorized Immigrants: Background Information
 - e. Unauthorized Immigrants: Fear of Deportation
 - f. Unauthorized Immigrants: The "U" Visa and the Safe Reporting of Crimes
 - g. Immigrant Women: Victims of Domestic Violence
 - h. Immigrant Barriers to Positive Relationships with Police
 4. Culture and Its Relevance to Law Enforcement
 - a. The Definition of Culture
 5. Dimensions of Diversity
 - a. Primary Dimensions of Diversity
 - b. Secondary Dimensions of Diversity
 - c. Further Diversity Within and Among Ethnic Groups in the United States
 6. Prejudice in Law Enforcement
 - a. Prejudice and Bias
 - b. How Prejudice Influences People
 - c. Peer Relationships and Prejudice.
2. The Changing Law Enforcement Agency: A Microcosm of Society
 1. Introduction
 2. Changing Work Force
 - a. Law Enforcement Diversity: A Microcosm of Society
 3. Racism within Law Enforcement Work Force
 - a. Defusing Racially and Culturally Rooted Conflicts
 - b. Conflict Resolution Tips
 - c. Departmental General Order for Control of Prejudicial Conduct
 - d. Police Fraternal Organizations
 - e. Assignments Based on Diversity
 4. Women in Law Enforcement
 - a. Women in the Workforce
 - b. Number of Women in Law Enforcement
 - c. Workplace Issues
 - i. Sexual Harassment
 - ii. Gender Discrimination
 - iii. Role Barriers
 - iv. The Brotherhood
 - v. A Double Standard
 - vi. Differential Treatment
 - vii. Career Versus Family
 - d. Mentor and Informal Networking Programs for Women
 - e. The Transition of Women into Law Enforcement
 5. Sexual Orientation in Law Enforcement

- a. Policy versus Practice
- b. Recruitment
- c. The Controversy
- d. Differences in Treatment of Gay versus Lesbian Officers
- e. The Transition of LGBT individuals into Law Enforcement
- f. Policies against Discrimination and Harassment
- g. Statutes and Company Policy Pertaining to Discrimination Based on Sexual Orientation
- h. Training on Gay, Lesbian, and Transgender Issues
 - i. Domestic Violence in LGBT Relationships
 - ii. Gender-Neutral Terminology
 - iii. Transgender Policies, Protocol, and Training
 - iv. Support Groups for Lesbian, Gay, Bisexual, and Transgender Officers
- 6. Police Leadership, Professionalism, and Synergy
 - a. Leadership
 - b. Professionalism
 - c. Synergy
- 7. Supervisors, Managers, and the Chief Executive
 - a. Demonstrating Commitment
 - b. Developing Strategic, Implementation, and Transition Management Plans
 - c. Managing Organizational Change
 - d. Developing Police-Community Partnerships
 - e. Providing New Leadership Models
- 3. Multicultural Representation in Law Enforcement: Recruitment, Retention and Promotion
 - 1. Introduction
 - 2. Recruitment of a Diverse Workforce
 - a. Recruitment Crisis and Trends
 - i. Good Economy
 - ii. Bad Economy
 - iii. Turning the Corner
 - b. Recruitment Difficulties
 - i. Age, Height, and Weight
 - ii. Drug Use and Criminal History
 - iii. Education
 - iv. Additional Factors
 - 3. Attracting and Retaining Women and Minorities
 - a. Recruitment of Nonsworn Personnel
 - b. Recruitment Strategies
 - 1. Commitment
 - 2. Marketing Plan
 - 3. Resources
 - 4. Social media platforms
 - 5. Selection and training of recruiters
 - 6. Recruiting incentives
 - 7. Community involvement
 - 8. Military involvement
 - 9. Internship, cadet, reserve, explorer scout, and high school police academy programs
 - c. Commitment
 - d. Marketing Plan
 - e. Resources
 - f. Social Media Platforms
 - g. Selection and Training of Recruiters
 - h. Recruiting Incentives
 - i. Community Involvement
 - j. Military Veterans
 - i. Internship, Cadet, Reserve, Explorer Scout, and High School Police Academy Programs
 - 4. Selection Process
 - a. Satisfaction Level of Employees
 - b. Applicant Screening (Employment Standards)
 - i. Hiring In The Spirit Of Service
 - c. Examples of Successful Recruiting Programs
 - d. Legal Issues and Affirmative Action
 - 5. Retention and Promotion of a Diverse WorkForce
 - a. Retention
 - i. Leadership
 - ii. Mentoring
 - iii. Training and Development

- iv. Addressing Bias, Discrimination and Harassment
- v. Communications
- vi. Performance Evaluation
- vii. Job Descriptions
- viii. Promotion
- ix. Generation Y

4. Cross-Cultural Communication for Law Enforcement

- 1. Introduction
- 2. Language Barriers and Law Enforcement
- 3. Attitudes Toward Limited-English Speakers
- 4. Cross-Cultural Communication in the Law Enforcement Context
 - a. The influence of hierarchy and formality on communication
 - b. High and low context communication
- 5. Cross-Cultural Communication Dynamics
 - a. Using language or language style to become just like one of "them"
 - b. Walking on eggshells
 - c. "Some of my best friends are..."
 - d. "You People" or the we/they discussion
 - e. "You stopped me because I'm..." or accusations of racial profiling
 - f. Communication considerations post 9/11
- 6. Interviewing and Data-Gathering Skills
- 7. Nonverbal Communication
- 8. Male-Female Communication in Law Enforcement

5. Law Enforcement Contact with Asian/Pacific Americans

- 1. Introduction
- 2. Asian/Pacific American Defined
- 3. Historical Information
 - a. Law Enforcement Interactions with Asian/Pacific Americans
 - b. Anti-Asian Federal, State, And Local Laws
- 4. Demographics: Diversity Among Asian/Pacific Americans
- 5. Labels and Terms
- 6. Myths and Stereotypes
- 7. The Asian/Pacific American Family
 - a. Culture Shock and the Asian/Pacific American Family
 - b. The Roles of Family Members
 - c. Children, Adolescents, and Youths
 - d. Asian/Pacific American Family Violence
- 8. Communication Styles of Asian/Pacific Americans
- 9. Key Issues in Law Enforcement
 - a. Underreporting of Crimes
 - b. Asian/Pacific American Community and Law Enforcement Interaction
 - c. Increasing Asian/Pacific American Peace Officers
 - d. Hate Crimes Against Asian/Pacific Americans
 - e. Crimes within Asian/Pacific American Communities

6. Law Enforcement Contact with African Americans

- 1. Introduction
- 2. Historical information
 - a. Law Enforcement Interaction with African Americans: Historical Baggage
- 3. Demographics: Diversity Among African Americans
- 4. Issues of Identity and Group identification terms
- 5. Stereotypes and Cross-Racial Perceptions
- 6. The African American Family
 - a. The Roles of Men and Women
 - b. The Single Mother
 - c. Children/Adolescents/Youth
- 7. Language and Communication
 - a. Ebonics or African American Vernacular English
 - b. Nonverbal Communication: Style and Stance
 - c. Verbal Expressiveness and Emotionalism
 - d. Threats and Aggressive Behavior
- 8. Key Issues in Law Enforcement
 - a. Differential Treatment
 - b. Racial Profiling in the African American Community
 - c. Perceptions of Police/Authority Treatment
 - d. Excessive Force and brutality
 - e. Law enforcement Interaction with African American Communities
 - f. Victimization: offenders and Incarceration

- g. Hate crimes against African Americans
- h. African American Women and Police
- i. Addressing the Needs of the Inner City
- j. Efforts Toward a Positive Relationship between Police and Community

7. Law Enforcement Contact with Latino/Hispanic Americans

- 1. Introduction
 - a. Terminology
 - b. Unauthorized Immigrants
- 2. Latino/Hispanic Americans Defined
 - a. United States Census-Hispanic and Latino Survey Category
 - b. Labels and Terms
- 3. Historical Information
- 4. Demographics: Diversity Among Latino/Hispanic Americans
 - a. Nativity and Regional Distribution of Latino/Hispanic Origin Groups in the U.S.
 - b. Typology of Latino/Hispanic Americans.
- 5. Myths and Stereotypes
- 6. The Latino/Hispanic American Family
 - a. Names
 - b. Importance of family
 - c. The Role of the Man and the Woman in a Latino/Hispanic American Family
 - d. Children, Adolescents, and Youth
- 7. Communication Styles of Latino/Hispanics Americans
- 8. Key Issues In Law Enforcement
 - a. Machismo
 - b. Underreporting of Crimes and Cooperation with Law Enforcement
 - c. Hate Crimes against Latino/Hispanics
 - d. Racial Profiling of Latino/Hispanics Americans
 - e. Increasing Police Services to the Latino/Hispanic Community
 - f. Increasing the Number of Latino/Hispanic American Police Officers

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

- 1. Introduction
- 2. Middle Easterners and Related Terminology
 - a. Iranians and Turks
 - b. Israelis
- 3. Historical Information and Arab American Demographics
 - a. Select Arab American Demographics
- 4. Differences and Similarities
 - a. Similarities
 - b. Basic Arab values
- 5. Stereotypes
 - a. Movies and television
 - b. The "Terrorist" Stereotype, Post-9/11 Backlash, and Ongoing Challenges
- 6. Islamic Religion
 - a. The Qur'an (Koran) and the Pillars of Islam
 - b. Taboos in the Mosque
 - c. Ramadan: The Holy Month
 - d. Knowledge of Religious Practices
 - e. Similarities between Christianity, Judaism, and Islam
 - f. Definitions of Further Terms: "Islamist" and "Jihad"
 - g. Fundamentalism
- 7. Family Structure
 - a. Head of the Household
 - b. Children and Americanization
- 8. Communication Styles and Cultural Practices
 - a. Greetings, Names, Approach, and Touching
 - b. Hospitality
 - c. Verbal and Nonverbal communication
 - d. Conversational Distance
 - e. Gestures
 - f. Emotional expressiveness
 - g. Swearing, Obscenities, and Insults
 - h. English Language Problems
- 9. Key issues in Law Enforcement
 - a. Perceptions of and Interactions with Police
 - b. Modesty, Women's Dress, and Diversity among Women
 - c. Arab Small Business Owners

- d. Hate Crimes against Arab Americans
- e. Relations between Law Enforcement and Arab Americans Post 9/11

9. Law Enforcement Contact with Native Americans

1. Introduction
2. Historical Information and Background
 1. Native Americans and Military Service
3. Native American Populations, Reservations, Tribes, and Identity
4. Similarities among Native Americans
 1. Philosophy toward the Earth and the Universe
5. Language and Communication
 1. Openness and Self-Disclosure
 2. Silence and Interruptions
 3. Talking and Questions
 4. Nonverbal Communication: Eye Contact and Touching
 5. Language
6. Offensive Terms, Labels, and Stereotypes
7. Family and Acculturation Issues
 - a. Respect for Elders
 - b. Extended Family and Kinship Ties
 - c. Children and Separation from Parents
 - d. Acculturation to Mainstream Society

10. Multicultural Law Enforcement and Terrorism, Homeland Security, and Disaster Preparedness

1. Introduction
2. Multicultural Law Enforcement Roles in Terrorism and Homeland Security
 - a. Definitions
 - b. Weapons of Mass Destruction
 - c. Historical Information and Background
 - d. Department of Homeland Security
3. Myths and Stereotypes about Terrorists
 - a. Tips to Detect Terrorist Behavior
4. Response Strategies Addressing Local-Community, Regional, national, and Global Issues
 - a. Potential Terrorist Targets
 - b. The First-Response Challenge for Law Enforcement, Fire and Emergency Management System Personnel
 - c. National Incident Management System
 - d. Helping State and Local Law Enforcement
 - e. Response Strategies
 - f. Multijurisdictional Action
 - g. Protecting Critical Infrastructure and Key Resources
5. U.S. Patriot Act and Intelligence Community
 - a. National Counterterrorism Center
 - b. National Security Agency
6. Working with Multicultural Communities on Terrorism
 - a. Building Community Networks and Resources
 - b. Citizen Corps
 - c. Using Multicultural Media as a Resource
 - d. Racial Profiling within the Context of Homeland Security
 - e. Immigration and customs enforcement and secure communities
 - f. Recommendations for Local Law Enforcement Agencies Working with ICE
 - g. Emergency Preparedness and Response
 - h. Training Law Enforcement Agencies in Multicultural Community Homeland Security Issues
 - i. Educating Multicultural Communities on Homeland Security
 - j. Worldwide Caution
7. Key Issues in Law Enforcement

11. Hate/Bias Crimes: Victims, Laws, Investigations, and Prosecutions

1. Introduction
2. Hate/Bias Crime Problem
 - a. The Scope of Hate Crimes Nationally
 - b. The FBI UCR Program Versus the National Crime Victimization Survey (NCVS)
 - c. Underreporting of Crime
 - d. Growth of Online Racism
3. Definition of Hate Crime and Hate Incident
4. Hate Crime Source Theories
 - a. Urban Dynamics and Other Theories
 - b. Targets of Hate Crimes
5. Jews and Anti-Semitism

- a. Jews
- b. Prevalence of Anti-Semitic Crimes
- c. Anti-Semitic Groups and Individuals
- d. Jewish Community Concerns
- e. What Law Enforcement Can Do
- 6. Lesbian, Gay, Bisexual, and Transgender Victimization
 - a. Hate Crime Laws Specific to LGBT Persons as Victims
 - b. LGBT Persons as Victims of Hate/Bias Incidents and Offenses
 - c. The Scope of LGBT Victimization
 - d. LGBT Victim Profiles
 - e. Transgender Persons As Victims of Sexual Orientation Hate Crimes
 - f. Perpetrators of Crime Related to Sexual Orientation
 - g. Sexual Orientation Hate/Bias Crimes and the Military
 - h. Sexual Orientation Hate/Bias Crimes and School Campuses
 - i. Police Relations with Gay and Lesbian Communities
- 7. Hate Crime Laws Specific to LGBT
 - a. State laws
 - b. Violence against Women Act (VAWA)
 - c. Why special Laws and Penalty Enhancements?
- 8. Hate/Bias Crime and Incident Investigations
 - a. Models for Investigating Hate/Bias Crimes
 - b. Small Department (Agencies of 1 to 100 Sworn)
 - c. Medium-Sized Department (Agencies of 100 to 500 Sworn)
 - d. Large Departments (Agencies of 500-Pluse Sworn)
- 9. Hate/Bias Crime Prosecution
 - a. District Attorney's or Prosecutors' Offices
 - b. Special Problems in Prosecuting Hate/Bias Crimes
 - c. Objective Evidence: Bias Motivation
- 10. Hate/Bias Crime and Incident Victimology
 - a. Law enforcement and the Victim
 - b. Law Enforcement and the Community
- 12. Hate/Bias Crimes: Reporting, Monitoring, and Response Strategies
 - 1. Introduction
 - 2. Hate/Bias Crimes Reporting
 - a. Purpose of Hate/Bias Crime Data Collection
 - b. Congressional Directive: Federal Hate Crime Legislation
 - 3. Hate/Bias Crimes Monitoring
 - a. Monitoring Hate Groups
 - 4. Organized Hate Groups
 - a. The White Supremacist Movement
 - b. Numbers of Hate Groups In The United States
 - c. Neo-Nazi and Klans
 - d. World Church Of The Creator Or Creativity Movement
 - e. Aryan Nations
 - f. The National Alliance
 - g. Racist Skinheads
 - h. Christian Identity
 - i. Posse Comitatus
 - j. Black Separatists
 - k. Patriot Groups
 - 5. Response Alternatives to Organized Hate Groups
 - 6. Trends and Reactions for Organized Hate Groups
 - a. The Internet and Hate Groups
 - b. First Amendment versus Hate Speech
 - 7. Hate/Bias Crime and Incident Control
 - a. Identifying Communities at Risk
 - b. Community Profiling
 - c. Neighborhood and Police Partnership
 - d. Role Of Human Relations Commissions (HRCS)
 - e. Community Relations Services (CRS)
 - 8. Trends to Monitor: STEEP Typology
 - a. Trend Monitoring in Multicultural Communities
 - b. Economic Circumstances
 - c. Political Environment
 - d. Social and Cultural Conditions
 - 9. Law Enforcement Response Strategies

- a. Community Programs to Reduce and Control Hate Crimes
- b. Generic Community Resources and Programs
- c. Educating the Public at Large
- d. Organizational Networking
- e. Monitoring the Media
- f. Federal, State, and County Programs
- g. Churches, Mosques, and Synagogues

13. Racial Profiling

- 1. Introduction
- 2. Definitions
 - a. Racial Profiling
 - b. Profile: Formal and Informal
 - c. Profiling
 - d. Minority
 - e. Reasonable Suspicion
 - f. Probable cause
 - g. Suspect-specific incident
- 3. Historical Background of the Term Racial Profiling
- 4. Profiling Challenges in the War on Terrorism
- 5. Police and Citizen Perceptions of Racial Profiling
 - a. Myth, Misperception, or Reality?
 - b. Police Perceptions
 - c. Other Factors in Police Stops
 - d. Victims and Civil Rights Advocates' Perceptions
- 6. Profiling As A Legal Tool Of Law Enforcement
- 7. Is Racial Profiling Justified By The War on Terrorism?
 - a. Legitimate Use of Race/Ethnicity
 - b. Illegitimate Use of Race/Ethnicity
- 8. Prevention of Racial Profiling in Law Enforcement
 - a. Accountability and Supervision
 - b. Self-Assessment
 - c. Agency Policies to Address Racial Profiling
 - d. Recruitment and Hiring
 - e. Education and Training
 - f. Minority Community Outreach
- 9. Professional Police Traffic Stops
- 10. Data Collection on Citizen's Race/Ethnicity
 - a. Arguments in Favor of Data Collection
 - b. Arguments Against Data Collection
 - c. Data Collection Elements
 - d. Statistical Benchmarks
 - e. Data Analysis and Interpretation
 - f. Community Task Forces for Development and Implementation
 - g. Unintended Results of Data Collection

14. Community Policing and Multicultural Response Strategies for Gangs, the Homeless, and the Mentally Ill

- 1. Introduction
- 2. Community Policing
 - a. Storefront Offices and Other Temporary Offices
- 3. Types of Gangs and Criminal Activity
 - a. Definition of Gang
 - b. Criminal Activity
 - c. Mexican Drug Trafficking Organizations
 - d. National and Regional Gangs
 - e. Gangs in the Military
 - f. Street Gangs
 - g. Juvenile Gangs
 - h. Gangs in Indian Country
 - i. Prison Gangs
 - j. Outlaw Motorcycle Gangs
 - k. Racial and Ethnic Composition of Gangs
 - l. Gangs and Gender
 - m. Gang-Related Homicide
 - n. Gun Use by Gangs
- 4. Gang Causation
 - a. Risk Factors for Gang Membership
- 5. Law Enforcement Strategies to Reduce Gang Problems

- a. U.S. Department of Justice Office of Community Oriented Policing
- b. Largest Gang Arrest in U.S. History
- c. Resources for Law Enforcement
- 6. Homelessness and Its Impact on Peacekeeping
 - a. Estimated Count of Homeless on a Single Night
 - b. Criticism on the Estimated Counts of Homelessness
 - c. Homelessness in U.S. Cities
 - d. Race, Ethnicity, Gender, and Age
 - e. LGBT Youth
 - f. Quality-of-Life Concerns
 - g. Federal Law Definitions of Homelessness
 - h. Causes for Homelessness
 - i. When There Are No Shelters
 - j. Crime Victimization
 - k. State Laws Protecting the Homeless from Hate Crimes
- 7. Peacekeeping Strategies to Mitigate the Homelessness Crisis
 - a. Federal Strategic Plan to Prevent and End Homelessness
 - b. Education and Training
 - c. Soup Kitchens and Emergency Shelters
- 8. Mental Illness Challenges in Multicultural Communities
 - a. Types of Calls
- 9. Police Protocol in Encounters with People Who Have Mental Illness
 - a. Arrest
 - b. Hospitalization
 - c. Informal Disposition
 - d. Use of Force
 - e. Mentally Ill Persons in the Corrections System
- 10. Response Strategies Between Police and People with Mental Illness
 - a. Treatment for Mental Illness

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
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Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

In the online classroom, Student to Student contact is facilitated through weekly discussions. Instructor to student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student to Student contact is facilitated through

weekly discussions. Instructor to student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

NA

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV 20 Online 45 Onsite 35

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities