Course Description

Provides insight for the direction and improvement of criminal justice programs by creating a mutually beneficial atmosphere between all races and ethnicities and the criminal justice system. Students address solutions to historical issues such as racial profiling, ethnic prejudices, and other areas of concern.

Course Textbook


Course Learning Outcomes

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

1. Identify the key challenges for law enforcement related to the increasing multicultural populations in the United States.
2. Explore the historical perspective of women and ethnic minorities in law enforcement retention and recruitment.
3. Examine the impact of communication dynamics in cross-cultural and cross-racial encounters.
4. Explain the key law enforcement concerns, including policy implications, that arise when involving Asian/Pacific American, African American, Latino/Hispanic American, Arab American, Middle Eastern American, and Native American communities.
5. Examine response strategies developed by law enforcement individuals to the war on terrorism within multicultural communities.
6. Discuss the current nationwide reporting system for hate crime data collection.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide:** Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lessons:** Each unit contains a Unit Lesson, which discusses unit material.
4. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading:** Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study.
6. **Unit Assessments:** This course contains five Unit Assessments, one to be completed at the end of Units I-IV and VII. Assessments are composed of multiple-choice questions and/or written response questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II, V, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assessment. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit II Article Review**

**Changing Demographics**

Chapter 2 examines the demographic changes in law enforcement. Search the CSU Online Library and locate a recent article (within the last four years) that discusses the changing American law enforcement agency. The Academic Search Complete, and Academic OneFile databases are good places to start your search. Try using a variety of search terms, such as police; police department; lesbian; female; transgender; gay; bisexual hiring; recruiting; recruitment. Search terms can also be derived from the information in Chapter 2 of the course textbook. The article should be at least four pages in length and may be from an academic journal (in the CSU Online Library) or a professional journal online. Newspaper articles are not appropriate for this assignment.

If you would like more information on how to use the Online Library, please watch the Success Center’s webinar located [here](#).

The review should include a discussion of the article’s main point as well as important details related to the demographic changes in law enforcement. Additionally, please discuss the article’s weaknesses, its strengths, and its contribution to the topic. Are the author’s presuppositions, research method, and approach valid and appropriate? Your assignment should be at least two pages in length, not including a cover page and reference list. The assignment should follow APA guidelines for formatting of all resources, both in-text citations and references.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V Case Study**

As a police officer, you have been asked to visit an Arab/Middle Eastern American family to gather information for a current case. Before you visit, you must first learn about their culture. For this case study, you will prepare information about the Arab/Middle Eastern culture to aid you in the discussion with the family.

The following should be included in your case study:

1. **Introduction:** Provide a brief summary of Arab Americans. Include a discussion about who Arab Americans are and why they came to the United States.
2. **Considerations:** Provide details about the following considerations:
   - family structure (head of household, children, and female dress and manner);
   - language;
3. Summary: How does the knowledge of these considerations assist the officer in gaining information?

Please use the textbook and one additional resource from a professional or academic journal, and document this source within your cited resources. Newspaper articles are not appropriate for this assignment.

If you would like more information on how to use the CSU Online Library, please watch the Success Center’s webinar located here.

The completed assignment should be at least three pages in length, not including the title page and references. It should be properly formatted to follow APA guidelines for all resources, including in-text citations, paraphrasing, and references.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Research Paper**

As part of a class research project, you will prepare a four to five-page report on the global perspective of terrorism in countries such as in Iraq, Pakistan, Israel, Afghanistan, or Syria. You will use relevant examples of how ethnic or racial conflicts in other countries impact the United States, both on a national, international, and local level. Your discussion should include the following:

- Explain the need for local law enforcement to monitor such world events.
- Give examples of how monitoring can be accomplished or compile a list of ways to formally monitor world events.
- Discuss how this information can be disseminated to law enforcement agencies.

The assignment is designed to engage the student in scholarly research by articulating the main ideas, findings, claims, position, and the reasoning that supports these ideas.

The research paper should be properly formatted to include a title page, running head, page numbers, abstract, appropriate headings, introduction, analysis/critique, and conclusion. The paper should follow APA guidelines for all resources for in-text citations, paraphrasing, and references. The paper should include at least three references from the CSU library.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII PowerPoint Presentation**

Community Policing

Throughout this class, we have learned about various topics and subjects pertaining to how race and ethnic relations affect law enforcement and the community. This final assignment provides you with the opportunity to further explore the topic of community oriented policing (COP) by creating a PowerPoint Presentation.

Community oriented policing (COP) is dependent on having a strong partnership with the various communities that make up a city or jurisdiction. You will create a PowerPoint presentation to provide a demographic picture of the city in which you either serve and/or want to study. Identify the agency and community policing approach within the selected jurisdiction. What groups would law enforcement need to depend on for a strong partnership? What specific organizations would need to be involved (or have been involved) in community policing efforts? You need to be comprehensive when identifying and listing these groups.

The completed PowerPoint presentation should be at least ten (10) slides in length. You will be graded on being unique, interesting, dynamic, and detailed. You should pay close attention to the background and font style that you use. You also should include graphics and relevant pictures that would be associated with your presentation. Think about this PowerPoint Presentation being that something you might show to an audience. You want to keep the audience interested, engaged, and intrigued.
The completed PowerPoint presentation may be filmed, with you as the presenter, and the link provided with the PowerPoint presentation submission. Click here to learn more about creating videos.

If you are unable to record your presentation, you may instead use the slide notes function to explain the content as you would in a presentation.

Your PowerPoint presentation must include proper in-text citations and a reference slide with proper APA formatting. The cover and reference slides do not contribute to the minimum slide count.

Please review the Academic Integrity Policy available through the myCSU portal. Students are encouraged to contact the Success Center at teamsucceed@columbiasouthern.edu, which is a valuable resource to assist with academic writing and APA formatting.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.**

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

**Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.***
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Assessments (5 @ 10%) = 50%
Unit II Article Review = 7%
Unit V Case Study = 11%
Unit VI Research Paper = 16%
Unit VIII PowerPoint Presentation = 16%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>Multicultural Communities</th>
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<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 1: Multicultural Communities: Challenges for Law Enforcement</td>
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<tr>
<td>Submit:</td>
<td>Assessment</td>
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Suggested Reading: See Study Guide

Notes/Goals:

<table>
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<tr>
<th>Unit II</th>
<th>The Changing Law Enforcement Agency</th>
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<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 2: The Changing Law Enforcement Agency: A Microcosm of Society</td>
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<tr>
<td>Submit:</td>
<td>Assessment, Article Review</td>
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Suggested Reading: See Study Guide

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<thead>
<tr>
<th>Unit III</th>
<th>Multicultural Representation and Cross Cultural Communication</th>
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<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 3: Multicultural Representation in Law Enforcement: Recruitment, Retention, and Promotion, Chapter 4: Cross-Cultural Communication for Law Enforcement</td>
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<td>Submit:</td>
<td>Assessment</td>
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Suggested Reading: See Study Guide

Notes/Goals:
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<tr>
<th>Unit</th>
<th>Topic</th>
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<tr>
<td>IV</td>
<td>Law Enforcement Contact with Asian-American and African-American Communities</td>
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<td>□ Chapter 5: Law Enforcement Contact with Asian/Pacific Americans</td>
<td>□ Assessment</td>
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<td>□ Chapter 6: Law Enforcement Contact with African Americans</td>
<td>□ Suggested Reading: See Study Guide</td>
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<td>V</td>
<td>Law Enforcement Contact with Latino/Hispanic Americans and Arab Americans</td>
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<td>□ Chapter 7: Law Enforcement Contact with Latino/Hispanic Americans</td>
<td>□ Case Study</td>
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<td>□ Chapter 8: Law Enforcement Contact with Arab Americans and Other Middle Eastern Groups</td>
<td>□ Suggested Reading: See Study Guide</td>
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<td>VI</td>
<td>Law Enforcement Contact with Native Americans and Homeland Security</td>
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<td>□ Chapter 9: Law Enforcement Contact with Native Americans</td>
<td>□ Research Paper</td>
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<td>□ Chapter 10: Multicultural Law Enforcement and Terrorism, Homeland Security, and Disaster Preparedness</td>
<td>□ Suggested Reading: See Study Guide</td>
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<td>VII</td>
<td>Hate/Bias Crimes</td>
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<td>□ Chapter 11: Hate/Bias Crimes: Victims, Laws, Investigations, and Prosecutions</td>
<td>□ Assessment</td>
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<td>□ Chapter 12: Hate/Bias Crimes: Reporting, Monitoring, and Response Strategies</td>
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<td>Unit VII</td>
<td>Racial Profiling</td>
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<td>Chapter 13: Racial Profiling</td>
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