CRJ 380 Diversity and Multiculturism in Community Policing
Instructor: Steve Pitts

IMPORTANT: Due to the dynamic nature of online courses, these details are subject to change. In order to ensure you have the most recent information available regarding assignment details, course policies, and additional information, please refer to the course site.

Who Is Online Learning?
Phone: (775) 784-4652 or 1-800-233-8928
Fax: (775) 784-1280
Email: 365@unr.edu
Office Hours: 7:00 a.m.–5:00 p.m., Monday–Friday

In addition to your instructor, you will have the support of Online Learning, which is one of the programs run by 365 Learning at the University of Nevada, Reno. Our team develops and maintains online courses and provides the essential support students need during their online learning experience. While questions related to course content—such as assignments and readings—should be directed to your instructor, we are here to assist with everything else. Questions about proctored testing, checking out loan items, or problems with your course site? Please feel free to contact us.

Course Description

As listed in the UNR General Catalog: Historical and contemporary role of the community policing and problem solving in understanding and working with different ethnic and racial groups to address crime and disorder.

Police-minority relations have been very controversial over the last several decades and the focus of public scrutiny. This long-standing situation is largely due to tension between the minority concern with equal protection under the law, and the police concern with crime control and order maintenance. We will study the history of racism in America and place the relations between the police and minorities within that context. While some of the course will focus on what community oriented policing and problem solving (COPPS) can do to correct for historically strained relations, we will also discuss diversity in the context of other disciplines such as anthropology, sociology, and history.

University Core Objective 10: Diversity and Equity

CRJ 380 will satisfy the Core Objective 10: Diversity and Equity. Within the context of the Core requirements at UNR, Diversity refers to an understanding of cultural difference as influenced by social identities such as race, ethnicity, gender, social class, national origin, and other socially constructed differences. Equity refers to efforts to value cultural difference and to create societal fairness.

Student Learning Outcomes (SLOs)

Upon the successful completion of this course, the student will be able to:

- identify and analyze the applicable theories of human diversity;
- evaluate the relationship between police and minority communities;
- articulate and analyze the difference between sociological and biological race;
- describe the application of American law to racial and ethnic concerns;
• differentiate hate crimes from other types of crime and explain why they are different; and
• explain stereotyping and its impact on society.

**Required Textbook and Materials**

**Textbook**

The required textbooks will be available for purchase online or at the [Nevada Wolf Shop](http://www.nevadowolfshop.com). Please note that you must have acquired your texts prior to the first day of the course.


**Videos**

*To Kill a Mockingbird.*

Viewings will be provided as streaming files in the weeks that they are assigned.

Online viewings are housed on a secure server on UNR’s website, and you will need to log in with your NetID and password to access them. Students enrolled in this course are the only ones permitted to access these online viewings. Please remember that you should never share your log-in information with anyone.

These materials may also be available for rent or purchase at local stores or via the Internet. In this case, the student is responsible for all costs associated with the rental/purchase.

**Ares Course Reserves**

The textbooks will be supplemented by other material: book chapters, journal articles, online reports, etc. These readings will be provided via electronic course reserve. You can find these readings by clicking on the “Ares Reserves” button on the course menu.

**Accessibility of Required Materials**

Please note that 365 Learning has made every effort to ensure that the required materials in our courses are universally accessible. If you require specific accessibility accommodations it is your responsibility to review the course material and contact 365 Learning and the Disability Resource Center at the start of the semester.

**Exam Materials**
ProctorU Required Materials

You will be required to complete at least one proctored exam in this course. For more information on taking your proctored exam, please see the Examinations page of the syllabus.

Students may choose to take their proctored exams through ProctorU, an external service that allows students to complete their required supervised exams online from any location. Exams taken through ProctorU require specific hardware, which is the responsibility of the student to provide.

In order to test through ProctorU, you will need:

- A reliable computer running Windows XP (or higher) or Mac OS X (or higher).
- A webcam with 640×480 video pixel resolution or higher. Webcams built into laptops or computer monitors are usually sufficient.
- Headphones or working speakers connected to the computer.
- A working microphone connected to the computer. A webcam with a built-in microphone is recommended.
- A web browser with Adobe Flash Player installed. Flash Player 10 is recommended.
- A reliable, high-speed Internet connection (minimum 768 Kbps download speed / 384 Kbps upload speed).
- The authority to allow remote access—video and screen-sharing connections—to the computer by one of ProctorU’s proctors. (The proctor will walk you through this authorization process.)

In addition to the above technical requirements, you will need a handheld mirror during your testing appointment. If your camera is built into your computer monitor, ProctorU will ask you to hold up a mirror so your proctor can see the edges of your screen.

365 Learning will provide complementary mirrors and whiteboards on request. All requests must be submitted at least two weeks prior to your testing week to allow time for processing and shipping. If you would like to request a mirror and/or white board, please send your request with your name and mailing address to 365@unr.edu. It is also possible to pick up a mirror and/or whiteboard at the 365 Learning office. Please note: if you do not allow enough time for your request to be processed, you will not get the mirror and/or whiteboard in time and will have to purchase these items at your own expense.

This Semester at a Glance

This is a suggested outline only. The instructor may change the topics or schedule as needed.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: May 25–31</td>
<td>Course Introduction; The Definitions of Multiculturalism and Diversity</td>
<td>Kottak and Kozaitis, chapters 1, 9, and 10 Coderoni, “The Relationship Between Multicultural Training for Police and Effective Law Enforcement” Glaberson, “Polly Gentry’s Skin is Black…”</td>
<td>Written Assignment Learning Journal Discussions</td>
</tr>
<tr>
<td>Week 2: June 1–7</td>
<td>Theory of Cultural Change</td>
<td>Kottak and Kozaitis, chapters 2 and 5 Garcia, “Constructing the ‘Other’ within Police Culture”</td>
<td>Written Assignment Learning Journal Discussion</td>
</tr>
<tr>
<td>Week 3: June 8–14</td>
<td>The Concepts of Physiological and Sociological Race</td>
<td>Kottak and Kozaitis, chapters 7 and 8 Diamond, “Race Without Color” Kirchweger, “The Biology of Skin Color”</td>
<td>Written Assignment Learning Journal Discussion</td>
</tr>
<tr>
<td>Week 4: June 15–21</td>
<td>Historical and Political Aspects of Slavery</td>
<td>Kottak and Kozaitis, chapters 4 and 13 Coates, “If a Tree Falls in the Wilderness”</td>
<td>Written Assignment Learning Journal Discussion</td>
</tr>
<tr>
<td>Week 5: June 22–28</td>
<td>Movie Analysis: To Kill a Mockingbird</td>
<td>Saney, “The Case Against To Kill a Mockingbird” View: To Kill a Mockingbird</td>
<td>Movie Analysis Learning Journal Discussion</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Week 6:</td>
<td>Prejudice and Discrimination in Law</td>
<td>• Weitzer, “Racially Biased Policing”</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>June 29–</td>
<td>Enforcement; Policing a Multicultural</td>
<td>• Prenzler, “A Problem Oriented Approach to Preventing Sex Discrimination in Police Recruitment”</td>
<td>Learning Journal</td>
</tr>
<tr>
<td>July 5</td>
<td>Community: Balancing Crime Strategies and</td>
<td>• Kottak and Kozaitis, chapters 14 and 15</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Democratic Principles</td>
<td>• McDonald, “The Emerging Paradigm for Policing Multiethnic Societies”</td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>Religion and Violence</td>
<td>• Kottack and Kozaitis, chapters 3 and 6</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>July 6–12</td>
<td></td>
<td>• Pitts, “Operation Rescue: A Manifestation of Cult Behavior”</td>
<td>Learning Journal</td>
</tr>
<tr>
<td>Week 8:</td>
<td>Hate/Bias Crimes</td>
<td>• Kottak and Kozaitis, chapter 12</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>July 13–19</td>
<td></td>
<td>• Messner et al. “Distinctive Characteristics of Assaults Motivated by Bias”</td>
<td>Learning Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• McMahon et al. “Hate Crimes and Disability in America”</td>
<td>Discussion</td>
</tr>
<tr>
<td>Week 9:</td>
<td>American Pop-culture and its Role in</td>
<td>• Kottak and Kozaitis, chapter 11</td>
<td>Written Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Withrow, “Driving While Different”</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lund, “The Conservative Case Against Racial Profiling in the War Terrorism”</td>
<td>Schedule Final Exam</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Student Feedback</td>
<td>No readings</td>
<td>Research Paper</td>
</tr>
<tr>
<td>July 27–</td>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td>August 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Written Assignments and Learning Journal**

**Due:** Sundays by 11:59 p.m. (Pacific Time)

**Value:** available points range between 25 and 50 (250 points total)

**Late submissions** will not be accepted.

Eight lessons include written assignments. Assignments are to be completed and submitted for a grade in order (Weeks 1–4 and Weeks 6–9). The minimum length of each week’s written assignment is two pages, although you should note that week 1’s and week 6’s written assignments require much more work than the other weeks. See each weekly learning module for details.

Written assignments should be submitted via the Assignments tool. Responses should be submitted directly in the “Text Submission” box (i.e., not as attachments). To make this easier, you may want to initially type your assignments in a word-processing program, save the files to your computer, and then copy and paste your responses into the “Text Submission” box for each weekly assignment. This ensures that your work has been saved in case it is somehow lost in transmission.

In addition to the assignment questions, the written assignment will also include a journal-like response to that week’s lesson. These responses should incorporate the student’s feelings and thoughts concerning what he or she has learned that week. For more details about journal responses, please see the Learning Journal Instructions below.

The discussion board questions are also included as part of the written assignment; however, they will be posted in the Discussion tool.

**Learning Journal Instructions**
The Purpose of the Journal

Journaling is a very effective means of increasing your learning experience. Students will use their journals to record relevant daily information on their learning process. This may include recording the various stages of the course materials as well as any information from peripheral sources such as the Internet, newspapers, magazines, and daily experiences. The student will also use his/her journal to keep track of information needed for weekly essays and the research paper.

Journaling Provides the Following Outcomes:

- Strengthens the learning process.
- Identifies areas for improvement.
- Provides a written opportunity to analyze lesson material.
- Facilitates creative thinking and self evaluation.
- Revisits diversity and multiculturalism and their application to police activities.

Journal Structure

Write your journal using the following structure:

Answer these questions:

- What did I learn today that made an impression on me?
- Why was this important to me?
- How can I use this information in my professional/personal life?
- What else do I need to know about this subject?
- Also, any questions or thoughts you may have for the instructor.

Notes:

- Links to important information needed for assignments.
- Links to important current events in the media.

Journal Timeline

The journal will be an on-going process. Your journal responses will be sent to me via the Assignments tool each week as part of your written assignment.

Movie Assignment

Due: Sunday of week 5 by 11:59 p.m. (Pacific Time)
Value: 50 points
Late submissions will not be accepted.

A short-paper assignment is required after viewing the movie *To Kill a Mockingbird* (Week 5). Students may find that renting this movie at their local video store is more convenient. In this case, the student is responsible for all costs associated with the rental.

Because there is no written assignment due in Week 5, the learning journal will be submitted with the movie assignment.

Research Paper

Due: Monday of week 10 by 11:59 p.m. (Pacific Time)
Value: 100 points
Late submissions will not be accepted.
Each student will complete a research paper on a contemporary or historical diversity issue. The topic must be relevant to the subject matter of the course.

Instructions

The research paper will be from eight to ten pages on a topic of significance to the student regarding diversity and multiculturalism. The topic of the paper will be selected with approval of the instructor. Please email your topic to the instructor by the second week of class. The paper can be presented in APA style or similar. Please cite no more than two Internet references for your paper. All other citations should come from books, journals, and articles. A paper of the required length for this class should have ten to fifteen references cited.

You will be graded on your application of principles and concepts covered in class to the subject of your paper, as well as grammar, spelling, structure, and clarity.

Checklist and Guide

- Is the paper double-spaced with one-inch or greater margins?
- Have you covered your subject in the allotted space (eight to ten pages), not including title page and references?
- Have you spell-checked and grammar-checked your work?
- Have you expressed your thoughts clearly? Does your paper discuss significant questions, ideas, and issues? Do you expand your thoughts and generalizations with specific details and information?
- Have you properly listed your references using APA style?

Examinations

Midcourse Exam (unproctored): week 5
Final Exam (proctored): following the final week of class
Value: 300 points each (600 total)

There will be two two-hour exams in this course: one of them will be an unsupervised assessment taken during the semester to test your progress in the course, and one of them will be a proctored exam taken at the end of the semester.

The final exam is proctored, and you will not be able to use your texts or notes during testing; see the below “Requirements” for details about testing and how to schedule your exam appointment.

Study guides for each exam will be available on WebCampus in the weekly learning modules.

Requirements

Rigorous testing policies and procedures are required of an accredited university; therefore, exams must always be administered in a proctored/supervised, educational setting. You must complete all proctored exams in order to pass this class.

Refer to the weekly learning modules for scheduled exam dates. Early/late exams are not permitted. Failure to take your exam within the specified date range will result in a zero for the exam and/or failure of the course.

For a breakdown of the testing process, including your options and how to prepare for your testing appointment, review this flowchart.

For detailed information on testing, please click the appropriate link below:

- Students Testing in the Reno/Sparks Area
- Students Testing Outside of the Reno/Sparks Area
Please note: If you require DRC accommodations for your exam and have not already contacted 365 Learning and the DRC, then please do so immediately. Click here for more information.

Grading

Point Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments and Learning Journal</td>
<td>250</td>
</tr>
<tr>
<td>Two Exams (300 points each)</td>
<td>600</td>
</tr>
<tr>
<td>Movie Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Please note: Students are required to complete all proctored exams. Students cannot pass the class without passing all proctored exams.

Grade Scale

The following scale will be used to determine letter grades:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100%</td>
</tr>
<tr>
<td>A-</td>
<td>90–92%</td>
</tr>
<tr>
<td>B+</td>
<td>87–89%</td>
</tr>
<tr>
<td>B</td>
<td>83–86%</td>
</tr>
<tr>
<td>B-</td>
<td>80–82%</td>
</tr>
<tr>
<td>C+</td>
<td>77–79%</td>
</tr>
<tr>
<td>C</td>
<td>73–76%</td>
</tr>
<tr>
<td>C-</td>
<td>70–72%</td>
</tr>
<tr>
<td>D+</td>
<td>67–69%</td>
</tr>
<tr>
<td>D</td>
<td>63–66%</td>
</tr>
<tr>
<td>D-</td>
<td>60–62%</td>
</tr>
<tr>
<td>F</td>
<td>0–59%</td>
</tr>
</tbody>
</table>

Academic Dishonesty: Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.

Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."