

146439

BASIC COURSE INSTRUCTOR UNIT GUIDE

42

CULTURAL DIVERSITY

November 1993

146439

U.S. Department of Justice
National Institute of Justice

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Curriculum and supporting materials contained in this document are designed as *guidelines* for the delivery of performance-based law enforcement training in the POST Basic Course. Content was developed by a special project committee of human relations professionals, law enforcement trainers and criminal justice educators in cooperation with the California Commission on Peace Officer Standards and Training.

The training specifications referenced herein are excerpted from the document *Training Specifications for the POST Regular Basic Course* and constitute the current required minimum content of this domain as prescribed by the Commission and as specified by Penal Code Section 13519.4.

INSTRUCTOR UNIT GUIDE 42

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Cultural Diversity**

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SPECIFICATIONS FOR LEARNING DOMAIN #42 CULTURAL DIVERSITY

I. INSTRUCTIONAL GOALS

The goals of **Cultural Diversity** are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the professional benefits of valuing diversity both within the a enforcement organization and within the community it serves;
- D. information concerning 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;
- E. an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups;
- F. an understanding of the difference between cultural stereotyping and law enforcement profiling;
- G. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups; and
- H. an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural groups. Content is intended to compliment locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity

SPECIFICATIONS FOR LEARNING DOMAIN #42 CULTURAL DIVERSITY

- E. Historical evolution of human rights in the United States
- F. Definitions of prejudice and discrimination, and the difference between the two
- G. Examples of recent local, regional, national, and international events impacting the attitudes of cultural groups towards law enforcement and towards other cultural groups
- H. The difference between cultural stereotyping and law enforcement profiling
- I. Principles of professional community contacts
- J. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- K. Strategies for effective cultural contacts

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Students shall be provided with an opportunity to engage in the following learning activities:

Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions

- B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

SPECIFICATIONS FOR LEARNING DOMAIN #42 CULTURAL DIVERSITY

Among the issues which should be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on cultural diversity.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

LEARNING ACTIVITY DESCRIPTIONS

STUDENT SELF-ASSESSMENT

Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be accorded the opportunity to conduct a self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

- A. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups.
- B. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethnophobia, homophobia, gender bias, and media impact on cultural perceptions.

Learning Activity 13.42.01

NOTE: A variety of sample instruments are included in the supporting materials section of this unit guide which can be used to satisfy this learning activity requirement. Academies may also employ other supplemental materials at their discretion.

STUDENT REVIEW OF CULTURAL CONTACT VIDEOS

Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the academy, the student must participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which should be addressed are:

- A. Any positive or negative behaviors demonstrated by contacting officers
- B. The apparent perception of the cultural group regarding the contact
- C. Presence or absence of cultural stereotyping
- D. The level of cultural understanding demonstrated by the officers
- E. The legality of the contact and subsequent actions of the contacting officers
- F. The professional, personal, and organizational impact of the contact, either positive or negative
- G. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

Learning Activity 13.42.02

NOTE: POST included several contact scenarios in a Cultural Awareness Telecourse which aired November 12, 1992. If instructors elect to use excerpts of that telecourse to satisfy the requirements of this learning activity, discussion guide material is contained in the supporting references section of this unit guide.

CURRICULUM

Instructional Goals

To provide the student with an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices

To provide the student with an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services.

To provide the student with an understanding of California laws which define a cultural group.

A. THE CULTURAL MAKEUP OF CALIFORNIA

1. What is culture?

- a. Culture is defined as the total "life way" of a people, a design for living and for coping with a particular society's ideational environment. It is a complete and more or less successful adaptive system.
- b. "Culturally diverse" and "cultural diversity" under the law, mean members of all racial and cultural groups and specifically include gender and sexual orientation (Penal Code Section 13519.4).

2. How culture works

- a. Cultural/ethnic identity is an issue of pride.
 - 1) The deep feelings related to shared beliefs, values, and customs
 - 2) The historical, cultural "roots" of a people -- their consciousness
 - 3) The renewal and affirmation of a particular cultural identity amidst cultural pluralism
- b. Culture is a coping system.
 - 1) It is an explanation system. It organizes our world into manageable, meaningful parts.
 - 2) Culture defines behavior and establishes a social "comfort zone".
 - 3) Culture presents us with cultural "cues" -- common ground which allows for effective communication.
 - 4) Culture gives us survival skills to manage difficult situations and manage stress.
- c. Culture is an "idea map".

- 1) Culture provides a map of a people.
 - 2) The map shows where people "are headed" and their probable reactions.
 - 3) Culture includes groups ideas, beliefs, core values and behavior.
 - 4) Core values become keys to persuasion.
3. California's past
- a. Historical influence of Hispanic culture
 - b. Historical influence of Asian-Americans
 - c. Historical influence of other cultural groups
4. California's present
- a. Cultural mapping of California
 - 1) Predominant cultural groups
 - 2) Current statistics
 - 3) Language profiles
 - b. Transitions from past to present
 - 1) Changes in ethnic distribution in a given geographical area traditionally occupied by one group
 - 2) Changes in worker distribution occupying certain positions traditionally held by another ethnic group
 - 3) Increasing reflection of the social and economic conflicts, rather than biological aspects of race
 - c. Emerging generational diversity
 - 1) There will often be significant differences in experiences, values, and language dependency between members of the same ethnic group who were born in this country versus those who immigrated.
5. California's future
- a. Workforce 2000
 - 1) The workforce of California is changing to reflect the cultural diversity of the State.

EXAMPLE: By the year 2010, 75% of the United States' workforce will be

women and minorities.

- 2) The cultural makeup of law enforcement agencies is also changing.
- b. Demographic shifts
 - 1) Today's minority is becoming tomorrow's majority.
 - 2) Most of the population growth of California is projected to come from the Pacific Rim and Latin America. This will further change the demographic makeup of the State.
- c. Shift in political influence
 - 1) Increased representation in political office
- d. Economic realities
 - 1) Historically, minority groups have been disproportionately affected by rising unemployment or underemployment.
 - 2) With the increase of unemployment, service demands of law enforcement increase.
6. Changing law enforcement service demands create a greater need for law enforcement personnel to:
 - a. intervene in conflicts between cultural groups;
 - b. communicate effectively with cultural groups;
 - c. develop positive relationships with cultural groups, and;
 - d. become integrated with the community they serve.
7. Changing law enforcement workforce
 - a. The typical law enforcement agency is becoming more culturally diverse because it is a reflection of the community it serves.

Instructional Goal

To provide the student with an understanding of the professional benefits of valuing diversity both within a law enforcement organization and within the community it serves

B. THE BENEFITS OF VALUING DIVERSITY

1. The professional benefits of valuing diversity both within the law enforcement organization and within the community it serves include the following:
 - a. Professional benefits
 - 1) Enhanced community support and improved public trust as the result of a positive relationship with the community served by the law enforcement organization
 - 2) Improved quality of service provided
 - 3) Reduced tension between law enforcement and specific cultural groups
 - 4) Increased access to cultural communities
 - 5) Ensured compliance with the letter and the spirit of the law
 - b. Organizational benefits
 - 1) Reduction of personal and agency exposure to claims and litigation
 - 2) Improved morale, effectiveness, and professionalism within the department
 - 3) Positive impact on law enforcement's image
 - 4) Reduction in the number of discourtesy complaints
 - c. Personal benefits
 - 1) Positive impact on officer safety
 - 2) Career survival
 - 3) Ethical satisfaction

Instructional Goal

To provide the student with information concerning 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.

C. HUMAN RIGHTS, PREJUDICE AND DISCRIMINATION

1. Evolution of human rights in the United States
 - a. Constitutional tolerance of slavery (three-fifths of a person provision in Article 1)
 - b. Removal of Native Americans from their lands to reservations
 - c. Introduction of the concept "separate but equal" - legal segregation of cultural groups
 - d. Historic separation of male and female roles and concurrent denial of full rights for women

NOTE: This issue provides the historic context for today's male-female tension and for some of the difficulty society is facing in trying to adjust to a new value system which acknowledges women as full participants

- e. Internment of American citizens of Japanese descent
 - f. Emergence of equal opportunity laws
 - g. Passage of civil rights legislation
 - h. Expansion of the human rights umbrella beyond ethno-cultural groups to:
 - 1) Physically challenged (e.g. Americans With Disabilities Act)
 - 2) Sexual orientation
 - i. Evolution to an era of valuing diversity
2. Cultural groups may have experienced a variety of problems, controls, or denial of rights in their native countries.
 - a. Repression of groups within their own country as a result of:
 - 1) War conditions (e.g., Vietnam, El Salvador)
 - 2) Martial law (e.g., Philippines)
 - 3) Economic conditions (e.g., Russia, Mexico)

- 4) Political repression (e.g., Cuba, South Africa, Haiti)
- b. Repression of groups by law enforcement within their own country
 - 1) Incarceration because of a political viewpoint
 - 2) Feeling that law enforcement has to be bribed in order to obtain service or avoid enforcement

NOTE: Instructors should highlight any specific examples from their own areas.

3. Prejudice

a. Defined as:

- 1) A point of view
- 2) A prejudgment about a person or class of persons composed of opinion or bias
- 3) Socially learned, and usually grounded in misconceptions, misunderstandings, and inflexible generalizations

b. A common misunderstanding of prejudice and what can be done about it goes something like this: Prejudice is prejudging people. Therefore, effective counteraction involves learning about human differences and fostering opportunities for intergroup interaction.

c. This common concept is at best simplistic and offers only limited prospects for overcoming prejudice. More helpful is to see the process of prejudice:

Prejudice is the result of psychological filtering and screening which every person uses all the time. It is not a static attitude.

d. Each person develops convenient and effective systems for simplifying and ordering the large amount of information and stimuli received daily. The systems help persons in making decisions, determining preferences, and selecting courses of action.

4. Discrimination

a. Discrimination defined

- 1) Discrimination is an action or behavior.
- 2) Discrimination is differential treatment based on unfair categorization.
- 3) It is denial of justice prompted by prejudice.
- 4) When we act on our prejudices, we engage in discrimination.
- 5) Discrimination often involves keeping people out of activities or places

because of the group to which they belong.

5. Differences between prejudice and discrimination

- a. Because prejudice is a point of view it is difficult, if not impossible, to regulate.
- b. Discrimination is, however, a behavior or an action which can be addressed in law.

Instructional Goal

To provide the student with an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups.

D. PERCEPTIONS OF CULTURAL GROUPS

1. Recent events can shape the perceptions of cultural groups regarding government and regarding law enforcement in particular.

a. Local, regional or national events

1) The Los Angeles civil unrest in the spring of 1992 is an example. Several events contributed to the situation including:

(a) Rodney King verdict

(b) Harlins shooting in South Central L.A.

NOTE: The Harlins shooting was an incident in which a black juvenile was shot by a Korean merchant. The key to the resulting racial tension was the fact that the merchant was given a sentence of probation and the perception was that the life of the black juvenile was not valued.

(c) Pre-existing tensions among cultural groups

(d) Media coverage

b. International events

1) Gulf War (negative feelings toward Iraqis/Muslims)

2) Hostage situation in Iran (negative feelings toward Iranians/Arabs)

c. The current economic recession

1) Negative feelings can be directed toward a particular immigrant group (e.g. scapegoating tendency)

d. Media coverage of current events

1) "Instant" access to information (e.g., Gulf war and Los Angeles riot brought into your living room)

2) One small event can be instantly communicated worldwide and the magnitude of an event can be distorted.

3) The media can distort reality (accidentally or deliberately).

- (a) The coverage of an event by a small ethnic newspaper might be an example.
- (b) Mainstream newspapers, radio, TV, magazines may "sensationalize" their reports.

NOTE: Instructors are encouraged, when possible, to use local examples including video clips obtained from local news stations.

2. Why is it also important to understand the historical experience of a given cultural group?

a. Past experience of cultural group members shapes their attitude and expectations regarding governmental authority including the role of law enforcement.

- 1) The group may have experienced direct repression by law enforcement.
- 2) The group may have experienced law enforcement being controlled by and servicing only special interest groups.

NOTE: Relationships among cultural groups are very dynamic. Demographic shifts in communities, unstable political situations in homelands, economic opportunity conflicts, and other factors can cause significant intergroup conflict. Instructors may wish to cite local examples as a means of underscoring the relevancy of the curricula.

Instructional Goal

To provide the student with an understanding of the difference between cultural stereotyping and law enforcement profiling.

E. CULTURAL STEREOTYPING VERSUS PROFILING

1. Stereotyping
 - a. A stereotype is a preconceived or oversimplified generalization involving negative beliefs about a group.
 - b. Negative stereotypes are often at the base of prejudice.
 - c. The danger of stereotyping is that people are not recognized as individuals, but rather categorized as members of a group who all think and behave in the same way.
 - d. We pick up these stereotypes from what we hear other people say, what we read, and what people around us believe (learned behavior).
2. Instructors are encouraged to involve the students in a classroom discussion to identify typical stereotypes regarding a variety of groups, such as:
 - a. African-American
 - b. Mexican-American
 - c. Asian-American
 - d. Anglo
 - e. Native-American
 - f. Gay and lesbian
 - g. Gender
 - h. Law enforcement

NOTE: The intention of this block is for the instructor to have the class identify **commonly held** cultural stereotypes. The discussion should include information as to where some of the stereotypes might have originated. A key learning point is for students to realize that although some stereotypes may have once contained a thread of truth, they are inaccurate exaggerations which can lead to discriminatory behaviors.

3. Law enforcement profiling
 - a. Profiling criteria

- 1) Knowledge-based information
 - 2) A set of articulatable facts
- b. The public will often consider law enforcement profiling as stereotyping. It is important to distinguish that there are significant and important differences between the two (e.g., profiling can be defended as being based upon FACTS known to the officer)
 - c. Differences of opinion can occur regarding how many "facts" justify a certain action (e.g. the decision to stop a motorist or pedestrian). It will be a matter of law as to whether or not sufficient probable cause existed to support the officer's actions.
 - d. It is important to recognize that although a member of a cultural group may fit a defensible profile, the officer should consider the long and short term community impact which may result from his or her actions.

Instructional Goal

To provide the student with an understanding of principles associated with professional community contacts and techniques for enhancing effective interaction with cultural groups.

F. STRATEGIES FOR EFFECTIVE CULTURAL CONTACTS

1. The most reliable strategy for successful public contacts is to treat all individuals and groups with dignity and respect
2. Effective communication techniques must be employed during any public contact. These include:
 - a. Patience
 - b. Effective listening
 - c. Clear, concise message
 - d. Testing for understanding
 - e. Effective nonverbal communication
3. Verbal communications factors which contribute to a negative response from the public must be avoided. Examples include:
 - a. Profanity
 - 1) Not to be used
 - 2) Negative effect on the professional image of the officer
 - b. Derogatory language
 - 1) Detracts from professional effectiveness
 - 2) Generates complaints
 - 3) Makes people reluctant to cooperate
 - c. Ethnically-offensive terminology
 - 1) "Turns people off"
 - 2) Demonstrates a lack of ethnic awareness
 - 3) Demonstrates a lack of sensitivity for the feelings of others

- d. Use of police jargon
 - 1) Any use of jargon with the public is inappropriate
 - 2) The public does not understand jargon
 - 3) Use of jargon can confuse and demean
- 4. Nonverbal communication factors which contribute to a negative response from the public must be avoided. Examples include:
 - a. Officious and oppressive manner
 - 1) Overbearing demeanor
 - 2) Using the badge to accomplish tasks
 - 3) Discouraging feedback
 - b. Disrespectful attitude
 - 1) Lack of understanding
 - 2) Lack of sympathy
 - 3) No cultural awareness
 - 4) Personal bias/prejudice
 - c. Officious tone of voice
 - 1) Not necessary to control a situation
 - 2) May be manifestation of insecurity or immaturity
 - d. Inappropriate body language
 - 1) Nonverbal cues
 - 2) Failing to establish a positive first impression
 - 3) General demeanor
 - 4) Inappropriate body distance

NOTE: Although negative aspects are listed above, the instructor may wish to point out the positive aspects of effective nonverbal communications.

- 5. Effective contacts with cultural groups
 - a. The potential for a successful cultural contact is enhanced by the officer's level of knowledge concerning the following information:

- 1) History of the group
 - 2) Group customs
 - 3) Religious conventions
 - 4) Core values
 - 5) Language
 - 6) Group's attitude toward law enforcement
- b. Effective cultural contacts cannot be reduced to a "recipe style" approach for the following reasons:
- 1) Generalizations can be proven erroneous
 - 2) Varying dimensions of diversity can exist among members of the same cultural group. These can include:
 - (a) Generational differences (first, second, third generation)
 - (b) Economic differences
 - (c) Educational differences
 - (d) Religious differences
 - (e) Work background differences
 - (f) Age differences (younger-older)
 - (g) Disabilities (physical or developmental)
- c. It will be valuable for the officer to understand how law enforcement and individual peace officers are perceived by the cultural group
- 1) Law enforcement may be viewed as being repressive or brutal
 - 2) Law enforcement may be viewed as being corrupt or unprofessional
 - 3) Law enforcement may be viewed as being responsive and protective
- d. It will be valuable for the officer to recognize any personal preconceptions that exist regarding a cultural contact or a particular cultural group. These may include:
- 1) Varying levels of fear or apprehension concerning the contact
 - 2) Personal prejudices

- 3) Levels of experience in dealing with the cultural group
- 4) Amount of prior training
- 5) Negative experiences
 - (a) Prolonged assignment to a high crime minority area
 - (1) Gang area
 - (2) High drug trafficking area
 - (3) Personal danger level/tension
 - (4) Economically depressed/poverty area
 - (5) Jail environment
 - (b) Personal assault by a member of a particular cultural group
 - (c) Negative locker room talk or negative interpersonal relationships with peers
 - (d) Negative stereotypes
- 6) Positive experiences:
 - (a) Positive association(s) with a co-worker who belongs to a given cultural group
 - (b) Successful work with a community group
 - (c) Positive peer communication (e.g. sharing a positive experience)
 - (d) Positive characterizations

e. It is valuable for the officer to understand that cultural groups will differ in their opinion as to the "legality" of specific acts and behaviors or the authority of law enforcement to intervene. Examples could include:

- 1) A given cultural group may believe that (substantive) corporal punishment to a child is a permissible and appropriate form of parental discipline.
- 2) A given cultural group may believe that forcible rape of a young woman by a young male member of the group constitutes an acceptable way to "claim" a potential bride.
- 3) A given cultural group may believe that criminal victimization should not be reported to the police, but should be handled strictly "within the group" or as a "family matter".

- f. Stereotyping must be avoided
- g. Officers should capitalize on the availability of language lines and translator services
- h. Officers should capitalize on opportunities to interrelate with cultural groups in a nonenforcement capacity by:
 - 1) Spending time in the community getting to know the people
 - 2) Establishing cultural **building blocks** between the officer and the cultural group
- i. Fluency in the language of a given cultural group is an obvious advantage in prompting a successful contact,
- j. Participation in training opportunities (e.g., instruction regarding group history, customs, religious conventions, core values, and perceptions of law enforcement will all prove beneficial.

**SUPPORTING MATERIAL
AND
REFERENCES**

This section contains reference materials and information resources for use by presenters. Materials can be used to support instruction, remediation, additional reading, viewing, or local course planning efforts. This is not an endorsement of any author, publisher, producer, or presentation. Each presenter should review all materials and establish their own list of references.

**TOPICAL LIST OF SUPPORTING MATERIALS AND
REFERENCES INCLUDED IN THIS SECTION**

- A. General recommendations for the presentation of cultural diversity training
- B. Discussion guide material for POST-developed cultural contact video segments
- C. Supporting resources for student self-assessment and classroom discussion
- D. Glossary of terms
- E. Bibliography of materials related to cultural diversity
- F. Bibliography of videos related to cultural diversity
- G. Cultural diversity curricula development committee members

GENERAL RECOMMENDATIONS
FOR THE PRESENTATION
OF CULTURAL DIVERSITY TRAINING

1. Diversity is a complex issue; therefore it is impossible for instructor/facilitators, to know "all the answers". The spirit of this training is not to impose a particular viewpoint but to emphasize self awareness and to enlighten the student regarding the practical and professional advantages of behavior which values diversity.
2. It is recommended that cultural diversity training be introduced by the agency head or academy director to underscore the relative importance of the subject.
3. The long-term effectiveness of cultural diversity training is dependent upon the degree to which it is reinforced and supported during the field training experience.
4. Presenters are encouraged to include elements of cultural diversity training or cross-cultural communications into other areas of the Basic Course such as scenarios, problem-solving exercises, ethics instruction, and communications skills training.
5. Presenters are encouraged to complement cultural diversity training with a field trip, ride-along or other technique aimed at providing direct experience in contact skills.
6. When practical, presentations can be enhanced by utilizing members of local cultural organizations to assist with in-class presentations or to provide supporting resource materials.

NOTE: Instructors should consult their local agency Cultural Awareness Facilitators for assistance in identifying appropriate community contacts.



DISCUSSION GUIDE MATERIAL
FOR POST-DEVELOPED
CULTURAL CONTACT VIDEOS

VIDEO SEGMENT NUMBER 1:
"Cultural Stereotyping"

VIDEO SEGMENT NUMBER 2:
"There are two sides to every stereotype"

VIDEO SEGMENT NUMBER 3:
"Careful, that's my pride you're stepping on"

VIDEO SEGMENT NUMBER 4:
"When a pat on the head can be a slap on the face"

VIDEO SEGMENT NUMBER 1:

"Cultural Stereotyping"

A. Summary

Partner officers respond to a cold auto burglary and are met by an irate citizen who stereotypes the officers. The officers are subsequently sent to another call, and while enroute, proceed to stereotype the neighborhood and residents of the area they are responding to.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?
5. What will it cost (consequences) to correct on a personal basis?

C. Attitudes and behaviors exhibited by the participants

1. Citizen ventilating, "blowing off steam"
2. Officers ventilating, "blowing off steam"
3. Stereotyping by the victim:
 - a. It's about time you got here (implying all officers are always late responding to crimes)
 - b. Never there when we need you
 - c. Donut eater
 - d. I pay your salary (implying officers are always at the public trough)
 - e. You're always right there (if I commit a traffic violation)
4. Stereotyping by the officers:
 - a. Those people (us versus them)
 - b. Always making babies
 - c. Same people, same crime

- d. All they do is fight
- e. All they do is drink
- f. "Black hole" (may or may not be taken as a racial comment)
- g. It takes all of our time and effort
- h. Nothing ever gets better down there
- i. Nothing can be done (to improve the situation)

D. Possible effects

- 1. Officers develop a lower level of tolerance to citizen behavior
- 2. Decreases the officer's objectivity concerning the facts of a case
- 3. Potential development of an officer safety problem (escalating a potentially nonhostile situation)
- 4. The officers have reached a conclusion before they get to the scene (predetermined outcome)
- 5. A negative expectation becomes a self-fulfilling prophecy
- 6. Prolonged stereotyping may lead to inappropriate officer behavior

E. Who is responsible?

- 1. All parties

F. What can be done?

- 1. Golden rule?
- 2. Self-awareness will improve relationships
- 3. Knowledge will dispel stereotypes
- 4. Don't take negative remarks personally
- 5. Understand the natural need (on both sides) for people to ventilate in times of stress, but recognize that how a person "ventilates" (what is said) often communicates underlying attitudes.

NOTE: Reinforce that the officers acted professionally and appropriately during the initial contact. Their stereotyping enroute to the subsequent call should be discussed as a separate matter.

VIDEO SEGMENT NUMBER 2:

"There are two sides to every stereotype"

A. Summary

Partner officers (one Asian, one Anglo) are eating in the department lunchroom. They engage in a conversation containing stereotypes. A third officer (black female) enters the conversation and also makes stereotypical remarks.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting toward others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?

C. Attitudes and behaviors exhibited by the participants

1. Issue of casual communication of partner officers (privileged?), versus someone outside the relationship entering in
2. Third officer ignored? Was racial or gender bias a factor?
3. Stereotyping by the partner officers
 - a. Gilligan
 - b. Fish heads
 - c. French fries/make you jump any higher
4. Stereotyping by the third officer:
 - a. Rice
 - b. Slant Eyes

C. Possible effects

1. What goes on in the station often carries itself out into the community
2. What starts out as "friendly" can deteriorate trust
3. Officers develop an inappropriate tolerance to racial remarks
4. The notion that "Much truth is said in jest". Can seemingly innocent remarks come

back to "bite"?

5. Will the remarks affect other persons in the room who may have overheard
 6. Could the behavior prompt an internal affairs complaint? Could there be a violation of department policy?
 7. Although the person who is the brunt of the remark is "laughing" or is seemingly a willing participant, they may really have perceived the remark to be offensive or unwanted.
- D. Who is responsible?
1. All parties
- E. What can be done?
1. Respond to the immediate situation when it happens. Communicate that the behavior is unacceptable.
 2. Educate people as to impacts of their behavior.
 3. Become familiar with prevailing philosophy or policies.

VIDEO SEGMENT NUMBER 3:

"Careful, that's my pride you're stepping on"

A. Summary

Officer arrives at the station with an arrested person. The officer brings the arrestee into the jail. Verbal exchanges occur between the transporting officer, station officer and suspect during the unloading and subsequent processing.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?

C. Attitudes and behaviors exhibited by the participants

1. Station officer was immediately antagonistic (made the first hostile verbal gesture)
2. Stereotypical remarks made by the station officer
 - a. Bear boy
3. Stereotypical remarks made by the transporting officer
 - a. I'll pluck your feathers like a pollo (chicken)

NOTE: This remark is clearly inappropriate as it contains an outright threat and may prompt a physical confrontation.

- b. Are you from a banana republic?
- c. Who picks the bananas in your family...your mother or your father?

NOTE: The transporting officer and suspect apparently belong to the same ethnic group (although they are apparently of different nationalities). A discussion point might address how this fact could prompt the exchange of inappropriate demeaning language between the two.

4. Officers fueled the suspect's behavior

C. Possible effects

1. Situation could easily escalate to a physical confrontation

2. A citizen complaint could result
3. Officer behavior could compromise legal prosecution
4. Injury to officer or suspect
5. Increased resistance by the suspect to a future contact with law enforcement

D. Who is responsible?

1. The station officer who made the first comment?
2. The transporting officer who escalated the remarks?
3. The supervisor in the station?

E. What can be done?

1. Early intervention by another officer
2. Station officer was originally not involved

VIDEO SEGMENT NUMBER 4:

"When a pat on the head can be a slap on the face"

A. Summary

A senior officer and trainee respond to a domestic violence incident involving an Asian family. The officers ultimately enter the house in an effort to ascertain the welfare of the complainant.

B. Recommended questions for students

1. What attitudes or behaviors are the officers exhibiting towards others?
2. What possible effects could these behaviors have on others?
3. Who is responsible for what is occurring?
4. What can be done about it and who should act?
5. Prolonged stereotyping may lead to inappropriate officer behavior.

C. Attitudes and behaviors exhibited by the participants

1. The trainee bypassed the senior male in the family.
2. The trainee patted a young boy on the head.
3. The physical gesture the trainee used in calling family members towards him is offensive to the involved culture (implies you are calling cattle).
4. The trainee put his hands on the adult female.
5. The trainee directed requests (e.g. to translate) to the young boy.

NOTE: It is not the intention of this scenario to teach specific details of cultural literacy, rather it is to highlight the need for continuous learning about the cultural groups in the community. The main point should not be trivialized by undue focus upon specific issues included in this scenario such as improper hand gestures.

D. Possible effects

1. Reinforce any mistrust already existing in the community
2. Victim may not cooperate
3. Potential for physical confrontation
4. May have set up children for discipline after the officers leave because the children did not respect the father's authority

E. Who is responsible?

1. Did the senior officer provide sufficient specific information to the trainee regarding the contact?
2. Did the trainee disregard the advice of the senior officer that this contact may be different? (e.g., information that members of Asian cultures reside in the neighborhood)

F. What can be done?

1. Officers need to educate themselves about the community.
2. The officers could look for opportunities to educate the community, about how law enforcement works.
3. If the trainee officer had been given specific instruction about this culture he may have avoided the pitfalls.

SUPPORTING MATERIALS FOR
STUDENT SELF-ASSESSMENT
AND CLASSROOM DISCUSSION

General considerations for using student self-assessment materials

Assessing My Own Life Experiences I

Assessing My Own Life Experiences II

Accepting Others

Cultural Pursuit

Critical Events Inventory

Prominent People List

10 Point Self-evaluation checklist

GENERAL CONSIDERATIONS FOR
USING STUDENT SELF-ASSESSMENT MATERIALS

1. Instructors should emphasize that student self-assessment materials are NOT intended to be a **test**. Rather, they are materials which are specifically designed to stimulate discussion and prompt students to explore their own cultural identity and cultural contact experience.
2. Instructors should explain each self-assessment instrument used, answer any student questions, define unfamiliar terms, and provide instruction on how to complete the form.
3. Instructors should make it clear to students that their responses are private and personal. Students should not be required to turn in their papers unless anonymity is somehow assured. To do otherwise would inhibit candor and chill the ability to generate a meaningful and honest discussion. Although students must **participate** in the activity, it is the individual skill of the instructional facilitator in promoting discussion which will make the learning activity successful.
4. Instructors need not use all the instruments contained herein. The instruments enclosed are simply samples which may be used or adapted as necessary. The number of instruments used by the instructor will vary depending on the size of the academy class, the overall time available, and the actual time specific discussions take.



ASSESSING MY OWN LIFE EXPERIENCES I

DIRECTIONS: Using the scale below, assess how multi-cultural your life experiences have been.

	1	-----	5	-----	10					
<u>Monocultural</u>	<u>Somewhat Multicultural</u>				<u>Very Multicultural</u>					
WITHIN YOUR OWN FAMILY	1	2	3	4	5	6	7	8	9	10
NEIGHBORHOOD AS A CHILD	1	2	3	4	5	6	7	8	9	10
ELEMENTARY SCHOOL	1	2	3	4	5	6	7	8	9	10
ACTIVITIES/CLUBS AS A CHILD	1	2	3	4	5	6	7	8	9	10
RELIGIOUS ACTIVITIES AS A CHILD	1	2	3	4	5	6	7	8	9	10
JUNIOR HIGH SCHOOL	1	2	3	4	5	6	7	8	9	10
HIGH SCHOOL	1	2	3	4	5	6	7	8	9	10
FRIENDS IN HIGH SCHOOL	1	2	3	4	5	6	7	8	9	10
ACTIVITIES/CLUBS AS A TEENAGER	1	2	3	4	5	6	7	8	9	10
COLLEGE ENVIRONMENT	1	2	3	4	5	6	7	8	9	10
FIRST WORK EXPERIENCE	1	2	3	4	5	6	7	8	9	10
CURRENT WORK EXPERIENCE	1	2	3	4	5	6	7	8	9	10
CURRENT FRIENDSHIP GROUP	1	2	3	4	5	6	7	8	9	10
NEIGHBORHOOD WHERE I LIVE	1	2	3	4	5	6	7	8	9	10
CURRENT RELIGIOUS ACTIVITIES	1	2	3	4	5	6	7	8	9	10
CURRENT ACTIVITIES/CLUBS	1	2	3	4	5	6	7	8	9	10

ADDITIONAL INSTRUCTIONS: Have the student circle the number which most closely expresses their personal level of experience with other cultures.

ASSESSING MY OWN LIFE EXPERIENCES II

DIRECTIONS: Answer the following questions with the first thoughts that come into your mind.

1. When I walk into a room and notice that there are a few black people, I think...
2. I feel homosexuals are generally...
3. When I walk into a room and notice a person in a wheelchair or in crutches, I think...
4. I feel Jewish people are generally...
5. When I see a woman alone out with a group of men, I think...
6. If someone close to me said that they were in love with someone of the same sex, I would think...
7. If a blind person asked me out on a date, I would...
8. If my child came home and said "My new girl/boy friend is Jewish, I would...
9. When I see a white man out with a black woman on what appears to be a date, I think...
10. If I thought I were attracted to a person of the same sex, I think I would...
11. I think women who ask men out are...
12. When I see a man out along with a group of women, I think...
13. I think white people are...
14. When I see a black man out with a white woman on what appears to be a date, I think...
15. I think black people are generally...

INSTRUCTIONS: Students should be advised to complete each phrase as it personally applies to them. Instructors should remind the students that their responses will be kept confidential and that honesty is fundamental to the activity.

ACCEPTING OTHERS

DIRECTIONS: Circle the number from the Comfort/Acceptable Scale that best describe your feelings and attitudes regarding each of the items listed below.

1. Very Comfortable/ Accepting
2. Fairly Comfortable/Fairly Accepting
3. Neutral/No Opinion
4. Fairly Uncomfortable/Fairly Unaccepting
5. Very Uncomfortable/Unaccepting

- | | | | | | | |
|-----|-------------------|---|---|---|---|---|
| 1. | Neo-Nazi | 1 | 2 | 3 | 4 | 5 |
| 2. | Heterosexual | 1 | 2 | 3 | 4 | 5 |
| 3. | African-American | 1 | 2 | 3 | 4 | 5 |
| 4. | Wife Abuser | 1 | 2 | 3 | 4 | 5 |
| 5. | Senile Elderly | 1 | 2 | 3 | 4 | 5 |
| 6. | Mentally Retarded | 1 | 2 | 3 | 4 | 5 |
| 7. | Catholic | 1 | 2 | 3 | 4 | 5 |
| 8. | Jew | 1 | 2 | 3 | 4 | 5 |
| 9. | Black Muslim | 1 | 2 | 3 | 4 | 5 |
| 10. | Italian | 1 | 2 | 3 | 4 | 5 |
| 11. | Prostitute | 1 | 2 | 3 | 4 | 5 |
| 12. | Homosexual | 1 | 2 | 3 | 4 | 5 |
| 13. | Politician | 1 | 2 | 3 | 4 | 5 |
| 14. | Ex-Convict | 1 | 2 | 3 | 4 | 5 |
| 15. | Illegal Alien | 1 | 2 | 3 | 4 | 5 |
| 16. | Marine | 1 | 2 | 3 | 4 | 5 |
| 17. | Police Officer | 1 | 2 | 3 | 4 | 5 |
| 18. | KKK Member | 1 | 2 | 3 | 4 | 5 |
| 19. | Paraplegic | 1 | 2 | 3 | 4 | 5 |
| 20. | Blind | 1 | 2 | 3 | 4 | 5 |
| 21. | Atheist | 1 | 2 | 3 | 4 | 5 |
| 22. | Iraqi | 1 | 2 | 3 | 4 | 5 |
| 23. | Communist | 1 | 2 | 3 | 4 | 5 |
| 24. | Asian American | 1 | 2 | 3 | 4 | 5 |
| 25. | Vietnamese | 1 | 2 | 3 | 4 | 5 |
| 26. | Person with AIDS | 1 | 2 | 3 | 4 | 5 |
| 27. | Radical Feminist | 1 | 2 | 3 | 4 | 5 |
| 28. | Millionaire | 1 | 2 | 3 | 4 | 5 |
| 29. | Homeless | 1 | 2 | 3 | 4 | 5 |
| 30. | Native American | 1 | 2 | 3 | 4 | 5 |

CULTURAL PURSUIT

DIRECTIONS: Read your Pursuit card and put your initials in those boxes which you can answer. Next, find others who know the answers for the boxes that remain. Be prepared to share what you know. Each person may sign only one square on a card.

Find Someone Who...

Has had her/his name mispronounced	Knows what "Niesei" means	Is from a mixed heritage background	Is bilingual/multilingual	Has been misunderstood by a person from a different culture
Can explain the significance of Roe v. Wade	Has had to overcome physical barriers in life	Has experienced being stereotyped	Knows what Rosa Parks did	Has an "Abuela"
Can name the West Coast equivalent to Ellis Island	Knows what an upside down pink triangle symbolizes	Knows who Stephen Biko was	Has traced their lineage or heritage	Knows who Harvey Milk was
Listens to ethnic music	Knows what "Juneteenth" means	Knows the significance of eagle feathers	Knows why the Irish immigrated to the U.S. in the 1880's	Knows what color a disabled parking zone is
Can name the lawyer who argued for the petitioner in Brown v. Board of Education	Knows the meaning of "Goy"	Knows what "Comparable worth" means	Has seen a step show	Knows what a "Lumpia" is

CRITICAL EVENTS INVENTORY

DIRECTIONS: Pair off with someone who you do not know well. For each question, describe the situation as fully as you can. Discuss how you felt about the situation, and how it influenced your attitudes, values, and beliefs concerning multi-cultural issues.

1. When was the first time (or a significant time) that you became aware that people were racially, ethnically, sexually, or religiously different from you?
2. When was the first time you became aware that how people were treated often related to how they were different from you in one (or more) of the above ways?
3. When was the first time that you became aware that your identity affected the way you would be treated in this society?
4. Identify a recent experience where your assumptions, attitudes, or beliefs were questioned, challenged, or otherwise tested?

PROMINENT PEOPLE

DIRECTIONS: List 6 prominent people in each group whether deceased or alive. (Include writers, artists, educators, politicians, historians, scientists, physicians, leaders, etc.)

6 African-Americans:

_____	_____
_____	_____
_____	_____

6 Gays/Lesbians

_____	_____
_____	_____
_____	_____

6 Hispanic/Latinos

_____	_____
_____	_____
_____	_____

6 Jews

_____	_____
_____	_____
_____	_____

6 Asians

_____	_____
_____	_____
_____	_____

6 Native Americans

_____	_____
_____	_____
_____	_____

6 Women

_____	_____
_____	_____
_____	_____

6 Disabled

_____	_____
_____	_____
_____	_____

SELF EVALUATION CHECKLIST

A NONPREJUDICED PERSON...

1. Doesn't use offensive or derogatory language, even in jest.
2. Establishes relationships with others based on an individual's unique qualities and personality, rather than on a preconceived group identification.
3. Is aware that cultural differences may hinder communication.
4. Recognizes his/her own prejudices and reviews their sources; making intellectual choices about their validity.
5. Makes an effort to not act on the basis of first impressions or limited data (past history, method of talking, stereotypical images).
6. Understands that present social roles are not based upon inherent differences (such as cultural, physical, mental or emotional) but on assigned position.
7. Recognizes that there are differences between people and that such differences are not necessarily negative.
8. Examines own behavior and makes decisions about personal expressions, so that she/he does not act on the basis of social expectations or prior scripting.
9. Monitors feelings and behaviors towards others to determine the source for them.
10. Allows new information about an individual to continuously shape his/her ideas and behaviors towards the person.

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San Diego, California

GLOSSARY OF TERMS

Bicultural

A person who due to his/her experience with another culture can combine/use aspects of both cultures, can operate cross-culturally in those two cultures

Bisexuality

The common term for a person whose same-gender and opposite-gender orientations are more or less equally intense.

Core Values

Core values are certain underlying values or patterns of values which are the primary motivational values of a society

Cross-Cultural

Comparing the values, norms, expectations of one cultural group with another in order to communicate/interact with that different cultural group

Cultural Awareness

Having knowledge and consciousness of cultures and the differences attendant to it

Cultural Group

A group with shared customs, beliefs, religion, language, values, geography and a common social history. The definition of cultural diversity for the purpose of Basic Course training includes gender and sexual orientation as described in Section 13519.4 of the California Penal Code.

Discrimination

Discrimination is differential treatment based on unfair categorization. It is denial of justice prompted by prejudice. When we act on our prejudice, we engage in discrimination.

Discrimination often involves keeping people out of activities or places because of the group to which they belong.

Ethnicity

The quality or character of customs, characteristics, language, common history, and national origin particular to a group. Every race has ethnic groups. An ethnic group consists of those who conceive of themselves as being alike by virtue of their common ancestry, real or perceived, and who are so regarded by others.

Ethnocentrism

The belief that one's own culture (ethnic group) is superior to all others and is the standard by which all other cultures should be measured. Regarding one's own cultural (or ethnic) group as the center of everything and all others are scaled and related with reference to it.

Ethnophobia

The fear or other aversion to members of one or more ethnic groups. Prejudice or bigotry towards members of one or more ethnic groups.

Gay

The preferred term for reference to same-gender orientation

Gender

For the purpose of this block of instruction, the biological classification of male and female.

Heterosexism

The explicit or implicit assumption that everyone is heterosexual i.e., heterosexism is "the continual promotion by major institutions

of heterosexuality and the simultaneous subordination of gays, lesbians and bisexuals."

Historically Under-represented Groups

This term is often applied to affirmative action and typically refers to racial, ethnic, or cultural groups that have been excluded from enjoying certain benefits in the past (e.g., employment or housing opportunities).

Homosexuality

Primary sexual attraction to members of the same gender

Homophobia

The fear of or aversion to lesbians and gays. Prejudice or bigotry towards lesbians and gays.

Immigrant

A citizen of another country coming to the United States by means of a formal admission process

Institutional Racism

The complex of institutional arrangements that restrict the life choices of nonmajority persons in comparison to those who have predominated in the past

Lesbianism

The term for a female with a same-gender orientation

Nationality

A fact of belonging to a nation and respect for that nation

Police Profiling

An informed, knowledge-based decision related to an articulatable set of facts

Prejudice

A prejudgment about a person or class of persons composed of opinion or bias. Prejudice is socially learned, and is usually grounded in misconceptions, misunderstandings, and inflexible generalizations.

Race

Distinctive physical characteristics such as color of skin, ancestry etc.

Racism

The belief that some races are inherently superior (physically, intellectually, or culturally) to others, and therefore have the right to dominate them. Racism can also be "institutionalized" when:

1. Based on their belief in the inferiority of certain groups, racists justify discriminating against, segregating, and/or scapegoating these groups.
2. Racists, in the name of protecting their race from contamination, justify the domination and sometimes even the destruction of those races they consider inferior.

Racism couples the false assumption that race determines psychological and cultural traits with the belief that one race is superior to another.

Refugee

A person who flees a country, commonly to avoid religious, political or social persecution; or to flee a natural disaster or other event. Refugee status is distinctly different from an immigrant status in that the refugee is admitted into the United States under a different section of Immigration law. The Attorney General of the United States can officially grant refugee status.

Scapegoating

Scapegoating refers to the deliberate policy of blaming an individual or group when the fault actually lies elsewhere. It means blaming a group or individual for things they did not really do. Those that we scapegoat become objects of our aggression in work and deed. Prejudicial attitudes and discriminatory acts lead to scapegoating. Members of disliked groups are denied employment, housing, political rights, or social privileges. Scapegoating can lead to verbal and physical violence, including death.

Sexual Orientation

In laws and elsewhere, sexual orientation is limited to the three possibilities of homosexual, heterosexual and bisexual which together fill the universe of sexual possibilities.

Sexual Preference

An often used synonym for sexual orientation, however the term incorrectly suggests that sexual orientation is a choice.

Stereotyping

A stereotype is a preconceived or oversimplified generalization involving negative beliefs about a particular group. Negative stereotypes are often at the base of prejudice. The danger of stereotyping is that it no longer considers people as individuals, but rather categorizes them as members of a group who think and behave the same way. We pick up these stereotypes from what we hear other people say, what we read, and what people around us believe (learned behavior).

Although some people would say there are "positive" stereotypes, (e.g., regarding criminal profiles) these would be more properly defined as "informed decisions". An officer's decision to stop a certain car, for example, is based upon a set of articulatable facts, not a stereotype as the term has been defined here.

Undocumented Person

A person currently residing in the United States without legal immigration or refugee status

Values

Whatever a person or group judges to be important; this judgement is supported by underlying, emotionally charged attitudes which originate in core beliefs

World View

The culturally conditioned view of the total environment shared by the members of a particular culture which

1. Provides answers to ultimate questions.
2. Sanctions values, goals, and basic institutions.
3. Supports people in times of crisis.
4. Systematizes thinking and the total existence of a people.

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VIDEOS AVAILABLE TO SUPPORT CULTURAL DIVERSITY TRAINING

The following programs are included in the Video Catalog published by the Commission on Peace Officer Standards and Training and may be used wholly, or in part, to support cultural diversity training efforts. Copies are available from the producers under terms and conditions identified in the catalog.

CULTURAL AWARENESS TELECOURSE

A two hour telecourse which incorporates individual presentations, panel discussions, video scenarios and audience interaction to address law enforcement interaction with cultural groups. Appropriate for all levels and classes of law enforcement personnel.

PRODUCER: Commission on Peace Officer Standards and Training
2 Hours, 1992

CULTURAL AWARENESS: AMERICAN INDIAN CULTURE

Actor Iron Eyes Cody discusses Indian culture as it pertains to law enforcement. For recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department
13 Minutes, 1983

CULTURAL AWARENESS: ARMENIAN CULTURE

Actor Mike Connors gives an overview of Armenian culture as it pertains to law enforcement. For recruits and in-service officers.

PRODUCER: Los Angeles Police Department
9 Minutes, 1985

CULTURAL AWARENESS: BLACK CULTURE

Discusses Black culture as it applies to law enforcement. For recruits, in-service officers, supervisors, managers, and administrators.

PRODUCER: Los Angeles Police Department
10 Minutes, 1984

CULTURAL AWARENESS: CHINESE CULTURE

Discusses Chinese culture as it pertains to law enforcement. For recruits, in-service officers, investigators, supervisors, managers, and administrators.

PRODUCER: Los Angeles Police Department
11 Minutes, 1985

CULTURAL AWARENESS: EAST INDIAN CULTURE

Discusses East Indian culture as it pertains to law enforcement. For recruits, in-service officers, investigators, supervisors, managers, and administrators.

PRODUCER: Los Angeles Police Department
10 Minutes, 1986

CULTURAL AWARENESS: HISPANIC CULTURE

Actor Ricardo Montalban discusses Hispanic culture in Los Angeles. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department
10 Minutes, 1973

CULTURAL AWARENESS: JAPANESE CULTURE

Newswoman Joanne Ishimine discusses Japanese culture as it pertains to law enforcement. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department
11 Minutes, 1983

CULTURAL AWARENESS: JEWISH CULTURE

Actor Hal Linden discusses the various aspects of Jewish culture. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department
16 Minutes, 1980

CULTURAL AWARENESS: KOREAN CULTURE

Discusses Korean culture and how it pertains to law enforcement. For civilian employees, recruits, in-service officers, investigators, and supervisors.

PRODUCER: Los Angeles Police Department
12 Minutes, 1983

CULTURAL AWARENESS: MOSLEM CULTURE

Discusses the Moslem culture and religion as it pertains to law enforcement. For recruits, in-service officers, investigators, supervisors, managers and administrators.

PRODUCER: Los Angeles Police Department
5 Minutes, 1986

HATE CRIMES TELECOURSE

A two hour telecourse which contains panel discussions and video scenario related to hate violence. Discusses hate crimes from the perspectives of victimization, prevention, and law

enforcement policy making. For in-service officers, supervisors, managers and administrators.

PRODUCER: Commission on Peace Officer Standards and Training
2 Hours, 1992

HATE CRIMES

Covers a police officer's duty to fully document and investigate all incidents motivated by prejudice, including graffiti, or noncriminal occurrences. For recruits, in-service officers, supervisors.

PRODUCER: Los Angeles Police Department
1988

HATE CRIMES/RALPH ACT

Prejudiced-based criminal acts are now recorded by law enforcement agencies for statistical purposes. For general public and police personnel.

PRODUCER: San Francisco Police Department
5 Minutes, 1988

HUMAN RELATIONS

Two typical patrol-related incidents are depicted which display the proper methods an officer should use in dealing with them. Emphasis is placed on the human relations aspect of law enforcement. For recruits, in-service officers, and supervisors.

PRODUCER: Los Angeles Police Department
9 Minutes, 1991

INDOCHINESE CULTURE

Presents a panel discussion/lecture introduced by a curriculum specialist for the San Diego city schools and paneled by four members of the Indochinese culture in San Diego. A very good orientation to the Indochinese culture. For recruits and in-service officers.

PRODUCER: San Diego Police Department
56 Minutes, 1983

INDOCHINESE CULTURE GUIDE

Explains three programs created by the San Diego Police Department to aid the Indochinese community: a liaison officer, a cultural guide handbook, and an improved translation network for officer use. For recruits and in-service officers.

PRODUCER: San Diego Police Department, Public Affairs Unit
7 Minutes, 1983

IS THERE A WORLD BETWEEN US?

Produced to be incorporated into the Department's cultural diversity training and designed to stimulate classroom discussion. Depicts candid comments from citizens and police officer

interviews, offering individual opinions as to the performance of the San Diego Police Department. A survey conducted on the San Diego Police Department is also presented. For in-service officers, managers, and administrators.

PRODUCER: San Diego Police Department
38 Minutes, 1987

SKINHEADS

Mike Fleager of the Orange County Probation Department presents information on skinhead gangs operating in Orange County. For in-service officers and investigators.

PRODUCER: Santa Ana Police Department
13 Minutes, 1987

WITH RESPECT

Dustin Nguyen, of the TV series drama "21 Jump Street", leads viewers through a series of interviews and re-enactments that explain how an officer can make their job easier and more successful in handling contacts with Vietnamese people. Appropriate for all levels and classes of law enforcement personnel.

PRODUCER: Anaheim Police Department
19 Minutes, 1990

WORLD OF GESTURES: CULTURE AND NONVERBAL COMMUNICATION

This program identifies gestures as a silent language unique to every society. The program discusses gestures from around the world and including familiar American gestures for "OK", "Shame on You", and "Crazy". The program may provide worthwhile insights, but is not designed to address law enforcement tactics.

PRODUCER: University of California Extension Media Center
2186 Shattuck Avenue, Berkeley, CA 94704
(510) 642-0460
25 Minutes

CULTURAL DIVERSITY
CURRICULA DEVELOPMENT COMMITTEE

PROJECT MANAGER

Lou Madeira, Senior Consultant
Commission on POST
Basic Training Bureau

Pete Acevedo
Peace Officer's Research Assoc. of California
(PORAC)

Deputy Brian Alvarez
San Bernardino Sheriff's Dept.

Kelly Chun, Director
Sacramento Public Safety
Center

Officer Dave Hanczuk
Los Angeles Police Department

Adrian Isabelle
California Association of
Human Rights Organizations

Sergeant Phil Johnson
Orange County Sheriff's
Department

Lieutenant Richard Lindstrom
Fresno Police Department

Alexa Milton
Los Angeles Police Department

Joseph Mujica
Peace Officer's Research Assoc. of California
(PORAC)
Ethnic Relations Committee

Frank Patino, Division Dean
Criminal Justice Training
Center
Rio Hondo College

Sergeant Emilio Perez
Los Angeles Police Department

Lieutenant Steve Selby
Los Angeles Sheriff's
Department

Sergeant John Smiertelny
Orange County Sheriff's
Department

David Spisak
Senior Consultant
Commission on POST

Rod Torres
San Bernardino Sheriff's
Department

Dorothy Tucker, Ph.D
Families in New Directions/
Crenshaw Consortium
Los Angeles, California

Ron Wakabayashi, Director
Human Relations Commission
City of Los Angeles