**SYLLABUS**

**Cultural Awareness for Law Enforcement Personnel**

**Drake University**

**School of Education**

**Des Moines, Iowa**

**Term:** **Instructor:** Scott Law

**Course Dates:** scott.law@drake.edu

**Credit Hours:** 3 credit hours

**Course Overview:** Cultural Awareness for Law Enforcement Personnel initiates the process of seeing past stereotypes by raising each student’s awareness of the culture in which they live. Once students are tuned into the elements of their own culture, they will be exposed to their own implicit bias and guided down a path of exploring and implementing the best strategies for connecting with and appreciating those from other cultures. Students will be provided with opportunities to hear the voices of those from other cultures and, through their work in this course, they will develop tools to assist them in successfully applying the important concepts of cultural awareness in their work environment.  **‌**

This course will be delivered in a fully online environment using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Text readings from *Readings for Diversity and Social Justice*, as well as other sources
2. Various video interviews and presentations
3. Reflection on current practices related to those from other cultures and where practices can be improved
4. Interaction with your peers, your instructor, and those from other cultures
5. Activities and assignments designed to allow for direct implementation of the concepts in this course.

**Course Goals:**

* To provide students with an understanding of self and increase their awareness of their own culture.
* To provide students with the opportunity to understand implicit bias and reflect on their own biases and how they impact their decisions and impressions.
* To explore the many aspects and injustices of racism, classism, sexism and the many other “isms”.
* To facilitate effective and positive interactions by students with others outside of their own culture.

**Required Textbook**: Adams, M., Blumenfeld, W., Chase, D., Catalano, J., Hackman, H., Peters, M., Zuniga, X. (2018). Readings for Diversity and Social Justice. 4th Edition. *Routledge.*

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**Educational Resources:** The readings from the course textbook, along with assorted articles form the core of foundational information. In addition, participants are encouraged to research additional information using the online resources available through Cowles Library and resources available locally.

**Course Assignments:**

**Module 1**

Key Terms Definition Blog 10 Points

Elements of Culture 5 Points

Personal Introduction Blog  5 Points

**Module 2**

I Am From Blog 10 Points

Communicating About Your Culture Blog 10 Points

Defense Mode Analysis 10 Points

**Module 3**

Implicit Bias PRE Reflection Blog 5 Points

Implicit Bias Journal 5 Points

Implicit Bias Discussion and Activities 5 Points

Implicit Bias POST Reflection blog 10 Points

**Module 4**

Counter Stereotypical Examples Blog 5 Points

Implicit Bias Mitigation Blog 5 Points

Mitigation Action Plan 15 Points

**Module 5**

Connecting Simple Step and BlogEntry10 Points

Intellectual Empathy Blog5 Points

Connection Interview 15 Points

**Module 6**

Race and the Use of Force Blog 10 Points

Cultural Recommendations Paper 15 Points

Next Steps Blog 10 Points

**Module 7**

Classism Voices Blog 10 Points

Professional Setting Analysis15 Points

**Module 8**

Context and Voices Blog  5 Points

Isms and Injustices Journal 5 Points

Ism Research Assignment 20 Points

Ride-Along Field Experience Analysis Activities 15 Points

Ride-Along Field Experience Blog 5 Points

**Total Points Possible 240 Points**

**Evaluation Criteria:**

Assignment-specific assessment guidelines are detailed in each module in Blackboard. However, the following criteria apply for all assignments:

1. Assignments will be turned in by midnight on Sunday of the designated week. Late work will not be accepted. Exceptions in the case of emergency will be considered on a case-by-case basis when communicated to the instructor. If you know of and communicate potential due-date obstacles *in advance*, accommodations may be considered.
2. Proper grammar and spelling is expected on each assignment, including blog and journal posts, and will be taken into consideration when grading submissions.
3. It is expected that all required readings and components of each module will be completed. The instructor may hold students accountable for information included in any portion of each module, whether there is an assessment for that information or not.

**Points and Letter Grades:**

 **90-100 % (216 – 240 points) A**

 **80-89 % (192 – 215 points) B**

 **70-79 % (168 – 191 points) C**

 **60-69 % (144 – 167 points) D**

 **Below 60 % (below 143 points) F**

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

**Accommodations Clause:**

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin

Director of Student Disability Services

515-271-1835

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Jean Hansen

Sr. Online Instructional Designer

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