

Cultural Diversity

Course #3939

Participant Handout



Texas Commission On Law Enforcement
Hosted by



Bexar County Constable Office PCT#4

Deputy Chief George D. Little
Primary – Lead Instructor – Mentor
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George D. Little, C.C.P.S. – TCOLE Advanced Certified Instructor

George D. Little has 43-years of diverse law enforcement experience, in which he has worked a myriad of assignments working literally in every aspect of law enforcement. He holds an Associate of Science Degree in Criminal Justice from Central Texas College, a Bachelor of Science in Occupational Education Criminology/Sociology from Wayland Baptist College and Associates of Science in Criminal Justice, a Bachelor of Science in Criminal Justice & Criminology and Master's degree in Criminology and Human Services and Counter-Terrorism from the University of the State of New York. In addition George received his Basic, Intermediate, Advanced and Masters (Peace Officer) Law Enforcement certifications from the Texas Commission On Law Enforcement (TCOLE). George is a retired U.S. Army Military Police (ABN) First Sergeant/E-8 who served his country from Vietnam through Desert Storm for 21-years of honorable service. During his active duty service George served as a Military Policeman (95BV5MXH3 MOS) Patrol, Traffic and Tactical operations. He is a former U.S. Army Criminal Investigations Division (CID) Special Agent and Section Chief Military Police Investigations (MPI). George worked as an under-cover Drug and Narcotics investigator with the U.S. Drug Enforcement Administration (D.E.A.) overseas European operations. He is an experienced veteran Physical Security and Crime Prevention specialist with expertise in Force Protection, and Counter-Terrorism, in addition to being a MP Special Operations Operator (Counter-Terrorism for 1988 Olympics in Seoul South Korea) and a former Military Police School Drill Sergeant and Master Instructor. George served as a Deputy Provost Marshal USFK Area II, South Korea and as a First Sergeant for several MP units ending his military career as the Operations Sergeant (NCOIC) for the U.S. Army Joint Counter Drug Operations Element (JCOE) providing federal, state and local military assistance for an 8-state area of responsibility. He retired from the Bexar County Sheriff's Office San Antonio, Texas (2008) where he was a Deputy Sheriff, School Resource Officer and the Drug Abuse Resistance Education (D.A.R.E.) Coordinator for Bexar County and was the 2004 National D.A.R.E. Officer-Of-The-Year (and former D.A.R.E. America- Texas D.A.R.E. State Coordinator). George has over 20 years veteran experience working in a school district environment. He has authored and co-authored numerous articles on Counter Terrorism and Law Enforcement serving as a college adjunct professor teaching criminal justice and counter-terrorism undergraduate courses. He has a passion for teaching; in addition to being a Texas Certified Crime Prevention Specialist (C.C.P.S.). George is the former Director of Institute for Criminal Justice Studies (ICJS) – Texas State University where he developed the first comprehensive School-Based Law Enforcement Officer (SBLE) holistic certified training program, a state-wide TCOLE certified Crime Prevention certification curriculum; as well as authored, researched and developed numerous state-of-the art, scientific and researched-based, "Best Practices" specialized law enforcement curriculums. He is currently the Deputy Chief for INTEL, Homeland Security and Training for the Bexar County Constable Office, PCT#4. George was the 2011 TCOLE Professional Achievement Award recipient, and has received numerous U.S. Drug Enforcement Administration Awards and recognitions; recipient of the Federal Bureau of Investigation - Directors Community Leadership Award; and American Society for Industrial Security – Business Crime Council Award. George is an appointed member of the U.S. Department of Justice – National Institute of Justice Technical Working Group for School Safety in addition to being a certified Honorary Tennessee and Kentucky Colonel.

LEARNING OBJECTIVES

1.0 To increase awareness of the various dimensions of diversity

1.1 Define the term "diversity"

1.2 Discuss the term "human diversity"

1.3 List "dimensions of diversity"

1.4 Describe the three powerful trends that highlight diversity in twenty-first century society

1.4.1 Define the Global Market

1.5 Compare a "melting pot" vs. a "mosaic" society

1.6 Define the term "inclusion"

1.7 Discuss the concept of three dimensions of Global Inclusion

1.8 Describe the concept of the four layers of diversity

1.9 Illustrate the concept of primary and secondary dimensions of diversity

1.10 Explain "Fairness vs. Equal Treatment"

1.11 Summarize the past, present, and future dimensions of diversity

2.0. To examines one's own cultural diversity and how your identity impacts your relationships with others

2.1. Define the term culture

2.2. Discuss the Cultural Perspective

2.3. Explain where our "cultural programming" comes from

2.4. Describe your cultural "road map" as it relates to your current behaviors and attitudes

2.5. Explain stereotypes and their role in cultural diversity

- 2.6. List examples of “cultural rules”**
- 2.7. Describe the strategies in building “cross-cultural competencies”**
- 2.8. Demonstrate “cultural filters” on automatic**
- 2.9. Describe the Cultural Orientation Model**
- 2.10. Discuss the development of Diversity Competence**
- 2.11. Solve scenario problems on “culture clash”**
- 2.12. Summarize how culture relates to the dimensions of diversity model as described in Unit Goal 1.**

- 3.0. To identify generational differences and the positive outcome for the communication of those differences**
- 3.1 Define the concept of generational differences**
- 3.2 Identify key events that have formed generational characteristics**
- 3.3 Discuss solutions to communication barriers due to generational differences**
- 3.4 Discuss generational differences in the work environment**
- 3.5 Define “Synergism”**
- 3.6 Discuss factors other than technology that have led to generational change**

- 4.0. Gain an understanding of diversity in the workplace**
- 4.1 Discuss workplace diversity**
- 4.2 Discuss how diversity in culture may affect work dynamics**
- 4.3 Discuss how generational diversity may affect work dynamics**
- 4.4 Illustrate how the “one size fits all” concept does not fit the twenty-first century work environment**

4.5 Discuss how gender diversity may affect work dynamics

4.6 Analyze diversity challenges in your work environment

4.7 Summarize how diversity in the workplace can strengthen departmental goals

4.8 Summarize how diversity in the workplace relates to the dimensions of diversity model as illustrated in Goal 1.0.

4.9 Discuss future concerns for the diversified workforce

5.0. To become aware of your beliefs about gender traits and roles

5.1. Define gender diversity

5.2. List common myths concerning gender behaviors

5.3. Describe a Patriarchal Structure

5.4. List examples of the differences in male and female communication styles

5.5. Discuss the evolution of masculine and feminine personality traits

5.6. Identify views concerning gender traits and roles that depict your personal gender diversity awareness

6.0. To understand the premise of Law Enforcement as a Culture

6.1. Explain the concept of law enforcement as a culture

6.2. Define "Cultural Competence" in the realm of law enforcement

6.3. Discuss the immergence of women in the law enforcement culture

6.4. Discuss Law Enforcements relationship with the community

6.5. Identify characteristics of today's law enforcement workforce

DIVERSITY DIMENSIONS



Source: Diverse Teams at Work
Gardenswartz & Rowe

Values

Veterans	Boomers	Xers	Millenials
Hard Work	Optimism	Diversity	Optimistic
Dedication and sacrifice	Team orientation	Techno literacy	Fell civic duty
Respect for rules	Personal gratification	Fun and informality	Confident
Duty before pleasure	Involvement	Self-reliance	Achievement oriented
Honor	Personal growth	Pragmatism	Respect for diversity

Women	Men
Connection or Status	
Live in a world of intimacy	Live in a world of status concerns
Focus on connecting with others via networks or supportive friends. Aimed at minimizing differences and building on commonalities and agreements.	Have their “old boy” networks. Due to their status concerns they place a higher priority on independence or personal freedom, not on the give and take of communication.
Rapport Talk or Report Talk	
Communicates to establish and maintain a rapport with others by focusing on feelings and personal thoughts, reactions and details of life.	Report type talking. They focus on factual information that the listener needs to know and what’s going on in the world.
Tell things to increase interpersonal involvement.	Men tell things to increase knowledge.
Reveal weaknesses by sharing to make others feel equal or closer from their experiences.	Men feel that revealing is a weakness and will lower their status in other persons eyes.
Cooperative or Competitive	
Words/actions revolve around giving understanding.	Revolve around giving advice.
View helping, nurturing, and supporting as measures of their power.	Perceive power as having information, expertise and skill.
In work arena make decisions in a participatory way.	Must act alone and find answer without help.
Focus on mastering their jobs, increasing skills, consulting, involving others in process and developing relationships with peers.	Focus on competition and power, hierarchy and status.
Avoid conflict.	Confront issues.
Perceived as approachable.	Intimidating to others.

Uncomfortable taking the initiative because they are more accommodating and self-sacrificing. They allow frustration to build but to overcome this they learn assertive communication skills.	Need clear facts in communication process. They have difficulty coping in an unclear situation.
Expertise: Play it up or down?	
Down play: act as if they know less to operate as one of group.	Act as if they know more than the rest of the group by taking center stage. Feel their goal is to persuade and state opinion as fact.
When female experts speak to men they supportively agree, listen and go along (assent). They emphasize similarities and avoid showing off. Their major concern is have they been helpful and do they like me.	When male experts speak to females they are domineering, talk more, interrupt and control topic. They respond this way to males or females. They emphasize their superiority and display expertise. Their major concern is Have I won and Do you respect me?
Agreeing or Disagreeing	
More positive with feedback. They ask questions, take turns, give and want full attention, agree and laugh at humorous comments, focus on big picture not just literal message.	Give fewer listening responses. They are silent and listen less, challenge statements, focus on the literal message.
Because women listen so attentively they think a man being silent also means they are listening...but they may not be.	Men challenge when they disagree so when a women is silent they interpret as agreement and later conclude she changed her mind or is insincere.
Communication Style	
More tentative. Due to being over polite, it is interpreted by men as indecisive. This leads to a lower-credibility stereotype.	Carry assertiveness too far and are perceived as overbearing and authoritarian.

Masculine Traits

<i>1972: Traits Most Admired</i>	<i>1990: Typical Traits</i>	<i>Current Traits</i>
Aggressive	Aggressive	
Independent	Strong	
Unemotional	Proud	
Objective Team Play	Confident	
Dominant	Independent	
Likes math, science	Courageous	
Not excitable in a minor crisis	Disorganized	
Active, competitive	Ambitious	
Logical		
Worldly		
Skilled in Business		

Feminine Traits

<i>1972: Traits Most Admired</i>	<i>1990: Typical Traits</i>	<i>Current Traits</i>
Does not use harsh language	Emotional	
Talkative in appropriate situations	Talkative	
Tactful	Sensitive	
Gentle	Affectionate	
Aware of feelings of others	Moody	
Religious	Patient	
Interested in her appearance	Romantic	
Neat	Cautious	
Quiet	Thrifty	
Strong need for security	(Men also said <i>manipulative</i> . Women said <i>creative</i>)	
Appreciates art and literature		
Expresses tender feelings		

ASSESSING YOUR COMFORT WITH DIVERSITY

Directions: Think about each dimension of diversity and rate the degree comfort you feel in dealing with people different from you in that dimension.

	HIGH	MEDIUM	LOW	HOW DISCOMFORT SHOWS ITSELF
Age				
Gender				
Sexual Orientation				
Physical Ability				
Ethnicity				
Race				
Geographic Location				
Different socio-economic status				
Personal Habits				
Recreational Habits				
Religion				
Educational Background				
Appearance				
Parental Status				
Marital Status				
Role of Women				
Ethical values				
Family structure/practices				
Treatment of elders				
Relationship to authority				
Role of work in life				
Personal health/hygiene				
Language differences (accents included)				
Leisure time activities				

There are images, assumptions, and generalizations, both good and bad, about regions throughout the United States. Take a look at some stereotypes that you hold and write them down in the spaces below.

REGION	+	&endash;	CONSEQUENCES
Pacific Northwest			
West Coast			
American West			
Midwest			
Northeast			
Southeast			
Mid-Atlantic			
Southwest			

ASSESSING THE IMPACT OF DIVERSITY IN YOUR ORGANIZATION

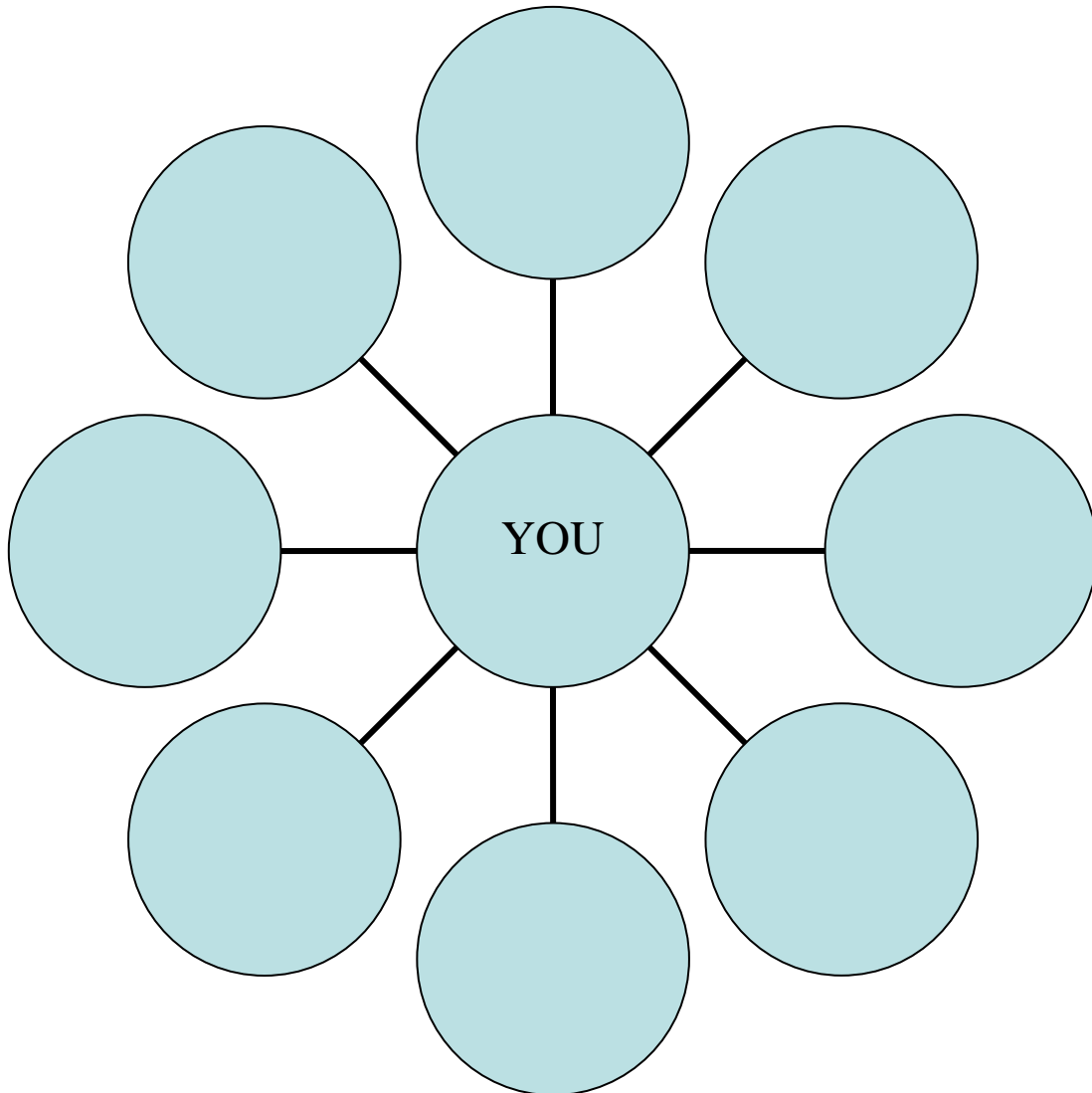
Directions: Think about each dimension of diversity and rate the degree of difference each makes in how people are treated in your organization.

	1	2	3	4	5
	Little Difference				Great Deal of Difference
Personality					
Different styles and characteristics					
Internal Dimensions					
Age					
Gender					
Sexual orientation					
Physical Ability					
Ethnicity					
Race					
External Dimensions					
Geographic Locations					
Income					
Personal Habits					
Recreational Habits					
Religion					
Educational Background					
Work Experience					
Appearance					
Parental Status					
Marital Status					
Organizational Dimensions					
Functional Level/Classification					
Work Content/Field					
Division/Department/Unit/Group					
Seniority					
Work Location					
Union Affiliation					
Management Status					

From Managing Diversity in Health Care Manual, Lee Gardenswartz and Anita Rowe (Jossey-Bass, 1999)

YOU AS A CULTURALLY DIVERSE ENTITY

Identify important experiences that shaped you and label each circle with one of these experiences. Then, think about the beliefs, values, and biases that come from these experiences. What is their impact on you in your professional life?

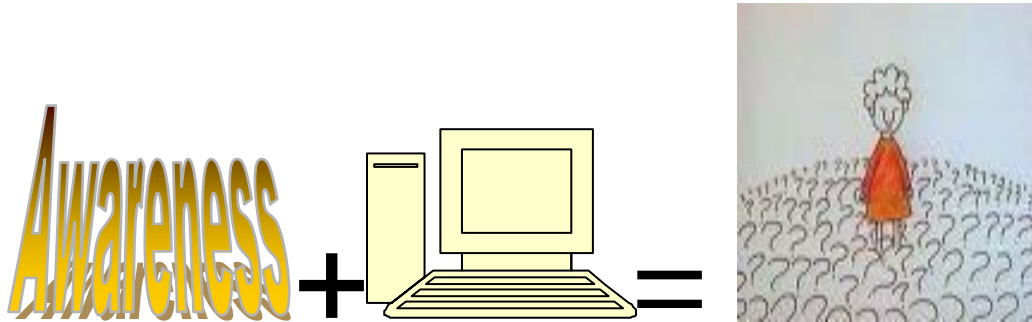


From: *Managing Diversity: A complete desk reference and planning guide*-Lee Gardenswartz and Anita Rowe

1. How do these rules, norms, and values play out on the job?
2. How much do you know about the cultural programs of others at work?

CULTURE = SOFTWARE

AWARENESS + KNOWLEDGE = CHOICES



- All human beings are programmed by cultural “software” that determines our behavior and attitudes.
- Once we recognize what our programming teaches us, we have the capacity to control our choices.

Generational Differences

Veterans	
1922-1945	Those born prior to WWII and those whose earliest memories and influences are associated with that world-engulfing event. They are loyal and dedicated.
Personality	Their view of the world was formed in the shadow of hard times and in light of America's victories. They took up a challenge to rebuild the nation and its economy.
Key Events	Lindbergh, Stock Market Crash, Depression, FDR, Social Security, Hitler, Pearl Harbor, Normandy, D-Day, Korean War
Cultural Memorabilia	Kewpie dolls, Mickey Mouse, Flash Gordon, Golden Era of Radio, Wheaties, Juke Boxes, The Lone Ranger
Heroes	Superman, FDR, MacArthur, Patton, Eisenhower, Winston Churchill, Audie Murphy, Babe Ruth, Joe DiMaggio, Music, Swing, Big Band, Glenn Miller, Bing Crosby, Frank Sinatra
Core Values	Dedication, Hard Work, Conformity, Law and Order, Patience, Respect for authority, Delayed Reward, Duty before pleasure, Honor, Adherence to rules, Sacrifice
Veterans on the Job	Assets: Stable, detail oriented, thorough, loyal, hard working Liabilities: Inept with change, reluctant to buck system, uncomfortable with conflict, reticent when they disagree

Baby Boomers	
1946-1966	Those born during or after WWII and raised in the era of extreme optimism, opportunity, and progress. They are optimistic and ambitious.
Personality	They are economic achievers, ambitious, and self-focused. They learned team work, collaboration and cooperation.
Key Events	Salk Vaccine, Rosa parks, Civil Rights Act, Birth Control Pills, JFK, Peace Corp, Martin Luther King Jr., Vietnam
Cultural Memorabilia	Ed Sullivan Show, Quonset Huts, Fallout Shelters, Poodle Skirts, Slinkies, Hula Hoops, The Peace Sign.
Heroes	Gandhi, Martin Luther King, JFK and Jackie, John Glenn
Music	Rock 'n Roll, Acid Rock, Elis, The Beatles, beach Boys, Supremes,
Core Values	Optimism, Team orientation, Personal gratification, health/wellness, Personal growth, Youth, Work, Involvement.
Boomers on the Job	Assets: Service Oriented, Driven, Willing to go extra mile, Good in relationships, Good team players. Liabilities: Not naturally budget-minded, Uncomfortable with conflict, Reluctant to go against peers, May put process ahead of result, Overly sensitive to feedback, Judgmental of those who see things differently, Self-centered.

Generation X	
1967-1980	Those born after the blush of the Baby Boom came of age deep in the shadow of the Boomers and the rise of the Asian tiger. They are survivors and skeptical.
Personality	Their view of the world was formed during post-Vietnam, Watergate and the energy crisis. They watched America seem to fail militarily, diplomatically, politically, and economically. They came of age in an era of fallen heroes, struggling economy, and soaring divorce rates.
Key Events	Women's Lib, Munich Olympics, Watergate, Energy Crisis, Jonestown, Massive layoffs, John Lennon, Reagan, Desert Storm.
Cultural Memorabilia	The Brady Bunch, Pet Rocks, Platform Shoes, The Simpsons, Dynasty, Cabbage Patch Dolls
Heroes	None
Music	Disco, Rap, Elton John, Tina Turner, Michael Jackson
Core Values	Diversity, Thinking globally, Balance, Techno literacy, Fun, Informality, Self-reliance.
Gen X on the job	Assets: Adaptable, Techno Literacy, Independent, creative Liabilities: Impatient, Poor people skills, Inexperienced, Cynical.

Generation Y	
1981-2000	These are the children of the Baby Boomers and early Xers, born into our current high-tech, neo-optimistic time. They are positive and flexible.
Personality	They are the busiest kids, living high-stress, fast-paced, lives. They experience violence all around them and have a passion to take it on. They are savvy, streetwise, sophisticated, and technology experts.
Key Events	Child focus, Oklahoma City, Columbine, Technology, Busy, over-planned, Stress
Cultural Memorabilia	Barney, Teenage Mutant Ninja Turtles, Tomagotchi, Beanie Babies, American Girl Dolls, Oprah and Rosie.
Heroes	Michael Jordan, princess Diana, Mother Teresa, Bill Gates, Tiger Woods, Christopher Reeves.
Music	Alternative Rap, Remix, Jewel, Puff Daddy, Backstreet Boys, Spice Girls, Hanson.
Core Values	Optimism, Civic Duty, Confidence, Achievement, Sociability, Morality, Street Smart, Diversity.
Gen Y on the job	Assets: Collective action, Optimism, tenacity, Heroic spirit, Multi-taskers, Technological savvy. Liabilities: Need supervision/structure, Inexperience particularly in handling difficult people.

Definitions:

Acceptance

Not only tolerates but also positively accepts behavior that is very different than theirs. They rarely feel threatened by or intolerant of working practices that conflict with their own sense of best practice.

Assimilation

The cultural absorption of a minority group into the main cultural body

Baby Boomer

Baby Boomers - Born between 1946 and 1966 this massive group grew up in a time when 'anything goes.' They tend to be competitive, prosperous and passionate

Challenge

A demanding task that calls for special effort or dedication

Communication

A giving or exchange of information, to impart, pass along or transmit.

Community

A group of people forming a social unit sharing common interests, work, identity, location

Culture

The body of learned beliefs, traditions, principles and guides for behavior that are shared among members of a particular group

Culture Clash

Conflict between a group of people or individuals from diverse cultures

Cultural Rules

Each culture sets expectations or societal rules for expected behavior. They tend to share common values and beliefs as well. Cultural rules provide a framework for imparting meaning to events, objects and people. The rules enable us to make sense of our surroundings and reduce anxiety about the social environment. We learn these rules as children by listening and observing others. By following these rules we reduce conflict in our everyday existence.

Dimensions of Diversity

There are many ways that people differ from each other. These ways are referred to as the dimensions of diversity.

Diversity

“Diversity is the term used to describe the relative uniqueness of each individual in the population. This condition is considered favorable as the greater the variety of genes available to the genetic algorithm the greater the likelihood of the system identifying alternate solutions”.... the state of being diverse.

Diversity Competence

These competencies consist of four areas: awareness, knowledge, skills, and action/behavior.

Diversified

To expand, by increasing the number of things produced or operations undertaken

Flexible Behavior

Adapt easily to a range of different social and cultural situations. Have either learned or are willing to learn a wider range of behavior patterns.

Flexible Judgments

Avoid coming to quick and definitive conclusions about the new people and situations that they encounter. Can also use each experience of people from a different culture to question assumptions and modify stereotypes about how such people operate.

Gender Diversity

“Gender is the culturally specific set of characteristics that identifies the social behavior of women and men and the relationship between them.”

Generational Diversity

Every generation is influenced by their respective eras; economic, political, and social events. From the Great Depression to the civil rights movement; from the inception of the television to advanced computer technologies, all have affected the way we work, play and live.

Generation X

Generation Xers - Born between 1967 and 1980 and are characterized by their independence and need for flexibility rather than stability. They love challenges, have no fear, but don't bore them

Generation Y or Millennials

Born between 1981 and 2000 and are defined by the high speed, connected world of today. They are also known as Nexters or the Y Generation. The Internet is their favorite place to play, work and form relationships. They thrive on multi-tasking

Global

Complete or comprehensive, worldwide

Global Intelligence

Capacity to recognize our own cultures and those of others in order to increase personal and professional effectiveness, to create efficiency and productivity in the workplace and for promoting harmony and humanity in our environment

Global Literacy

To be able to understand the elements of culture, the framework for differentiating those cultures, to recognize the impact of culture on life and work and to be aware of differences of values and assumptions

Global Market

To stay competitive in the world market, products must be designed and marketed to meet the needs of people from a variety of cultures

Human Diversity

Human diversity goes beyond the obvious: cultural, racial and ethnic. Rather, it encompasses anything that makes human beings special and different.

Inclusion

“...a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work”
Valuing diversity within the human community through respecting the unique dimensions each individual adds to the whole

Melting Pot

Newcomers to this country were expected to discard their “old world” values and culture in exchange for the values and lifestyles of the “new world.” Cultural differences were figuratively placed into a big pot where they were “melted” together and homogenized. It was assumed that the result of the “melting pot” would be one common culture, language, and lifestyle for everyone in this country.

Mosaic

Individuals who maintain their own cultural systems, such as lifestyle, language, and religious practices

Myth

Any fictitious story or unscientific account not based on fact.

Patriarchy

Patriarchy is the structuring of a social system on the basis of family units, where the father is the head of the family and have primary responsibility for the welfare of this family unit.

Perspective

A specific point of view in understanding or judging things or events

Relationship

An attachment or association between persons, firms etc.

Stereotype

“mental tapes” that affect what we think and feel about situations, people and our environment. These “mental tapes” play automatically through our behaviors and responsivity

Synergism

Synergism is a term popularized by Buckminster Fuller and recognizes that the world will include divergent perspectives. People are from various ethnic backgrounds and all those perspectives are what make a team more effective

Trends

General or prevailing tendency or course, as in events or a discussion, current style

Veterans

Veterans - Born before 1945, this generation was shaped by the Depression and World War II. They appreciate and offer respect

Workplace Diversity

Managing diversity is not just a social or moral issue; it directly affects the performance of an organization. The changing demographics of the US labor force account for increasing gender, cultural, and age diversity in the workplace.

WELCOME TO THE 21ST CENTURY!

*Our Phones ~ Wireless
*Cooking ~ Fireless
*Cars ~ Keyless
*Food ~ Fatless
*Tires ~ Tubeless
*Dress ~ Sleeveless
*Youth ~ Jobless
*Leaders ~ Shameless
*Relationships ~ Meaningless
*Attitude ~ Careless
*Wives ~ Fearless
*Babies ~ Fatherless
*Feelings ~ Heartless
*Education ~ Valueless
*Children ~ Mannerless
Everything is becoming LESS but still
our hopes are ~ Endless.
In fact we are ~ Speechless

And Congress is - CLUELESS!!

And our Country day by day is becoming -WORTHLESS!!

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Please refer to your individual unit handouts to take notes and follow along with lesson learning objectives.

DISCLAIMER: As the principal instructor for this courses my values, beliefs, ethics and professionalism do not agree entirely with certain parts of this course content. I believe in a strong America with its traditional customs, cultural and values not necessarily the "Politically Correct" liberal point of view projected in parts of this course content. It is up to you as a participant with your freedom to choose what you want to believe and not believe.