<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>NUMBER OF HOURS</th>
<th>DATE PREPARED</th>
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</thead>
<tbody>
<tr>
<td>Cultural Dynamics</td>
<td>2 hours</td>
<td>15 March 2012</td>
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<table>
<thead>
<tr>
<th>PREPARED BY</th>
<th>PRIMARY INSTRUCTOR</th>
<th>ALTERNATES</th>
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<tbody>
<tr>
<td>Lt. Gerald Taylor</td>
<td>PSTC</td>
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<td>GT</td>
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**BRIEF DESCRIPTION**

Cultural Dynamics will prepare an officer for understanding some of the issues around cultural perspectives and be given some tools to improve communication.

**INSTRUCTOR'S REFERENCES**

None

**STUDENT MATERIALS**

None

**TRAINING AIDS**

PowerPoint Cultural Dynamics 2012 updated with new statistics

**STUDENT HANDOUTS**

Electronic file of the presentation
New Hampshire Police Standards and Training

Cultural Dynamics Learning Goals and Performance Objectives

1. Cultural Dynamics
   1.1. Students will understand essential concepts of Cultural Dynamics.
   1.1.1. Recall that culture is a way of life based upon perceived common values
   1.1.2. Identify the difference between a tapestry and melting pot concept in a historical timeframe.
   1.1.3. Recall that police should understand the dynamics of cultural communities that they serve.
   1.1.4. Recall that cultural misunderstandings can lead to poor police/community relations, loss of life and property.
   1.1.5. Recognize that there are no simple answers about cultural interaction.

1.2. Students will gain an appreciation of their personal and other people's prejudices.
   1.2.1. Recognize that everyone is prejudiced.
   1.2.2. Recall that prejudice is a type of cultural defense.
   1.2.3. List 4 reasons for being prejudiced.
   1.2.4. Recall that prejudice controls and limits our perceptions.
   1.2.5. Identify 4 reasons for self control of prejudice.
   1.2.6. Recall that a person can work with prejudice, not fight nor ignore it.
   1.2.7. Recall that recognizing prejudice is the first step in dealing with it.

1.3. Culture concepts around communication.
   1.3.1. Recall that culture values and behaviors are learned.
   1.3.2. Recognize tactical benefits of asking and explaining to overcome cultural differences.
   1.3.3. Recall that individuals can control their thoughts and actions that get in the way of communication.
   1.3.4. Recall that the "Stop, Look, and Listen" paradigm is both a good officer safety practice and helps foster cross-cultural communication.
   1.3.5. Recall that a perception of attitude is conveyed by verbal tone and body language.
   1.3.6. Recall that Northern European and Arabic cultures have different conversational distances.
   1.3.7. Given a scenario involving a young person with a Mexican heritage, recall that looking at the ground is not necessarily suspicious.
   1.3.8. Identify that a passive facial expression conveys different meanings in different cultures.
   1.3.9. Recall that someone with a lack of language ability can appear to disobey instructions.
   1.3.10. Recall that a smile is not always viewed as friendly.
   1.3.11. Recall that the use of touch varies widely between cultures.
   1.3.12. Given a scenario, recall that transmitting or mirroring behavior communicates to other people.

1.4. Understand the make-up of populations in the United States and New Hampshire.
   1.4.1. Recall that the most recent US Census was done in 2010.
   1.4.2. Recall that 20% of the US population currently speaks a language other than English at home.
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1.4.3. Recall that Mexicans and Asians are the fastest growing segments of the US population.
1.4.4. Select from a list that a person can be given refugee status because of persecution based on race in his country.
1.4.5. Recall that over 4400 refugees have been settled in New Hampshire from 1997-2009.
1.4.6. Recall that there are designated resettlement areas.
1.4.7. Recall that an immigrant is a person who has been accepted by the US State Department for admittance to the US.

1.5. Have an appreciation of some of the laws about discrimination and hate crimes
1.5.1. Recall the Declaration of Independence used the words "all men are created equal" and "have certain unalienable rights".
1.5.2. Recall the 14th Amendment to the US Constitution that says in part that a State shall not deny any person within its jurisdiction equal protection under the law.
1.5.3. Recall that the NH Constitution in Article 2 says in part that "equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex or national origin."
1.5.4. Recall that a definition of discrimination includes treatment based on class or category rather than merit.
1.5.5. Recall that Federal Acts require the collection of hate crimes statistics.
1.5.6. Recall that it is a best practice to immediately notify the NH Attorney General's Office of any hate crime.
1.5.7. Recall that New Hampshire has an enhanced penalty for a hate crime.
1.5.8. Select from at list that a police officer can be the victim of a hate crime or can be charged with a hate crime.

1.6. Leave the training with an understanding of important points of emphasis
1.6.1. Recall that most law enforcement citizen interactions start with finding common ground.
1.6.2. Recall that learning is the key to understanding different types of human behavior.
1.6.3. Recall that fundamental officer safety procedures involve watching behavior, asking questions and learning.
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**Objectives**

<table>
<thead>
<tr>
<th>Cultural Dynamics</th>
<th>Instructional Cues</th>
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<tr>
<td><strong>A Common-Sense Guide</strong></td>
<td>Slide 1</td>
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</table>

They Call it Cultural Diversity
Most would rather avoid talking about it.
Some attack the notion as naïve.
Some attack it in defense of their own self-images.
Preconceptions must be defended and preserved.
Prejudice drives the response.
Some criticize it as “Sensitivity training”.
Many dismiss it as “Political Correctness”.

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**Culture**
A collection of similar organisms, based on biological commonalities.
A way of life, based on perceived commonalities, which we grow to value,
and, therefore, defend.
physical
mental
emotional
spiritual
ideological
societal
institutional
religious
geographical

We live in a truly multi-cultural society, in which America is moving from a
“melting pot” to a “tapestry.”

Police must understand the cultural experiences and dynamics of the
communities they serve.
Being culturally sensitive is a constant struggle for everyone.
Negative results can include:
Cultural tensions, communication breakdowns,
poor police/community relations, loss of life and property.
Since there are no simple answers, open dialogue is essential.

Talking point:
Cultural dynamics is more of a journey over an ever-changing road rather than a static destination.

Let’s Admit, We’re All Prejudiced
Prejudice is a defense.

What’s Wrong with Prejudice?

We Have Reasons to be Prejudiced
Why can’t they be more like us?

Distrust
Fear
Jealousy
Ignorance: lack of understanding
Tradition: indoctrination
Self-preservation
Group dynamics: herd mentality
Religion
Patriotism
Unity

Reasons to be Prejudiced
Why can’t they be more like us?

Feelings of superiority
Economics
Self-identity
Stubbornness
Pride
No perceived need to change
Status quo easier than change
Self-consciousness
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Lack of acceptance
Fear of being different

But what if “they” were all like “us”?

In a Same World

We wear the same clothes.
We eat the same food.
We live in the same houses.
We drive the same cars.
We like the same things.
We want the same things.
We believe the same ideas.
Our children are like us.
Our neighbors are like us.
Everyone is like us.

Where would we be without Diversity?

Picture of dark and stormy night
Talking point
A world without contrast, without the dynamics of diversity.

Cultural Diversity
A Good Thing,
Considering

But No Matter, the Culture
All people would like to be respected.
Everyone desires a sense of self-worth.
We all seek a sense of belonging.
We all seek to balance dependence/independence
We would rather be asked than told.

But No Matter, the Culture
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| We would rather have explanations than demands. | PO 1.3.2 |
| We would rather have options than threats. | Slide 17 |
| We all feel we have a right to know why. | PO 1.3.2 |
| All of us want to feel safe and secure. | Slide 17 |
| All of us would like to have a second chance | Slide 17 |

| But No Matter, the Culture | Slide 18 |
| The human spirit yearns for | PO 1.2.5 |
| “Life, liberty, and the pursuit of happiness.” | Slide 18 |

| What’s in It for Me? | Slide 19 |
| Easier | PO 1.2.5 |
| Efficient | Slide 19 |
| Effective | Slide 19 |
| Increases Safety | Slide 20 |
| Minimizes Conflict | PO 1.2.4 |
| Increases Cooperation | Slide 20 |
| Increases Confidence | Slide 21 |

| What’s in It for Me? | Slide 21 |
| Ethically sound | PO 1.2.4 |
| Tactically sound | Slide 21 |
| Legally sound | Slide 21 |
| Legal mandate | Slide 21 |
| Institutional mandate | Slide 21 |
| Cost effective | Slide 21 |
| Increases professionalism | Slide 21 |

| So What’s Wrong with Prejudice? | Slide 21 |
| It can hurt us | Slide 21 |
| It limits us | Slide 21 |
| It controls us | Slide 21 |

| Intolerance | Slide 21 |
| Racism | Slide 21 |
| Hatred | Slide 21 |
| Violence | Slide 21 |
Fear

Picture of lock and key with words: “Conflict -> Co-Operation”

Talking points:
The key to unlocking potential conflict is cooperation.

Prejudice hides the key.

Prejudice creates a heightened sense of awareness, that is based in fear. Fear triggers some basic functions of our brain. For example, we get tunnel vision about the perceived threat, the thing that is different, the thing which is not normal.

A law enforcement officer with tunnel vision is a danger to themselves and others.

What can you do to live with your natural prejudices and be safe?

Work with Prejudice
Recognize it
Name it
Control it
Overcome it

The Human Factor

Human cultural perceptions are learned.
Culture defines what is normal and how to respond and behave.
Learned responses and behaviors can be consciously modified, or “un-learned”.

Communications Skills that Transcend Cultural Differences
Stop, Look, Listen
### STOP the NOISE

Thoughts and actions that get in the way of communication.

Talking point:

You control your thoughts and actions that get in the way of communication.

**Slide 26**

**PO 1.3.3**

**Q 13**

### LOOK for SIGNS

**Slide 27**

**PO 1.3.4**

Understanding
Acceptance
Willingness to cooperate
Facial expressions
Body language
Demeanor

### LISTEN for SIGNALS

**Slide 28**

**PO 1.3.4**

Voice
Volume
Pitch
Pace
Clarity
Tone

Picture form Pleasantville Film

Talking point

By stopping, looking, and listening to others, they will bring stories, information, and color into your world, and widen your view of the great contrasts and possibilities the people of the world have to offer.

Communication of Attitude

7-20% of attitude is expressed in words
80-93% in tone, facial expression and body language

What do you really see and hear?

**Slide 29**

**Slide 30**

**PO 1.3.5**

**Q 18**

**Slide 31**

**Page 9 of 17**
Nordic or Northern European like to talk at an “arms length” or greater distance (Hall 1959).

The normal conversational distance among many Arab cultures about 15 inches “half an arms length”.

Perception = These people are trying to get close and threatening OR
Perception = These people are cold and unfriendly

Cross cultural communication
Many cultures have customs to look at the ground when being questions as a sign of respect.

In other cultures it is a sign of lying or fear.

Cross-Cultural Communication

Some cultures value passive facial expression.
In other cultures it a sign of being deceitful or of passive aggression.

As a Police Officer do you project a passive facial expression?

Language barriers...
Deaf persons or others who don’t understand a spoken language can appear to
Disobey authority or instructions

Do you have a communication Plan B?

A smile is a SMILE except...
"That smiling gang member is smug and arrogant

"Americans smile at strangers. I don't know what to think of that."

Who is seeing what they want to see?

Prohibit any kind of touching between members of the opposite sex, except immediate family. This includes shaking hands or passing things.

Some cultures may be sensitive to being touched when they are angry.
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Some cultures allow contact such as shaking hands but touching the head is disrespectful.

On the other hand . . .
Some cultures often use touch as part of their communication with others, including strangers

Cheek or nose rubbing is polite behavior in some cultures.

As a Police Officer, do you have cultural rules about being touched?

Communications Skills that Transcend Cultural Differences

- Listen, even as you speak
  - Watch for signs of understanding
  - Watch for signs of acceptance
  - Watch for signs of willingness to cooperate
  - Observe Body Language
  - Observe Facial expressions
  - Consider transmission of Facts vs.
    - Factor in emotional responses
    - Think about possible motivators
      - Motivators for current behavior
      - Motivators for desired behavior
  - Transmit (mirror) the behavior that you seek

America's "Tapestry"
In one form or another, we are all immigrants . . .
According to the 2010 U.S.Census (2000 Census) about:
12 % of the population was born in a foreign country (10.4)
20 % of the population currently speaks a language other than English at home (13.8)
-Mexicans and Asians- are the fastest growing segments of the U.S. population today
-The Culture of the U.S. is rapidly changing-

New Hampshire's "Tapestry"
4,400 refugees have resettled in NH since 1997
6.1 % non-white people live in NH (2010)
5.3 % foreign-born live in NH (2010)
8.0 % speaks a language other than English at home in NH(2010)
Refugees
A Refugee is a person who has fled his or her country of origin because of a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group.
Refugees have asked the UN High Commission for protection.

Official resettlement areas in NH are Manchester, Concord, Laconia, Nashua, and Franklin.

In NH from 2002-2009
Resettlement by Municipality
Town Total
Manchester 1807
Concord 778
Laconia 260
Nashua 70
Franklin 21
All other 30
Total 2966

Asylum Seekers
An Asylum Seeker is a person who arrives at the borders of the US with no prior designation by the US for acceptance.
An Asylum Seeker is fleeing a desperate situation and could not wait to go through proper channels for entry. It may take months or years to be legally admitted.

Immigrants
An Immigrant is a person who requests admittance to the US (through the US Embassy in the country in which he or she lives).

An Immigrant is put on a list for acceptance, depending on qualifications determined by the US State Department.

Immigrants have no designated specific resettlement areas

Declaration of Independence (picture)
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.
### New Hampshire Police Standards and Training

<table>
<thead>
<tr>
<th>Federal Law</th>
<th>Slide 46</th>
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<tbody>
<tr>
<td>14th Amendment:</td>
<td>PO 1.5.2</td>
</tr>
<tr>
<td>All persons born or naturalized in the U.S., and subject to the jurisdiction thereof, are citizens of the U.S. and of the State in which they reside. No State shall make or enforce any law which abridges the privileges or immunities of citizens of the U.S.; nor shall any State deprive a person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction equal protection under the law.</td>
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<tr>
<th>NH State Constitution</th>
<th>Slide 47</th>
</tr>
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<tbody>
<tr>
<td>Part First—Bill of Rights, Article 2:</td>
<td>PO 1.5.3</td>
</tr>
<tr>
<td>All men have certain natural, essential, and inherent rights - among which are, the enjoying and defending life and liberty; acquiring, possessing, and protecting, property; and, in a word, of seeking and obtaining happiness. Equality of rights under the law shall not be denied or abridged by this state on account of race, creed, color, sex, or national origin. June 2, 1784; amended in 1974 adding sentence to prohibit discrimination.</td>
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<thead>
<tr>
<th>Key Terminology...</th>
<th>Slide 48</th>
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<tr>
<td>Discrimination:</td>
<td>PO 1.5.4</td>
</tr>
<tr>
<td>Treatment or consideration based on class or category rather than merit. Discrimination is illegal.</td>
<td>Q 01</td>
</tr>
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<thead>
<tr>
<th>Hate Crimes</th>
<th>Slide 49</th>
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<tbody>
<tr>
<td>A hate crime is a criminal offense committed against persons, property, or society that is motivated, in whole or in part, by an offender’s bias against an individual’s or a group’s race, religion, ethnic or national origin, gender, age, disability, or sexual orientation.</td>
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<thead>
<tr>
<th>Hate Crimes Law</th>
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<tbody>
<tr>
<td>Federal Acts:</td>
<td>PO 1.5.5</td>
</tr>
<tr>
<td>1990: Hate crimes Statistics Act</td>
<td>Q 19</td>
</tr>
<tr>
<td>Required police to collect statistics of crimes motivated because of a victim’s race, religion, sexual orientation, ethnicity, or national origin.</td>
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<tr>
<td>1994: Violent Crimes and L.E. Act</td>
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<tr>
<td>Crimes against disabilities became an element of hate crime statistics.</td>
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<tr>
<td>1996: Church Arson Prevention Act</td>
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<td>Law extending data collection to the destruction of churches</td>
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<tr>
<th>Federal Hate Crimes Statistics Act, 28 U.S.C.§ 534, Defines hate crime as a crime that manifests evidence of prejudice based on</th>
<th>Slide 51</th>
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<tr>
<td></td>
<td>PO 1.5.7</td>
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race, religion, disability, sexual orientation, or ethnicity.
Report NH Hate Crimes to NH AG office Immediately
603 271 1241

Hate Crimes Law
State of NH
RSA 651:6 “Extended term of imprisonment” (Enhanced Penalty)

(I) (f) Was substantially motivated to commit the crime because of hostility (bias) towards the victim's religion, race, creed, sexual orientation as defined in RSA 21:49, national origin, or sex;

(I) (h) Was an on-duty law enforcement officer at the time that he or she committed or attempted to commit any of the crimes defined in RSA 631 (Assault and Related Offenses).

In diversity, variety.
In variety, possibilities.
In possibilities, growth.
In growth, progress.
In progress, diversity.

It is impossible to cover every possible cultural situation

Find common ground,
Ask questions,
Watch behavior
Learn

Talking points:
All we have talked about is about being a good law enforcement officer.
As a law enforcement officer will naturally watch actions, ask questions and learn.

Your perceptions are your reality.

Picture of person looking into distance.
Talking point:
You have a voice in creating your vision of the world and the people who share the world with you.
New Hampshire Police Standards and Training

Approved:

DATE: 

DIRECTOR: 

Donald L. Vittum