

Course Outline

COURSE: AJ 18 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/24/2017

SHORT TITLE: COMMUNITY RELATIONS

LONG TITLE: Community Relations and the Justice System

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

The course examines the complex, dynamic relationship between communities and the institutions of the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. It also examines new strategies, skills, tools, and cultural knowledge necessary for personnel engaged in all aspects of the criminal justice system. (C-ID: AJ 160) **ADVISORY:** Eligible for English 250 and English 260; AJ 10.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Analyze how community perceptions of the justice system have evolved historically.

Measure of assessment: exam, worksheet, discussion

Year assessed, or planned year of assessment: 2016

Semester: Fall

2. Formulate ways in which law enforcement professionals should respond to multicultural communities with a greater need for consideration, sensitivity and improved communication skills.

Measure of assessment: role playing, report, exam

Year assessed, or planned year of assessment: 2016

Semester: Fall

This SLO addresses cultural diversity: true

3. Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections.

Measure of assessment: exam, worksheet, discussion, paper

Year assessed, or planned year of assessment: 2016

Semester: Fall

This SLO addresses cultural diversity: true

4. Identify and describe the strategies for the administration of justice in a multicultural society.

Measure of assessment: exam, discussion, paper

Year assessed, or planned year of assessment: 2016

Semester: Fall

This SLO addresses cultural diversity: true

5. Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.

Measure of assessment: exam, worksheet, discussion

Year assessed, or planned year of assessment: 2016

Semester: Fall

This SLO addresses cultural diversity: true

CULTURAL DIVERSITY:

Formulate ways in which law enforcement professionals should respond to multicultural communities with a greater need for consideration, sensitivity and improved communication skills.

Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections.

Identify and describe the strategies for the administration of justice in a multicultural society.

Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/24/2017

6 Hours

CONTENT: Course Introduction. A History of Community Relations and the Justice System. Presentations on the definition, philosophy, structure, principles and history of community relations and the justice system. Concern for people, including developing trust, of all cultures will be discussed. The groups that must be identified and must work together to ensure the success of any community relations and the justice system will be identified. The historical factors will be presented as well as the problematic relationship police have historically had with minorities. Related classroom team interactive exercise.

STUDENT PERFORMANCE OBJECTIVES (SPO): Define and discuss the concept of community relations and the justice system, including describing the major facets. Discuss how neighborhood variation (demographics) can impact community relations and the justice system. Identify the structure of the community in which they live and work. List the groups that must work together to ensure the success of any community relations justice system effort. List the interrelated pressures that influenced the historical shift from informal to formal policing in America. List the factors that set the stage for community relations and the justice system. Discuss the problematic relationship police have historically had with minorities.

3 Hours

CONTENT: Quiz.

The Changing Meaning of Community. Presentations on the history of the meaning of community, virtual community, assaults on community and how community police relations can build a sense of community. Discussion on the importance of human interaction and inclusion, including sharing values and cultural awareness.

SPO: Explain how communities have changed over the course of time. Discuss the major elements that make up a community. Consider why is it important to assess the concept of community when studying the idea of community police relations and the justice system. Discuss how technology has affected communities. Describe the ways community police relations can enhance the sense of community. Explain the importance of inclusion and discuss what that involves.

3 Hours

CONTENT: The Police and Community Perception. Information provided on people's attitudes toward police as well as how age, race, gender, socioeconomic status and personal experience affect ones perception of police. Presentation on barriers to a police-community partnership. Related classroom team interactive exercise.

SPO: Discuss the effects of age, race, gender and socioeconomic status on people's perceptions of the police. Describe the relationship between personal experience and public perceptions of the police. Describe the barriers to good police-community relations. Discuss the importance of officer demeanor in contacts with the public.

3 Hours

CONTENT: Quiz. Managing and Implementing Community Relationships and the Justice System. Information provided on the principles of organization and police administration, organizing and implementing community relationships, strategic planning, COMPSTAT and tactical planning and operations. Discussion on developing partnerships with community members regardless of their cultural differences.

SPO: List the principles of classical organizational theory. Describe the best way to organize a department for community relationships. Describe how organizational culture can hinder the implementation of community relationships. Identify and discuss the eight steps of implementing community police relationships. Describe COMPSTAT and identify its value to community human relationship efforts. Discuss the importance of developing community partnerships regardless of cultural differences.

3 Hours

CONTENT: Community Human Relations and Crime. Presentations on challenges to traditional crime control, police measures of crime, the traditional police effort and the dynamics of serious crime. Discussion on hate/bias crimes, the victims, investigations, prosecutions, community corrections and the courts role in addressing multiculturalism. Related classroom team interactive exercise.

SPO: Explain the purpose and limitations of the Uniform Crime Report (UCR). Identify and discuss the three situations when immediate police action can influence a crime. Explain the differences between traditional policing and developing community relationships in response to crime. Describe the ways in which community human relations can impact domestic violence homicides. Discuss hate/bias crimes, including identifying the victims and how they are prosecuted. Explain the courts and community corrections role in addressing multiculturalism.

3 Hours

CONTENT: Discussion on The Rodney King Incident/Christopher Commission, including racial profiling and remedies to eradicate racism from police practices. Presentation on the strategies for the administration of justice in a multicultural society. Class worksheet.

SPO: Participate in class discussion. Analyze and critique the Rodney King Incident from a community relations and the justice system standpoint. Identify the areas of conflict between the police, courts and corrections and define the problems of the criminal justice system in a multicultural society. Identify the psychological aspects of police community relations. Complete the class worksheet.

3 Hours

CONTENT: Quiz. Community Relations and Fear of Crime. Presentations on the definition, theoretical models and extent of fear of crime. Gender, age and race and fear of crime will also be discussed.

SPO: Define fear of crime. Describe the demographics of those most fearful and their actual rates of victimization. Discuss who is most fearful of crime in terms of gender, race, social class, education and age. Explain how the diversity of neighborhoods also affects fear of crime. Cite the types of crimes citizens are most fearful of. Describe the theoretical models of fear of crime.

3 Hours

CONTENT: Problem Solving and Policing Problem Spaces. Presentations on the nature of problems and problem solving, the mechanics of problem solving, methods for identifying problems and strategies for facilitating conflict resolution in a multicultural society. Related classroom team interactive exercise.

SPO: Discuss some of the social conditions that give rise to crime and how these conditions give rise to problem places. Describe the concept of problem solving and how it differs from traditional policing. Describe and give examples of how COMSTAT and problem solving can be institutionalized in police agencies. List and describe the methods of problem identification. Analyze which methods work better than others. Discuss and describe the reasons why one location in a city may become defined as a problem place while another location with crime might not be defined that way. Describe and discuss the stages of problem solving. Discuss some of the strategies for facilitating conflict resolution in a multicultural society.

3 Hours

CONTENT: Information provided on The Rampart Corruption Incident, including its impact on race, the courts and the community. Class worksheet.

SPO: Discuss the Rampart Corruption Incident and explain how community relations and the justice system relates to this situation. Identify the areas of conflict between the police, courts and corrections, including racial concerns.

3 Hours

CONTENT: Quiz. Community Crime Prevention. Lectures on the theoretical foundation for crime prevention, types of crime prevention strategies, situational crime prevention and community crime prevention programs. Discussion on managing/policing diverse populations inside jails and prisons.

SPO: List and explain the theoretical foundations of crime prevention. List and distinguish between the five basic strategies for crime prevention. List and explain the concept of situational crime prevention and its elements. List and distinguish between the three basic types of community crime prevention programs. Explain various strategies for managing/policing diverse populations in correctional settings.

3 Hours

CONTENT: Community Relations the Justice System and Drugs. CPTED. Lectures on police drug strategies and community relations and drug problems. Discussion on the negative impact of cultural bias, prejudice and stereotypes of law enforcement as it relates to drugs. Information provided on how the design of cities can influence criminal activity. The discussion will include how a cities layout can influence criminal behavior. Class worksheet.

SPO: Discuss the nature and extent of the drug problem. List the goals that should guide police decision making when implementing drug strategies. Describe high-level and retail-level law enforcement strategies and the limitations of each. Discuss how cultural bias, prejudice and stereotypes, as it relates to drug use, affect law enforcement. Discuss the factors relating to the design of a city that can influence criminal activity. Complete the class worksheet.

6 Hours

CONTENT: Quiz. Community Relations and Special Populations and Toward a New Breed of Police Officer. Presentations on juvenile crime and violence, crime in schools, urban youth gangs, helping the homeless, policing the mentally ill,

minorities and the police, community relations and immigrant communities and tourists and transients. Discussion on cross-cultural and minority group relations and communication issues for law enforcement. Information provided on police culture, community police officers and implications for the future.

SPO: Describe community relations and the justice system's ability to work with disenfranchised populations. Discuss the reasons race remains a volatile police issue. Identify and discuss the special nature of policing juveniles. Describe the reasons for the hindered relationship between minorities and the police. Discuss why undocumented immigrants present special challenges to police. Describe the difficulties inherent in policing the homeless and the mentally ill. Describe

why tourists and transients present special challenges to police. Describe the attributes and skills needed for developing community relationships. Discuss the importance of communication and interpersonal skills.

3 Hours

CONTENT: Police Use of Force. Presentation on the legalities of arrest, including what's appropriate and what is not appropriate force; what is considered going too far when apprehending and subduing a suspect; and the perception of the public. Discussion on how a peace officers image can benefit from understanding the origins of minority groups' cultures. Class worksheet.

SPO: Describe the procedures of a legal arrest. Provide examples of appropriate and inappropriate force. Discuss how a police officer's image can benefit from knowing the origins of minority groups' cultures. Complete the class worksheet.

6 Hours

CONTENT: Community Relations and the Justice System, at the Crossroads. Information on community relations - from theory to practice, the social context and the spirit, as well as terrorism. Discussion on the changing law enforcement agency and the effect these changes have on women and minorities (multicultural representation), such as the impact on recruitment, retention and promotion. Related classroom team interactive exercise. Community Relations Project Presentations and Paper Due.

SPO: List and describe the value changes necessary for community relations and the justice system to be successful. List the structural issues associated with community relations and the justice system. Describe the social issues that lead to community relationships. Describe the changing law enforcement agency in terms of "community security" in light of terrorism, and ethnic and racial issues within the workforce, including the recruitment, retention and promotion of women and minorities. Explain their community project paper and discuss how this program helps prevent crime in the community and how it improves the quality of life in the community.

2 Hours

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 60

Assignment Description: OUT-OF-CLASS ASSIGNMENTS: Read corresponding sections/chapters in textbook and/or handouts. Review lecture notes and complete worksheets. Study for quizzes/midterm/final.

Required Outside Hours: 48

Assignment Description: Work on community relations and the justice system project/research paper/presentation.

METHODS OF INSTRUCTION:

lecture, discussion, audio-visual, interactive learning

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 30 % to 50 % Term or Other Papers, Other: Worksheets

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 30 % Other: classroom exercises - interactive learning

Objective examinations

Percent of total grade: 40.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Victor E. Kappeler and Larry K. Gaines. Community Policing: A Contemporary Perspective, 7th Edition. Routledge Publishing, 2015.

ISBN: 10: 0323340490

Reading Level of Text, Grade: 12th Verified by: Verified by:MS Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV F, effective 201470

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201470
UC TRANSFER:
Transferable UC, effective 201470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: AJ

CSU Crosswalk Course Number: 18

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000280068

Sports/Physical Education Course: N

Taxonomy of Program: 210500