

AJ 25 Course Outline as of Fall 1981**CATALOG INFORMATION**

Dept and Nbr: AJ 25 Title: COMUNTY RELATNS-CP7
 Full Title: Community Relations - CP 7
 Last Reviewed: 3/11/2019

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

An in-depth survey of the relationship of the Criminal Justice System and the community. Through study and interaction the student will probe the causal and symptomatic aspects of community misunderstanding, lack of cooperation, and mistrust. The course examines the concept that community relations develops through a continuing process of interaction between the criminal justice practitioner and the citizen. Emphasis will be directed not only to the character of community relations, but also to methods for understanding how such a relationship is developed, maintained and may be changed. In addition, this course will present students with a perspective of major cultural groups in California that surpasses the views commonly found in society.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for English 100A or equivalent.

Limits on Enrollment:**Schedule of Classes Information:**

Description: The relationship of criminal justice agents & the community; casual & symptomatic aspects of community understanding; lack of cooperation & mistrust; study of behavior causes; ways to develop and maintain amicable relationships. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for English 100A or equivalent.

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 1981
	G	American Cultures/Ethnic Studies	

CSU GE:	Transfer Area	Effective:	Inactive:
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IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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CID:

CID Descriptor:AJ 160	Community and the Justice System
SRJC Equivalent Course(s):	AJ25

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

GOALS:

I. COMMUNITY RELATIONS CONCEPT

- A. To develop an awareness of the problems confronting the relationship of the Criminal Justice System and their community as well as the need for a criminal justice practitioner partnership in developing community resources and crime prevention programs.
- B. To develop an awareness that community relations are not the unique concerns of specialized units, but rather the concern of a department's entire personnel. Community relations are not exclusively a matter of special programs, but a matter that touches on all aspects of the Criminal Justice System.
- C. To examine the communication process with a view to fostering and improving communications and understanding between the criminal justice practitioner and the community.
- D. To identify objectives for the Criminal Justice System and the community to achieve in order to understand and appreciate the nature and causes of the complex problems in people-to-people relations, with a view to improving minority and/or sub-culture group relationships.

II. CULTURAL DIVERSITY (LD 42.1)

- A. To develop an awareness of the cultural backgrounds on at least (7) ethnic groupings.
- B. To provide knowledge of California laws which define cultural groups.
- C. To provide an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services.
- D. To provide an understanding of the benefits of valuing diversity both within a law enforcement organization and within the community it serves.
- E. To provide 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.
- F. To provide an understanding of how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups.
- G. To provide an understanding of the difference between cultural stereotyping and law enforcement profiling.
- H. To provide an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups.
- I. To provide an opportunity for individual self-discovery concerning cultural contact experience and personal prejudices.

Instruction is designed to provide fundamental training on how to professionally interact with a broad spectrum of cultural groups.

Content is intended to complement locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

III. SEXUAL HARASSMENT (LE 42.1)

- A. To provide an understanding of the nature and historical perspectives associated with sexual harassment.
- B. To provide knowledge of state and federal laws which define sexual harassment.
- C. To provide an understanding of behaviors which constitute sexual harassment.
- D. To provide an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and how to initiate a sexual harassment complaint.
- E. To provide an understanding of the state mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

IV. HATE CRIMES

- A. To provide knowledge of laws which define a hate crime.
- B. To provide an understanding of the indicators of hate crimes.
- C. To provide knowledge of legal rights of, and remedies available to, victims of hate crimes.
- D. To provide an understanding of the impact of hate crimes on victims, victim's families and the community.
- E. To provide an understanding of elements which comprise an effective law enforcement response to a hate crime.

V. VICTIMOLOGY/CRISIS INTERVENTION (LD 4.1.)

- A. To provide an understanding of the psychological responses to stress and victimization.
- B. To provide the ability to recognize the symptoms of stress and defuse crisis situations.
- C. To provide a knowledge of the provisions of the law relating to crime victims.
- D. To provide the ability to furnish pertinent information to crime victims.
- E. To provide an understanding of the impact crime can have on individuals and the community.

OBJECTIVES

1. The student will demonstrate knowledge of criminal justice functions and philosophies as they apply to initiating positive community interaction.
2. The student will develop an awareness to the complex nature of person-to-person communications. The student will demonstrate knowledge of the barriers to and the techniques for enhancing effective communications.
3. The student will demonstrate ability to understand and appreciate the factors of why people in the community behave as they do and to use this understanding to make criminal justice-community relations more effective.
4. Each student will participate in a group project with one of the topics presented in the course outline. This topic shall be decided upon with the consent of the instructor and performed to standards established by the instructor.

Topics and Scope:

I. Criminal Justice System and Contemporary Society

A. Roles of the Police, Judiciary and Corrections

1. Historical perspectives
2. Contemporary roles
3. Role interactions within the Criminal Justice System
4. Role interactions with the community

B. Criminal Justice Culture

1. Self-image of the police, judiciary and corrections
2. Personalization of social and legal problems
3. Job-related stress

II. The Communication Process

A. Conceptualization

1. Definitions
2. Modes of communication
3. Verbal and non-verbal factors which contribute to negative responses to law enforcement (LD. 42IIK)

B. Developing human awareness

1. Of people and sub-cultures
2. Of events
3. Of environment

C. Techniques for enhancing effective communications

1. Basic skills

2. Applied skills
- D. Disseminating knowledge and understanding
 1. Helping the public to understand the criminal justice function
 2. Communicating information to the public
 3. Inter-agency exchange of information
- E. Media relations
 1. Impact of crime news by the media
 2. Responsibility of media in crime reporting
 3. Responsibility of Criminal Justice System in crime reporting
- III. Discretionary Decision Making
 - A. Definition vs. discrimination
 - B. Discretion vs. discrimination
 - C. Policy making
- IV. Community Resource Development
 - A. Concept of community resource development
 1. Identification of the range of social and criminal problems dealt with by the Criminal Justice System.
 2. Inadequacies of the Criminal Justice System in dealing with such problems.
 - B. Overview of available resources
 1. Federal
 2. State
 3. Local
 4. Private
 - C. Development and utilization of resources
 1. Law enforcement
 2. Judiciary
 3. Corrections
- V. Crime Prevention
 - A. Defining the problem
 - B. Concept of crime prevention
 1. Responsibility of the Criminal Justice System
 2. Role of the community
 - C. Crime prevention programs
 1. Hardware emphasis
 2. Peopleware
- VI. Professionalism
 - A. What is professional?
 - B. Misuse of authority and its consequences
 - C. Accountability
 1. Internal controls
 2. External controls
- VII. Role Playing and Dialogue Sessions
 - A. Guest speakers and representative chosen from the community should be utilized to expose the student to a wide variety of the view-points expressed during the lecture topics. Speakers should also be drawn from the Administration of Justice system to provide insight to the "system's" view of such topics.
- VIII. Group Topics
 - A. Topics and procedure for study shall be determined by the instructor. These projects should pertain to the lecture topics and be designed to provide the student with a further analysis of the

concepts.

IX. Cultural Diversity and Awareness

A. People in a changing world

X. Community Policing

A. Police vs. changing times

B. Community Based Policing

1. What does it mean?

2. How is it accomplished?

XI. Overview of Instructor's personal objective in teaching this course

is to assist the student to become a productive member of his or her community and to help the student to enter the Criminal Justice field.

XII. Cultural Diversity in California (LD42)

A. What is it?

B. Where did it come from?

C. Cultures new to the United States?

D. Immigrants vs. refugees vs. undocumented persons

E. California laws which define a cultural group (LD42 IIA)

F. Terminology associated with diversity, ethnicity, and human relations (LD42 IIB)

G. California's cultural past, present and future.

H. Professional, personal, and organizational benefits of valuing cultural diversity (LD 42IID)

I. Historical evolution of human rights in the United States (LD42IIE)
(see attached supplement)

Assignment:

1. Notebook requirement; mandatory.
2. Group projects: 3 oral presentations, 1 written paper.
3. Handout readings.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

GROUP PROJECTS, READING HANDOUTS,
VOCABULARY LISTS

Writing
10 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

WATCHING VIDEO PRESENTATION WITH
DISCUSSION.

Problem solving
20 - 40%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Performance exams, ORAL PRESENTATIONS

Skill Demonstrations
10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

ATTENDANCE.

Other Category
30 - 50%

Representative Textbooks and Materials:

No text.