

AJ 25 Course Outline as of Spring 2002**CATALOG INFORMATION**

Dept and Nbr: AJ 25

Title: COMMUNITY RELATIONS

Full Title: Community Relations

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	8	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:

The relationship of criminal justice practitioners and the community; casual and symptomatic aspects of community understanding; lack of cooperation and mistrust; study of behavior causes; ways to develop and maintain amicable relationships. Explore and analyze various ethnic groupings to prepare the justice practitioners for their future occupation .

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100A or ENGL 100.

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

Description: The relationship of criminal justice practitioners and the community; casual and symptomatic aspects of community understanding; lack of cooperation and mistrust; study of behavior causes; ways to develop and maintain amicable relationships. Explore and analyze various ethnic groupings to prepare the justice practitioners for their future occupation (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100A or ENGL 100.

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
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SRJC Equivalent Course(s):	AJ25
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Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

GOALS: STUDENTS WILL BE ABLE TO:

I. COMMUNITY RELATIONS CONCEPT

- A. Recognize 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. Recognize and identify that community relations are not the unique concerns of specialized units, but rather the concern of a department's entire personnel.
- C. Examine the communication process with a view to fostering and improving communications and understanding between the criminal justice practitioner and the community.
- D. 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

- A. Identify differences in cultural backgrounds on at least (3) ethnic groupings, e.g. African Americans, Asian Americans, Latino Americans, European American, Indigenous Persons of the Americas, and Americans of Middle Eastern origin.

- B. Identify and understand how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services.
- C. Identify the benefits of valuing diversity both within a law enforcement organization and within the community it serves.
- D. Identify and 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.
- E. Identify how current events or recent experiences can shape the attitude of cultural groups towards law enforcement and towards other cultural groups.
- F. Identify the difference between cultural stereotyping and law enforcement profiling.
- G. Identify the principles associated with professional community contacts and techniques for effective interaction with cultural groups.
- H. Identify areas of individual self-discovery concerning cultural contact experience and personal prejudices.
- I. Identify the critical role of gender within the context of particular ethnic groups and their relationship to the larger society.

III. SEXUAL HARASSMENT

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

IV. HATE CRIMES

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

V. VICTIMOLOGY/CRISIS INTERVENTION (LD 4.1.)

- A. Identify the psychological responses to stress and victimization.
- B. Identify the symptoms of stress and defuse crisis situations.
- C. Identify the provisions of the law relating to crime victims.

- D. Provide pertinent information to crime victims.
- E. Identify the impact crime can have on individuals and the community.

OBJECTIVES

- I. The student will identify cultures and philosophies as they apply to initiating positive community interaction.
- II. The student will identify the complex nature of person-to-person communications. The student will demonstrate knowledge of the barriers to and the techniques for enhancing effective communications between different ethnic groupings.
- III. The student will identify the factors of why people in the community behave as they do and to use this understanding to make criminal justice-community relations and the concept of culture/ethnicity more effective.
- IV. The student will participate in projects designed to develop understanding of specific cultural groups.

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
 - B. Developing human awareness
 - 1. Of people and sub-cultures
 - 2. Of events
 - 3. Of environment
 - 4. Of world view of cultural/ethnic groups
 - 5. Of the source of cultural/ethnic values
 - C. Techniques for enhancing effective communications
 - 1. Basic and 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
 - D. Awareness of scientific inquiry utilizing the Scanning, Analysis, Response Assessment method
 - 1. Identify the problem
 - 2. Collect and analyze information
 - 3. Cooperatively collecting and implementing solution
 - 4. Evaluating the effectiveness of the strategies selected
- 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 a professional
 - B. Cultural difference of this view
 - C. Accountability
- VII. Role Playing and Dialogue Sessions
 - A. Guest speakers and representative chosen from ethnic groups will 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. Introduction
 - 1. American mosaic: One people of many
 - 2. California mosaic
 - 3. Sonoma County mosaic

B. Definitions

1. Race/racism
2. Ethnic group/ethnocentrism
3. Gender
4. Minority group
5. Acculturation
6. Assimilation

C. Race, Ethnicity and Gender in the Twentieth Century

X. Community Policing

- A. Police vs. changing times
- B. Community Based Policing

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

- 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
- F. Terminology associated with diversity, ethnicity, and human relations
- G. California's cultural past, present and future
- H. Professional, personal, and organizational benefits of valuing cultural diversity
- I. Historical evolution of human rights in the United States
- J. Definitions of prejudice and discrimination, and the difference between the two.
- K. Ethnic groupings may include African Americans, Asian Americans, Latino/Chicano Americans, European Americans, Indigenous persons of the Americas, and Americans of Middle Eastern origin.

Assignment:

1. Notebook requirement; mandatory.
2. Group projects: 3 oral presentations, 1 written paper.
3. Reading Assignment associated with current community relations topics..

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.

Term papers

Writing 10 - 40%

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

Discussion of video presentations; group projects	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.	
Multiple choice, SHORT ESSAY.	Exams 10 - 20%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Vocabulary lists; attendance.	Other Category 20 - 40%

Representative Textbooks and Materials:

1. California POST Basic Course Workbook Series, Learning Domain 3 - Community Relations, California Commission on Peace Officer Standards and Training and Office of State Publishing, Year 2000 edition.(editions modified every one to three years depending on legal and other State changes).