

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: September, 2005

Department: Administration of Justice **Number:** ADMJ-108
Course Title: Community Relations and Multicultural Policing Issues **Units:** 3
Hours/Week: Lecture: 3 Lab: 0 **By Arrangement:** 0

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

Eligibility for ENGL 848

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

ADMJ 108 Police Community Relations/Multicultural Issues (3) Three lecture hours per week. Recommended Preparation: eligibility for ENGL 848. A study of relationships between the Criminal Justice System and the diverse culture groups within the community, along with the role of human and cultural relations in the justice system. Analysis of minority group problems in America, as well as the problems involved with policing in today's multicultural population. Development of positive culture group working relationships and the involvement of law enforcement personnel as community problem solvers are emphasized. Includes POST Basic Learning Domains. (This course is part of the core curriculum.) (CSU/UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

ADMJ 108 Community Relations: Multicultural Issues

A study of cultural relationships relative to the criminal justice system, policing agencies, and the public. Analysis of problems involved with the justice system and policing in today's multicultural environment and the development of positive culture group working relationships involving law enforcement personnel as community problem solvers. Recommended Preparation: eligibility for ENGL 848. Includes POST Basic Learning Domains. (CSU/UC)

6. **Course Outcomes** (Identify 5-8 expected learner outcomes using active verbs.)

Upon completion of the course:

1. The student will be able to identify and evaluate self-attitudes and feelings regarding racial and other culture groups.
2. Student will be able to discuss and appraise the origins of stereotypes, prejudice, and racial viewpoints.
3. The student will recognize, and discuss illegal acts of discrimination, and compare positive to negative acts in various social settings.
4. The student will be able to reenact scenarios involving prejudice, discrimination, Hate Crime, and Sexual Harassment.
5. The student will recognize and discuss the problems of the various culture groups in context with the elements within the Criminal Justice System.
6. The student will be able to examine and evaluate the human relations role of Law Enforcement, Courts, and Corrections in contemporary society.
7. The student will be able to construct strategies for police and the Criminal Justice System to employ in a successful working relationship with individuals from diverse culture and ethnic groups.
8. The student will be able to recognize, define, and discuss the elements of Hate Crime and its consequences, and explain its impact on victims.
9. The student will be able to recognize, define, and discuss the elements of Sexual Harassment and its consequences, and explain its impact on victims.
10. The student will be able to discuss and demonstrate law enforcements values, principals, ethics, and moral standards.*
11. The student will be able to compare and contrast the various components and goals of the Criminal Justice System, and how the components function as a team.*
12. The student will be able to recognize and examine the development and practical application of law in society.*
13. The student will be able to recognize the importance of developing interpersonal and written communication skills necessary to function within the Criminal Justice System and society at large.*

* Department SLO

7. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

See Course Outline

8. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

1. Required text readings on course material being covered in lecture.
 2. Lecture on course material according to outline and supporting materials.
 3. Handout material to support course content and provide extra study.
 4. Overhead and other audio-visual presentations.
 5. Homework assignment involving practical application exercises.
 6. Assigned outside reading
 7. Term Paper
9. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Outcome 1: The student will be able to identify and evaluate self-attitudes and feelings regarding racial and other culture groups.

- Evaluation Method: Pre-test/Post-test, small group discussion, mini-biographies.

Outcome 2: Student will be able to discuss and appraise the origins of stereotypes, prejudice, and racial viewpoints.

- Evaluation Method: Exam, group discussion, scenario test, (term paper).

Outcome 3: The student will recognize, and discuss illegal acts of discrimination, and compare positive to negative acts in various social settings.

- Evaluation Method: Exam, scenario tests, group participation, role-play, (term paper)

Outcome 4: The student will be able to reenact scenarios involving prejudice, discrimination, Hate Crime, and Sexual Harassment.

- Evaluation Method: role-play and classroom critique

Outcome 5: The student will recognize and discuss the problems of the various culture groups in context with the elements within the Criminal Justice System.

- Evaluation Method: discussion, group exercise, exam

Outcome 6: Examine and evaluate the human relations role of law enforcement, the courts, and corrections in contemporary society.

- Evaluation Method: Study assignments, discussion

Outcome 7: The student will be able to construct strategies for police and the Criminal Justice System to use in a successful working relationship with individuals from diverse culture and ethnic groups.

- Evaluation Method: Exam, scenario test, demonstration, and group exercise.

Outcome 8: The student will be able to recognize, define, and discuss the elements of Hate Crime and its consequences, and explain its impact on victims.

- Evaluation Method: Exam, scenario test, class discussion

Outcome 9: Recognize, define, and discuss the elements of Sexual Harassment and its consequences, and explain its impact on victims.

- Evaluation Method: Exam, scenario test, class discussion

Outcome 10: Discuss and demonstrate law enforcements values, principals, ethics, and moral standards, and professionalism.*

- Evaluation Method: Discussion, role play and class room critique, exam, (term paper)

Outcome 11: Compare and contrast the various components and goals of the Criminal Justice System, and how the components function as a team.*

- Evaluation Method: Study assignments, discussion

Outcome 12: Recognize and examine the development and practical application of law in society.*

- Evaluation Method: Study assignments, discussion

Outcome 13: Recognize the importance of developing interpersonal and written communication skills necessary to function within the Criminal Justice System and society at large.*

- Evaluation Method: Study assignments, discussion, exam

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10. Representative Text Materials (With few exceptions, texts need to be current. Include publication dates.)

"Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society, 3/E" (second edition), by Robert M. Shusta and Deena R. Levine [Pearson/Prentice Hall -2005]

Basic Course Workbook Series [Student Materials]

"Community Relations" - Learning Domain 3/current version

California Commission on Peace Officer Standards and Training (POST)

"Cultural Diversity/Discrimination" - Learning Domain 42/current version

California Commission on Peace Officer Standards and Training (POST)

"Gould's Penal Code Handbook of California", Gould Publications, Longwood, FL (current year California Penal Code)

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Submission Date:

**College of San Mateo
Administration of Justice Department**

COURSE OUTLINE

ADMJ 108

Community Relations and Multicultural Policing Issues

[Revised 9/05]

1 Course Orientation

- A. Course Expectations, Grading Policy, Etc.**
- B. Cultural Self-Assessment Exercise [Pre-test] and Course Pre-test**
- C. Brief History of Police-Community Relations**

2 Criminal Justice System's Interaction With The Public

A. The Criminal Justice System Contributes and Perpetuates Negative Relationships Based on Difference, Race, and Cultural Issues

- 1. Socially Determined Treatment Based on Difference
- 2. Social Class Differentiation (Stratification Issues)
- 3. Racial and Culture Group Differences
- 4. Disenfranchised Groups and the Justice Process
- 5. Crime as a Bi-Product of Progress

B. Community Relations Role in the U.S. Criminal Justice System

- 1. The Role of Court Interactions within the Community
- 2. The Role of Corrections Interaction within the Community
- 3. The Role of Law Enforcement Interaction within the Community

C. Peace Officer Interactions within the Community

- 1. Brief Examination of the Development and Application of Law
- 2. Police Function within the Criminal Justice System
- 3. Roles and Responsibilities of Law Enforcement
- 4. Law Enforcement and Service Delivery

B. Community Expectations of Law Enforcement

- 1. Apprehend all offenders
- 2. Keep the Community Safe and Secure
- 3. Respond Promptly to Calls for Service
- 4. Professional Officer Behavior and Appearance
- 5. Good Judgment; Particularly In Stress Situations
- 6. Good Use of Time and Equipment

D. Perceptions by Which Citizens Evaluate Police

1. Prevailing Cultural Sentiments
2. Socio-Economic Conditions
3. Current Political Climate
4. Professional Competence

3. **Effective Cross-Cultural Communication and Professional Enhancement**

A. Active Listening (LD-3)

B. Elements of Communication (LD-42 and Instructor Research)

1. Verbal Elements
2. Nonverbal Elements
3. Paraphrasing
4. The Interpersonal Communications Process and Analysis of Communication

C. Verbal/Non-Verbal Factors Contributing to Negative Public Response

1. Ethnically-Offensive References
2. Officious Tone of Voice
3. Disrespectful Attitude and Oppressive Manner
4. Inappropriate Body Language
5. Use of Profanity and/or Police Jargon

4. **Cultural Awareness**

A. Law Enforcement's Values, Principals, Ethics, and Moral Standards

B. Understanding Culture

1. Terminology/Definitions Associated With Diversity, Ethnicity, and Human Relations
2. Definition Of Culture
3. Definition Of Diversity
4. Definition Of Ethnicity
5. Definition Of Human Relations
6. "Culturally Diverse" And "Cultural Diversity" Under The Law
7. Characteristics Of Culture
8. Cultural/Ethnic Identity

C. California's Cultural Past, Present, and Future RE: Criminal Justice System

1. California Law: Definition of Culture Group
2. Cultural Influences in California's Past
3. The Cultural Makeup of Criminal Justice System
4. California's Future

5. **Human Rights, Prejudice, and Discrimination** (Instructor's Research)

- A. Evolution of Human Rights in America**
 - 1. America a Nation of Immigrants
 - 2. Removal of Native Americans to Reservations
 - 3. Disenfranchisement of American Hispanics
 - 4. Constitutional Tolerance of Slavery
 - 5. The Concept of “Separate But Equal” - Legal Segregation Of Cultural Groups
 - 6. Historic Separation of Female Roles and Denial of Full Rights for Women
 - 7. Internment of Japanese-American Citizens
 - 8. Emergence of Equal Opportunity Laws and Civil Rights Legislation
 - 9. Expansion of The Human Rights Umbrella to Physically Challenged and Sexual Orientation
- B. Culture, Prejudice, and Discrimination**
 - 1. Prejudice Defined
 - 2. Discrimination Defined
- C. Cultural Stereotyping Versus Police Profiling**
 - 1. Cultural Stereotyping
 - 2. Law Enforcement Profiling and Court Rulings
 - 3. Classroom Discussion: Identify Typical Stereotypes Regarding A Variety Of Groups
- D. Justice System’s Historical and Current Legal Remedies to Discrimination**
- E. Video/ Movie/ Discussion Re: Cultural Problems in America**

6. **Cultural Attitudes and Perception**

- A. Perceptions Affecting Cultural Attitudes**
 - 1. Behavior Determined by Attitude and Personal Perception (Perspective)
 - 2. Perspective and Attitude Based on Family and Culture Values and Beliefs (Perceptions)
 - 3. Dominant Culture’s Values and Beliefs versus Minority Culture’s Values and Belief Systems
- B. Perceptions Affecting the Criminal Justice System**
 - 1. The law is not used to combat inequality among groups or to promote true equality.
 - 2. The Justice System is not willing to work together to insure the ideal of a true democracy that ensures a pure form of justice, with freedom and impartial equality for all.

7. **Valuing Diversity and Strategies for Effective Cultural Contacts**

- A. Major Errors Made by Justice Agencies Trying to Improve Understanding of Diversity**
 - 1. A general failure to truly understand the diversity problem
 - 2. Inability to distinguish one minority group from another.

3. Minority representatives were brought in to training to share their points of view – but agencies did not create an environment conducive for change
4. Administrators tended to use female and minority trainers exclusively in an already negatively charged atmosphere
5. Administrators relied on change through new regulations with punishment for failure to comply
6. Agencies fail to make a long term commitment to ongoing training in this area

B. Need for Effective Cross-Cultural Training and Communication

C. Benefits of Valuing Diversity in the Criminal Justice System

Personal, Professional, and Organizational Benefits

1. Professional Benefits
2. Organizational Benefits
3. Personal Benefits

D. Principals of Professional Community Contacts for Police

1. Stereotyping Must Be Avoided
2. Interrelate In a Non-Enforcement Capacity
3. Getting To Know the People
4. Establishing Cultural *Building Blocks*
5. Fluency in the Language
6. Participation in Training Opportunities

E. Strategies for Justice System Effective Cultural Contacts

1. Treat All Individuals and Groups with Dignity and Respect
2. Patience
3. Effective Listening
4. Clear, Concise Message
5. Check for Proper Understanding
6. Effective Non-Verbal Communication Skills

F. Making Diversity Work: Understanding Effective Cultural Contacts

1. Level of Knowledge RE a Particular Group
2. History of the Group
3. Group Customs
4. Religious Conventions
5. Core Values
6. Language Group's Attitude toward the Criminal Justice System in general and Law Enforcement in particular

G. Role Play Re: Cultural Contacts

H. Cultural Self-Assessment Exercise [Post-test]

I. LD-3 Open Book Exam

8. Legal Aspects of Hate Crime

A. Definition of Hate Crime by State and Federal Codes

1. Operational Definition

2. California Penal Code Section 13519.6 (A)
3. Penal Code Behaviors: Unlawful Acts, Attempts and Threats
4. Physical Injury, Emotional Suffering or Intimidation, and Property Damage
5. Motivation
6. Specific Hate Crime Penal Code Sections

B. Indicators of Hate Crime Motivation

Hate Crime is a Motivation Crime. Motive Must Be Evident.

1. A Specific Target
2. Bigotry, the Central Motive
3. Assaults Motivated By Bigotry, Bias or Hate
4. Absence of Other Motives and Vandalism
5. Obscene or Threatening Telephone Calls
6. Inquiries for Determining Hate Crimes

C. Legal Rights and Remedies

1. Federal Criminal Statutes
2. Federal Civil Statutes
3. State Civil Statutes

9. **Impact of Hate Crime**

A. Effects of Hate Crime

Impact and Effect on Victims, Family, Community

1. Distrust Between Groups
2. Disharmony Among Communities
3. Tension Between the Community And Law Enforcement
4. Strong Emotional Reactions
5. Strong Psychological Effects

B. Law Enforcements Response to Hate Crime

1. Provide Assistance and Appropriate Support to Victims
2. A Thorough Preliminary Investigation
3. Preservation/Collection Of Evidence Substantiation Hate Crime
4. Interviews Of Victims And Other Parties
5. Generating A Complete Report
6. Video/Discussion Re: Hate Crime

C. Crime Reporting Criteria

10. **Nature of Sexual Harassment**

A. Causes of Sexual Harassment

1. Gender Issues
2. Power Issues
3. Why Is Sexual Harassment Wrong

B. Legal Aspects of Sexual Harassment

State and Federal Laws

1. State Laws
2. Federal Laws

3. What Constitutes Sexual Harassment under the Law
4. False Claims

C. Examples of Sexual Harassment

Quid Pro Quo Concept

1. Definition of Quid Pro Quo
2. Assignment
3. Promotion

Hostile Working Environment

1. Definition of Hostile Work Environment
2. Conduct May or May Not Be Directed At the Complainant
3. Retaliation

D. Elements (Examples) of Sexual Harassment/Unwelcome and Offensive Sexual Conduct

1. Verbal, Physical, and Visual Harassment
2. Writings
3. Sexual Favors and Quid Pro Quo
4. Threats and Force
5. Creating a Hostile Work Environment

11. **Sexual Harassment Complaints**

A. Victim's Response to Sexual Harassment

How to Respond To Sexual Harassment Complaints

1. Inform the Harasser
2. Contact Supervisor, Manager, Department Head, or Equivalent
3. Options to Internal Complaints

B. State Mandated Complaint Process, Legal Remedies And Protection Against Retaliation

1. Applicability
2. Supervisory/Management Responsibilities
3. Ramifications for the Offenders
4. Protection from Retaliation

C. Video/Discussion Re: Sexual Harassment