



ADMJ 123 - Introduction to Community Policing Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000334194

Discipline(s) Administration of Justice

Division Criminal Justice Training

Subject Area Administration of Justice

Subject Code ADMJ

Course Number 123

Course Title Introduction to Community Policing

TOP Code/SAM Code 2105.00 - Criminal Justice/Police Science* / C - Occupational

Rationale for adding this course to the curriculum Periodic course update, textbook update, revision of course learning outcomes.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 35

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with the emphasis on the challenges and prospects of administering justice within a diverse multicultural population. Topics may include the consensus and conflicting values in culture, religion, and law. The importance of language, communication skills, the sharing of decision-making authority and responsibility for the outcomes, and the understanding of the operations prejudice and discrimination will be stressed.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze principles and applications of statutory and Constitutional law, particularly the requirements adhered to by law enforcement, courts, and corrections.
- B. Produce written communications that meet the standards for transfer and a criminal justice system professional.
- C. Examine critically contemporary problems and issues within criminal justice.
- D. Examine bias and cultural competence in the criminal justice system.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Track the historical development of community relations programs and their transformation into community policing.
- B. Define bias (implicit and explicit), stereotypes, prejudice, discrimination, and racism within the context of the criminal justice system.
- C. Examine bias and the value of cultural competence in the criminal justice system.
- D. Identify and describe the strategies for the administration of justice in a multicultural society.
- E. Compare and contrast community policing, principled policing, problem oriented policing, and procedural justice.
- F. Analyze and differentiate the differences between effective problem-solving strategies and efficient crime fighting strategies.
- G. Examine the cost of policing.
- H. Identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections.
- I. Explain the major psychological and sociological aspects of prejudice as an attitude, and discrimination as a behavior.
- J. Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.
- K. Compare and contrast how various identity groups are represented in the law enforcement work force in agencies of various sizes.
- L. Identify the major concepts of effective communications.
- M. Demonstrate the ability to effectively problem solve using the S.A.R.A. model

- N. Analyze the facts related to contemporary community problems and develop plans to remediate them using participatory problem-solving processes within the community policing model.
- O.

3. Course Content

- A. Historical development of police-community relations programs and their transformation into community policing.
 - a. Major events impacting the community's perception and relationship with the criminal justice system
- B. The meaning of bias (implicit and explicit), stereotypes, prejudice, discrimination, and racism within the context of policing and the criminal justice system.
- C. Bias and the value of cultural competence in policing.
 - a. Implicit bias
 - b. Explicit bias
 - c. History of cultural competence
- D. Strategies for the administration of justice in a multicultural society
- E. Evolving nature of multiculturalism
- F. Community policing, principled policing, problem oriented policing, and procedural justice
- G. The differences between effective problem-solving strategies and efficient crime fighting strategies
- H. The cost of policing
- I. Law enforcement use of force
 - a. How incidents compromise trust and legitimacy of police
 - b. Strategies for building trust and improving legitimacy of police
- J. Communication challenges between various communities and the criminal justice system.
 - a. Language barriers
 - b. Social media
 - c. Role of liaison positions
- K. Current demographics within various criminal justice agencies and challenges related to recruiting a workforce that represents the community.
 - a. Race
 - b. Gender
 - c. Nationality
 - d. Sexual orientation and gender identity
- L. Preventing workplace harassment and discrimination within the criminal justice workplace.
- M. Strategies for improving understanding of and relationships with various multi-cultural population
 - a. Demographics in California
 - b. African American culture and community
 - c. LatinX culture and community
 - d. Middle Eastern culture and community
 - e. Asian American and Pacific Islander culture and community
 - f. Native American culture and community
 - g. Sexual orientation and gender identity minority culture and community.
- N. Strategies for facilitating conflict resolution in a multicultural society
- O. The courts and the community
 - a. Bias in criminal court processes

- P. Managing/Policing diverse populations in correctional settings
- Q. Problem solving models
 - a. S.A.R.A.
 - b. Crime triangle
- R. Hate crimes and the impact on communities
- S. Racial profiling and criminal profiling
- T. Solving contemporary crime problems facing the criminal justice system
 - a. Homeless
 - b. Gangs
 - c. Human trafficking
 - d. Mental illness

4. Methods of Instruction:

Discussion: For example: 1. An instructor-facilitated discussion about effective recruitment strategies for underrepresented groups in law enforcement. 2. A small group discussion about bias police use of force.

Field Trips: For example: 1. A field trip to the Vallejo Islamic Center. 2. A field trip to the GLBT Museum in San Francisco.

Lecture: For example: 1. An interactive lecture on the elements of racial profiling. 2. An interactive lecture on implicit and explicit bias.

Projects: For example: 1. A cross-cultural research project and delivery of a training presentation. 2. Development of a response to a complex contemporary crime problem based on an instructor-provided scenario or computer simulation.

Online Adaptation: Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: Discussions will be facilitated using the discussion board in Canvas. Lectures will be delivered using audio recordings, video recordings, or supplemental reading. Projects will be facilitated by using the assignment option in Canvas. Oral presentation will be facilitated using the Canvas video recorder, YouTube, or similar technology. Field trips will be offered in the same way as a face-to-face class.

3. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- For example: 1. A mid-term exam with multiple-choice, true-false and short essay questions about assigned reading and lectures. 2. A final exam with multiple-choice, true-false, and short essay questions about various cultures, crime problem solving, and assigned reading and lectures.

Research Projects -- For example: 1. A cross-cultural research project involving personal interviews, a community immersion, and an examination of the relationship between the police and culture. 2. Research proven responses to contemporary crime problems such as homelessness and human trafficking.

Papers -- For example: 1. A paper based on the analysis of a case study involving a contemporary crime problem and application of the S.A.R.A. problem solving model. 2. A term paper involving a cross-cultural research project.

Oral Presentation -- For example: 1. Delivery of a training style presentation based on a cross-cultural research project. 2. Presentation of a recruitment strategy based on an instructor provided scenario involving an underrepresented group in law enforcement.

Field Trips -- For example: 1. A field trip to the Vallejo Islamic Center. 2. A field trip to the GLBT Museum in San Francisco.

Home Work -- For example: 1. Read chapter one in the textbook. 2. Read section 13519.4 of the California Penal Code on racial profiling.

Final Exam -- For example: 1. A final exam with multiple-choice, true-false, and short essay questions about various cultures, crime problem solving, and assigned reading and lectures. 2. A short-essay exam requiring students to analyze a case study involving a crime problem and identify the cause of the problem, an effective response, and method of assessment.

Letter Grade or P/NP

4. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Readings from the text, case studies, and other assigned materials.

For example:

Select a newspaper article that presents issues of police conduct to class for discussion.

Using an article provided by the instructor, read and be prepared to discuss two possible problems with implementing community policing in the situation presented.

B. Writing Assignments

Read the course text, case studies, and other assigned materials.

For example:

Prepare written responses to hypothetical community problems using the S.A.R.A. model of problem-solving.

Contrast the methods used in the community relations model to the methods used in the community policing model.

Describe how gender can add to the advantages/disadvantages of race, ethnicity, and social class (intersection theory).

C. Other Assignments

Identify a community problem, interview at least three members of the community who are "stakeholders", and develop a strategy to address the problem using the S.A.R.A. model.

Research an identity group based on nationality, ethnicity, religion, sexual orientation, or disability to determine customs and traditions, the groups' representation in the law enforcement work force, history with law enforcement, and special needs from law enforcement.

5. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Shusta, Robert

Title: Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society

Publisher: Pearson/Prentis Hall

Date of Publication: 2019

Edition: 7th

B. Other required materials/supplies.