

Lassen Community College Course Outline

AJ-24 Community Relations

3.0 Units

I. Catalog Description

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to both UC/CSU

C-ID AJ 160

51 Hours Lecture

Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 210500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.
2. Identify and discuss key issues that pose potential conflict between diverse communities and the courts, police and corrections.
3. Identify and describe the strategies for the administration of justice in a multicultural society.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Explain the changing demographics and the implications of those changes in the public safety professions.
2. Identify the evolution of human rights, the nature and origins of prejudice, and the nature and origins of discrimination, and how understanding these issues can contribute to more effective cultural contacts.
3. Examine the values, beliefs, and behaviors of people from a wide variety of cultures found in the U.S.
4. Restate the effects of different languages and dialects on communication in stressful situations.
5. Compare and contrast people from different cultures and describe personal prejudices that might affect their ability to effectively work with diverse populations.

6. Give examples of current events and popular culture that impact attitudes of cultural groups toward each other and public safety.
7. Explain the cultural tension between the sexes and what constitutes sexual harassment.
8. Identify the reasons for prejudice, discrimination and stereotypical thinking.

IV. Course Content

- A. Introduction to Multiculturalism
 1. Terminology associated with multicultural populations, diversity, ethnicity, human relations, race, gender, age and sexual orientation.
 2. Definitions of prejudice and discrimination and the difference between the two.
 3. The past and present relationship between diverse population groups and the public safety agencies and personnel.
 4. Examination of personal attitudes
- B. Human Rights of America
 1. Historical Overview
 2. Reasons for opposition to equality
 3. The maintenance of social order vs. the abuse of power
 4. Current issues of concern
 5. How attitudes and values are created and re-created
- C. Threats to Human Rights
 1. Prejudice
 2. Discrimination
 3. Racism, sexism ageism, etc.
 4. Institutional discrimination
 5. Authority figures
- D. Cultures
 1. Understanding the culture and its role in human interaction
 2. Social and demographics of multicultural trends that help project the future of relationships between diverse populations
 3. New populations such as Asians, Hispanics, Middle Eastern and African
 4. The effects of different languages and dialects on communication
 5. Cultures that are neither racially nor ethnically based:
 - a. Teenagers
 - b. Senior citizens
 - c. Gays and lesbians
 - d. Men and women
- E. Sexual harassment: Its Cause and Effect
 1. Definition and historical perspectives associated with it.
 2. State and federal laws and concepts that define it
 3. Range of harassing behaviors
 4. Causes of sexual harassment
 5. Responses to sexually offensive or unwanted behavior in the workplace
- F. Variations in Culture
 1. Responses to authority figures by Asians, Hispanics etc.
 2. Effect of increasing diversity on public safety
 3. Benefits of diversely populated society (based on race, ethnicity, gender, age and sexual orientation).
 4. Value of attracting members of non-dominate groups to public safety careers

- G. Perceptions as they are affected by culture
 1. Role of cultural identity based on race, ethnicity, gender, age and sexual orientation.
 2. Examples of recent, local regional, national and international events impacting the attitudes of cultural groups towards public safety and towards other cultural groups.
 3. Role of popular culture in affecting perception.
 4. Verbal and non-verbal factors
 5. Cultural stereotyping.
- H. Racial and Ethnic relations
 1. Social conflict between “old” and “new”; groups with minority status.
 2. The battle for limited resources.
 3. Proposed and tested solutions to racial and ethnic tensions.
- I. Hate Crimes and Policing the Community
 1. Laws that define them
 2. Indicators that a crime is hate-motivated
 3. Victims of hate-crimes
 4. Impact of hate-crimes
 5. Elements that comprise an effective public safety response
- J. Victimology/Crisis Intervention
 1. Introduction.
 2. Situations causing crisis
 3. Other factors that can contribute to a crisis reaction
 4. Victim responses
 5. Critical incident and crisis defusing technique
 6. Obstacles to effective interaction with victims
 7. Crisis information for the law enforcement officer’s family
 8. Information officers should convey to crime victims, courts and the community
 9. Persons who qualify for victim assistance
 10. Information which must be provided
- K. Making Diversity Based on Race, Ethnicity, Sex or Sexual Orientation Work
 1. Societally
 2. Professionally
 3. Economically
 4. Personally
 5. Principles of professional community contacts
 6. Strategies for effective cultural contacts
- L. Considering the Future
 1. Increasing social and economic standards of society
 2. Politicization of underrepresented groups based on race, ethnicity, gender, age, sex and sexual orientation
 3. The “new majority”

V. Assignments

A. Appropriate Readings

The student will read , the assigned course textbook as well as assigned newsreports, handouts, journals and articles.

B. Writing Assignments

Students will prepare written reports and answer essay questions.

C. Expected Outside Assignments

Students will research material for reports and/or to complete classroom assignments.

D. Specific Assignments that Demonstrate Critical Thinking

Students will evaluate community relation programs, analyze situations and compare responses for class discussions, and exams. Students will examine community relations concepts in assigned reports.

VI. Methods of Evaluation

Class Participation

Objective and subjective examinations/quizzes

Case analysis

Projects

Homework assignments

In class exercises/presentations

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Evaluation

Same as face-to-face instruction including a variety of evaluation methods such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation

All quizzes and exams will be administered during the in person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous will be evaluated for participation and to maintain effective communication between instructor and students.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery Online Delivery

Traditional Classroom Instruction

Lecture format with audio-visual and videodisc aids.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written

correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

Online instruction will be utilized. 51 hours will be instructed online through the technology platform adopted by the District. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, exams and online lectures. Adding extra resources and other media sources as appropriate.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester 34 lecture hours will be taught face-to face by the instructor and 17 lecture hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Shusta, Robert M., Deena R. Levine, and Aaron T. Olson. *“Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society”*, 7th edition, 2019, Pearson Education, ISBN: 9780134849188

IX. Discipline/s Assignment

Administration of Justice

X. Course Status

Current Status: Active

Original Approval Date: 5/15/1990

Revised By: Thomas Downing

Curriculum/Academic Standards Committee Revision Date: 02/19/2019

Reviewed for IPR, no changes recommended: 09/21/2021