

**I. CATALOG DESCRIPTION:**

- A. Department Information:  
Division: Criminal Justice  
Department: Administration of Justice  
Course ID: ADJUS 105  
Course Title: Community Relations  
Units: 3  
Lecture: 3 Hours  
Prerequisite: none
- B. Catalog and schedule description:  
Relationship and awareness of criminal justice agencies to diverse populations such as gender, racial, and sexual orientation: including discrimination and hate crimes.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon completion of this course, students should be able to:

- A. Describe the foundation of modern law.
- B. Assess how legal philosophers provide us with a description of police officer responsibility.
- C. Demonstrate why we have law enforcement in society.
- D. Compare what the U.S. Constitution and the Magna Carta have in common.
- E. Analyze why nonjudgmental learning is an important skill for law enforcement.
- F. Diagram the police communication process.
- G. Examine body language and how it may assist or interfere with communication.

**IV. CONTENT:**

- A. Why community relations
1. High cost of crime
  2. The meaning of community relations
  3. Crime and contemporary community culture
  4. Community understanding: A key to success
  5. The purpose of community relations
  6. The need for police - community interaction
  7. Discretion by agents of the system
  8. The function of law vs. human interaction
  9. Discretion as a barrier to community and law enforcement interaction
  10. Law: A barrier to good community relations
  11. Danger in law enforcement
  12. Authority
  13. Efficiency
  14. Agency collusion
  15. The responsibility of government
  16. Politics: The sharing of power
  17. The passage of power to the federal government
  18. The right of government to exercise power
  19. Need for individual responsibility
  20. Misconceptions in school instruction
  21. Law enforcement as social agents
  22. A new image - a new role
  23. Obstacles to community program success
  24. The investigator as a community relations agent

- B. The structure of the community
  - 1. Key elements of a community
  - 2. Geographical limits
  - 3. Demographic Characteristics
  - 4. Economic and Educational factors
  - 5. Racial and ethnic factors
  - 6. Employment factors
  - 7. Ecological factors
  - 8. Life styles
  - 9. Language groups
  - 10. Miscellaneous factors
  - 11. Factors that make people different
  - 12. Societal factors
  - 13. Nationalism
  - 14. Religion
  - 15. Family groups
  - 16. Ethnic groups
  - 17. Racial factors
  - 18. Caucasoid
  - 19. Mongoloid
  - 20. Negroid
  - 21. Other
  - 22. The areas of conflict in a community
  - 23. The black ghetto
- C. Law enforcement, Judiciary, and Corrections
  - 1. The problems of law enforcement
  - 2. Cost of the system
  - 3. Primary role of the community
  - 4. Deficient patrol techniques
  - 5. Force needs to be curbed
  - 6. Minority recruitment
  - 7. Better use of investigators
  - 8. Improving administrative structures
  - 9. Shoot, no- shoot policy
  - 10. Management vs. Workers
  - 11. Preventive patrol
  - 12. Courts and judicial problems
  - 13. Plea bargaining
  - 14. The adversary system
  - 15. Failure to file on "weak" cases
  - 16. Court delays
  - 17. Corrections problems
  - 18. Early parole release
  - 19. Assignment of prisoners to work units
  - 20. Under-utilization of prison labor
  - 21. Providing inmate benefits
- D. The criminal justice system and the community
  - 1. Implementing human relations under law
  - 2. Ethnic diversity
  - 3. General concepts for implementing human relations
  - 4. Conflicts between the community and the criminal system
  - 5. Police brutality
  - 6. Is police brutality spreading?
  - 7. The media
  - 8. One-officer patrol cars
  - 9. Administrative pressure

10. Increase in litigation
  11. Peace officer training
  12. Attitude and discretion
  13. Racial prejudice
  14. Minority manipulation
  15. Critical community problems
  16. Sex crimes and child molestation
  17. Incest
  18. Rape
  19. Gang violence and vigilante movements
  20. Society in transition
  21. General observations
- E. Minority groups in the community
1. Discrimination, prejudice, and bias
  2. Change and tension
  3. Minorities' struggle for power
  4. Search for a scapegoat
  5. Police find a scapegoat
  6. Key minority groups
  7. The black minority
  8. The Hispanic community
  9. The Asian community
  10. Economics: a different justice for rich and poor
  11. Shift in community values
  12. The poverty syndrome
  13. Poor are susceptible to police contact
  14. How the poor fail to get equality from the criminal justice system
  15. Minorities of the police subculture
  16. Hostile attitudes vs. police malpractice
  17. Prejudicial acts
  18. Self- concept
  19. Social learning theory
  20. Stereotyping self-fulfilling
  21. Black officer recruitment
  22. Other key minority groups
  23. Correcting social inequities
  24. Shaping youths' values
  25. Youth and the law
  26. Hostility modification
  27. The Jewish minority
  28. The elderly
  29. The new Asian minority
- F. Community power structure
1. The formal power structure
  2. Who impacts crime?
  3. Comparison of the formal and informal power structures
  4. The informal power structure
  5. Identifying the informal power structure
  6. Changes in the informal structure
  7. Application of organizational discretion
  8. Control of individual discretion
- G. Sharing power with the institutions of government
1. Belief in personal freedom
  2. Who is the criminal?
  3. The social contact

4. Resistance to government control
5. The criminal justice system
6. Representatives of government
7. Tolerance for deviant behavior
8. Political spoils system
9. The dispensing of justice
- H. Human relations problems of courts and corrections
  1. Problems of the correctional system
  2. Failure to reform offenders
  3. Early release of recidivists
  4. Other key problems in corrections
  5. Welfare
  6. Family visits
  7. Educational and vocational programs
  8. Important prison programs
  9. Juvenile correctional problems
  10. The juvenile justice act
  11. Who are the juvenile criminals
  12. Problems of the courts
  13. Failure to process cases promptly
  14. Plea bargaining dangers
  15. Other court process problems
- I. Human relations problems and police processes
  1. Conflicts at the federal level
  2. Federal undercover operations and community relations
  3. Conflicts at the state level
  4. The traffic enforcement problem
  5. State liquor control
  6. Conflicts at the local level
  7. Officer-involved conflicts
  8. Stops, searches, and seizures of evidence
  9. A review of common police problems
  10. What are police officers really like
- J. An analysis of community problems
  1. Value system formation
  2. Basic value formation and development
  3. Evaluating significant emotional events
  4. The independent variable
- K. Who is responsible for community-police interaction?
  1. The significance of role identification in police performance
  2. Public attitude
  3. Stress, as it affects the police role
  4. Stress from contact with police
  5. Police burn out
  6. Stress related personnel problems
  7. Citizen responsibility for police-community relations
- L. The importance of self-image
  1. Professional image in criminal justice
  2. The professionalization of judges
  3. The professionalism of attorneys
  4. Correctional system professionalism
  5. Nonverbal communication in community relations
  6. Paralanguages
  7. Symbols
  8. Kinesics or body language

9. Phonemics and time
  10. Improving human relations skills
  11. Human relations commissions
  12. Human relations guidelines-a summary
- M. Community relations programming
1. Program development
  2. Current program sampling
  3. Police-media relations
  4. Handling citizen complaints
  5. Types of complaints
  6. Processing complaints
  7. Facilitating complaints and follow-up
  8. The ombudsman
  9. Police commissions
  10. Citizen review boards
  11. Citizen complaint unit
  12. Specific programs and projects
  13. Public-community relations programs
  14. School resource officer
  15. Anti-crime-community interest groups
  16. Neighborhood watch-community-Oriented policing
  17. Special weapons and tactics (SWAT)
  18. Directed patrol
  19. Foot patrol
  20. Model programs for community relations
  21. Victim service system
  22. Conjugal prison visits
  23. Carrier alert
  24. McGruff, the spoke dog
  25. Special compensation programs for victims
- N. New criminal justice issues in the 1990's
1. Law enforcement needs
  2. Crime control policy
  3. Drugs and crime
  4. Crime prevention and youth
  5. Research and training
  6. Discretionary police power
  7. Productivity in law enforcement
  8. Courts
  9. Prosecutors
  10. Public Defenders
  11. Probation
  12. Parole

**V. METHODS OF INSTRUCTION:**

- A. Lecture
- B. Group discussion
- B. Guest speakers
- C. Demonstrations
- D. Class presentations
- E. Role playing
- F. Transparencies, slides, films, audiotapes and videotapes
- G. Field trips
- H. Exploratory work experience

**VI. TYPICAL ASSIGNMENTS:**

- A. Describe the strategies of dissent and strategies of response in an essay of one hundred words or less
- B. Appraise the different views of acceptable dissent in an essay of two hundred words or less
- C. Write an essay on how to resolve social conflicts
- D. List three ways to develop close communication between the police and the community.
- E. Research and report on at least one of the following subjects: cultural conflict, hate crime, homelessness, racial profiling, or racism.
- F. Explain through an essay of two hundred words or less how Alzheimer's disease can resemble intoxication.

**VII. EVALUATION(S):**

- A. Methods of evaluation:
  1. Research projects and reports
  2. Class assignments and participation
  3. Essays
  4. Examinations
- B. Frequency of evaluation:
  1. Written examinations (a minimum of 3) objective and subjective or essay
  2. Special projects and /or reports
  3. Midterm exam
  4. Final exam
- C. Typical exam questions:
  1. Discuss the differences between the way minority citizens often see the police and the way Caucasian citizens may see the police.
  2. What are the key items to keep in mind when trying to modify behavior?
  3. Explain how a citizen's perception of the police affects the way that the citizens act towards a police officer.

**VIII. TYPICAL TEXT(S):**

Mayhall. Police Community Relations and Administration of Justice, 5<sup>th</sup> Edition. Prentice Hall Publishing, 1999.

Miller and Hess. Police In The Community: Strategies for the 21<sup>st</sup> Century, 3<sup>rd</sup> Edition. Wadsworth Publishing, 2001

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**