

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Criminal Justice
Department: Criminal Justice
Course ID: POLICE 102
Course Title: Community Policing
Units: 3
Lecture: 48 hours
Laboratory: None
Prerequisite: None
Corequisite: Must also enroll in POLICE 002, 100, 101 and 103.
- B. Catalog and Schedule Description:
This new course will address the origin, concepts and philosophy of community policing, cultural diversity, victim awareness and the development of positive relationships with the public. **ENROLLMENT IS LIMITED TO THOSE STUDENTS WHO MEET THE SCREENING REQUIREMENTS AS OUTLINED IN THE GOVERNMENT CODE, CALIFORNIA PENAL CODE AND THE COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING ADMINISTRATIVE MANUAL.**
Associate Degree Applicable
Course transfers to CSU

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

III. EXPECTED OUTCOMES FOR STUDENTS:

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

- A. Analyze the common components of a crime prevention program for a community.
B. Compare and contrast the common crime risk factors in a community.
C. Identify and understand key crime prevention techniques.
D. Discuss and demonstrate the basic steps of a problem solving strategy.
E. Recognize the principles that are incorporated in community oriented policing (COP).
F. Examine and discuss problem oriented policing.
G. Describe the Scanning, Analyze, Response and Assessment (SARA) problem-solving model.
H. Discuss and analyze laws that deal with hate crimes.
I. Compare and contrast on how the culture composition of California is changing and how the changes are impacting the delivery of law enforcement services.
J. Analyze the benefits of valuing diversity both within a law enforcement organization and within the community it serves.
K. Read and apply 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 culture contacts.
L. Compare and contrast current events or recent experiences that can shape the attitude of culture groups towards law enforcement.
M. Discuss and understand the differences between culture stereotyping and law enforcement profiling.
N. Distinguish the principles associated with effective police/community contacts and techniques for effective interaction with various culture groups.
O. Create the opportunity for individual self-discovery concerning culture contact experience and personal prejudices.
P. Read and understand psychological response to stress and crime
Q. Distinguish the symptoms of stress and victimization.
R. Create an understanding of the impact crime can have on individuals and the community.

IV. CONTENT:

A. Overview

This course will address the origin, concepts and philosophy of community oriented policing, cultural diversity, victim awareness and the development of positive relationships with the public.

B. Crime Prevention Components

1. Anticipating criminal activity
2. Recognizing crime risk
3. Identifying crime problems
4. Taking specific actions to remove or reduce the opportunity for criminal activity

C. Crime Prevention and Risk Reduction

1. Vulnerable area or group
2. Risk factors for high crime
 - a. 24 hour business
 - b. Alcoholic Beverage sales points
 - c. Automatic Teller Machines (ATM)
 - d. Malls or Shopping areas
3. Residences
 - a. Apartment complexes
 - b. Convalescent hospitals
 - c. Group homes
 - d. High Risk residences
4. Vehicles and Vessels
 - a. Rental car lots
 - b. Rental cars and car dealerships
 - c. Construction equipment
 - d. Marinas
 - e. Mass Transit Systems
5. Individual persons
 - a. Women (purse snatching)
 - b. Elderly
 - c. Children
 - d. Disabled
 - e. Tourists or strangers to the area

D. Problem Solving in the Community

1. Develop alternatives
 - a. Brainstorm with other officers
 - b. Use acquired knowledge (training and life experiences)
 - c. Consult fellow officers, supervisors and involved parties
 - d. Research alternatives developed for similar problems
2. Select a solution
 - a. Recognize Police standards and priorities
 - b. Consider officers personal values, standards, and priorities
 - c. Use logic to select the solution
 - d. Don't allow doubt to eliminate hunches and "gut" feelings, but recognize them as what they are
 - e. Prevent ambivalence from interfering in the decision making process

3. Implement a decision
 - a. Take action
 - b. Be aware of consequences
 - c. Stay alert to officer safety

- E. Community Oriented Policing (COP)
 1. Philosophy
 2. Management Style
 3. Organizational Strategy

- F. Principles of COP
 1. Shifting the focus of law enforcement from an incident driven system to addressing problems identified by the community and law enforcement
 2. Reassessing who is responsible for public safety
 3. Developing shared ownership, decision making, and accountability
 4. Setting new public expectations and standards for police effectiveness
 5. Increasing mutual understanding and trust
 6. Empowering and strengthening community based efforts
 7. Acquiring knowledge of available community resources

- G. Problem Solving in the Community
 1. Scanning, Analysis, Response and Assessment (SARA) Model
 - a. Develop a thorough problem statement
 - b. Analysis
 1. Pose questions regarding the problem
 2. Locate resources for answers
 3. Collect information
 4. Analyze information
 - c. Response
 1. Determine what actions might be initiated to help solve the problem
 2. Locate agencies or individuals that might provide assistance
 3. Cooperatively develop solutions
 4. Implement selected solutions
 - d. Assessment
 1. Determine means of measuring effectiveness of the solution
 2. Evaluate success of the strategy

- H. Introduction of Cultural Diversity
 1. Multi Cultures/Basic Concepts
 2. The Past and Present Relationship between Diversity, Populations Groups and Public Safety Agencies
 3. Terminology Associated with Diversity, Ethnicity and Human Relations

- I. How Attitudes and Values are Created and Recreated
 1. Self-Assessment.
 - a. Completion of questionnaire
 - b. Discussion
 2. Personal Forces.
 - a. Primary Socialization
 - b. Personal Experience

- c. Re-socialization
 - 3. Public Forces.
 - a. Law
 - b. Court Decisions
 - c. Media Influence
- J. Sexual Harassment
 - 1. State and Federal Laws pertaining to Sexual Harassment
 - a. Title 7
 - b. Government Code Section 12940
 - c. Concept of Quid Pro Quo
 - d. Concept of Hostile Work Environment
 - e. Current Case Law Decisions
- K. Causes of Sexual Harassment
 - 1. Gender Issues
 - 2. Power Issues
- L. Examples of Sexual Harassment
 - 1. Verbal
 - 2. Physical
 - 3. Visual
 - 4. Written Material
 - 5. Sexual Favors
 - 6. Threats
 - 7. Hostile Work Environment
 - 8. Force
- M. How to Respond to a Sexual Harassment Complaint
 - 1. State Mandated Sexual Harassment Complaint Process Guidelines
 - 2. Legal Remedies and Protection from Retaliation Against Complainants
 - 3. View and Discuss four videos depicting Sexual Harassment
- N. Hate Crimes
 - 1. Definition of Hate Crimes
 - 2. Characteristics/Element Indicators
 - 3. Penal Code Sections
 - a. 422.6
 - b. 422.7
 - c. 11411
 - d. 11412
 - e. 11413
 - f. Other Related Sections
 - 4. Impact of Hate Crimes
 - 5. Effective Law Enforcement Responses
 - 6. Legal Rights of Remedies Available to Victims of Hate Crimes
 - 7. Students will identify the following:
 - a. Whether or not the Incident Constituted a Hate Crime
 - b. Impact to Victims

- c. Law Enforcement Response
 - d. Legal Rights of, and Remedies available to Victims
- O. Human Rights in 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
- P. Threats of Human Rights
 - 1. Prejudice/Origins
 - a. Strategies to reverse it
 - 2. Discrimination/Types, Responses
 - 3. Racism, Sexism, Ageism, etc./Reasons They Exist, Consequences
 - 4. Institutional Discrimination – Codified, Social Embedded
 - 5. Roles and Perceptions of Authority Figures
- L. The Cultures of California
 - 1. Understanding Culture and its Role in Human Interaction
 - 2. An Overview of the Diverse Cultures in California
 - a. Definition of Culture Diversity, PC13519.4
 - b. Culture as Coping System
 - c. Culture as an Idea Map
- M. Relationship Among California Cultures from a Historical Perspective
 - 1. Past
 - 2. Present
 - 3. Future
- N. Social and Demographic Trends that Help Project the Future of Relationships between Diverse Populations
 - 1. The effect of California's increasing diversity of public safety
 - 2. Increased crime by non-dominant groups
 - 3. Increased victimization of non-dominant groups
 - 4. Increased need for social, medical and emergency services provided by public safety personnel
 - 5. Need to distinguish between dangerous or illegal behaviors and unfamiliar culture behaviors that are legal
- O. Immigrants vs. Refugees vs. Undocumented Persons
 - 1. Coping Strategies of recently arrived residents
 - 2. Cultures that are racially or ethnically based
 - a. Teenagers, Senior Citizens
 - b. Gays and Lesbians
 - c. Persons with Disabilities
 - d. Men and Women
- P. The Benefits of Valuing Cultural Diversity
 - 1. Social

2. Economic
3. Political
4. Professional

5. Organizational
6. Personal

Q. Cultural Stereotyping

1. Definition and Examples
2. Social Stereotypes and their Consequences
3. Authority Figures Stereotypes and their Consequences
4. Difference Between Stereotyping and Law Enforcement Profiling and how Profiling Enables Public Safety Professionals to Work More Efficiently

R. Perceptions as they are Affected by Culture

1. Current Events/Local, National and International Events Impacting the Attitudes of Cultural Groups Towards Law Enforcement and Other Cultural Groups
2. The economy
3. Media Presentation
4. Popular Culture
5. Verbal and Non-Verbal Language
6. The Role of Personal Experience
7. Principles of Professional Community Contacts
8. View and discuss three videos depicting law enforcement interactions with Culture Groups. Discussion to include:
 - a. Positive/Negative behaviors demonstrated by contacting officers
 - b. Perception of the culture group regarding the contact
 - c. Cultural stereotyping
 - d. Cultural Diversity demonstrated by officers
 - e. Legality of the contact and subsequent actions of the officers
 - f. Professional, personal and organizational impact of the contact, either positive or negative
 - g. Culture group history, customs, religious conventions, core values, or other perception material to the contact

S. Racial and Ethnic Relations

1. Social conflict between "Old" and "New" groups with minority status
2. The battle for limited resources
3. Regional differences
4. Proposed and tested strategies/solutions

T. Making Diversity Work

1. Socially
2. Professionally
3. Organizationally
4. Personally

U. Victimization

1. Psycho-dynamics of stress and victimization
 - a. Concepts of crisis/definition
 - b. Concerns and opportunities for law enforcement

c. Examples of situations that cause crisis

- V. California Law Relating to Victim Assistance
 - 1. Victim Compensation
 - 2. Psychological Impact of crime
- W. Techniques for Diffusing Crisis Reactions
 - 1. Acknowledge or deal for the victim and reassure his/her safety
 - 2. Active listening
 - 3. Use of diversionary reality questions
 - 4. Pose simple choices to help victim regain some sense of control
 - 5. Provide options and explain procedures that will follow
- X. Providing Information to Crime Victims
 - 1. Law Enforcement Reports
 - 2. Follow-up Activity
 - 3. Discussion
- Y. Considering the Future
 - 1. Increasing bifurcation of society
 - 2. Situations likely to elicit a strong community response
 - 3. Situations likely to elicit a strong psychological response

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Discussion
- C. Practical Exercises/Demonstration
- D. Audio-Visual
- E. Participation/Role Play

VI. TYPICAL ASSIGNMENTS:

- A. Reading: Read current Commission on Peace Officer Standards and Training (POST) approved handouts and workbooks related to the Public Safety field.
 - 1. After reading selected chapters on community policing and cultural diversity, students will discuss the basic elements of problem solving and laws pertaining to diversity.
- B. Writing: Typical writing assignments include memorandums familiarizing the student with community policing, sexual harassment and cultural diversity.
 - 1. Students will also prepare reports of law enforcement situations including hate crimes and terrorism.

- C. Critical Evaluation of Videotapes: View current POST approved videos related to sexual harassment and community policing.
1. Students will interpret and discuss the material presented in the videos

VII. EVALUATION:

A. Methods of Evaluation

1. Examinations

a. Typical examination questions:

Which of the following best defines a stereotype question?

- a) A pre-existing prejudice or tension regarding another group or culture
- b) A preconceived or oversimplified generalization about other group, either positive or negative
- c) A negative or preconceived or oversimplified generalization about another group
- d) A prejudgment or point of view about a person or group of individuals usually focusing on a persons reaction toward a particular individual

b. Which of the following elements may be common to the majority of cultures?

- a) Racial heritage within the group
- b) A shared history
- c) Ethnicity
- d) All the above

B. Frequency of evaluation

1. Minimum of two (2) examinations per class, or as deemed appropriate throughout the course of the connection with the instruction.

VIII. TYPICAL TEXT(S):

Commission on Peace Officer Standards and Training (POST), Performance Objectives for the Regular Basic Course, Sacramento, CA., 2002

Gould's, Penal Code Handbook of California, Longwood, FL., most recent edition
Handouts provided by the instructor

IX. OTHER SUPPLIES REQUIRED OF THE STUDENTS:

Three ring binder
Book carry case