|  |
| --- |
| **Contra Costa College** |

|  |
| --- |
| **Course Outline** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department & Number** | ADJUS 223 | **Number of Weeks** | 18 |
| **Course Title** | Community Relations and Cultural Issues | **Lecture Hours By Term** | 54 |
| **Prerequisite** |  | **Lab Hours By Term** |  |
| **Challenge Policy** |  | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 3 |
| **Challenge Policy** |  |  |  |
| **Advisory** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
|  | | | |
|  | | | |
|  | | | |

|  |
| --- |
| **COURSE/CATALOG DESCRIPTION** |

|  |
| --- |
| This course is an overview of multicultural concepts and issues, including those relating to ethnicity, gender, age, and sexual preference, and the application of those concepts and issues to public service disciplines. An examination of community-based strategies, particularly those related to the maintenance of social order. Not repeatable. |

|  |  |
| --- | --- |
| **COURSE OBJECTIVES:** | |
| At the completion of the course the student will be able to: | |

|  |
| --- |
| Identify the changing demographics of California and the implications of those changes to public service professionals. |
| Describe the evolution of human rights, the nature and origin of prejudice and discrimination, and how understanding these issues can contribute to more effective cultural contacts. |
| Identify the different eras of Policing in relationship of the police to the community. |
| Describe police sub-culture and controversial topics including police misconduct, what is it and how it is dealt with both internally and externally. |
| Describe community-oriented programs including community policing and problem oriented policing and neighborhood watch. |
| Compare different stereotyping including gender stereotyping and racial profiling and their consequences. |
| Compare and contrast the values, beliefs, and behaviors of people from a variety of cultures found in California including African-American, Middle Eastern, Asian Pacific Islanders, and Latinos. |
| Apply state and federal laws and institutional procedures that apply to discrimination based on race, ethnicity, age, sex, and sexual preference. |
| Identify the elements of hate crimes and what comprises an effective public service response to it. |
| Explain what constitutes sexual harassment and what comprises an effective response to sexual harassment complaints. |
| Recognize the need to reduce all forms of prejudice, stereotyping, international discrimination, and unintentional discrimination by public service personnel. |
| Demonstrate methods used in cross-cultural communication. |
| Demonstrate conflict resolution skills and the management of aggressive behavior. |
| Identify different types of domestic violence including those types accepted in different cultures. |
| Describe the use of technology as a method to control crime. |

**STUDENT LEARNING OUTCOMES:**

|  |  |  |
| --- | --- | --- |
| **Intended Outcome** | **Assessment Method** | **Assessment Criteria** |
| Analyze case studies and develop community centered crime suppression methods. | Group presentation regarding crime suppression interventions. | Students will score at least 75% on a shared presentation assessment rubric. |
| Explain how culture impacts policing strategies in modern American Society. | Conduct research involving immigration trends and create a report. | 75% of the students will score at least 75% on a shared report assessment rubric. |
| Apply ethical decision making to enforcement actions. | Embedded exam questions. | 70% of the students will answer the embedded questions correctly. |
| Identify special population crimes. | Embedded exam questions. | 70% of the students will answer the embedded questions correctly. |

**COURSE CONTENT (Lecture):**

|  |
| --- |
| Public service employees and the community |
| Community and problem oriented policing |
| Cultural make-up of California |
| Police subculture and misconduct |
| Perceptions as they are affected by culture |
| Threats to human rights |
| Strategies for effective contacts |
| Sexual harassment |
| Principle of effective communications |
| Communicating to resolve conflict |
| Hate crimes |

**COURSE CONTENT (Lab):**

|  |
| --- |
|  |
|  |
|  |
|  |

|  |  |
| --- | --- |
| **METHODS OF INSTRUCTION:** | |
| Lecture (live and online) | |
| Online Discussions | |
| Research and writing assignments | |
| Group exercises and presentations | |
| D2L Learning management software | |

|  |
| --- |
| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

|  |  |
| --- | --- |
| Textbook Title: | Police Crime Control Strategies |
| Author: | Larry Hoover |
| Publisher: | Pearson-Prentice Hall |
| Edition/Date: | 2014 |
| Textbook Reading Level: | 13 |
| Justification Statement: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

|  |  |
| --- | --- |
| **Outside of Class Weekly Assignments** | **Hours per week** |

|  |  |
| --- | --- |
| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 2 |

|  |
| --- |
| The student will read weekly textbook assignments as well as an online reader |

|  |  |
| --- | --- |
| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 1 |

|  |
| --- |
| The students will write a 12 page research paper using 8 references in APA format. This assignment will provide a mandatory rewrite based on instructor feedback. |

|  |  |
| --- | --- |
| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* | 1 |

|  |
| --- |
| The student will participate in weekly discussions where they conduct research to critically analyze and critique the topics assigned and respond appropriately to class postings. |

|  |  |
| --- | --- |
| Other Performance Assignments *(Include detailed assignment below, if applicable)* | 2 |

|  |
| --- |
| Group learning exercises and group research project |

**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

|  |  |  |
| --- | --- | --- |
| 30 | **%** | Exams |
| 40 | **%** | Group Exercises |
| 30 | **%** | Research projects |
|  | **%** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADING POLICY: (Choose LG, P/NP, or SC)** | | | | | |
| **x** | **Letter Grade** | |  | **Pass / No Pass** | | |  | **Student Choice** |
| 90% - 100% = A | | | 70% and above = Pass | | | | 90% - 100% = A |
| 80% - 89% = B | | | Below 70% = No Pass | | | | 80% - 89% = B |
| 70% - 79% = C | | |  | | | | 70% - 79% = C |
| 60% - 69% = D | | |  | | | | 60% - 69% = D |
| Below 60% = F | | |  | | | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | | | | R. Ramos | | | |

|  |  |
| --- | --- |
| **Date:** | 11/27/14 |

*Revised form 10/13*