

ADM Justice -67 online



WEST LOS ANGELES COLLEGE

Administration of Justice

ADM-Justice 67: Community Relations 1

Associate Professor: C.Williams Flournoy, MSA
unit

Section: 8006 (UC-CSU) 3

Office Location: Online

Class Time: Online

Office hours: Online

Classroom Location: Online

Phone: (310) 287-4246

Email: Private Message

Course Description: This is an in-depth exploration of the roles of the Administration of Justice practitioners and their agencies. Principal emphasis will be placed upon the professional image of the system of Justice Administration and the development of positive relationships between members of the system and public.

Required Text:



Multiculturalism in the Criminal
Justice System, 1st Edition

Robert H. McNamara and Ronald
Burns

ISBN-13 9780073379944

Student Learning outcomes:

Identify community policing

Discuss the essential components of community
policing, including:

- problem solving
- addressing quality of life issues
- partnerships with the community
- partnerships with other agencies
- internal and external resources
- Recognize community policing goals,
including:
 - reducing/preventing crime
 - reducing the fear of crime
 - improving quality of life
 - increasing community

- awareness
- involvement
- ownership
- increasing local government involvement in problem solving

Recognize the components of a message in communications with others, including:

- content (words)
- voice characteristics
- nonverbal signals
- Identify the potential effects of negative nonverbal signals
- Recognize examples of effective communication techniques
- active listening
- establishing effective lines of communication
- overcoming barriers to communication

Demonstrate effective communication techniques

There will be a variety of assignments for the class this semester to accommodate different learning styles. All assignments must be well written, and they will be graded on their composition as well as on their content. **All assignment must be turn in via ETUDES** and you will need access to a computer with Internet service. Computers are

available in the campus library (HLRC), college computer labs, with connections to the Internet are reasonably accessible, and available on campus.

Prejudice and Discrimination in Police Work : In your own words, define prejudice and discrimination in 2 pages. Give examples of (a) discrimination in society in general, (b) discrimination against police officers, and (c) discrimination toward minorities by police officers. Discuss two strategies for each one to help eradicate the discrimination and the benefits that will result.

Prevention education programs: Determine what crime prevention education programs are used in your community or your college/university campus. What programs are provided? How are they provided-website, brochures, community lectures, campus seminars, etc.? What is major content of these crime prevention programs? What do these programs focus on? Create a report on your findings. 2 pages MLA format include your sources.

Analyze Police Conduct: Locate a story on about the police that cast a negative light on the behavior of the officers or the agency. There are numerous stories in the news media about police brutality, police corruption, excessive use of force, etc. After reading the story, you should analyze why this action occurred, whether the officer(s)' actions might have been misunderstood, whether the agency mission was being pursued, and why new policy might prevent this action or the misunderstanding of the action in the future. MLA format include your sources, two (2) complete pages.

Community Relation Project: Locate the website of two police agencies (one local and one out of state) and visit that site to analyze the functions and missions of the agency. Complete a brief report on what you learned about the agency (2 pages min per agency MLA). In the report, address the agency's intent with website (what is the goal of the website) and address ways the website could be improved. What additional information should be included? What information detracts from the agency and its website?

Group Community Relation Project: Create a basic law enforcement-training curriculum on police use of reasonable force, unreasonable force or community relations. Emphasis is to be placed on avoidance of excessive force and deadly force or building better relationship between the police and the community. The target of this curriculum is a police academy recruit. Keep the curriculum brief and simple to maximize understanding. Create a PowerPoint and instructors manual.

Participation: Each student has the responsibility to participate in each and every class assignment. The instructor takes no responsibility for conveying information to students who are not in attendance or participating. Field trips may be required.

- Ensuring all assignments will be turned into the instructor on time.
- Completing weekly reading assignments.

- Completing Weekly Discussion Questions
- Completing other assignments as assigned

Discussion Assignments: Weekly discussion assignments must be posted in the discussion shell no later than the indicated day and time of the week assigned. I will not accept these via email. Discussions must be posted in the correct thread i.e., week one discussion question in week one discussion classroom thread in order to be scored. Postings placed in the wrong discussion room thread will not be graded and will not be scored. No Late discussion postings after due date and times. Grading will be based on your substantive context and collaboration with the class in the discussion. You must respond to the discussion question and to two of your classmates posting per discussion question to receive full credit. You must meet the posting requirement as indicated not all in one day but an average per day based on the required number of posting. 16-weekly discussion @ 10pts ea.

Exams: Course exams will provide opportunities for students to show their individual mastery of the material. We will cover one chapter each week, then have a weekly quiz on the current chapter, 8 questions from the chapter total of 8 questions. Use course material and chapter readings to prepare for exams and weekly quizzes. Each quiz and exam is made up of questions taken from the textbook. The quiz will be available starting on Friday and must be completed by Sunday at 11:55pm of the same week. Once you start the quiz you will have 13 minutes to complete. Exams are not reviewable and no retakes. Student missing more than three (3) course assignments and/or course average grade below 60% will not be allowed to take the final exam. The final exam will cover chapters 10-13.

10 Quizzes @ 16pts ea

Attendance: The course week is Monday - Saturday. A student who fails to participate in the classroom during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). A student who has not completed assignments, exams, and discussion question or has not participated for three (3) consecutive days regardless if the absences were deemed AU or AE may be recommended for administrative withdrawal to the main campus. Each incomplete assignment (including discussions/exams) is considered as a day absent. More than four (4) absences a student will be blocked or excluded from the course. Private messages sent to the instructor during a "course week" without actual classroom participation will not count as classroom participation or attendance.

In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. The online classroom shall be no different in this respect. It is the instructor's sole discretion as to

what s/he shall consider AU or AE.

Withdraw: It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Student who don't drop the course are subject to receive an "F". Please read withdrawal policy, which can be found at: www.wlac.edu. Note the following dates:

Cheating and Plagiarism: Written work that you hand in is assumed to be original unless your source material is documented appropriately. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Cheating and plagiarism are serious academic offenses. Students should read the section on cheating and plagiarism in the WLAC catalog.

Extra Credit (EC): No EC.

Make-up Policy: No assignment or exams will be accepted after the indicated due date and time.

Communication: It is expected that all students check their emails, private messenger, and announcements on a regular basis. Important information such as assignments, class cancellations, and changes in course material may be relayed via email. Only communicate with the instructor via private message, not via email.

Private messages is to be used to communicate with others in a professional manner. The ready access to instant communication, however, can sometimes result in inappropriate content. This primarily refers to students sending messages to the Professor or Teachers Assistant while they are upset about course-rates issues. I would strongly encourage everyone to use the "one day rule" when sending emails that might be considered inappropriate. Either wait "one day" until "cooler heads prevail" and then meet with the Professor.

I will not provide feedback about exams or other assignments via email. Any such questions or consultation must take place in person during my office hours.

Grading Criteria: Grading will be on the point system. Each assignment, quiz, exam or project will have a point count so you will know how it adds to your final grade. Check the grade book for your points. In order to calculate your grade, add up the total points you received and divide that by total points possible. A=100-90% B= 89-80%
C= 79-70% D= 69-60% F= 59- 0%

In accordance with the Americans With Disabilities Act, students requesting accommodation must register with the Office of Disabled Students Programs & Services.

For information and assistance please dial (310) 287 4450.

Part One: An Introduction to Multiculturalism

Chapter 1

Chapter Objectives

Race

Ethnicity

Minority Groups

Types of Minority Groups

Creating Subordinate Groups

Consequences of Minority Group Status

Prejudice and Discrimination

Racism

Where Does Multiculturalism Fit into the Discussion?

Chapter 2

Group Dynamics, Communication and Social Interaction.

Chapter Objectives

Erving Goffman and the Nature of Social Interaction

Social Interaction and the Criminal Justice System

The Criminal Justice "System?"

Groups

Communication

Social Interaction and Multiculturalism

Part Two: Cultural Specifics in the Criminal Justice System

Chapter 3

Chapter Objectives

African Americans and the Criminal Justice System

African Americans Today: The Rise of the Black Middle Class

The Historical Treatment of African Americans in the Criminal Justice System

African Americans and the Criminal Justice System Today

Chapter 4

Hispanics and the Criminal Justice System

Chapter Objectives

Chicanos and Mexicans

Cubans

Puerto Ricans

The Influence of Central and South America

Hispanics and the Criminal Justice System

Hispanic Involvement in the Criminal Justice

System

Chapter 5

Asians and the Criminal Justice System

Chapter Objectives

Issues of Concern for Asian Americans

Asian and the Criminal Justice System

Chapter 6

Native Americans and the Criminal Justice System

Chapter Objectives

Historical Presence of Native Americans

Native Americans Today

Native Americans and the Criminal Justice System

Chapter 7

Women and the Criminal Justice System

Chapter Objectives

The Fight For Rights

Women as a Distinct Culture

Female Arrestees and Victims

Women and Policing

Females and the Courts

Females and Corrections

Chapter 8

The Gay Community and the Criminal Justice System

Chapter Objectives

Public Attitudes About Homosexuality

Defining Homosexuality

The History of Homosexuality in United States

Homosexuals and the Criminal Justice System

Chapter 9

The Elderly and the Criminal Justice System

Chapter Objectives

Baby Boomers, Generation X, and Generation Y

Elderly Crime

Formal Reactions to the Elderly Criminal

Part Three: Internal Issues in The Criminal Justice System and Multiculturalism

Chapter 10

Policing and Multiculturalism

Chapter Objectives

Historical Policing

Police Personnel Issues

Police Practices

Training and Multiculturalism

Chapter 11

Courts and Multiculturalism

Chapter Objectives

Initial Appearance

Preliminary Hearing/Grand Jury Hearing

Arraignment

Trials

Sentencing

Appellate Courts

Multiculturalism and Courtroom Personnel

Chapter 12

Corrections and Multiculturalism

Chapter Objectives

The Organization of Corrections

The Correctional Population

Incarceration

Community Corrections

Correctional Staff and Training

Chapter 13

The Future of Multiculturalism: Strategies For Success

Chapter Objectives

Forecasting the Future

Critical Issues Affecting Multiculturalism and Criminal Justice

Teaching Multiculturalism

Progress

| Week of | Assignment | | |
|---------|---|--|--|
| Feb 9 | Chapter 1 Discussion Quiz | | |
| Feb 16 | Chapter 2 Discussion Quiz <u>Prejudice and Discrimination in Police Work</u> | | |
| Feb 23 | Chapter 3 Discussion Quiz | | |
| | Chapter 4 Discussion | | |

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| March 2 | Quiz <u>Prevention education programs:</u> | | |
| March 9 | Chapter 5 Discussion Quiz | | |
| March 16 | Chapter 6 Discussion Quiz | | |
| March 23 | Chapter 7 Discussion Quiz <u>Analyze Police Conduct</u> | | |
| March 30 | Chapter 8 Discussion Quiz | | |
| April 13 | Chapter 9 Discussion Quiz <u>Community Relation Project:</u> | | |
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| April 20 | Chapter 10 Discussion | | |
| April 27 | Chapter 11 Discussion | | |
| May 4 | Chapter 12 Discussion | | |
| May 11 | Chapter 13 Discussion | | |
| May 18 | <u>Group Community Relation Project</u> | | |
| May 25 | Study for Final Exam | | |
| June 1-6 | Final Exam Chapters 11, 12 and 13 | | |
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I have read the syllabus, and I accept its terms.

Yes