

Basic Course Information

Semester:	Spring 2023	Instructor Name:	Glenn N. Granish
Course # and Title:	AJ 110 Community Relations	Email:	glenn.granish@imperial.edu
CRN #:	20369	Webpage (optional):	N/A
Classroom:	3212	Office #:	N/A
Class Dates:	2/13 – 6/9/2023	Office Hours:	MW – 0930 – 1030am
Class Days:	MW	Office Phone #:	760.355.6280 (Rhonda Ruiz)
Class Times:	0600 – 0725PM	Emergency Contact:	760.355.6280 (Rhonda Ruiz)
Units:	3.0	Class Format:	Face to face

Course 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. Topics may include the consensus and conflicting values in Cultural, Religion, and the Law. Through interaction and study, the student will become aware of the relationship and role law enforcement, the courts and corrections have in our multicultural society and how that role is evolving to an ever-changing population. Emphasis will be placed upon the development of positive relationships between members in the criminal justice system and the public they serve. Concepts of community-oriented policing as they apply to administration of justice issues, future trends, and training will be discussed. (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

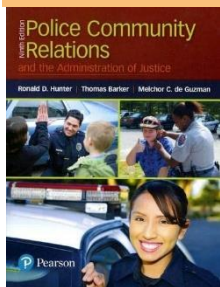
1. Explain the history and evolution of multiculturalism in the U.S. and the challenges presented to Law Enforcement by a multicultural society.
2. Identify and explain the key issues that pose potential conflict between diverse communities and the courts, law enforcement and corrections.
3. Identify and describe the strategies that can be used for the administration of justice in a multicultural society, specifically dealing with Law Enforcement, Courts and Corrections and their relationships with the community as a whole.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify the components of the criminal justice system to include Law Enforcement, Court System and the Correctional System.
2. Identify the conflicting roles and expectations an officer faces in a multicultural society/population.
3. Identify what ethics and professionalism mean within the law enforcement community.
4. Identify what multiculturalism is and how this can influence the community's perception of law enforcement.
5. Experiment with and develop an awareness of their own perceptions, attitudes, beliefs, and values, and demonstrate knowledge of how the self-image of police and the public image of police affect police-community relations. The student will identify and be able to summarize the factors which affect discretionary decisions making.
6. Demonstrate, through oral and written exercises, satisfactory solutions to help meet the needs of groups with particular needs within the community. The student will demonstrate knowledge of the individuals' civil rights.
7. Demonstrate specific knowledge about the communication barriers between the community and the criminal justice system and be able to restate techniques on how to reduce those barriers for more effective policy-community relations.
8. Discuss and analyze current topics, programs and future trends in policing and community relations through study, discussions, role playing, field trips, et cetera.
9. Identify the Demographics of a community/population center and identify how different groups within a community may require different approaches for effective community relations.
10. Demonstrate, through oral and written exercises, how the Court System works within the Community and can affect how the Community sees the Criminal Justice System.
11. Demonstrate, through oral and written exercises, satisfactory awareness of the growing Multicultural populations within the Correctional setting and how to manage those diverse populations in the modern era.

Textbooks & Other Resources or Links



Police Community Relations and the Administration of Justice- 9th edition

ISBN-13: 9780134548043

Publisher: – Pearson

Author: – R. D. Hunter, T. Barker, M.C de Guzman

Language: English

Other resources: power points, videos.

This is your main textbook for the course. The questions contained in the exams will come from this book. Read and study carefully. This textbook takes an in-depth look at the procedures of community relations with law enforcement.

Course Requirements and Instructional Methods

Course instructional methods will include PowerPoints, discussions, chapter reviews, quizzes, and tests.

Instructional Methods:

Delivery Method: Face to Face

Orientation at start of course- Once

Demonstration- Weekly

Discussion- Weekly

Group Activity- Weekly or as needed

Lecture- Weekly

Simulation/Case Study- As needed

Community Service- As needed/As assigned

Audio Visual- Weekly

Computer Assisted Instruction- As needed

Distance Learning (Canvas)- Weekly or as need *[Describe course activities, assignments, tests, homework, etc.]*

Course Grading Based on Course Objectives

Course Grading Based on Course Objectives:

Assignments	Points	Total Points
Online Discussions	20	
Tests (6 total)	50	300
Short Group Presentation	75	75
Group Presentation OR Debate	150	150
Class Attendance	150	150
Class Project/Term Paper	100	100
Final Exam	200	200

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = below 60%

TESTS/EXAMS: ALL TESTING WILL BE ONLINE in Canvas. When you go online to test there is NO time limit, but this does mean that the student learner will start and complete the test in one-setting. The once you start the test, it MUST be completed. IF you stop the process, that will conclude the testing process and you will be graded on the completion of the test at that time. There will be NO makeup test given. Failure to take an exam will result in a zero for that exam unless prior approval is given by the instructor.

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Term Paper: (100 points) – Look in Week #1, bottom of the page CLASS PROJECT (which is the term paper), for more information on this subject! You are required to submit a paper with at least 1000 words, which is about a four page



(minimum/maximum) typewritten report which will also include a cover page and a reference page. A minimum of three sources must be listed on your reference page. **Wikipedia sources are not acceptable.**

Term papers are due the final week of class.

PLEASE NOTE: Assignments are due on the date stated on the syllabus. No late assignments accepted. Make every effort to turn in assignments on time or you may receive a zero for that assignment. For class presentations, students who are not present for both days of the assignment preparation will receive **NO** credit for the assignment.

Course Policies

ATTENDANCE:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Do not assume that I will drop you. You must drop from the course prior to the last day to drop with a W.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
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ONLINE CLASSROOM NETIQUETTE:

- Use appropriate language. Excessive use of "chat" or "instant messaging" jargon is not acceptable for Blackboard discussions.
- Read existing follow-up postings and don't repeat what has already been said.
- Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
- Be careful with humor and sarcasm. One person's humorous comment can be another person's boorish or degrading remark.
- Do not use all caps in an online environment. Using all caps is considered SHOUTING.
- Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
- Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face.
- Be sure to include relevant information in the Subject line of emails.

ACADEMIC HONESTY:

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog (Links to an external site.) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

INFORMATION LITERACY

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department (Links to an external site.) provides numerous Information Literacy Tutorials (Links to an external site.) to assist students in this endeavor.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog (Links to an external site.).

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355- 5713, alexis.ayala@imperial.edu.

ADDITIONAL SERVICES

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center \(Links to an external site.\)](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center (Links to an external site.) at 760-355-6128 in Room 1536 for more information.

- [Mental Health Counseling Services \(Links to an external site.\)](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information

Veterans Center

The mission of the IVC Military and Veteran Success Center ([Links to an external site.](#)) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university.
- Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act.
- Contact: 760.355.5736 Building 100.

*****Subject information to change without prior notice*****