

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
CREDIT COURSE NOT APPLICABLE TO THE A.A. DEGREE

(Use this form only for courses which do not apply to the A.A. Degree)

COURSE NUMBER AND TITLE: AJ52 Racial Profiling

UNIT VALUE: .5

MINIMUM NUMBER OF SEMESTER HOURS: 8

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: Must be an active full time peace officer or active reserve peace officer and currently employed by a law enforcement agency.

COREQUISITE: None.

RECOMMENDED PREPARATION: Law enforcement field experience.

SCOPE OF COURSE:

A POST- approved course for active full time peace officers or active reserve peace officers that are currently employed by a law enforcement agency. This course clarifies what constitutes racial profiling, conceptually and legally.

SPECIFIC COURSE OBJECTIVES:

Successful students will be able to:

1. Demonstrate knowledge of the definition of racial profiling.
2. Demonstrate the knowledge of racial diversity.
3. Define culture and show how racial profiling impacts everyone.

4. Critically analyze their own beliefs and distinguish between when race is a legitimate factor in suspect identification.
5. Demonstrate knowledge of how the issue of racial profiling has effected the community.
6. Demonstrate knowledge of various historical events that include racial profiling.
7. Demonstrate knowledge of various legal components that surround racial profiling.
8. Demonstrate knowledge of community considerations and ethical considerations that law enforcement personnel must have towards cultural diversity.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Why Are We Here?
 - A. Course introduction
 1. Instructor
 2. Students
 - B. Explanation of Background of Legislation and Course Overview
 1. Law enforcement shall not engage in racial profiling
 2. Law enforcement will participate in racial profiling training.
 - C. Ten seconds to write first words they think of about racial profiling
 1. Reading of the student responses aloud to the class.
 2. Tell the students that even with all the experience represented in the room there is still confusion about racial profiling.
 3. Discussion of racial profiling conceptually and legally.
 - D. Guidelines for discussion
 1. Use “I” statements
 2. Active listening
 3. Be honest and open
 4. Take risks
 5. Be respectful of others and their views
 6. Confidentiality
- II. Racial Profiling Defined
 - A. Small group discussions
 1. Acknowledge that there is a lot of confusion about what racial profiling is or is not.
 2. Class question “How has the issue of racial profiling had an effect on you?”
 - i. Capture information on flip charts
 - ii. Possible student responses
 1. I won’t be able to stop minorities
 2. I will have to write the same number of tickets to all races
 3. I won’t be able to make consensual searches anymore
 4. If I arrest or stop too many minorities, I will get sued
 - B. Clarify the controversies about the issues
 1. You can still do your job effectively
 - i. Profiling behavior is more effective than profiling race
 2. Racial profiling and racism are not the same
 - i. Racism is hate – motivated
 - ii. Racial profiling occurs when race is used as a predictor of criminality

3. Members of all racial groups commit crimes
 - i. Actions of some should not cast aspirations on all
4. You cannot assume all members of a particular group commit a specific crime even if members of that group are associated with the crime.
 - i. Terrorism is not just committed by Middle Easterners
 - ii. Oklahoma City bombing
5. The majority of all groups are law abiding
 - i. The crime rate is a measure of police activity versus criminal activity
 - ii. Statistics indicate no higher contraband “hit rate” in minority vehicles stops or searches
6. Racial profiling does occur
 - i. December 1999 Gallup Poll
 - ii. Percentage is higher in minority communities
 - iii. Perception is reality as far as the affect it has on the public
7. Data Collection Issues
 - i. law enforcement agencies in California and nationwide
 - ii. Mixed interpretation of the data
 1. Early data indicates there may be a higher contact with minorities
 2. Action taken with minorities after the stop
 - a. More searches
 - b. Longer detentions
 - iii. Method for collecting data
 1. Agency specific
 2. Several volunteers
 3. Several under consent decree (involuntary)
 4. Final outcome can be court mandates
8. No one group has a monopoly on racial profiling
 - i. It is frequently precipitated as an institutional practice
 - ii. Learned or a trained practice

III. Legal Considerations

- A. California Penal Code
 - a. Senate Bill 1102
 - b. Federal laws

IV. History of Civil Rights

- A. Evolution of race relations in America
 - a. Nationally
 - b. California
 - c. Group discussions
 - d. Lessons learned from history

V. Impact of Racial Profiling

- A. Racial profiling has a negative effect on everyone

- VI. Community Considerations
 - A. Recognition and respect for key elements that make up a culture
 - B. Cultural respect
 - C. Community Oriented Policing
- VII. Ethical considerations
 - A. Law Enforcement Responsibilities
 - B. Wrap up and testing

REQUIRED READING: Various handouts from instructor(s).

SUGGESTED READING: None.

REQUIRED WRITING: Various in class writing exercises.

OUTSIDE ASSIGNMENTS: None.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

- 60% Participation
- 40% Written final exam.

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes X No _____ Number of times course may be taken for credit: 4

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable: 58161C

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SIGNATURES ON FILE:
