

Event 1 – Police Sciences
Session 27 Procedural justice and History
LD-3 – principled Policing in the Community

Date Revised: 11/25/2019

Course Goal: Recruits will recognize how historical and current events affect the perspectives of law enforcement and the community. Recruits will recognize the existence of implicit bias and how it can influence decision-making and procedure justice.

Learning Objectives:

- Discuss the impact of historical and current events and how they affect community perspectives **[3.V.A]**
- Discuss the concepts of a community “bank account” (perspective) **[3.V.B]** and it’s; Deposits **[3.V.B.1]**, Withdrawals **[3.V.B.2]**
- Students will participate in a group discussion of a past or current event, to include **[3.VII.F]** Impact on the perspectives of law enforcement and the community **[3VII.7.F.1]**, Implicit bias **[3.VII.F.2]**, Cynicism **[3.VII.F.3]**

Session Time: 2 hours

Resources: <ul style="list-style-type: none">• Audio/video device• Laptop/projector-power-point, “Principled Policing”, “Historical & Generational Effects of Policing”• Classroom with tables• White board• Dry-erase markers• Flip chart with markers	
Session Summary: Recruits will recognize how historical and current events affect the perspectives of law enforcement and the community. Recruits will recognize the existence of implicit bias and how it can influence decision-making and procedure justice. Recruits will learn about Deposits and withdrawals and the role of procedural justice in making more deposits.	
Outline	Instructor Notes

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<p>I. Historical and Generational Effects of Policing [3.V.A]</p> <p>A. Lets' examine the historical and generational effects of policing. It provides an opportunity to better understand the impact of the racialized legacy of policing on present day policing practice and policy. Students are expected to understand the concepts of deposits and withdrawals and relate them to procedural justice.</p> <p>B. Historical and generational effects of policing</p> <p>C. Experiences of policing in communities of color</p> <p>D. How perceptions and expectations affect policing, and</p> <p>E. What can be done at the individual and agency level, deposits and withdrawals?</p> <p>II. Deposits and withdrawals in our communities [3.V.B]</p> <p>A. Police/law enforcement has, and still is, used as a tool of corrupt governments to implement unjust laws both in the US and in other countries</p> <p>B. Deposits and withdrawals and the role of procedural justice in making more deposits [3.V.B.1] [3.V.B.2]</p> <p>C. The impact that law enforcement can have on this process</p> <p>III. Police used to enforce racist laws [Note]</p> <p>A. Jim Crow Laws 1876-1965</p> <p>B. Lynching 1911/1935/2018</p> <p>C. Fugitive Slave Act 1850</p> <p>D. Tulsa 1921-1945-2013-2018</p> <p>IV. Historic experiences of policing in communities of color</p> <p>V. Current instances of misconduct</p> <p>A. Rodney King 1991-LAPD</p> <p>B. Raphael Perez-Rampart-LAPD</p> <p>C. Sheriff Vaca and Paul Tanaka-LASD</p>	<p>Why relationships are strained?</p> <p>Ask: Why officers need to understand this and how this impacts the common goal of a safer community and better relationships with the public?</p> <p>How communities in which officers serve are products of that history and that reality?</p> <p>[Note] Explain each one of the racist laws</p> <p>Ask: How did we get here?</p>
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<p>VI. Examples of personal narratives, supporting data</p> <p>VII. What can we do? [Note]</p> <ol style="list-style-type: none"> 1. Community bank account, deposits and withdrawals 2. Growth vs. fixed mindset, research and implications 3. Every interaction as an opportunity for a deposit-making every interaction count 4. Working together 5. Proactive involvement by law enforcement <p>VIII. Learning Activity #1 [3.VII.F.1]</p> <p>A. Students will participate in a group discussion of a past or current event. The impact on the perspectives of law enforcement and the community.</p> <ol style="list-style-type: none"> 1. Write answers on easel paper <p>B. Have recruits look back to the historical relations between the black and brown communities and the Police.</p> <ol style="list-style-type: none"> 1. Rodney King incident. 2. Operation wetback-1954 3. Jim Crow Laws 1876-1965 4. Rosa Parks 1955 <p>IX. Implicit bias and describes the science and research behind it. The module offers an opportunity to learn about implicit bias is the product of an interaction between normal psychological functioning and the world we live in but can have a profound impact on decision making and outcomes for line staff and law enforcement.</p> <p>A. Perception in communities with low trust in law enforcement that they are not getting procedural justice from police; legitimacy is damaged</p> <p>B. What is getting in the way of “Procedural Justice for all?”</p> <p>C. Possible responses: [3.VII.F.3]</p> <ol style="list-style-type: none"> 1. Historical relations could be one barrier 	<p>[Note] “Every encounter is either a deposit or a withdrawal”</p> <p>Learning activity #1: part 1 Through a facilitated discussion, recruits will relate their experiences before law enforcement regarding the relationship between the black and brown communities and the Police. Have the recruits use easel paper to write down the answers</p> <p>Learning activity #1: part 2 Have you noticed a gradual elimination of discrimination against members of their communities? Why? Or why not? Give examples?</p> <p>Ask: What is getting in the way of “Procedural Justice for all?”</p>
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| <ul style="list-style-type: none">g. Remember why you joinedh. Increase positive contact | |
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