



CJ 432 – Law Enforcement
January 10 – May 5, 2011

Course Syllabus – Independent Study

Instructor: Jeffrey J. Ahn, MS

Email: jeffrey.ahn@adjunct.chaminade.edu (primary) / theahn2003@gmail.com (secondary, use only when you have problems with CUH e-mail with prior telephonic approval from the instructor). (Please check my e-mail address spelling. Some students claimed they sent their assignments to my CUH e-mail address, but I found out later they misspelled my e-mail address, especially my first name).

Phone: 808-230-4691 (cell) (Please leave a message if I do not answer your call right away. I will call you back). I am available from 4 p.m.- 10 p.m. (Hawaii Standard Time or HST) on most days, but I attempt to reserve Sunday for my family. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these periods, you should not hesitate to do so.

Office Hours: By prior arrangement only

Classroom: Not Applicable

Class Time: Not Applicable

Meeting Dates: Not Applicable

Required textbook:

Walker, S. & Katz, C. (2008). *The police in America* (6th ed.). Boston: McGraw-Hill.

Required software: You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as, Microsoft Word®; and present your research using presentation software, such as Microsoft PowerPoint®. You are not required to purchase these programs and use other applications; however, I will not grade your work(s) if I cannot open or view them. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and some correspondences, if any. You will need CUH userid and account to access your weekly quizzes at chaminade.college.com.

Highly recommended materials:

- APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, **6th Edition**. ISBN: 1-4338-0561-8
- Grammar Manual - The Gregg Reference Manual, **10th Edition**, is the standard writing manual for this course. ISBN: 0-07-293653-3
- Dictionary - Merriam-Webster Collegiate, **11th Edition**, as identified as the standard spelling reference for APA journals and books. ISBN: 0-87779-809-5. Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries; and do not trust a dictionary in Microsoft Word ® or other applications alone.

Student Learning Outcomes:

At the end of the course, student will

- demonstrate an understanding of the role of law enforcement agencies in society.
- demonstrate an understanding of familiarities of several contemporary issues and will have considered various alternatives to resolve these issues.
- demonstrate an understanding of the history of American policing.
- demonstrate an understanding of community policing philosophies and initiatives.
- demonstrate an understanding of the problem of police corruption and misconduct.
- demonstrate an understanding of the various law enforcement careers.
- demonstrate an understanding of the subject of the use of discretion in law enforcement.
- demonstrate an understanding of the importance of patrol and other police functions.
- demonstrate an understanding about innovations in law enforcement.
- demonstrate an understanding of how the structure of law enforcement influences the justice process.

Course description: An examination of significant and controversial criminal justice topics involving law enforcement agencies, primarily the police; clarifying, interpreting, and identifying the role of discretion on the system [NOTE: CJ 432 is a required course for the Bachelor of Science in Criminal Justice degree].

Grading System:

GRADING SCALE

Score	Grade
91-100% of the aggregated points	A
81-90% of the aggregated points	B
71-80% of the aggregated points	C

61-70% of the aggregated points	D
51-60% of the aggregated points	F

Note: a grade calculated by the percentage of possible examination points may be reduced to the next lower grade with unexcused absences (any 2 or more no assignment submissions without any explanations) will result in failure of the class.

Letter grades are given as your final grade for this course. Grades are calculated from the student's attendance, class participation, weekly article reviews, presentations, case study, and research papers. The grades are interpreted as follows:

A - Outstanding scholarship and an unusual degree of intellectual initiative.

B - Superior work done in a consistent and intellectual manner.

C - Average grade indicating a competent grasp of subject matter.

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.

F - Failure to grasp the minimum subject matter; no credit given.

W - Withdrawal before published deadline (see your counselor or academic calendar for details).

I* - Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. This grade will not be given except under circumstances of extreme hardship (see CUH Student Handbook for details).

Course Requirements/Point Breakdown:

POINT BREAKDOWN

Graded Areas	Possible Maximum Points
Weekly (1-15) Discussion Question Response	150
Four (4) Academic Article Reviews	100
One (1) final examination	100
Research Paper	100
Aggregation	450

Discussion Question Response (10 points each/Due by Sunday):

On Mondays, you will receive a question based on your course schedule (see page 9 of this syllabus) via your CUH e-mail and are required to submit your response to my CUH e-mail. Your response must be between 300-400 words without having any specific format; however, grammar and/or spelling errors will affect your score.

- Demonstrate knowledge for course materials and effectively apply relevant theories and concepts.
- Integrate and build upon the ideas of other course works.

Academic Article Reviews (25 points each)(Due by the end of Week #3, 6, 9, and 12):

A total of four article reviews from scholarly academic journals will be required. These reviews must be directly related to this course.

- These must be reviews of articles appearing in a scholarly academic journal.
- The articles must be based on empirical research conducted by the authors.
- **To avoid unintentional plagiarism, you are required to submit a copy of the article if you quoted directly from it. When submitted, directly quoted materials will be highlighted. Electronic version of the article will be accepted as long as quoted materials are clearly highlighted (or indicated).**

They must be typed and double-spaced with 1 inch margins and in Times New Roman 12 point type. The length will depend on the article you choose (1,000 – 1,500 words). The review must contain the following elements:

- ☐ Problem addressed: Introduce the reader to the area of research and explain what the main research problem/discovery/finding is addressed in the article. What is the problem statement? A specific statement of the problem is necessary.
 - ☐ Prior research: Briefly discuss the body of literature that the authors used to motivate the research. Summarize what the authors provide as justification for their study. You will need to review some of the key articles referenced by the authors. Identify any shortcomings in the prior literature that the selected article addresses. Perform a literature search to determine if there are any relevant articles that have not been cited by the authors.
 - ☐ Methodology: Discuss the methodology used for the study. You will need to determine the type of study that the paper is reporting on. Explain whether you think that the methodology used is an appropriate one (cite references where relevant).
 - ☐ Contributions and Significance: Summarize the significant results and contributions made by the authors. Explain why you think that the article is significant in the law enforcement organization, supervision and management area. Cite references wherever possible to establish that there is a consensus among researchers that the problem addressed in the article is indeed an important one.
 - ☐ Further research (if applicable): Identify possible areas in which the research can be extended. Does the article call for further research on any specific issue? Identify limitations of the article and formulate them as potential research questions. If relevant, you may also attach copies of any other supporting articles.
- You must use these headings for each sections of your article review. Not doing so will significantly reduce your score.

- The accurate bibliographic reference to the article.
- The main issue, idea, thesis, lesson-learned, research hypothesis, or research question stated by the author(s).
- The definition of any terms the author uses, if any.
- The research method used or the important facts the author(s) uses to support the idea, thesis, hypothesis, or research question.
- Conclusion(s) the author(s) reach(es).
- Your analysis of the article may include any examples of lesson-learned bias or faulty reasoning on the part of the author(s). In this section you should concentrate on applying the ideas and concepts we have discussed in class or from the reading which provide a framework for analyzing ethical issues. You are not required to have a cover page for this assignment; however, please follow the example included in pages 41-60 of the APA Manual.

The following criteria will be used in grading the article reviews:

Score	Explanation
0	Missing, turned in late and score reduced or article from unacceptable journal
10	Turned in but unintelligible or erroneous
14	Covered some of required elements, but serious omissions
16	Covered all of the elements in a minimal fashion
20	Covered all of the elements in depth but provided little or no independent analysis
25	Covered all of the elements and showed ability to provide an independent analysis

NOTE: I will provide grades and comments on assignments within **6 days** of when they were submitted. I will send feedback to your **e-mail**.

One (1) final examination (100 points): These exams are cumulative and will include materials covered in the course. Items on the exam may come from the text, supplemental reading materials, classroom lectures and discussions, or other means used throughout the period. Exams may consist of questions in multiple choices, short answer, and/or essay formats.

Research Paper (100 points)(Due by May 5, 2011):

This is a writing intensive course and you are expected to prepare a research paper as partial fulfillment for the course. This paper will be completed and assembled in accordance with the APA Manual. Each paper shall contain minimally the following (Refer to Page 41-60, APA Publication Manual, 6th Edition, for an example format of your research paper):

1. A cover sheet (title sheet) – 1 page*

2. Abstract - 1 page*
 3. Table of contents – 1 page*
 4. Body - Chapter headings including (10 pages at a minimum):
 - a. Introduction
 - b. Thesis (what you want to accomplish)
 - c. Discussion
 - d. Conclusion
 5. References – 1 page (at a minimum).
 - a. List only those used in the writing (NOTE: You can use what you used in the article reviews; however, it will not be counted towards the required number of references).
 - b. A minimum of ten, of which at least five references, must be from online.
- (* denotes a fixed length)

To avoid unintentional plagiarism, you are required to submit a copy of the references if you quoted directly from your reference(s). When submitted, directly quoted materials will be highlighted.

Style:

APA Format

White paper, 8.5-11

Double space typing

12 font, Times New Roman only

Let's save our earth. I will only accept your assignments posted in CUH eCollege ("DropBox").

Suggested Topic:

Corruption detection and control

New policing strategy

Organizational behavior

Future police work

Issues in policing

Technology in policing

Training

Education

Substance abuse detection and control

(Discuss with me via e-mail for further guidance)

The following are some examples of acceptable scholarly academic journals for article reviews and for your writing assignments¹.

Justice System Journals

American Journal of Police
British Journal of Criminology
Crime and Delinquency
Crime and Justice
Criminal Justice and Behavior
Criminal Justice Review
International Review of Criminal Policy
Journal of Criminal Justice
Journal of Criminal Law (UA)
Journal of Criminal Law and Criminology
Journal of Forensic Sciences
Journal of Quantitative Criminology
Journal of Research in Crime and Delinquency
Judicature
Justice System Journal (UA)
Justice Quarterly
Juvenile and Family Court Journal (UA)
Law and Contemporary Problems
Law and Human Behavior
Law and Policy
Law and Social Inquiry: Journal of the American Bar Foundation
Law and Society Review
Violence and Victims
Wharton's Criminal Procedure (UA)

Administration, Management, and Organizational Theory Journals

Academy of Management Journal
Administrative Science Quarterly
Harvard Business Review
Industrial Relations
Journal of Human Resources
Journal of Organizational Behavior
Journal of Organizational Behavior Management
Long Range Planning
Management Science
Organizational Behavior and Human Decision Process (UA)
Organizational Behavior and Human Performance (UA)
Organizational Dynamics

¹ Thanks to Dr. Nani Lee, Associate Professor of Behavioral Sciences, Director of Community & External Relations, CUH, for sharing a majority of this list with us.

Public Administration and Development (UA)
Public Administration Review
Strategic Management Journal 21

Technology Journals

Association of Computing Machinery
Institute of Electrical and Electronics Engineers
International Journal of Technology Management
Journal of Information Technology for Teacher Education
Journal of Technology Education
Lecture Notes in Computer Science

*NOTE: Make friends with Sullivan Library librarians, who can assist you in finding academic journals for your research. Academic journals for technology are extremely broad; and sometime searches can and will make you feel disoriented and frustrated, this is where our librarians can help you. You need to focus on specific subject/title(s) and stay focused.

The following are not acceptable as scholarly academic journals for purposes of article reviews:

Newspapers
News Magazines (Newsweek, Time, People)
Trade Magazines
FBI Law Enforcement Bulletin
Corrections Today
Police Chief
Prisons Today
On the Line
Law and Order
American Jails

Web sites end with pedia.com, such as, Wikipedia.com (visit www.pedia.com for a list of different names of pedia.

If you use any sources from the above, you will receive "0" scores during the course.

Class Schedule

Week	Topic	Reading Assignment
Week # 1	Police and Society	Chapter 1
Week # 2	The History of the American Police	Chapter 2
Week # 3	The Contemporary Law Enforcement Industry	Chapter 3
Week # 4	Police Organizations	Chapter 4
Week # 5	Police Officer I	Chapter 5
Week # 6	Police Officer II	Chapter 6
Week # 7	Patrol	Chapter 7
Week # 8	Peacekeeping and Order Maintenance	Chapter 8
Week # 9	The Police and Crime	Chapter 9
Week # 10	Innovations in Police Strategy	Chapter 10
Week # 11	Discretion	Chapter 11
Week # 12	Community Relation	Chapter 12
Week # 13	Corruption	Chapter 13
Week # 14	Accountability	Chapter 14
Week # 15	Future of Policing in America	Chapter 15
Week # 16	Final Exam – Saturday, April 30, 2011, 09:00-11:00, Kapolei Library (You need to confirm this with me via e-mail) or Tuesday, May 3, 2011, 1400-1600, Room 107, Henry Building, CUH Campus	
Week # 17	Research Paper – May 5, 2011 Post Final Grade – May 8, 2011	

NOTE: The instructor reserves the right to make modifications to the course syllabus and schedule. Any modifications will be made known to the student.

ACADEMIC POLICIES AND PROCEDURES (CUH Student Handbook)

Note: The Policies and Procedures listed here in the syllabus are in addition to those listed in the CUH Student Handbook and is specific to this course and this faculty. Students are responsible to adhere to all Policies and Procedures outlined in the CUH Student Handbook.

ACADEMIC HONESTY: Students are responsible for promoting academic honesty at this university by not participating in or facilitating others' participation in any act of academic dishonesty, and by reporting incidences of academic dishonesty (such as theft of tests, records, and other confidential materials, altering grades, and/or plagiarism) to their instructors. Questions of academic dishonesty are reviewed first by the instructor, followed by the Director, who supervises the faculty teaching the courses.

PLAGIARISM: Chaminade University policies regarding academic honesty are explicit. The standards as clearly stated in the Academic Catalog will be strictly enforced. There is no excuse for using another's work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

ATTENDANCE: Missed examinations cannot be made up or course work will not be accepted unless turned in on the prescribed day. Excusable absences are events such as documented emergency, documented medical reasons, documented mandatory service to the University, documented mandatory military obligations, or other acceptable reason as deemed by the instructor. The instructor must approve any make-up examination. Delay in contacting the instructor after a missed examination is reason to deny a make-up.

LATE ASSIGNMENTS: Assignments must be mailed to my CUH e-mail address no later than 11:59 p.m. (HST) on Sundays. Otherwise loss of all credit will occur. Extra credit activities will **NOT** be considered.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith - Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education - In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit - Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace - The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change - In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton. Each of these characteristics is integrated, to varying degrees, in this course.
