



WARNING: DO NOT DISCLOSE ANY GOVERNMENT CLASSIFIED MATERIALS IN THIS COURSE. NO EXCEPTION! ONLY MATERIALS AVAILABLE TO THE PUBLIC WILL BE USED THROUGHOUT THE COURSE.

Course Name and Number: CJA610

Instructor Contact Information

Instructor Name: Jeffrey Ahn, MS

Office Phone: [808-230-4691 \(cell\)](tel:808-230-4691) (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.-9 p.m. Hawaii Standard Time (HST) on most days, but I attempt to reserve Sunday for my family. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. 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. If or when you call my phone, please leave a message; however, I check our classroom almost every day.

For emergencies, when you are not able to gain access to messages on the CUH email, please send a text message to my phone; however, you need to send an email to me as a backup or follow-up as soon as possible. When you text me, you need to include your name and course number. In the event a third party needs to contact me, please direct them to send an email to my CUH email address. No third party should use your login credentials to gain access to your email.

E-mail Address: Please use my CUH email at [jeffrey.ahn@adjunct.chaminade.edu \(primary\)](mailto:jeffrey.ahn@adjunct.chaminade.edu) / [theahn2003@gmail.com \(emergency\)](mailto:theahn2003@gmail.com), use them only when you have problems with CUH email with prior telephonic approval from the instructor. (NOTE: 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 email address, especially my first name).

Course Information

Classroom: Room 104, Henry Hall, Chaminade University Campus

Term: Winter 2015

Course dates: 1/15/2016 – 3/18/2013

Date/Time: 1730-2130, Fridays (see schedule below)

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Text: Archibald, C. (2013). *Policing: A text/reader*. Thousands Oak, CA: Sage, ISBN: 978-1-4129-9369-2

Supplemental Readings: Your instructor will provide you to your email prior to attending each class meeting. It is imperative you check your email frequently and read them before attending each class meeting.

Highly recommended materials:

1. APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, **6th Edition (6th printing)**. ISBN: 1-4338-0561-8
2. Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
3. Dictionary – “[The] APA prefers Merriam-Webster’s Collegiate Dictionary, 2005” (APA, 2011, p. 79). 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.
4. Review information from <http://public.wsu.edu/~brians/errors/errors.html> to avoid common errors in writing assignments.

Supplementary Materials: None.

Hardware Requirements: CUH email is accessible from most PCs and Macintosh computers with a reliable internet connection.

Software Requirements: 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 if I cannot open or view them. I am using both Microsoft Office Mac Suite ®, Microsoft Office Suite and Sun Microsystems OpenOffice.org. When or if you use OpenOffice, please save your assignments using “.doc” file extension for documents and “.ppt” for presentation, respectively. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and other materials.

Course Description

Examines historical development, current changes, and future trends regarding police procedures and practices with some attention to relationships with other public agencies. Emphasis on critical issues and applying technology to police service and various related agencies.

PROGRAM LEARNING OUTCOME (PLO):

All assessment is based upon the program learning outcomes. Upon successful completion of Chaminade University's Master of Science in Criminal Justice Administration Degree, graduates will have achieved the following learning outcomes pertaining to this course:

PLO 1: The student demonstrates a practical knowledge of the inherent complexities and day-to-day operations of the American criminal justice system (specifically legal issues that affect criminal justice professionals).

PLO 5: The student demonstrates knowledge of how to maintain efficient criminal justice standards without infringing on the basic rights guaranteed to each individual by both state and federal constitutions and laws (specifically due process of law and its application to the states; the application of criminal procedural rights to situations in which citizens and government come into conflict; administrative responsibilities regarding police practice, policy and procedure; and current trends in law enforcement management).

PLO 6: The student is prepared for a career in the administration of criminal justice (specifically theoretical, analytical and research skills necessary for criminal justice administration, management and policy analysis and/or as preparation for doctoral-level graduate study).

Student Learning Outcomes: Upon completion of this course students will demonstrate and understanding of:

- The origins and history of law enforcement in the United States
- Current structure of American law enforcement, including issues such as the increase in female and minority law enforcement officers
- Organizational distinctions between various law enforcement agencies
- Police-citizen relations and their influence on citizens' perceptions of crime and police effectiveness
- Police training, career advancement, and culture
- The influence of the media in shaping citizens' perception of law enforcement
- Police discretion and laws/policies that influence discretion
- Corruption and measures of police accountability
- The future of American law enforcement

Prerequisites and Co-requisites: None.

Course Schedule:

Date (Fridays)	Required Readings	Contents
Jan 15, 2016	Syllabus Section 1	Course overview History of the police
Jan 22, 2016	Section 2	Progress Beyond Traditional Policing
Jan 29, 2016	Section 3	The Scope of American Law Enforcement
Feb 5, 2016	Section 4	Police Officers and Police Culture
Feb 12, 2016	Section 5 Section 6	Career paths of Police Officers Police Organization and Leadership
Feb 19, 2016	Section 7 Section 8	Patrol, Investigations, and innovations in Technology Police Effectiveness
Feb 26, 2016	Section 9 Section 10	Police Liability and Accountability Citizens and the Police
Mar 4, 2016	Section 11 Section 12	Discretion and the Police Police Deviance and Ethics
Mar 11, 2016	Section 13	Policing in the Present and Future
Mar 18, 2016	Syllabus	Final Exam Presentation
Mar 26, 2016	Not applicable	Post Final Grade

Specific Course Requirements: None.

Americans with disabilities statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Assessment and Grading

Grading Procedure: 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).

Grading Scale:

Score	Grade
91-100% of possible total points	A
81-90% of possible total points	B
71-80% of possible total points	C
51-60% of possible total points	F

Student Learning Outcomes Assessment

At the end of this course, students can answer the following questions:

- What are the origins and history of law enforcement in the United States?
- What are current structure of American law enforcement, including issues such as the increase in female and minority law enforcement officers?
- What are organizational distinctions between various law enforcement agencies?
- What are police-citizen relations and their influence on citizens' perceptions of crime and police effectiveness?
- How is police training conducted and assessed?
- How does police leadership promotes career advancement and culture?
- How does the media influence in shaping citizens' perception of law enforcement?
- How is police discretion used and laws/policies influence discretion?
- What is corruption and how is police accountability measured?
- What is the future of American law enforcement?

Assignments and Attendance Requirements

Here is a summary of graded areas:

Graded Areas	Possible Maximum Points
Weekly Attendance/Discussion/Response/Activity (20 points per week)	200
Weekly Writing Assignment (Weeks 2 through 9) (20 points per week)	160

Weekly quiz (Weeks 2 through 9)	160
Final Exam (cumulative)	100
Research Paper (Week 9)	100
Research Presentation (Week 10)	100
Aggregation	820

Attendance policy: In-class discussion and peer feedback are important parts of this course; therefore, attendance is very important. The goal is to provide a supportive, open environment where you can test and sharpen your analytical and research skills. Evaluation of student participation will be based on the following criteria:

- Demonstrate knowledge for course materials and effectively apply relevant theories and concepts.
- Integrate and build upon the ideas of other class members
- Late for class and leave early: 5 points per hour deduction
- Absence: 20 points deduction

Sixteen (16) Article Reviews (20 points each, Week 2 through Week 9, Due: 23:59 p.m., HST, Thursdays): This is a writing and research intensive course; and each student is expected to submit a weekly writing assignment. This paper will be completed in accordance with the APA Manual. Follow instructions closely. A total of 16 article reviews using only scholarly academic journals will be required. These reviews must be directly related to this course. The article review must be based on articles appearing in scholarly peer reviewed academic journals. Publications such as Time, Newsweek, People Magazine, etc. do not qualify.

Requirements:

- ✓ These must be reviews of articles appearing in a scholarly academic journal.
- ✓ They must be current articles. *Articles published before 2011 are not acceptable.*
- ✓ The articles must be based on empirical research conducted by the authors not editorial or commentary in nature.
- ✓ They must be typed and double-spaced with 1 inch margins and in Time New Roman 12 point type. The length will depend on the article you choose (minimum 350 words). The review must contain the following elements:
 - You must use these heading for each sections of your article review. Not doing so will significantly reduce your score.
 - The accurate bibliographic reference to the article.
 - The main technology 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.
 - Prior to submitting these reviews, please name your article reviews using your last name, first initial of your first name, course number, and a number with dash, for example, AhnJCJA610-1 and AhnJCJA610-2 for Week 2 article review submissions.

- Your analysis of the article, including 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 a format that will be provided to you via email during a class meeting on January 15, 2016.

NOTE: No partial credits will be provided for partial. You must submit two (2) article reviews to be accepted for grading. **Late submission will not be allowed.**

Eight (8) quizzes (20 points each, at the end of each class meeting): These quizzes are not cumulative and will include only materials covered weekly in the specified chapters, except for Week 10. **Topics for these quizzes are posted in this syllabus (see course schedule).** Items on the exam will come from your textbook. Quizzes may be fill-in blanks and/or essay format.

- **NOTE: Missed quizzes/examination cannot be made up** unless the absence is for a 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 quiz/examination is reason to deny a make-up.
- Answers for the quizzes are from your textbook, even you may disagree with your view or experiences.

One (1) Research Paper (100 points, Due: 23:59 p.m., HST, Thursday, March 10, 2016): Select a topic from this class (and/or your textbook) and write a research paper on an area you believe police leadership must improve:

- Research CUH online library or visit CUH library or government web sites (only available to public) to select appropriate materials (see Library section of this syllabus for a list of unacceptable academic materials).
- Format: They must be typed and double-spaced with 1-inch margins at all sides and in **Times New Roman 12 point** type.
- **Use only active voice in writing assignments.**
- Required length: 2500-3000 words (excluding title and reference pages). Any under or over the required length will be penalized (**NOTE:** % of shortage from the required lengths will be deducted from 100 points, for example, you are 10% short from the required length, you will be automatically deducted 10 points. Stay within the required length. Penalty will be assessed for both under or over the required length).
- Abstract is **not** required
- Table of index is **not** required.
- Figures and tables are welcomed; however, your paper should be assembled in accordance with the APA Publication Manual, 6th Edition (6th Printing).
- No lengthy direct quotation will be accepted (40 or more words).
- **Short direction quotation is allowed; however, it should be less than 10% of total length.**
- **Late submission will not be allowed.**
- NOTE: Refer to pp. 41-60, APA Publication Manual for an example format of your research paper.

One (1) Research Presentation (100 points, Due: 23:59 p.m., HST, Thursday, March 17, 2016): Convert your research paper to presentation with the following requirement: Create a 12- to 15-slide (excluding title and reference slides) Microsoft® PowerPoint® presentation with detailed speaker notes (150 or more words per slide. Use complete sentences, with correct grammar and punctuation, to fully explain each slide as if you were giving an in-person presentation).

One (1) Final Exam (100 points each, Due: March 18, 2016): This final exam is cumulative and will include only materials covered weekly in the specified chapters, except for Week 10. Items on the exam will come from your textbook. This exam may contain multiple choice, true/false, fill-in blanks and/or essay format.

- **NOTE: Missed quizzes/examination cannot be made up** unless the absence is for a 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 quiz/examination is reason to deny a make-up.
- Answers for the quizzes are from your textbook, even you may disagree with your view or experiences.

Feedback: Each week, scores, or comments on assignment and quiz by within **6** days of when they were submitted will be delivered to you via CUH email. Please check your email as frequent as possible. You must have a version of Adobe Reader to review my comments on your assignments. Please review my comments to avoid repeating same errors for better results. Rubrics for both writing and presentation will be explained and provided to students on **January 15, 2016.**

Course Ground Rules

Academic Dishonesty Policy: 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. A single instance of academic dishonesty will result in the student receiving a grade of "F" for the submitted work, which can result in failure of the course. The instructor will not approve any rework or makeup assignment.

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 others work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade. The instructor will not approve any rework or makeup assignment.

Late Assignment Submission: Writing assignments must be emailed to the instructor via CUH email no later than 23:59 p.m. Thursdays (HST). Otherwise loss of all credit will occur. Any late submission will not be accepted unless you provide the instructor with supporting documents for his review and approval no later than 23:59 p.m. Mondays. Early submission is highly encouraged.

Children: Please do not bring children to class.

Cell Phone and Pagers: Out of consideration for others, please turn your cell phone and pagers to the silent mode. If they do not have a silent or vibratory mode, please turn them off. These items tend to distract the other students when they ring during class discussions or learning team activities.

Use of Laptop Computers in the Classroom: Laptop computers should only be used in the classroom with the permission of the instructor.

Extra Credit and Incompletes: The secret to success in a course is to do your assignments properly and to submit them on time. Extra credit is something wherein a student tries to make up in quantity what was lacking in quality. Therefore, your instructor does not offer, nor accept, "extra credit" assignments.

Other than in unusual or special circumstances, your instructor also does not grant an "incomplete" in this course and does not provide opportunities for students to resubmit assignments beyond the final course date of the term. An incomplete grade can only be considered if you:

- are passing the course
- have not missed one complete week of class
- requested the incomplete grade prior to the course end date (no later than March 10, 2016)

NOTE: Any student receiving an incomplete grade will automatically have the final grade earned reduced by one full letter grade for not completing the course by the original scheduled end date. The decision to grant incomplete grades rests solely with the instructor.

Guidelines for Communications (observe course netiquette at all times)

Email:

- Use the Chaminade email account provided.
- Always include a subject line.
- Always include a title and name of receiver.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Posting (not applicable to this course; however, you should review and use them in your activities):

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library

Visit your library at (www.chaminade.edu/library), at a minimum for your article review and research resources. ***The following are not acceptable as scholarly academic journals for purposes of article reviews and research paper and you will receive no points for your work if you use them in the assignments:***

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

Wikipedia.com (your paper will be scored zero if it contains anything from any pedia.com).

Technical Support

Please Help Desk Staff, Chaminade University of Honolulu, (808) 735-4855, helpdesk@chaminade.edu, for technical support.

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.
