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## **CJA 610-01-3: Law Enforcement Course Syllabus Winter 2017**

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**Office Hours:** By appointment  
**Class Dates:** January 13 to March 18, 2017  
**Class Times:** 5:30 to 9:40 pm (meets on weeks 1, 6 & 10 on Fridays)  
**Class Location:** Hybrid: Henry Hall, Room 202 and Online – Canvas Learning Management System

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### **Biography:**

After joining the Honolulu Police Department in 1980, I was fortunate to have had various patrol [i.e., Waikiki; central Honolulu; Pearl City; Kalihi; Wahiawa districts] and non-patrol assignments [i.e., Receiving Desk, Criminal Investigations (First Watch General Detail, Forgery Detail, and Child Sex Crimes Detail); Community Relations, Records and Identification; Communications; Traffic] throughout my career. I held the rank of captain at my last regular assignment with the Pearl City patrol district (as the executive officer) and retired in December 2012. In January 2013, I joined the Honolulu Police Department's Reserve Officer program and I currently serve as a reserve police officer assigned to the Training Division.

I have a Bachelor of Science degree (Occupational Education specializing in Criminal Justice) and a Master of Arts degree in Management (specializing in Human Resource Management). I also completed additional graduate course work from the University of Phoenix, the University of Hawaii – Manoa, and Northcentral University.

Besides being a part-time lecturer at Chaminade University, for the last eleven years I taught and still teach criminal justice administration courses at other institutions of higher education.

### **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.

### **Student Learning Outcomes:**

Students completing this course will demonstrate an understanding of:

1. the history of the police
2. traditional police and beyond
3. the scope of American law enforcement
4. police officers and police culture
5. career paths of police officers
6. police organization and leadership

7. patrol, investigations, and innovations in technology
8. police effectiveness, liability and accountability
9. citizens and the police: perceptions and interactions
10. discretion and the police
11. police deviance and ethics
12. policing in the present and future

### **Reading Materials:**

Policing, A Text/Reader; Archbold, Carol A.; (2012).

Additional reading/viewing materials will be used in supplement to the text.

### **Course Requirements:**

- **Final Exam:** You will have one examination for this course, a final at the end of the semester. The exam will cover items from the text, supplemental reading/viewing materials, discussions, or other media used throughout the class. The exam may consist of true/false, multiple choice, fill in the blank, and short answer/essay questions and will be worth 15% of your final grade. **No make-up** exams will be given unless you are able to document a medical emergency. The final exam will be administered via the Canvas Learning Management System.
- **Executive Summaries:** You will have a two executive summary assignments due in this course. They are expected to be between 700 and 1,050 words in length. You should also include a separate title page and references page that do not count toward the minimum word count; **do not** include an abstract for this writing assignment. Please post your work within the appropriate assignment tab. Note that late submittals will be penalized 10% per day and will not be accepted after five days past the due date.

The executive summaries are expected to be written at a college level proficiency. An “A” paper, for example, is one in which there are few if any grammatical errors, is well-written and thoughtful, and clearly communicates the scope of the objectives for the assignment. You are expected to write your own paper. Plagiarism is a serious offense (and I do check for plagiarism in my courses). If I find evidence of plagiarism, in part or in full, you will receive 0 points for this paper. The two executive summaries are worth 7.5 points each or 15% of your final course grade.

- **Quizzes:** There will be three quizzes over the course of the semester (worth five points each) – the subject matter will primarily come from your text, supplementary readings/viewing materials, discussions, or other media used throughout the class. The quizzes will be short – including anywhere from one to five questions and are intended to ensure that you understand the material that was covered thus far.
- **Weekly Discussions:** Two discussion questions (DQ) will be posted each week and a substantive response is required as well as a substantive secondary response to at least one of your classmate’s responses for each question. To earn full discussion points, each response (initial and secondary) should be at least 100 words in length and of college level quality involving high-level thinking and simply not agreeing with the author (of the DQ) or with your classmate. Please post your responses within the appropriate assignment tab. [Ten sets of weekly discussion questions worth four total points per week.]
- **News Articles:** In selected weeks, you will be given a news article related to a specific management issue and you will provide your assessment of it. Your response should be at least 100 words in length and of college level quality involving high-level thinking. A substantive secondary response to at least one of your classmate’s responses (of at least 100 words in length and of college level quality involving high-level thinking) is also required. Please post your work within the appropriate assignment tab. [Three news articles worth five points each.]

- **Assignments:** Course assignments (DQs, news articles, and quizzes) will be posted by or before Monday morning; check due dates/times on the Canvas learning management system.
- **Announcements:** Check for announcements (via CANVAS Learning Management System), at least once every three days for updates, summaries, and/or revisions to course assignments.

### **Grading System:**

<b>Point Distribution &amp; Scoring System:</b>	<b>Point Distribution</b>	<b>Percent of Final Grade</b>
Weekly Discussions (ten @ 4 points per week)	40	40%
Quizzes (three @ 5 points each)	15	15%
News Articles (three @ 5 points each)	15	15%
Executive Summaries (two @ 7.5 points each)	15	15%
Final Exam	15	15%
	<b>100 points</b>	<b>100%</b>

A = 90-100 points	(90-100%)
B = 80-89 points	(80-90%)
C = 70-79 points	(70-79%)
D = 60-69 points	(60-69%)
F = 59 points and below	(<59%)

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, essay plagiarism, using unapproved notes/material during quizzes/exams, and assisting others with quizzes/exams.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an "F" grade for the work in question to an "F" for the course to suspension or dismissal from the University.

### **A General Note on Professionalism.**

Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being engaged, active participants in the classroom experience. In addition, please refrain from using profane language; I will verbally warn those using vulgarity and, should it continue, it along with other disruptive behavior may ultimately affect participation points. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the "real world."

I intend to discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class and to me in a professional manner. We must all respect the opinions of one another even though we may not agree. I would also request that if you are offended by the comments of a fellow class member or myself that you contact me via email to personally discuss the problem. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

## *MARIANIST EDUCATIONAL VALUES*

The five characteristics of a Marianist Education are:

- 1. Educate for Formation in Faith**
- 2. Provide an Excellent Education**
- 3. Educate in Family Spirit**
- 4. Educate for Service, Justice, and Peace**
- 5. Educate for Adaptation to Change**

*Tentative course schedule, subject to change based on course progression.*

<b>Course Schedule</b>			
Week	Dates	General Topic	Read Section(s)
1	<b>1/13***</b>	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Introductions</li> <li>• The History of the Police</li> </ul>	1
2	1/15 to 1/21	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Progressing Beyond Traditional Policing</li> <li>• The Scope of American Law Enforcement</li> <li>• <b>News Article #1</b></li> </ul>	2 / 3
3	1/22 to 1/28	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Police Officers And Police Culture</li> <li>• <b>Quiz #1</b></li> </ul>	4
4	1/29 to 2/4	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Career Paths of Police Officers</li> <li>• <b>Executive Summary #1</b></li> </ul>	5
5	2/5 to 2/11	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Police Organization and Leadership</li> <li>• <b>News Article #2</b></li> </ul>	6
6	<b>2/17***</b>	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Patrol, Investigations, and Innovations in Technology</li> <li>• <b>Quiz #2</b></li> </ul>	7
7	2/19 to 2/25	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Police Effectiveness</li> <li>• Police Liability and Accountability</li> <li>• <b>News Article #3</b></li> </ul>	8 / 9
8	2/26 to 3/4	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Citizens and the Police: Perceptions and Interactions</li> <li>• Discretion and the Police</li> <li>• <b>Quiz #3</b></li> </ul>	10 / 11
9	3/5 to 3/11	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Police Deviance and Ethics</li> <li>• <b>Executive Summary #2</b></li> </ul>	12
10	<b>3/17***</b>	<ul style="list-style-type: none"> <li>• <b>DQs</b></li> <li>• Policing in the Present and the Future</li> <li>• <b>Final Exam</b></li> </ul>	13
*** = meeting in Henry Hall, room 202			

## SCIENTIFIC METHOD DEFINITIONS

- The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.
- The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

- **SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

### Research Design in Counseling

Heppner, Kivlighan, and Wampold

- A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.
- The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

### Research Method in Social Relations

Kidder

- **THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

### Methods In Behavioral Research; Cozby

- In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

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.