



CJ 432-60-2: Law Enforcement Course Syllabus Summer PACE 2018

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Office Hours: By appointment
Class Times: Monday 5:30 - 9:40 p.m.
Class Location: Pearl Harbor Naval Base

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 (General-First Watch, Forgery, Child Sex Crimes), Community Relations, Records and Identification, Communications, Traffic] throughout my career. I held the rank of captain at my last assignment with the Pearl City patrol district (as the executive officer) and retired in December 2012. Presently, I still serve with the Honolulu Police Department 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, I taught criminal justice administration courses at the higher education level for the past thirteen years and currently as reserve police officer I have taught and continue to teach at the local police academy since 2016.

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 in the system. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.

Program Learning Outcomes:

1. CJ 432 provides practical knowledge regarding the inherent complexities and day-to-day operations of the American criminal justice system.
2. CJ 432 facilitates the learning about basic rights guaranteed to each individual by both state and federal constitutions and laws.
3. CJ 432 prepares the student to serve the community and for careers in criminal justice.

Student Learning Outcomes:

Upon completion of this course, the student will:

1. demonstrate student learning of the history of American policing
2. demonstrate student learning of community policing philosophies and initiatives
3. demonstrate student learning of the problem of police corruption and misconduct
4. demonstrate student learning of the various law enforcement careers
5. demonstrate student learning of the subject of the use of discretion in law enforcement
6. demonstrate student learning of the importance of patrol and other police functions
7. demonstrate student learning about innovations in law enforcement
8. demonstrate student learning about current problems in law enforcement
9. demonstrate student learning about law enforcement post 9/11/2001.

Reading Materials:

Walker, Samuel and Katz, Charles M. (2018). *The Police in America (9th ed.)*. McGraw-Hill.

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

Course Approach:

The class will primarily be a lecture format. The material for most classes will be delivered via in-class discussion, video, and PowerPoint presentations. Students are expected to be active participants during the class period. I will regularly call on students for input on issues discussed during class, thus it is important to come to class prepared.

Course Requirements:

- **Two (2) exams.** You will have two non-cumulative examinations for this course. These exams will include only material covered in the specified sections. Items on each exam may come from the text, supplemental reading/viewing materials, classroom lecture and discussions, or other media used throughout the class. Exams may consist of true/false, multiple choice, fill in the blank, and short answer/essay questions. Each exam will be worth 20% of your final grade or a total of 40% of your final grade. **No make-up** exams will be given unless you are able to document an emergency, medical or otherwise. Specific exam dates are listed in the Course Schedule (below).
- **Course Paper:** You will have a final paper due in this course. Your final paper is expected to be roughly five pages (1 inch margins, 12 point font, double-spaced) of text. You should also include a separate title and references page that do not count toward the overall five page length. This paper is due on Thursday, September 13, 2018 [see Course Schedule (below)].

The possible topics for the course paper will be discussed during the first week of this class.

The final paper is expected to be written at a college level. An “A” paper, for example, is one in which there are few if any grammatical errors, is well-written and thoughtful, well-researched, and clearly communicates the scope of the problem, solution, and intended benefits. 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. This paper is worth 15% of your final course grade. Please be sure to submit both an electronic and paper version of your final paper by the due date.

- **Quizzes:** You will have four quizzes over the course of the semester (worth five points each) – these will primarily be related to work assigned throughout the term, including your text, supplementary readings and

videos. The quizzes will be short – including anywhere from one to five questions and are intended to ensure that you are reading or watching required material. These will be timed quizzes and I will ask that you put pens or pencils down when the time has passed, failure to do so will result in 0 points for the quiz. Make sure to bring blank paper for these quizzes. Questions may not be repeated once the quiz has begun. Quizzes will be worth 20% of your final grade. There are no make-up quizzes in this class unless you are able to document an emergency, medical or otherwise.

- **Participation:** Points for participation cannot be earned if you do not attend class and it is important to note that I will not teach this class twice. If you miss class it is up to you to meet with a classmate to obtain notes or other information you missed. Missing class will not be an excuse (with the exception of documented emergencies, medical or otherwise) for missing class material or announcements. Participation will be worth 25% of your final grade.

PLEASE NOTE THAT THERE IS NO PLANNED EXTRA CREDIT FOR THIS CLASS.

Grading System:

Point Distribution & Scoring System:	% of Final Grade	Point distribution
Exam 1	20%	20
Exam 2	20%	20
Quizzes (4)	20%	20
Final Paper	15%	15
Participation	25%	25
100%		100 points

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

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. 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. I would also request that if you are offended by the comments of a fellow class member or myself that you come to me during office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

Classroom Etiquette

A general note on classroom behavior: Disrespectful, rude, and unprofessional behavior will not be permitted in this classroom. Sleeping, side conversations, text messaging, doing work or studying for another class, repeated tardiness, or other disrespectful behavior is unacceptable. If you present a pattern of problem behavior, you will be asked to leave the classroom.

- Arrive to class on time and do not plan on leaving early. Don't disappear once you sign in.
- Do not engage in side conversations during lectures or discussions. If there are continual disruptions I will ask you to leave the class.
- Don't have a personal conversation with me during class, speak to the class.
- This class is not a study hall, do not treat it as such - do not read newspapers or materials for another class during this class.
- **ALL** electronic equipment (including laptops, cell phones, MP3 players, or other media devices) should be put away during this class. **No phones also means no texting!** If I see you using any of these I will stop the lecture and ask you to put the item away. I will ask you to leave the class upon a second warning.
- Place all backpacks and bags off the tables or desks (many students have used these to camouflage their text messaging or other game usage during class).
- At times we will discuss sensitive issues in class. We will not all agree. Discussion is encouraged and welcome, but disrespect of other's opinions will not be accepted.
- I generally do not mind if you eat in class, I'd rather you eat than be distracted by hunger. However, only quiet and non-strong-smelling food please. Make sure to clean up after yourself.
- No chewing tobacco in class!

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.

Course Schedule			
Week	Date	General Topic	Read Chapters
1	7/12/18	<ul style="list-style-type: none"> • Police and Society • The History of the American Police 	1 and 2
2	7/19/18	<ul style="list-style-type: none"> • The Contemporary Law Enforcement Industry • Police Organizations 	3 and 4
3	7/26/18	<ul style="list-style-type: none"> • Police Officers I: Recruitment and Training... • Police Officers II: On the Job 	5 and 6
4	8/2/18	<ul style="list-style-type: none"> • Patrol: The Backbone of Policing 	7
5	8/9/18	<ul style="list-style-type: none"> • Peacekeeping and Order Maintenance • Exam One: Chapters 1, 2, 3, 4, 5, 6, and 7 	8
6	8/16/18	<ul style="list-style-type: none"> • The Police and Crime • Advances in Police Strategy 	9 and 10
7	8/23/18	<ul style="list-style-type: none"> • Police Discretion • Legitimacy and Police--Community Relations 	11 and 12
8	8/30/18	<ul style="list-style-type: none"> • Police Corruption • Accountability of the Police 	13 and 14
9	9/6/18	<ul style="list-style-type: none"> • The Future of Policing in America 	15
10	9/13/18	<ul style="list-style-type: none"> • Exam Two: Chapters 8, 9, 10, 11, 12, 13, 14 and 15 • Course Paper is Due 	

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>