

**CJ 432-01-1: Law Enforcement
Course Syllabus
Spring 20**

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Office Hours: By appointment
Class Times: T/TH 1300-1420
Class Location: Henry Hall 227

Course Description:

An examination of the history and evolution of policing in America. Identification and discussion 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.

Student Learning Outcomes:

Upon completion of this course, the student will:

1. Compare and contrast the role of street police officers and management police officers.
2. Critique hot spot policing strategies
3. Develop a police academy curriculum
4. Design a neighborhood specific community policing program
5. Solve a scavenger hunt that addresses the major themes of the course.

Reading Materials:

Brandl, S. (2018). Police in America. Thousand Oaks: CA. Sage Publications, Inc.

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

Course Approach:

Teaching strategies will emphasize the development of student learning objectives on page one based upon application of knowledge and skills which will include; lecture, active class participation/discussions, written examinations, research assignments, videos for assessment and discussions, and learning activities in the classroom. I will regularly call on students for input on issues discussed during class, thus it is important to come to class prepared.

Course Requirements:

Students are expected to be present and be prepared for each class session via completion of reading assignments for each class session. Students are expected to be prepared to critically discuss assigned

material and participate in all aspects of classroom learning activities. *Participation* in class discussions and projects are essential for understanding and passing this course. The following student activities are required:

- **Midterm.** This exam will include only material covered in the specified sections. Items may come from the text, supplemental reading/viewing materials, classroom lecture and discussions, or other media used throughout the class. The midterm may consist of true/false, multiple choice, fill in the blank, and short answer/essay questions. The midterm will be worth 20% of your final grade. Due to the format of the exam, and in the spirit of teamwork required in the professional field of criminal justice, **there will be no make-up exams given** unless you are able to **document** a medical emergency. Those anticipating missing an exam due to an institutional excuse must take their exam prior to leaving campus. The exam will be on Canvas. Be sure to bring a laptop, tablet, or smartphone.
- **Group COP Presentation:** Students will create a PPT or Prezi presentation of their community oriented policing program. This presentation will be between 10-15 minutes. The presentation must include the following:
 - The name of your program
 - Identification of a crime problem or public relation problem that needs to be addressed.
 - An explanation of your program
 - An explanation as to how your program benefits the community
 - An explanation on how it will increase community/police relations
 - Budget
 - Funding
 - Short term goals
 - Long term goals

The COP is weighted at 20% of your final grade. The PPT or Prezi is due on **April 26th.**

Presentations will be conducted during weeks 14 and 15 in the order of my discretion. **Be ready to present on the first day of week 14.**

- **Critical Thinking Exercises/Assignments:** You will have several critical thinking exercises to be given throughout the term. These exercises will be administered at my discretion during the course. These assignments are designed to help students be introspective and to apply class materials to real life. The critical thinking exercise is expected to be a minimum of 250 words in length and include your opinion supported by factual information. Students are never graded down because the instructor does not agree with the opinion stated. However, opinions should be stated logically and should be backed by at least one reference beside the course text. All critical thinking papers are due on the due date through Canvas without exception. Critical thinking exercises are worth 10% of your final grade.
 - A rubric is used for grading assignments and will be provided to you in the announcements section of your Canvas course. It should be noted that the rubric will be used **ONLY** to grade the assignment given. You will not receive rubric credit for turning in a paper that has nothing to do with the assignment. For example: if you are given an assignment on police stress and you turn in a paper on how to change the oil in your car - you will not receive credit for grammar, spelling, etc. You will receive a zero as you did not complete the assignment.
- **Quizzes:** You will have several quizzes over the course of the semester – these will primarily be related to work assigned throughout the term, including your text, supplementary readings and videos. Quizzes will be through Canvas so be sure to bring a laptop, tablet, or smartphone. These will be timed quizzes and have a forced completion. Quizzes will be worth 20% of your final grade. There are **no make-up quizzes** in this class unless you are able to **document** a medical emergency.

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.

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
 1. Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
 2. Copying of someone else’s exam or paper.
 3. Allowing someone to turn in your work as his or her own.
 4. Not providing adequate references for cited work.
 5. Copying and pasting large quotes or passages without properly citing them.

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 others 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-smelly food please. Make sure to clean up after yourself.
- If you feel you are unable to stay awake in the class, please quietly get up and leave.
- *No heads down on the desk* – this is a university classroom and deserves professional respect.
- No chewing tobacco or e-cigarettes are allowed in class.

Student Expectations Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans

with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Incomplete Grades:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Title IX 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](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Religious Observances: Students are expected to notify their instructor one week in advance if they intend to miss class to observe a holy day of their religious faith.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

- **Educate for Formation in Faith**
- **Provide an Excellent Education**
 - **Educate in Family Spirit**
- **Educate for Service, Justice, and Peace**
- **Educate for Adaptation to Change**

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

Course Schedule			
Week	Date (Week Of)	General Topic	Read Chapters

1	1/13-19	<ul style="list-style-type: none"> ● Introductions 	1
2	1/20-26	<ul style="list-style-type: none"> ● Class activity - Media 	2
3	1/27-2/2	<ul style="list-style-type: none"> ● Critical Thinking - Conflict ● Class activity - Department size 	3
4	2/3-9	<ul style="list-style-type: none"> ● Quiz 1 ● Class activity - Clery 	4
5	2/10-16	<ul style="list-style-type: none"> ● Class activity - academy curriculum ● Academy Curriculum 	5
6	2/17-23	<ul style="list-style-type: none"> ● Critical Thinking - Hot Spot Policing ● Class activity - Terry stops ● Group assignment - COP 	6
7	2/23-3/1	<ul style="list-style-type: none"> ● Class activity - CI ● Class activity – Eye Witness 	7 & 8
8	3/2-8	<ul style="list-style-type: none"> ● Jeopardy ● Midterm 	
9	3/9-15	<ul style="list-style-type: none"> ● Movie 	
10	3/16-22		9 & 10
		<ul style="list-style-type: none"> ● Spring Break 	
11	3/30-4/5	<ul style="list-style-type: none"> ● Class activity - Shoot, don't shoot ● Quiz 2 	11 & 12
12	4/6-12		13 & 14
13	4/13-19	<ul style="list-style-type: none"> ● Quiz 3 ● Final work on COP 	15
14	4/20-26	<ul style="list-style-type: none"> ● COP Presentations 	
15	4/27-5/3	<ul style="list-style-type: none"> ● COP Presentations (overflow week) 	
16	5/4-10	<ul style="list-style-type: none"> ● FINAL EXAM WEEK 	

NOTE:

It is the discretion of the instructor to follow this schedule strictly or with the autonomy of spending more time on relevant topical areas. Chapters may also be covered out of order if there are extenuating circumstances. Students are responsible for assigned chapters in the text, outside reading assignments, and relevant topics discussed.

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>