

**CJ 432-01-1: Law Enforcement
Course Syllabus
Spring 2021**

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Office Hours: By appointment
Class Times: T/TH 1300-1420
Class Location: Hale Hoaloha 303

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 various policing strategies used today.
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.

Program Learning Outcomes:

Upon completion of the B.S. undergraduate program in Criminology & Criminal Justice, students will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4. Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.

6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

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 10% 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 13 and 14 in the order of my discretion. **Be ready to present on the first day of week 13.** ** IF the class is moved to an online format - you will present

the COP as a group asynchronous via zoom. This means that all of you will be on an audio and video recording presenting your portion of the project.

- **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.
- **Discussion Questions:** On various weeks a discussion question will be posted. You are required to answer the discussion question in full. This includes supporting your assertions with references if applicable. Additionally, you are required to respond to a minimum of two classmates in each discussion post. All original discussion posts are due on Wednesday's with responses due on Sundays. Discussion and responses are worth 10% of your final grade.
- **NO QUOTES ARE ALLOWED IN THIS COURSE.**
- **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.
- **Participation:** The field of Criminal Justice requires personal and professional dedication. It is also a profession that requires teamwork. There are no substitutions when a squad member calls in sick or chooses not to come to work. This class shall be conducted to imitate “real world” experiences, thus ***attendance is mandatory***. Failure to attend class will be reflected on your final grade. Medical documentation for a missed class does not apply. Participation requires you to be in class so if you miss class you do not receive the points. It is also 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. Do not ask me what you missed in class! Additionally, participation in classroom discussions is expected. This can only be accomplished if you have read and understand the material prior to class. Participation will be worth 10% of your final grade. IF this course is moved to an online format there will be synchronous zoom meetings during our regularly scheduled class time. They will not be every day, however, you will be expected to participate in them.
- **Final Exam:** Your final exam will consist of a scavenger hunt. You are able to work alone or in teams. Additional discussion/instructions will be provided to you closer to the end of the term. The final exam is worth 20% of your final grade.

- **Unexcused Absences:** Unexcused absences totaling more than 6 classes will result in lowering of the overall grade by one letter grade. Missing 9 classes or more will result in lowering of the overall grade by two letter grades.
- ***LATE WORK IS NOT ACCEPTED WITHOUT PRIOR AUTHORIZATION FROM THE INSTRUCTOR. THIS WILL ONLY BE GIVEN IN EXTREME CIRCUMSTANCES.***

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

Grading System:

Point Distribution & Scoring System:	% of Final Grade
Critical Thinking Exercises	10%
Discussion	10%
Midterm Exam	10%
Final	20%
Quizzes	20%
COP Group work / Presentation	20%
Participation	10%

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

Late Policy:

No late work will be accepted in this class without a documented emergency. Generally, a valid excuse is a personal medical emergency. If you miss class and would like to make-up material you must present a valid doctor’s excuse during the next class period you attend documenting the date and time of the excused absence (regardless of the reason). Simply not feeling well is not an excused absence. Other absences may be excused with documentation on a case-by case basis at my discretion.

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.

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

Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or by email at counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order

for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations. Instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook.

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 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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.

Week	Date (Week Of)	General Topic	SLO/PLO	Read Chapters
1	2/1-7	<ul style="list-style-type: none"> ● Introduction 		1
2	2/8-14	<ul style="list-style-type: none"> ● Media Editing * ● Why so much Conflict 	0/3 1/2	2 & 3
3	2/15-21	<ul style="list-style-type: none"> ● Clery ● Quiz 1 		4
4	2/22-28	<ul style="list-style-type: none"> ● Academy Curriculum * 	3/6	5
5	3/1-7	<ul style="list-style-type: none"> ● Hot or not? ● Confidential Informants * ● COP groups assigned 	2/4 2/3.4	6 & 7
6	3/8-14	<ul style="list-style-type: none"> ● Custody v Arrest 	2/0	8 & 9
7	3/15-21	<ul style="list-style-type: none"> ● Midterm 		
8	3/22-28	<ul style="list-style-type: none"> ● Transparency 	2/1,2	10 & 11
9	3/29-4/4	<ul style="list-style-type: none"> ● Perception ● Corruption v Misconduct * ● Quiz 2 	2/3 2/2,4	12

10	4/5-11	<ul style="list-style-type: none"> ● Seattle is Dying ● Broken Windows 	2/1,4 2/2,3,4	13
11	4/12-18	<ul style="list-style-type: none"> ● Where do we go from here? 	2/3	14 & 15
12	4/19-25	<ul style="list-style-type: none"> ● Movie - Crash ● Quiz 3 	2/3,4,6	
13	4/26-5/2	<ul style="list-style-type: none"> ● Presentations 	2,4/2,6	
14	5/3-5/6	<ul style="list-style-type: none"> ● Final Exam Due 	5/0	
		Any assignment indicating an * denotes either an in class discussion/assignment or in the case of an online format, an online discussion/assignment		

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.

- 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>