BOR/CRIJ 6341 Advanced Studies in International Police Development

Syllabus

BOR/CRIJ 6341 Advanced Studies in International Police Development (3-0). Students use the comparative method to conduct critical analysis of ongoing efforts by the United States, European Union, United Nations, and other agencies to develop police operations and structures. The role of military and non-military forces, coupled with their interaction with non-governmental organizations (NGOs) and local agencies is evaluated. Developing evaluation tools to assess police effectiveness in developing democracies is a key part of this course.

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Textbook
http://www.nookbook.info/-p-50071.html ($9.95)


Select government and organizational open-source readings available as eBooks, pdf files, and government publications.

Peer-reviewed journal articles within Political Science, Military Studies, Criminal Justice, Homeland Security, and Government.

Administration

Prerequisites: This course does not require any prerequisite courses.

The course grade is determined by an assessment of discussion question posts and student replies. One research proposal (2-3 pages) and a comprehensive final (written assignment; 11-13 pages) are required.

Late papers will not be accepted unless prior arrangements are made with the professor, and only for sufficient cause.

The course drop date for face-to-face and on-line courses shall be the sixth day of class.
Learning Outcomes

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured as objectively as possible. Upon completion of the course, each student should successfully complete the following:

- Understand the dynamics and factors that lead to the development of new policing systems
- Comprehend specific cases that illustrate how conflict leads to successful assistance in the design and implementation of new police systems
- Illustrate specific elements of modern and progressive police systems development in new democracies

Student learning outcomes will be assessed through a combination of written assignments, on-line discussions, and active participation in the cohort assignment for this course. Through the writing assignments, the student is expected to show an understanding of the depth and breadth of the human trafficking problem across the globe, particularly stating how the trafficking problem affects the United States.

A major competency identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the briefing or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexities.

Effective writing and critical thinking skills are necessary for a graduate student to succeed in the workplace and in seeking advancement opportunities. Several writing exercises are assigned throughout the semester to measure the student’s ability to critically analyze the causes and consequences of international police development. Specific knowledge on topics of importance to future courses in the Border and Homeland Security program as well as the Criminal Justice program is measured through writing assignments. To measure the student’s comprehensive understanding of the materials presented in this course, each writing assignment is meant to be comprehensive, inclusive of previous readings and class discussions.

Required readings are primarily taken from instructor-provided readings and one textbook identified for this course. Additional and optional readings will add depth and breadth to the assigned readings and to the student led effort to submit well researched papers.

Course Goals

- To identify conflict situations in specific regions and countries of the world that give rise to the need for development of democratic policing systems
- To study relationships between military and non-military organizations that are involved with the development of democratic police systems in developing countries
To learn about approved evaluation procedures for academic comparisons of systems and processes

To enhance critical analysis, critical thinking, and critical writing skills and abilities

**Course Objectives**

- To study at least seven U.S. involved international efforts aimed at developing a democratic policing system in a conflict-ridden country during this semester
- To identify, evaluate and apply an evaluation system capable of identifying strengths and weaknesses of a new democratic police system in a developing country
- To identify key organizations and forces necessary to establish the foundation upon which a successful policing system is designed for a developing democratic country
- To assess and articulate strengths and weaknesses as well as limitations and liabilities of new policing systems and their context within the social, geopolitical, and economic milieu of the country in question

**Lesson 1: Introduction: Historical Perspective: The Development of Modern Policing Systems by Peacekeeping Forces**

**Objectives**

- To define and identify characteristics of a democracy
- To comprehend the “rule of law” and its role in a modern society
- To frame policy and peacekeeping as a significant issue in world affairs generally and in developing nation-states, in particular
- To learn about social, political, economic, and national security issues that shape police systems

**Lesson 2: Establishing the Foundation for Comparative Analysis Social, Political, and Economic Conflict Case Studies: Indonesia and Philippines, European Union, and France**

**Objectives**

- To illustrate and detail the significant elements and variables needed to conduct comparative analysis of developing police systems in a modern age
- To provide details of social, political, and economic factors that lead to the conflict needed to change a government or polity into a more democratized society
• To correlate the factors and dynamics of an emerging democracy to an effective police system by studying the effect of Indonesia and the Philippines

Lesson 3: Middle East Country Assessment and Policing Development
Comparison and Analysis to U.S., Europe, and France

Objectives

• To understand and discuss the factors and dynamics in a new government which influence a police system’s difficulty in changing culture by a detailed study of the Iraqi police force

• To detail and specify specific program requirements necessary to ensure and sustain an effective police reform

• To identify and articulate the efficacy of U.S. police institution factors, elements, and dynamics needed to foster a new democratic style police system amidst reform

Lesson 4: African Country Conflict, Assessments, and Police Development

Objectives

• To illustrate how British rule led to developed contemporary policing systems in African states

• To review and comprehend government reports on political changes leading to improved policing systems in developing, democratized countries in Africa

• To indicate the relevant components of a comparative analysis model by discussing variables and content of new and emerging police systems

PROPOSAL SUBMISSION

Lesson 5: Latin American Conflict, Assessments, and Comparisons

Objectives

• To understand and discuss the factors and dynamics in a new government which influence a police system’s difficulty in changing culture by a detailed study of Latin American conflict

• To detail and specify specific program requirements necessary to ensure and sustain an effective police reform

• To identify and articulate the efficacy of U.S. police institution factors, elements, and dynamics needed to foster a new democratic style police system amidst reform in Latin American countries
Lesson 6: European Conflict, Country Assessment and Police Development

Objectives

- To understand and discuss the factors and dynamics in a new government, within the European Union, which influence a police system’s difficulty in changing culture by a detailed study of a new nation’s police force

- To detail and specify specific program requirements necessary to ensure and sustain an effective police reform

- To identify and articulate the efficacy of U.S. police institution factors, elements, and dynamics needed to foster a new democratic style police system amidst reform in a European Union State

Lesson 7: Advancements in New Police Systems

Objectives

To identify and discuss new and emerging technology and processes which advance the efficacy and efficiency of developing police systems

To illustrate and analyze environmental and political contributions toward improved police systems

To present case studies that represent advancements in new police systems

Lesson 8: New Conflict, Trends, and Future Implications

Objectives

To articulate the known factors and dynamics which contribute toward an impetus to develop a democratized police force

To evaluate and compare strategies and efforts which lead to successful police systems and their potential future efficacy

To discuss identified trends and future implications for developing police systems in emerging democracies

FINAL: WRITING ASSIGNMENT

Grading

Your grade for this course will be based on the following:

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<thead>
<tr>
<th>Discussion Board Posts</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion #1</td>
<td>7 points</td>
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<tr>
<td>Discussion #2</td>
<td>7 points</td>
</tr>
<tr>
<td>Discussion #3</td>
<td>7 points</td>
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42%
This course employs one research proposal and one final exam: a comprehensive writing assignment. The writing assignment accounts for 58 percent of the course grade. The written assignment is relevant to the topics and reading assignments held throughout the semester. It must be completed by the specified time-period and reminders will be provided during Lessons 3 and 5. A research proposal will be due in Week 4, and the final exam, -- a written assignment must be submitted by Week 8.

All academic work completed in this course must comply with the CMS or APA elements of style: double spaced, 1” margins, and with appropriate grammar and spelling and writing mechanics. Citations must be provided and a Reference page is required. A minimum of seven (7) references must be included, and font must be size 12, New Times Roman or Courier only. The papers must be submitted electronically in Word or pdf format only. If necessary, laptops are provided at the library for student use.

Please note that all writing assignments, - whether posts or the final paper, must be written as graduate level academic papers representing scholarly endeavor.

Letter Grades

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

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

Assignment Rubrics

General Guidelines for Each Assignment

• Be sure that your student ID is on each assignment. Don’t put your name, the course number, or assignment number on the assignment you submit
• Copy and paste each question into your work and immediately follow the question with your answer
• Answer all questions per assignment
• Your answers for the questions are expected to fill two or more pages
• Answers must be typed, in 12-point font, and submitted as a WORD or PDF file
• Use default margins for your word processing program
• Save your work to your computer!

**How to Submit Your Assignment**

Save your document in Word or convert to a pdf file (Acrobat or Word Image Writer). The document must meet the CMS or APA writing standards and include 1” margins, double space, with a cover sheet and reference page. The text must contain citations and footnotes where appropriate. Plagiarized works will not be accepted.

For more information on the *Chicago Manual of Style, 16th ed.*, please see the following:

[http://owl.english.purdue.edu/owl/resource/717/01/](http://owl.english.purdue.edu/owl/resource/717/01/)

See also

[http://www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html), which includes the Chicago Style Citation Quick Guide.

For more information on the *Publication Manual of the American Psychological Association, 6th ed.*, please see Tutorial on the Basics of APA style on the following URL:


**On-line courses**

• From within Blackboard, go to the assignment tab and open the specific assignment.
• Under section 2. Assignment Materials, next to Attach File, click on “Browse for Local File” (You should have already saved your assignment in the directory).
• Select the file you want to submit.
• In the “Name of link to file”, type the assignment number and your name (e.g., Assignment 1 Borris Lee).
• Then click the submission button to send me your assignment.

**Warning**

Any PLAGIARISM will not be tolerated and can result in the failure of a course and dismissal from the University.

**Participation & Communication**

In this class everyone, brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or in class. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge
on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.

We will learn and work as a team.

**Courteous and Respect**

Courteous and Respect are essential ingredients to this course. We respect each other’s opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one’s ethnicity, lifestyle, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

**Office Hours**

Hours are by appointment only.

You may also send emails to Manuel.Zamora@angelo.edu, which I will answer within 24 hours.

**ASU Policy Statements**

**Academic Integrity**

Honesty and integrity are expected. The Angelo State University Student Academic Honor Code can be found at: [http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

All students are expected to adhere to the requirements of the Honor Code. Online courses are necessarily limited in their oversight of student adherence to the Honor Code so it is up to you to determine if your actions may be in violation of some component of the restrictions on plagiarism, cheating, fabrication, misrepresentation, conspiracy, collusion, etc. While the professor reserves the right to assign a failing grade to a student for academic dishonesty, the student should be aware of their rights of appeal as specified in the Student Handbook.

**Accommodations for Disability**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
Email etiquette

In the academic environment, e-mails are formal means of communicating. Expect that your e-mails will receive a reply within 24 to 48 hours. The following guidelines represent good etiquette:

- Use only your ASU student account to e-mail your professor
- E-mailed messages should be somewhat formal and it may become a permanent record.
- Use the subject line to summarize your content question or issue and include a salutation (e.g. Dear Dr. Smith)
- Messages should be succinct, with no uncommon abbreviations. Messages should not use fancy, colorful, or special characters or fonts.
- At the end of your message, include your full name, and please do not send the same message multiple times.