Course Syllabus and Policy Requirement Statement

BOR/CRIJ 4341
International Police Development

Course Description/Overview

Course Description-from the course catalog

In this course, students study the historical development of police in countries outside of the U.S. Particularly, the emphasis will be on police development instituted by occupying and/or intervention forces assigned to a country for purposes of establishing post-conflict peacekeeping and stability operations. Analysis of ongoing efforts to introduce Americanized and/or westernized concepts of effective policing in foreign countries concludes this study.

Overview of the course

In order to create a long lasting and civil society based on democratic ideals, is it necessary to have a functional, capable, and independent police agency-whether at a local, regional, or national level. Many countries that have been in conflicts, wars, or internal struggles often times have their police forces working at a sub-optimum capacity, if at all. There are multiple perspectives on how to "police" throughout the world; as well as what the police should actually do, and why the police should be doing it. We give the student a broader perspective on policing issues for safety, security, and stability throughout the world.

Specifically, in this course, we will review the efforts of the United States in developing the capabilities of the police while nation building in Japan and Germany after World War II. Since the 1960's, and especially in the last few decades, the United Nations (UN) has attempted to develop policing principles by promoting public safety and the rule of law in many countries around the world. The UN missions are promoted with the help of the member nations through the Department of Peacekeeping Operations (DPKO). These efforts will also be reviewed throughout the course to frame the discussions around what constitutes policing practices in many areas of the world.

Course Bibliography and Required Readings

John Casey-Policing the World
Carolina Academic Press, Durham, North Carolina

James R. Phelps-What Happened to the Iraqi Police
ISBN: 978-1-59460-796-7
Carolina Academic Press, Durham, North Carolina

The following are "recommended readings" that will enhance your learning and understanding of the course should you choose to download these free research articles.

America's Role in Nation Building: From Germany to Iraq, RAND Corp, 2003

There is quite a bit of information in the United Nations Peacekeeping Operations (UN DPKO) site that has yearly reports of missions/operations throughout the world. You are able to view several reports, published works, and many informational pieces on this website.

Another website you may want to visit is the US Department of Justice-International Criminal Investigative Training Assistance Program (US DOJ ICITAP) as ICITAP delivers training programs throughout the world in concert with a host country.

The US Department of State also has a wealth of information and generally assists in the development of host countries through the Bureau of International Narcotics and Law Enforcement Affairs.

Other required or recommended reading assignments may be posted weekly and provided to you by the professor, or there will be a link that will take you directly to the article on the website of interest.

Prerequisites

There are no prerequisites for this course.

Technical skills required for this course

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain minimum requirements to operate Blackboard.

Time spent on this course

Students can expect to spend a minimum of 6 hours per week to complete all the readings and assignments. The lessons themselves take as long as it requires the student to read the materials and watch or listen to media presentations.

Course Objectives

Objective One: To understand why policing is an important component of the rule of law.

Objective Two: To learn the various facets of developing a policing strategy for a country that is developing or transitioning to a democracy.

Objective Three: To grasp the complexities of the social, economic, and political issues when developing a policing agency.

Objective Four: To enhance critical thinking about policing both in the United States and abroad.

Learning Outcomes

A student has the right to know and understand what the instructor is expecting a student to learn from the course of instruction and how the learning will be measured. This course has established several learning outcomes, listed above,
that will be measured objectively and subjectively. When you finish this course you should be able to:

1. Describe the historical development of the police in Germany after World War II
2. Describe the historical development of the police in Japan after World War II
3. Explain what the "golden hour" means in terms of armed conflicts and stabilization
4. Demonstrate through a writing assignment the understanding of policing in a democratic society and the associated mechanisms of the rule of law

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tr>
<td>On-line Discussion and Postings</td>
<td>20%</td>
<td>Each Week</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>20%</td>
<td>Week 1, 4</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>Week 7</td>
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<tr>
<td>Comprehensive Final Examination</td>
<td>30%</td>
<td>Week 8</td>
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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 %
- F = 59 % and below.

The professor will post discussion questions each week and you will be required to make at least two responses toward each of the discussions as a minimum. These postings should be made thoughtfully and you should be able to provide evidence for your conclusions through the reading materials or other source documents available to you. A source document for your postings on the discussion is not Wikipedia.

There will be a total of two (2) quizzes that occur at the end of lessons 1 and 4. They are a combination of true/false and multiple choice questions. There will be no written component for the quizzes.

The written assignment-research paper will be a five (5) page document on a present UN mission in the world. The United Nations Department of Peacekeeping Operations (UN DPKO) presently has several peacekeeping missions/operations throughout the world. Your task will be to research the mission/operation of your choice, review the purpose and history of the mission/operation, develop the historical timeline of the mission/operation, review the security function of the mission/operation and develop your conclusions of what is working or not working in the
mission/operation.

Since this is an upper level undergraduate course, you are expected to think critically of the mission/operation status and be able to develop the rationale for your opinions as to what is working or not working and be able to provide some evidence for your conclusion(s). As listed above, a source document for your written assignment-research paper is not Wikipedia. You must list your references in the style approved by the Professor. Neither the references nor cover page are a part of the five page minimum.

A final comprehensive examination will conclude this course and will be in a true/false, multiple choice, and short answer format.

All of the components for this course will total 100% as listed above and may be subject to change based on the Professor.

Writing Guidelines

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 75% of the student's grade. Writing assignments are expected to be about 1500 - 2000 words.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: http://owl.english.purdue.edu/owl/resource/560/01/. Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at http://www.chicagomanualofstyle.org. Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. Do NOT submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

Uploading Assignments

A video that describes how to upload assignments in Blackboard can be viewed by clicking this link: Uploading Blackboard Assignments - video

A printable version of these instructions can be viewed by clicking this link: Uploading Blackboard Assignments - PDF

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric
Final Exam

The comprehensive final exam will be available to students during the last week of class, and will be due on Thursday of that week.

Course Organization:

Lesson 1: We will open the course with some background information from both course books and some additional reading from the Internet. We will look at the definition(s) of "democratic policing", a brief look at the historical context of developing the German (West) and Japan police after World War II, a review of some "success and failures" of police development, and some of the difficulties associated with utilizing a true comparative method in terms of scope, definition, and overall analysis of various countries "police".

Quiz 1

Lesson 2: This week we will review and discuss the development of the West German Police by the United States after the end of World War II. There is also a brief introduction to the German Police and criminal justice system prior to World War II. We will utilize the Phelps book and the Carnegie Endowment for International Peace download.

Choose Mission assignment

Lesson 3: This week we will review and discuss the development of the Japanese Police by the United States after the end of World War II. There is also a brief introduction to the Japanese Police and criminal justice system prior to World War II.

Lesson 4: This week we will begin to review the development of "democratic" policing through other major international bodies which have occurred or are occurring through the United Nations and their Department of Peacekeeping Operations (UN DPKO). The UN generally deploys to areas of conflict after the conflict has already started and employs a larger rule of law strategy with development of several areas within the governments to form a more security related society.

Quiz 2

Lesson 5: This week we will be discussing the timelines necessary to build a safe and secure environment using the report from the RAND Corporation and a medical term called the "golden hour". We also review the United Nations Report of the Secretary General on Implementation of the recommendations of the Special Committee on Peacekeeping Operations.

Lesson 6: We review both the Casey book chapter entitled "Peace Operations and Capacity Building" and the United Nations Operations from the 2010 Department of Peacekeeping Operations-Year In Review this week and discuss the multitude of different missions/operations throughout the world.

Lesson 7: This lesson will focus on the importance of the police, and the difference a professionally and democratically trained police agency can have in the development of the rule of law in a country. Is there a need for a police agency at the local, regional, or national level? And if so, why is it important?

Research Paper Due

Lesson 8: This lesson will focus on the importance of the police, and the difference a professionally and democratically trained police agency can have in the development of the rule of law in a country. Is there a need for a police agency at the local, regional, or national level? And if so, why is it important?

Final Exam
Communication

Participation

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 the discussion board. Check the discussion board regularly. 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.

Courtesy and Respect

Courtesy 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, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Attendance

This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. Therefore, we have made both a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.

Late Work

Late work will result in a deduction of 10 points per day. No late work will be accepted after the third day an assignment or discussion is late.

Incompletes

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes a "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

Important Dates
Students may add this course up to the last Friday of the first week of class.

Students may drop this course up to the 6th day of the class or the last drop date as specified by the University Administration. (1st 8-week session, last day to drop: Feb. 14th).

Spring Break: 10-14 March

Graduation: 10 May

**Office Hours/Contacting the Instructor**

See the Instructor Information section for contact information.

**University Policies**

**Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

**Accommodations for Disability**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs 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 emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX

**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.