

**CRIJ 2328 Police Systems and Practices
(8-Week On-line Version)
2022 Spring 1st 8-weeks**

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MAIN TEXTBOOK FOR PURCHASE:

 Samuel Walker & Charles Katz (2017). The Police In America: An Introduction (9th ed.), McGraw-Hill

COURSE DESCRIPTION

This course provides an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing in a modern democratic society. Students will develop a detailed understanding of the issues involved in policing a democratic society and will examine critical issues and new advances in law enforcement.

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 10 hours per week to complete all 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/LEARNING OUTCOMES:

When you finish this course, you should be able to:

- State the nature of the police profession.
- Describe police organization and function.
- Compare and contrast the various styles of policing which are practiced.
- Describe police discretion and recognize the role of police ethics.
- Discuss the various methods used by police, such as patrol, community-oriented policing and problem solving, and investigation.

- Discuss a variety of special problems and challenges faced by police

GRADING POLICY:

A student's final grade will be based upon the point breakdown below. You may approach me at any point during the semester, and I will provide you with feedback on your progress in the class. However, you will be given feedback with all assignments when they are graded and returned to you. Therefore, please "keep track" of your points throughout the semester.

<p>Module Quizzes (25%)</p> <p>During all Modules except Modules 4 & 8, the instructor requires students to take a set of lesson-based fundamental tests (all multiple choice questions) at the conclusion of each Module.</p>	<p>120 points (Possible points 20 per Test)</p>
<p>Module Essay Assignments (25%)</p> <p>During all Modules except Modules 4 & 8, the instructor requires <u>each individual student</u> to focus on lesson-based fundamental questions at the conclusion of each Module.</p>	<p>120 points (Possible points 20 per Assignment)</p>
<p>Discussion Forums (8.3%)</p> <p>During Weeks 4 & 8, The instructor requires <u>each individual student</u> to discuss current critical issues related to American policing.</p>	<p>40 points (Possible points 20 per Discussion)</p>
<p>Midterm Exam (20.8%)</p> <p>During Week 4, the students will be required to take this 100 minute midterm exam. The total of 40 questions will cover the materials discussed over the course. The exam will have two sections included: (1) A 75-point 30-item multiple choice section; and (2) A 25-point 10-item true/false section.</p>	<p>100 points (Possible points 2.5 per question)</p>
<p>Final Exam (20.8%)</p> <p>During Week 8, the students will be required to take this 100 minute midterm exam. The total of 40 questions will cover the materials discussed over the course. The exam will have two sections included: (1) A 75-point 30-item multiple choice section; and (2) A 25-point 10-item true/false section.</p>	<p>100 points (Possible points 2.5 per question)</p>
<p>Total</p>	<p>480 points</p>

Final Grade

<u>Grade</u>	<u>Cumulative Points</u>
A	432 to 480 (equal to 90 -100 %)
B	384 to 431 (equal to 80 -89 %)
C	336 to 383 (equal to 70 -79 %)
D	288 to 335 (equal to 60 -69 %)
F	287 and below (equal to 59 % and below)

MAKE-UP EXAMS:

No make-up exams will be given.

COURSE ORGANIZATION

Module One

Chapter 1: Police and Society

When students complete this reading assignment, they should be familiar with the nature of law enforcement agencies, myths and realities, use of force and social control. Additionally, they should be aware of approaches to and philosophies of policing.

Module Two

Chapter 2: The History of the American Police

Chapter 3: The Contemporary Law Enforcement Industry

Upon studying this reading assignment, students should be knowledgeable of history and various eras of our policing, professionalization and police reformation. As well, they should understand features of contemporary law enforcement such as fragmentation and consolidation, police departments and sheriffs' offices, and recognize the nature of state verses federal law enforcement. Students should be aware of characteristics of police organization.

Module Three

Chapter 5: Police Officer I: Entering Police Work

Chapter 6: Police Officer II: On the Job

After completing this reading assignment, students should be able to explain reasons for choosing a law enforcement career, requirements and the evaluation and selection process. There should be a recognition of the challenges of predicting officer performance and the implications of an inclusive posture toward minorities and women and a basic picture of police academy training. Learners should be aware of the internal features, challenges

and characteristics present in American uniformed policing like its subculture, female and minority hiring, varying attitudes toward and styles of individual policing and the nature of career opportunity and assignments.

Module Four

Chapter 7: The Backbone of Policing

Having examined the chapter dedicated specifically to Patrol which is aptly titled “The Backbone of Policing” the learner should be able to accurately describe its unique hands-on nature as service and protection. Further information and descriptions of this basic function appear for the student in coming modules- particularly the next devoted to peace keeping and order maintenance.

Module Five

Chapter 8: Peacekeeping and Order Maintenance

Herein, the student should acquire and be able to describe features of what has always been the heart of the police role almost world over: “keeping the peace and maintaining order.” The terms are simple but at the same time, vague. Order is not a state of nature for the police or the public; order is a matter of convention continually open to opinion and occurring in the midst human interaction. Whatever order situationally is, it is responsibility of the police to keep it and behave REASONABLY as they do so. Even the laws which apply are vaguely written and require discretion and public support in their application. Included areas are domestic violence, DWI, the homeless and mentally ill, vice offenses and juvenile behavior.

Module Six

Chapter 9: The Police and Crime

Learners engaging in this activity should obtain an ability to discuss the interaction of the police and crime itself from a holistic perspective describing citizen reporting of both concrete crime and situations wherein the actual existence of crime is less clear. Not everything which is irresponsible, un-neighborly or anti-social is specifically proscribed by criminal statute is nevertheless evaluated by uniformed law enforcement. Students should be able to explain the actual nature and effectiveness of law enforcement investigation in its various formats including undercover approaches. Troublesome examples covered are terrorism, hate crimes and drug related activity.

Module Seven

Chapter 10: Innovations in Police Strategies

Chapter 11: Police Discretion

Without a strong grasp of the character of police discretion, the learner would be unable to convey it as a living entity. Students will be able to do this as a result of reading, study and reflection upon what they are exposed to in this module. More than anything else, developing innovations in Police Strategies are about the exercise of discretion. The true

statement that almost no one who has not worked in American law enforcement even knows what the police are even about, really means **has no living feel for police street discretion as it must be exercised**. Students will discover that efforts by administrators, would-be scholars and speculators, citizen interest groups, news media and others to eliminate it or even control it much are unsuccessful...and they probably should be. It is the most instrumental tool of the police to protect and to serve the public and its possession by them renders a patrol officer in a patrol car the last remaining benevolent dictatorship in America.

Module Eight

Chapter 12: Police-Community Relations

Students will be able to briefly discuss what is termed Police Community Relations; its vague definition, its hopeful panacea of dreams and its actual manifestation where we live and the police work. For the most part “community” is a contrived term hoped to paint solidarity and consistency across groups where it does not exist to much degree today. As it is true that to the degree that generalizations are valid they should be carefully considered, it is likewise true that tremendous invisible variations exist and it can be most troublesome to operationally assume stereotypical thinking. Learners will be able to identify levels and relevant conditions of support for our police and explain the tremendous degree to which these views are influenced by the nature of police-citizen contacts and interactions. Students will recognize perceptions and misperceptions of the justifiable use of force by the uniformed police in America.

COURSE SCHEDULE

Module One

Chapter 1: Police and Society

- 1st Lesson Test and 1st Essay Assignment due by 10 p.m. on Saturday, January 22

Module Two

Chapter 2: The History of the American Police

Chapter 3: The Contemporary Law Enforcement Industry

- 2nd Lesson Test and 2nd Essay Assignment due by 10 p.m. on Saturday, January 29

Module Three

Chapter 5: Police Officer I: Entering Police Work

Chapter 6: Police Officer II: On the Job

- 3rd Lesson Test and 2nd Essay Assignment due by 10 p.m. on Saturday, February 5

Module Four

Chapter 7: The Backbone of Policing

- 1st Discussion Forum due by 10 p.m. on Saturday, February 12

Midterm Exam

Chapters 1, 2, 3, 5, 6 & 7

The midterm exam will be posted at 12:01 a.m. on Saturday, February 12 - Due by 10 p.m. on Sunday, February 13

Module Five

Chapter 8: Peacekeeping and Order Maintenance

- 5th Lesson Test and 4th Essay Assignment due by 10 p.m. on Saturday, February 19

Module Six

Chapter 9: The Police and Crime

- 6th Lesson Test and 5th Essay Assignment due by 10 p.m. on Saturday, February 26

Module Seven

Chapter 10: Innovations in Police Strategies

Chapter 11: Police Discretion

- 7th Lesson Test and 6th Essay Assignment due by 10 p.m. on Saturday, March 5

Module Eight

Chapter 12: Police-Community Relations

- 2nd Essay Forum due by 10 p.m. on Friday, March 11

Final Exam

Chapters 8, 9, 10, 11 & 12

The final exam will be posted at 12:01 a.m. on Friday, March 11 - Due by 10 p.m. on Saturday, March 12

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

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.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix