

**CRIJ 4350 Seminar on Police Problems  
(8-Week On-line Version)  
2022 Spring 1<sup>st</sup> 8-weeks**

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**Office Hours:** by appointment

**NO TEXTBOOK Required**

**COURSE DESCRIPTION**

This course focuses upon embedded continuing challenges to the police in our country, upon inadequacies within professionals themselves and how these interact with each other. The course does not digress to deal with contemporary news-featured issues which come and go. Student will be individually guided into their own brief problem analysis project in addition to the main course material provided by the instructor.

**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:**

As a result of completing this course, the student will be able to:

- Describe fully and cite clearly the significant features of the evolution of the police in America.
- Trace the path and development of women in American Law Enforcement.
- Describe current contribution, functions, and service quality of American Female Officers.
- Provide a description of the nature of physical dangers to uniformed police officers.
- Thoroughly discuss the nature and features of stress upon human beings.

- Describe fully the role of stress in the uniformed police occupational role.
- Explain “Balance Activities” and measures whereby the harms of stress can be reduced.
- Discuss “Structural Problem Solving” and apply it to a significant personal stress challenge.

### **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><b>Module Tests (37.5%)</b></p> <p>During all Modules except Modules 7 &amp; 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><b>120 points</b> (Possible points 20 per Test)</p>
<p><b>Module Analytical Answer Assignments (31.25%)</b></p> <p>During all Modules except Modules 2, 7 &amp; 8, the instructor requires <u>each individual student</u> to provide lesson-based written analytical responses to all of the posted questions at the conclusion of each Module.</p>	<p><b>100 points</b> (Possible points 20 per Assignment)</p>
<p><b>Module Essay Assignments (31.25%)</b></p> <p>During Modules 2, 7, &amp; 8, the instructor requires <u>each individual student</u> to write an essay on lesson-based fundamental questions at the conclusion of each Module.</p>	<p><b>100 points</b> (Possible points 20 or 40 per Assignment)</p>
<p><b>Total</b></p>	<p><b>320 points</b></p>

### ***Final Grade***

<b><u>Grade</u></b>	<b><u>Cumulative Points</u></b>
A	288 to 320 (equal to 90 -100 %)
B	256 to 287 (equal to 80 -89 %)
C	224 to 255 (equal to 70 -79 %)
D	192 to 223 (equal to 60 -69 %)
F	191 and below (equal to 59 % and below)

## **MAKE-UP EXAMS:**

No make-up exams will be given.

## **COURSE ORGANIZATION**

### **Module One Evolution of the American Police**

When students complete this unit of instruction, they should be familiar with development of our modern police tracing it from its beginnings in the cities and its function in the pre-civil war period through its modernization and the professional era. They would be able to identify the "Father of American Policing" and his important principles which we still problematically strive to fully implement today. Students should be familiar with the "community" model and its features as well as be able to evaluate it.

### **Module Two Entry and Development of American Women Police Officers**

Upon working through this section of learning, students will be able to trace the approximate 50 year steadily increasing inclusion and involvement of American Females in policing. They should gain valuable insight to their unique characteristics, problems and unrecognized perspectives on many of the realities of both the work and the life of our "Women in Blue."

### **Module Three Real Life Contributions, Experience and the Quality of the American Female Officer**

Spoken words and the printed page are sometimes simply inadequate to provide living situations. From examining the videos provided and thoughtfully commenting upon them the student should be able to both see and feel the American Female Officer, the life she leads and the quality of work which she performs - as she engages in the most difficult and problematic job there is: A street cop. The student will be led to carefully analyze and respond to thought provoking real situations which are encountered.

### **Module Four Street Policing: The Nature of Physical Risk**

After experiencing the learning material presented in this unit of instruction, students are likely to obtain a much more valid picture of the degree and the nature of physical threats to uniformed police than is seen by the public. Quite significantly, they will see what is generally considered the very best professional training video made for law enforcement. It focuses upon the dynamics and threat of the insufficiently recognized edged weapons attack and provides real and workable defense methods and strategy. Viewing and studying ...and then providing brief written analysis of what the police should be taught illuminates critical police problems.

### **Module Five The Nature of Stress**

When students complete this unit of instruction, they will have received an impactful view of "A Portrait of a Killer: Stress" Regardless of later occupation or life, the danger and damage of stress upon us is both unrecognized and incalculable. The video presented and the analytical questions associated with it have been designed to lead to major understanding of the many ways that human stress impacts all features of our beings; most are unseen and deadly. Featured are experts from medicine, science and a myriad of occupations who reveal information which should be shocking and alarming to us all. The effects of Stress upon us is clearly the most significant threat encountered in our lives.

### **Module Six The Role of Stress in Uniformed Patrol Work**

Also video based, and asking for learner analysis and response, this module of instruction is both life and shock. Bottom line: nationally and statistically, every year in a police uniform will shorten one's life 6 months from the effects of stress alone. Fact. What does it look like? Predominately it appears as cancer, heart attacks and strokes. Here students will see stress come to life...or death...for Cops. Simply put, this learning unit was provided to cause anyone without a death wish to approach the next module on life saving Balance Activities seriously and learn from it.

### **Module Seven Balance Activities and Life-saving Stress Reduction**

Presented for the student is a brief video description of activities and measures which are literally life- saving and changing if developed and implemented as part of one's everyday and continuing life. Learners are asked to develop and write up their own plan and program which believe they can permanently follow. Only the last two words of this requirement are hard. Students will grade themselves by their results.

### **Module Eight Structural Problem Solving**

Again provided by video is a model for student success. They are asked to watch the video itself and schematically recreate the complete model for themselves. Following this they are asked to select from their lives a significant issue, need or goal and completely create a similar model to effectively deal with it.

## **COURSE SCHEDULE**

### **Module One**

Evolution of the American Police

- Test and Analytical Answer Assignment due by 10 p.m. on Saturday, January 22

### **Module Two**

Entry and Development of American Women Police Officers

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

### **Module Three**

Real Life Contributions, Experience and the Quality of the American Female Officer

- Test and Analytical Answer Assignment due by 10 p.m. on Saturday, February 5

### **Module Four**

Street Policing: The Nature of Physical Risk

- Test and Analytical Answer Assignment due by 10 p.m. on Saturday, February 12

### **Module Five**

The Nature of Stress

- Test and Analytical Answer Assignment due by 10 p.m. on Saturday, February 19

### **Module Six**

The Role of Stress in Uniformed Patrol Work

- Test and Analytical Answer Assignment due by 10 p.m. on Saturday, February 26

### **Module Seven**

Balance Activities and Life-saving Stress Reduction

- Essay Assignment due by 10 p.m. on Saturday, March 5

### **Module Eight**

Structural Problem Solving

- Essay Assignment 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](mailto: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](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** [michelle.boone@angelo.edu](mailto: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](http://www.angelo.edu/title-ix)