

**Spring 2009 *CJE 4017 *CRN 81182*Law Enforcement Systems *
Processes
Course Syllabus**

Professor: Rick Parker, MSCJ, Asst Chief, JSO Homeland Security/C.O.
Special Weapons and Tactics (Ret)
Time / Place: MWF 1:30-2:45 Building #2/Room #1131
Office: Building 51/ Room 2305
Office Hours: Immediately after class or by appointment
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Required Text: Police and Society, 4th Ed. Roy Roberg, Kenneth Novak and Gary Corder. Oxford Press, 2009.

*Additional reading materials for which the students will be responsible will be provided by the professor at my discretion. Advance notification will be provided.

Introduction / Course Objectives:

This course is intended to provide an overview of American Policing. It includes an analysis of the process and practices of local, state and federal policing, police behavior, organization, operations, historical perspective and a review of contemporary practice. Students will examine these issues based upon the empirical research in the field of criminal justice. Specific course objectives include:

1. Examining policing within a democratic context.
2. Examining the links between police policy and practice.
3. Examining police behavior, authority, coercion and accountability.
4. Examining contemporary issues including changing roles for police.

Today, many scholars argue American law enforcement as we've known it continues to develop beyond its original function. A critical examination of local law enforcement in Jacksonville offers a glimpse of recent organizational trends, which have forged government policy and broadened the function of government and its effect upon your life. There are still other scholars arguing a more revealing look at law enforcement can be found in the *militarization* of the discipline within an urban setting. We will discuss these issues and many others as we examine the police and their role in the criminal justice system.

The substantive content of this course will derive from a lecture - text - student - instructor interaction. **Regarding the text, your responsibility is to review the selected chapter before we meet so that we can engage in a meaningful discussion.** To ensure reading assignments are completed there will be **bi-weekly quizzes** of the chapter material in the text-book. You will be called upon randomly, voluntarily and by assignment to make sure you understand the material.

The following C CJ Learning Outcomes apply to this class:

Content / Disciplinary Knowledge and Skills

An understanding of the history, role and organization of policing in the U.S.

An understanding of police operations and measures of police effectiveness.

An ability to critically examine the police function in a democratic society.

An understanding of modern issues related to police community relations, discretion, police stress, corruption and accountability.

An understanding of current lawful police practices through the synthesis of legal cases.

An ability to critically examine ethical and diversity issues related to police practices.

Critical Thinking

To demonstrate awareness of the ways in which prevailing social arrangements may bias the criminal justice system against some groups and not others.

To elaborate upon current criminal justice related issues in an attempt to evaluate and foster positive change within the criminal justice system.

Communication

Write in a clear and logical style that illustrates brevity.

Speak in an informed and professional manner.

"Work." Generally, because everyone enrolled sacrifices other time to be here, the "I had to work" excuse is not acceptable. Many of you are working full or part-time jobs. I recognize and respect your competing commitments to work, family and school. Because everyone has a life outside this class, however, work-related absences are not excused barring serious emergency. This (serious emergency claim) will require proof (phone # of a supervisor) and, as always, subject to my discretion as to whether it is acceptable. I do realize that sometimes emergency personnel are drawn away from their routines and, with proof, all such absences are excused according to my discretion.

"Deaths." I'm going to require proof that a relative passed on, which caused you to miss class. I don't expect to have to ask for it - you must provide it. This requirement is not made out of disrespect, but out of experience and respect for your classmates.

Cheating*Plagiarism. Instances of cheating or plagiarism will result in a failing grade for the course. Students are responsible for knowing and following the Academic Dishonesty policy outlined in the UNF student handbook. It's really pretty simple, do your own work.

Special accommodations. If for any reason you have special needs for the class, by all means please let me know and I will make every effort to accommodate you. Students with disabilities must first register with the Disability Resource Center (DRC) located in building 10, room 1201. DRC staff will ensure any paperwork is completed and will forward a letter on your behalf to the Professor outlining any specific accommodations necessary.

Class Decorum: Class decorum is a simple one; pay attention and demonstrate respectful courtesy for varying points of view as the course will engage sensitive topics. This is an academic setting and should not be confused with an informal social gathering. Keep in mind someone in the class may have either been a victim of a crime and there may be many who know someone who has been. I ask that you keep this possibility in mind at all times. One of my goals is that with your participation the "light" will turn on and you'll question things around you, move beyond any biases and bring your own unique insight into the discussion. While it is not expected, any disruptive behavior will be handled in accordance with university rules and regulations. Students serious about their education don't have to put up with it; nor do I. Disruptive students will be dismissed from class only once. Thereafter, I'll take steps to remove a student from the course.

Student Evaluation/Requirements:

Attendance Matters: Students are required to attend all class sessions. Arriving habitually late and/or leaving prior to the end of the class period will also result in an absence. Adding to the class discussion in class may supplement a student's attendance "performance." If a student attends all but one class, s/he will only be able to achieve 18 total points; all but two = 16 points; all but three = 13 points; all but four = 10 points; all but five = 5 points; and all but six or more = 0 points for grading purposes. In other words, the first two absences lessen the opportunity for a perfect attendance score by 2 points each; the third and fourth by 3 points each; and the fifth and sixth by 5 points each. **There are no excused absences**, but students are welcome to notify the professor in extreme cases for consideration when assessing overall performance at the end of the term. Such notification must be provided prior to the absence. You have both my e-mail address and cell phone number - please use them! Attendance is worth a maximum potential twenty (20) points toward the students' final point total for the course. Students tend to perform better and simply enjoy the course more when they regularly attend class. The easiest points to get in this class are made by simply being in class. They may become the very points you need to get the "bump" to a higher grade. If attending class cramps your style there's always the on-line option. UNF doesn't offer it, but there are other universities out there. Put another way, it's important to want be here. If you don't want to be here the work required to achieve your degree will challenge your will to continue every day. You can't hide from it. I'll commit to be here if you'll do the same. I also work to ensure that in the end you'll be glad you did.

"Excused" absences. I consider an excused absence one where circumstance beyond your control (illness, accident, death) prevented you from being in class. In any case where a student seeks to claim an absence is "excused", **proof of the "uncontrollable circumstance" must be provided.** For example, in cases of illness, "feeling sick" is not an excused absence. If you are ill, you must be ill enough to have gone to the doctor and be able to prove the visit to me with orders not to come to class (with the Doctor's phone #). In short, you must prove the uncontrollable circumstance that prevented you from being in class not only existed, but prevented you from being in class. **In all cases I retain the decision making power over any claim to "excused" absences and may reject any claim thereof. In all cases the objective is to hold everyone to the same standard without regard to personal circumstance, to the extent possible.**

Written Assignment: Mandatory. The student must submit a proposal for the paper on or before the deadline noted in the syllabus schedule. All proposals must be approved by the professor before the student will be permitted to continue with the paper. The details of the proposal requirements and final report are outlined in this syllabus. You are encouraged to read and follow the guidelines for preparing both the proposal and final report. Students should note that no report will be accepted which has not been pre-approved in its proposal form. I'll go into this more in depth in class.

The student will review recent academic peer reviewed research articles, published in a scholarly source, which pertains to some contemporary law enforcement issue. The articles should focus on law enforcement organizational, management, policy, practice, or operations. This covers a lot of ground, but if you have any concerns that your choice may not fit into one of these categories just touch base with me. The paper will include complete citations from a minimum of five peer-reviewed sources (APA 5th ed. format), a substantive critique of your research and your personal analysis and examination of the topic. **Proper citations are graded critically and I'll explain the importance of this in class.** The paper must be typed, double spaced and have a cover page. All papers must have one inch margins on all sides and include 12 pt. Times New Roman font. All pages will be numbered at the bottom and centered. **The paper should be at least five pages but no longer than eight. I will not accept a paper assignment through e-mail under any circumstance.**

Quizzes: Six

Short essay quizzes worth ten points each will test your knowledge of the material in the textbook. I'll cover the specific topics in the text you will need to review prior to each quiz.

Grading Scheme:

Attendance/Participation	20 points
Quizzes (6)	60 points
Paper	100 points
Mid-Term	100 points
<u>Final Examination</u>	<u>100 points</u>
Maximum Points	380 points

Final Grade Scheme:

A = 344 - 380 points
A- = 335 - 343 points
B+ = 325 - 334 points
B = 315 - 324 points
B- = 308 - 314 points
C+ = 295 - 307 points
C = 286 - 294 points
C- = 272 - 285 points
D = 236 - 271 points
F = 235 or below

There are no makeup papers, exams or quizzes. We'll be using Scantron forms and #2 pencils for the mid-term and final, which will be multiple choice and short essay. The final will **NOT** be cumulative, but I reserve the right to ask something we've covered during the semester. **Should an actual emergency occur beyond your control causing you to miss any assignment, you must seek permission in advance to take a modified exam another time. Any student missing a scheduled exam without prior permission will receive a grade of zero for the exam.**

Office Hours and Appointments with the Instructor:

I usually can meet with you directly after class or at any other time mutually agreed upon. I check my e-mail frequently and can be reached most anytime by cell phone. I encourage you to speak with me any time about any aspect of this course or about other issues affecting your academic performance.

The Use of Blackboard for Course Information:

The Professor will use the university's Blackboard system to disseminate information about the course, communicate with students and course grades. All students will be required to access their Osprey e-mail and Blackboard accounts. There are one-hour mini workshops for students at the beginning of each semester on the basics of Blackboard. Students who have other e-mail addresses must link these to their UNF e-mail address, as the latter will be the only one I'll use to contact students in this class.

Agenda

Week 1: 1/5	1/7	Chapter 1: Introduction - Police in a Democracy
Week 2: 1/12	1/14	Chapter 2: Police History (quiz)
Week 3: 1/19 (MLK)	1/21	Chapter 11: Legal Issues
Week 4: 1/26	1/28	Chapter 4: Police Management (quiz) (Proposals by 1/28)
Week 5: 2/2	2/4	Chapter 5: Police Organization & Change
Week 6: 2/9	2/11	Chapter 12: Cultural Diversity (quiz)
Week 7: 2/16	2/18	Chapter 6: Selection & Development
Week 8: 2/23	2/25	Chapter 7: Field Operations (MID-TERM CHAP 1-2, 4-6, 11-12)
Week 9: 3/2	3/4	Chapter 3: Community Policing (Papers Due by 3/4)
Week 10: 3/9	3/11	Chapter 9: Force & Coercion (quiz)
Week 11: 3/16	3/18	SPRING BREAK
Week 12: 3/23	3/25	Chapter 13: Stress and Officer Safety
Week 13: 3/30	4/1	Chapter 8: Behavior & Misconduct (quiz)
Week 14: 4/6	4/8	Chapter 10: Accountability & Ethics
Week 15: 4/13	4/15	Chapter 15: Contemporary & Emerging Issues (quiz)
Week 16: 4/20	4/22	FINALS WEEK Chapters 3, 7-10, 13, 15**

*Although it is not expected, policies, assignments and the schedule for this course are subject to be amended as might be necessary to benefit the course. You will be given prior notice of any changes in the course format.

** We will not cover Chapter 14 in the Roberg et al. text