University of Arkansas Rich Mountain
CRJ1023 – Law Enforcement in Society
Spring 2024 Online

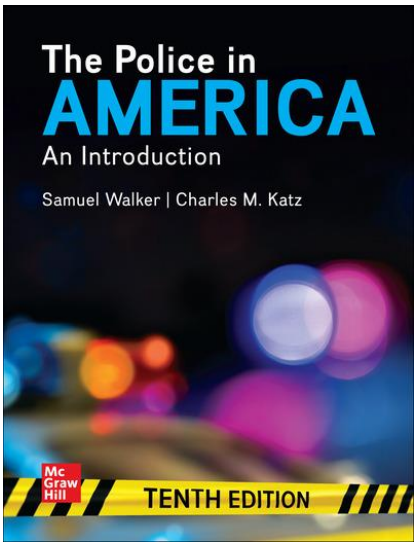
Class Time and Location: Online
Instructor Name: Justin McLemore M.S.
Office Location: Remote
Office Hours: M-W-F 10:00 A.M. – 12:00 P.M.
Cell phone: 580-453-1669 (if urgent, however, I prefer that my students contact me through email)
Email: jmclemore@uarichmountain.edu
Prerequisite: N/A

Course Description: CRJ1023 3CR. (3LEC.) Law Enforcement in Society

This course covers the role of police with special emphasis on interactions with other components of the justice system. Topics include the use of force, training issues, minorities and women in law enforcement, and relationships with a diverse and evolving public. (Offered on demand)

Resources:

The Police in America: An Introduction; 10th edition, Samuel Walker and Charles Katz (2022).



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(hardcover or softcover)

Program Outcomes: Criminal Justice

This program prepares students for an entry level position at the city/county level in Criminal Justice, specifically law enforcement. It is the second step in a proposed career ladder that will prepare and train city and county law enforcement officers.

After participating in the learning environment offered through this program and successfully completing the required courses the successful student will be able to:

- Demonstrate an understanding of the criminal justice curriculum and the criminal justice process.
- Understand the principles and philosophy of criminal law and rules associated with evidence and evidence collection.
- Demonstrate the difference between various justice systems in the United States and in other countries.
- Understand the roles and responsibilities of various criminal justice practitioners.

Rationale: Law Enforcement is a vast array of agencies spanning across the nation at the local, county, state, and federal levels. The term "Police" is a general term to refer to each agency or department collectively even though their independent functions and responsibilities range significantly. As such, this course's primary scope of study will focus on the intricacies of Law Enforcement as a whole and the collaboration efforts between the "Police" and the Communities comprised of the Citizens that they serve.

Who are the Police? What are their functions? Why do we need them? These are but a small portion of questions that this course will endeavor to answer through a comprehensive introduction to the foundations of policing within contemporary America. To gain a basic understanding of these concepts, this course will examine the rules and regulations that Police Officers must abide by; what these officers mandated duties are; the challenges that these men and women in blue face; and how the role of the Police directly impacts the relationship between the suspect, victim(s), and society as a whole with emphasis on Community Relations and the effectiveness or the lack thereof. This course will explore any and all relevant applications of these parameters with a scope on the practicality and effectiveness of said applications throughout the criminal justice system and determine what it really means to be a Police Officer.

By the end of the course, students will be equipped with a nuanced understanding of law enforcement's role, challenges, and responsibilities within the broader societal context. This knowledge will empower the student to critically assess and contribute to ongoing discussions on the future of law enforcement in contemporary society.

Course Objectives: Upon successful completion of Law Enforcement in Society, the student should be able to do the following:

- Explain "why do we have police."
- Describe the framework for understanding the police and policing.

- Discuss how police can build legitimacy with the public.
- Explain the need for an open and transparent police.
- Describe the various ways in which police can be held accountable for their actions.
- Describe strategies for effective policing.
- Describe some important moments in American police history.
- Explain the importance of studying police history.
- Explain the creation of modern police in America.
- Describe the beginnings of law enforcement in colonial America.
- Discuss the rise of the first American modern police.
- Discuss the issues in the political era in American policing.
- Discuss the police professionalization movement and its impact on policing in the professional era.
- Explain how technology revolutionized policing.
- Describe some new directions taken by the police administration during 1930 and 1960.
- Explain the police crises of the 1960s.
- Discuss some new developments in policing from 1970 to the present.
- Discuss the national police crisis from 2014 to the present.
- Recognize the basic features of American law enforcement.
- Discuss the size and scope of the law enforcement industry in America.
- Explain the issues in fragmentation and describe the two alternatives to fragmentation.
- Describe the role of municipal police in America.
- Explain the role of the county sheriff in America.
- Explain the different functions and authority of the constable, the coroner/medical examiner, special district police, tribal police, and state law enforcement agencies in America.
- Describe the role of federal enforcement agencies in America.
- Outline the extent of the private security industry in America.
- Discuss the issues of minimum standards in American style of policing.
- Explain the history of the quasi-military style of policing.
- Describe police departments as bureaucratic organizations.
- Contrast between bureaucracy and police professionalism.
- Discuss the changing nature of police organizations.
- Describe civil service systems.
- Discuss the different functions of police unions.
- Describe how contingency theory, institutional theory, and resource dependency theory are used to understand police organizational structures and operational strategies.
- Discuss the changing role of an American police officer.
- Explain the workforce crisis in the context of police personnel.
- Describe the minimum requirements for becoming a police officer.
- Explain why people choose law enforcement as a career.
- Discuss the testing and selection process for applicants who want to become a police officer.
- Describe the process in predicting police officer performance.
- Discuss the process of achieving diversity in police employment.

- Explain the progress and new challenges involved in police training.
- Discuss the different post-academy training.
- Explain the special issues with police training.
- Define probationary period.
- Examine what the new police officer encounters as he or she enters the police department.
- Describe the relationship between a police officer's attitudes and behaviors.
- Explain the concept of police subculture.
- Account for the changing attitudes of police rank and file.
- Explain the issues of women, African Americans, Latinos, and gays in American policing.
- Discuss the issues of education and training in policing.
- Explain the different styles of police work.
- Discuss a police officer's career development and performance evaluation.
- Briefly examine the rights of police officers.
- Discuss the basic functions of patrol.
- Explain how patrol officers are allocated.
- Explain the different types of patrol.
- Describe the different styles of patrol.
- Discuss the communication center and the 911 systems.
- Explain the four major studies of police patrol.
- Explain the concept of response time.
- Give reasons for the effectiveness and ineffectiveness of patrol.
- Defend the concept of differential response to calls.
- Explain the role of police in order maintenance.
- Study the relationship between drunk-driving crackdowns and the incidence of drunk driving.
- Discuss the prevalence of domestic violence.
- Discuss the response of the police to domestic violence.
- Explain the impact of arrests on domestic violence.
- Discuss how police enforce the prostitution laws.
- Discuss how the police deal with the homeless and people with mental illness.
- Discuss the problems of policing people with COVID-19.
- Explain the concept of juveniles and the police.
- Discuss the concept of patrol preventing crime.
- Describe how crimes are reported to the police.
- Explain the difference between the preliminary investigation and the follow-up investigation.
- Discuss the issues involving the clearance rate.
- Discuss the different factors in solving crimes.
- Describe the use of eyewitnesses, criminalistics, and DNA in solving crimes.
- Discuss certain special investigative techniques such as undercover police work and the use of informants.
- Discuss the policing of drugs.

- Discuss the policing of gangs.
- Discuss the problem of crime and guns.
- Discuss the broken windows theory and the roots of community policing.
- Explain some of the characteristics of community policing.
- Describe the concept of community partnerships.
- Discuss the ideas of foot patrol and neighborhood watch.
- Describe the concept of problem solving in policing.
- Describe how community policing is implemented.
- Explain the problems with community policing.
- Describe the concept of problem-oriented policing.
- Explain zero-tolerance policing.
- Describe discretion in police work.
- Define discretion in the criminal justice system.
- Explain the different perspectives on police discretion.
- Describe the potential abuses of discretion.
- Explain how patrol officers, detectives, and police managers apply discretion.
- Describe the different underlying sources of discretion.
- Explain the various factors limiting patrol officer discretion.
- Explain the various factors influencing discretionary decisions.
- Identify the need for controlling discretion.
- Describe some methods for controlling discretion.
- Explain how administrative rulemaking can be controlled through written policies.
- Explain the police legitimacy crisis.
- Explain legitimacy and procedural justice.
- Describe the many communities in America and their police–community relations.
- Examine the public opinion about the police.
- Describe the different perspectives on the police in the American society.
- Discuss the several sources of police–community relations problems and the loss of legitimacy.
- Describe the police practices that undermine police legitimacy.
- Describe the factors related to trust, confidence, and legitimacy.
- Define police corruption.
- Describe the costs of police corruption to the society.
- Describe the different types of police corruption.
- Explain the different levels of police corruption in the society.
- Examine the different theories of police corruption.
- Explain the moral careers of individual police officers.
- Describe the nature of corrupting organizations.
- Describe the need for controlling police corruption in the society.
- Discuss the various internal approaches for controlling police corruption.
- Discuss the different external approaches for controlling police corruptions.
- Explain what we mean by police accountability.
- Discuss accountability for what the police do.
- Describe accountability for how police do their job.

- Describe the various internal mechanisms of accountability in policing.
- Describe the role of internal affairs/professional standards units in accountability of the police.
- Discuss the role of early intervention systems in accountability of the police.
- Describe the nature and the pros and cons of accreditation for law enforcement agencies.
- Discuss the different external mechanisms of accountability in policing.
- Describe the tension between accountability and crime control in policing.
- Explain the importance of information technology.
- Explain what computer-aided technology contributes to law enforcement.
- Explain what a records management system is.
- Discuss the techniques of crime analysis.
- Explain what a taser does.
- Explain the different types of crime analysis.
- Present the opportunities for careers in law enforcement.
- Discuss the future of police research.
- Briefly discuss the impact of the war on terrorism on policing.

Topical Outline/Course Schedule:

This class will have assignments every week in a bi-weekly format, except for Spring Break. There will be readings, discussion boards, writing assignments, and tests throughout the duration of the course. This course will contain a Mid-term Research Paper Assignment (1500 word minimum of body) and a Cumulative Final Exam. Students are expected to strictly adhere to the course schedule. The instructor reserves the right to change, augment, or alter the course schedule at any time. If the instructor chooses to do so, an announcement will be made on blackboard.

Week of 01-15-24	Getting Started and Introductions
Week of 01-22-24	Module 1 (Chapters 1 and 2 Discussions)
Week of 01-29-24	(Test #1 Review and Test #1 attempt is timed)
Week of 02-05-24	Module 2 (Chapters 3 and 4 Discussions)
Week of 02-12-24	(Test #2 Review and Test #2 attempt is timed)
Week of 02-19-24	Module 3 (Chapters 5 and 6 Discussions)
Week of 02-26-24	(Test #3 Review and Test #3 attempt is timed)
Week of 03-04-24	Module 4 (Research Paper – Submit Interview Schedule with a Law Enforcement Officer in Arkansas)
Week of 03-11-24	(Research Paper Assignment – Write/Submit Assignment)
Week of 03-18-24	Spring Break
Week of 03-25-24	Module 5 (Chapters 7, 8 and 9 Discussions)

Week of 04-01-24	(Test #4 Review and Test #4 attempt is timed)
Week of 04-08-23	Module 6 (Chapters 10, 11 and 12 Discussions)
Week of 04-15-24	(Test #5 Review and Test #5 attempt is timed)
Week of 04-22-24	Module 7 (Chapters 13, 14, and 15 Discussions)
Week of 04-29-24	(Test #6 Review and Test #6 attempt is timed)
Week of 05-06-23	Module 8 (Final Exam Review and Final Exam)

Course Conduct:

This course is conducted through reading material assigned, may contain brief on-line lectures and/or videos, with lengthy homework/writing assignments. You cannot pass the course without doing the homework or writing assignments.

Every assignment is vital to the success of this course.

Discussion posts are worth 10 points for the student's primary post (250 word minimum) and 5 points each for their responses to two of their peers (50 word minimum for each response) for a total of 20 points obtainable for each discussion post.

Tests are worth 40 points each and may contain multiple choice, true or false, fill in the blank, or short essay.

Grammar and punctuation will be of utmost importance concerning each of the assignments and will have a significant impact on each student's grade.

You are encouraged to form study groups to complete your homework. You may seek assistance from Student Support to **check** homework assignments. It is not the responsibility of Student Support to re-teach the entire lesson to complete your homework. If you are having extreme difficulty, please make an appointment with me to discuss it. Please expect a minimum of nine hours of work per week in this class.

COURSE REQUIREMENTS:

***Timeframe for Participation*:** Our semester as an on-line class will be conducted in a bi-weekly format beginning Monday at 8:00 a.m. and ending Sunday at 11:59 p.m. The course content will be available at all times. **However, assignments, tests, etc… will only be posted and accepted during the previously outlined dates in your course schedule. This means that the tests will no longer be available after Sunday at 11:59 p.m. for the corresponding week.** I encourage you to take detailed notes as I will allow them to be used for the final exam.

Student participation is critical to the success of this class. To be a successful online learner, you

must be highly self-motivated. You will be graded on your responses, timeliness of submitting homework, communication with other students, and meaningful contributions to the discussion boards. The discussion board is where you make the class come alive, so be sure to participate early and often!

Blackboard automatically tracks and records every click, including your name! I can see if and when you logged on, the date and time of day you logged on, and even what you accessed once you logged on. This is one way I can determine whether or not you participated in the assignment.

Getting Started Module: The student is required to record a minimum of two (2) minute length introductory video and upload said video to blackboard. This is so that the class will have a face to a name. The purpose of this video is to make this online format class seem more like an in-person classroom experience. This will give you an opportunity to introduce yourself to your fellow classmates as well as take attendance. The instructor will also participate in the video assignment and the student will need to follow the instructor's example in the creation of their own introductory video. **This will be a graded assignment under the getting started module, but it is also important that you take the time to participate because this will determine whether or not you are allowed to stay in the class.** Students who are reported to the registrar as never attended after the first week in the semester may be automatically withdrawn from the course. If you have any questions regarding this policy, please contact the registrar directly.

Reading assignments: I cannot stress enough the importance of keeping up with the lecture notes, power points, other assigned readings, or instructional videos as they are an integral part of this course.

Discussion board: There will be fifteen (15) discussion boards throughout the course of the semester that will require your participation. Your participation will be tracked and recorded as a grade. In order to obtain the full participation points you will be required to post at least one response to the question (250 word count minimum) **AND** two peer responses (50 word count minimum) to your fellow classmates' comments. **It is extremely important that your comments remain professional and academic at all times.** There will also be a discussion board (thread is located under the Getting Started Module) available for students to communicate with each other or the instructor regarding issues/questions concerning the class. This will NOT be a graded discussion board.

Written assignment (critical thinking): The student will be required to compose, construct, and do their due diligence regarding their collection of citational and/or interview sources for their Mid-term Research Paper assignment. The Mid-term Research Paper Assignment (1500 word minimum of body) is a large amount of your overall grade in this course and requires you to do your own research concerning the relevant and approved topic questions within the scope of the assignment. **I expect you to apply critical thinking to this assignment and not copy information directly from your text, the internet, use any form of Artificial Intelligence (A.I.), or from your cited/interview sources.**

Tests: There will be six (6) tests throughout the semester during this course. Material for the

tests will come from the text, class lecture notes/power points, and discussion board topics. The tests may be a combination of multiple choice, true-false, fill in the blank, and short essay. Each test will be worth 40 points.

Final Exam: There will be a cumulative Final Exam during the last week of the semester. The student is expected to produce and keep excellent notes during the duration of the course as these notes will be allowed during the Final Exam; however, no other materials will be permitted. Respondus Lockdown browser may be utilized at the sole discretion of the instructor. The cumulative Final Exam will be worth 300 points.

Approximate Time Required for Individual Activities: This course will be conducted using a variety of instructional methods and learning activities, including but not limited to, discussion boards, homework, exams, written activities, interview activities, and/or online activities. Approximately 10-20 hours during a bi-weekly period will be required for successful completion of course requirements. Read, read, and re-read directions and information carefully before emailing or calling for help. You will find most of your questions answered in the course syllabus or on the discussion board. That being said, I am available via email at jmclemore@uarichmountain.edu anytime. Any email correspondence received by the instructor will be answered in a timely manner, approximately 24-48 hours.

Expectations for Communications: Check the course website every day, at least five days a week.

Email Address – You are required to use your UARM student email address when using Blackboard. In addition, you are required to REGULARLY check your UARM student email account. All email correspondence will be sent to your UARM student email address. Refer to the Blackboard login page for details about your UARM student email address. **Be sure to include your name AND name of course you are inquiring about, in the body or subject line of every email you send to me.**

Activity and Other Assignment Expectations: The due dates for all assignments are listed on the Assignment Schedule, posted under Course Information. All components of the bi-weekly assignments (written assignments, discussion board posts, etc.) must be submitted by 11:59 p.m. (midnight) on the due date. The instructor does not accept late submissions of any kind.

UA Rich Mountain Credit Hour Calculator:

For every course credit hour, you should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing, and completing homework, and other activities that enhance learning. For a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class.

Course Requirements/Evaluation:

Grading scale:

The student will earn a letter grade based on their point accumulation on the required tasks of the course, compared against the total possible points for the required tasks. Grades will be assigned using percentages as follows:

Requirements	
Getting Started Module	10 points
Discussions (20 pts. each)	300 points
Tests (6 at 40 pts. each)	240 points
Research Paper	150 points
Final Exam	300 points
Total Points Possible	1000 points

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 000-599

Extra Credit Policy:

The instructor typically does not award bonus points or issue bonus assignments; however, the instructor reserves the right to award bonus points or bonus assignments and allot bonus points at the instructor's discretion. If any bonus assignments are presented, they will be available to the entire class as a whole and not on an individual basis. As stated previously, extra credit is not generally given by this instructor and should not be expected.

Class Procedures/Student Requirements:

The course is designed into a bi-weekly module format. Each module contains all required work to be completed for the week including relevant reading assignments. Students are expected to complete and participate in weekly discussion boards that will count toward attendance. Each student is required to respond to at least two other student's discussion post for full credit.

Academic Dishonesty: Academic Dishonesty includes but is not limited to the following:

1. Cheating – copying from another student's test paper; using any unauthorized assistance in taking quizzes, tests, or examinations; possession during a test of materials that are not authorized by the person giving the test (such as class notes or specifically designed "crib notes"; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments; the

acquisition, without permission, of tests or other academic material belonging to a member of the UA Rich Mountain faculty or staff.

2. Plagiarism – Offering the work of another, whether published or not, as one's own without proper acknowledgement (citations of the authors and their respective sources of the cited material); the use of another student's work wholly or in part without proper recognition or documentation; the use of another student's work as one's own; or the purchase, use or provision of an already prepared paper.

3. A.I. – The use of an Artificial Intelligence program, service, or website (such as Chatgpt) for any assignment in this course will result in disqualification and **IMMEDIATE DISMISSAL** from this course and/or other courses that this instructor teaches.

4. Aiding and abetting another person in committing any form of academic dishonesty.

5. Providing material or information to another person which allows for these materials or information to be used improperly.

6. Posting or selling course materials.

7. Making, possessing, or using any falsified college documents or records; altering any college document or record, including identification cards.

8. Knowingly providing false information to college officials, including disciplinary hearing bodies.

9. Passing insufficient funds checks or fraudulent money orders in payment of any financial obligations to the College.

10. Falsely claiming to represent the College or a registered student organization of the College.

Academic dishonesty is an academic offense and a behavioral violation and as such, will be reported to the Vice Chancellor for Student Affairs Office. The Vice Chancellor for Student Affairs Office provides information on the academic due process in instances of academic dishonesty. The student may also face the behavioral process as well.

Academic Dishonesty will not be tolerated in any of my courses. A student found violating or committing Academic Dishonesty will, at the very least, receive an automatic F for the assignment in question. Upon discovery of an instance of Academic Dishonesty, the instructor will review all previous work submissions by the violator to ensure that no more Academic Dishonesty violations exist prior to the initial discovered violation. The student in violation of Academic Dishonesty, in addition to receiving an F on the assignment in question, will be reported to the Vice Chancellor for Student Affairs Office for any further warranted disciplinary sanctions. **A second offense of Academic Dishonesty within my course will result in an immediate dismissal from my course where the Academic Dishonesty occurred.**

Disability Policy: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 394-7622 ext.1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA Rich Mountain catalog.

Title IX and Discrimination Policy: UA Rich Mountain adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action.

Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment. It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Title IX Director, Terry Francis at (479) 394-7622, EXT 1460, to obtain assistance and information concerning the filing of a complaint.

Title IX Sexual Harassment: If there is an issue of this nature, it should be reported immediately to the Title IX Director, Terry Francis at (479) 394-7622, Ext. 1460. To report a concern, or to learn more about UA RICH MOUNTAIN's Title IX and Non-Discrimination Policies, visit https://www.uarichmountain.edu/title-ix-policy

Face Mask Policy: Students are encouraged but not required to wear face masks in class and public spaces.

Attendance Policy: It is the student's responsibility to immediately contact the instructor if they will not be present for class. A student who is displaying symptoms of illness must email: contact.tracing@uarichmountain.edu to determine next steps for an excused absence related to

COVID or flu. Contacting an instructor **DOES NOT** start this process or guarantee an excused absence.

Food and Drink: Food and drinks, including water, are not allowed in the classroom at any time.

UA Rich Mountain Mission: UA Rich Mountain provides transformative education to all learners.