

# JS 201 POLICE IN AMERICA (3 credits)

## FALL 2022

*Instructor:* Angela Wartel

*Office Hours:* Tuesdays and Thursdays from 11:00-1:15,  
or by appointment

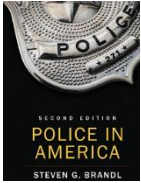
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*Email:* arwartel@lcsc.edu

**PREFERRED METHOD OF CONTACT:** I can be reached via email through Canvas by clicking the email link on the left of the course page. Please send emails through Canvas or to arwartel@lcsc.edu. Allow at least 24 hours for a response during the week and 48 hours during the weekend.

### REQUIRED TEXT



Brandl, S. G. (2020). *Police in America* (2<sup>nd</sup> ed). SAGE Publications, Inc. ISBN: 9781544375823

### COURSE OVERVIEW

Policing in America presents a unique challenge for society. Most of the American society recognizes the need for a uniformed policing authority but does not want to be "bothered" by the police unless an emergency arises. This course will examine the challenges presented to the police and the community. By integrating theory, research, and policy, this course will provide a foundation on the history of police and community relationships, police work, police culture/behavior, police discretion, and related topics such as law enforcement and social polarization.

### LEARNING OBJECTIVES

- Obtain a clear understanding of the history of policing and how it relates to modern-day police and community relationships.
- Identify and explain various law enforcement reforms and innovations and their effects on policing.
- Identify and explain police work, operations, culture, and behavior.
- Obtain a clear understanding of the challenges and dilemmas facing a professional police force in a free society.
- Increase familiarity with issues of police discretion and use of force.
- Increase familiarity with basic criminal justice terms and ideas in policing.
- Develop critical thinking and writing skills about policing and the criminal justice system.
- Obtain a clear understanding of police ethics and situations leading to deviance.
- Analyze relationships between the police and different community groups.

**COURSE TECHNOLOGY:** This course has a web presence on Canvas. If you have any problems accessing the site, please notify IT (208-792- 2231) as soon as possible. The Canvas site will have a copy of the syllabus and schedule, weekly modules, assignments, a section for your grades, and a link to email me. You must log in to this site at least twice a week.

**Email:** You are expected to check your LCMAIL regularly. Important course information (such as assignments and course changes) may be sent through email.

**Technological Requirements:** You must have a reliable internet connection.

**PARTICIPATION:** Online courses are not self-paced. They require active participation. If you cannot participate at least twice weekly, your grade will suffer. Your active participation is a necessary and integral part of the course. It is vital that you complete the readings and required work to be successful. Due dates are not suggested dates for assignments. Plan your work accordingly. Do not wait until the last minute to complete your coursework. It creates unnecessary stress and can impact the quality of your work. You CAN work ahead in this course, but do not get behind!

## COURSE REQUIREMENTS

**Syllabus Quiz (7 points):** The syllabus quiz is a short quiz that must be completed by all students entering the course. This quiz will cover basic information from the syllabus. There is no time limit for the quiz; it can be retaken once.

**Introduction Post (5 points):** Write a paragraph or two introducing yourself to the discussion forum. Some ideas of things to include - your year in college, major, hobbies, future goals, hometown, family, pets, jobs, or anything else you are comfortable sharing. Include a photograph of you or something important to you (pets, hobbies, favorite place, etc.). If you are posting a picture with another person, make sure you have permission.

**Discussion Posts (7 @ 24 points each):** Seven discussion forums will cover this semester's assigned course readings. You must submit one original detailed post (due two days before replies) and two responses to others by the discussion due date. Your discussion posts should be written in proper English. Avoid "text-speak." Eighteen (of the overall 24) will be allotted for your post answering the discussion questions. The other six points will go towards your two replies (3 points each).

### *Discussion Guidelines*

- Thoroughly answer all discussion questions in one forum posting. Do not start a new thread for each question presented.
- Do not assume that others have the same knowledge or experiences that you do. Provide a brief context to your postings.
- Do not attach documents or photographs to the discussion forum (except for your introduction post photo). Attachments will not be graded.
- All posts are expected to be respectful and friendly.

### **Original Post Grading will be based on:**

- The level of knowledge and understanding demonstrated towards the course readings and discussion prompts. Postings should be thoughtful and analyze the content and questions asked. Answers must be organized and easy to read.
- Depth: Evidence of college-level thinking that displays critical thinking and analytical ability.
- Detail: There should be no doubt that you have read the assigned readings and viewed all required course material. *Cite relevant passages from the text and other course material in your original post.* When citing sources, the correct format must be used (MLA or APA), both in-text and out.
- Originality: Students should answer the material in their own words, adding their thoughts and ideas to the concepts discussed. Original posts cannot be a direct copy of the views or opinions of other students. This is academic dishonesty and will result in an "F."

### **Discussion Response Grading**

- Responses should be respectful, courteous, and polite. Inappropriate postings (those that attack or are aggressive to another) are unacceptable and will result in an "F" for that discussion.
- Responses should demonstrate knowledge and understanding of the readings. Provide supporting statements with examples or experiences.
- Responses must help to continue the conversation by asking a relevant question, bringing in new information, or relating the post to another phenomenon.

- Only posts demonstrating excellence in continuing the conversation and providing detail will be given full credit. One or two-sentence replies are unacceptable and will not be considered for grading. Aim for at least two paragraphs each!

Check the discussions often. You are not required to post a response to every student, but you should take the time to read all the postings from classmates. The free exchange of ideas (within the assignment confines) will help you get more out of the course.

Discussions close at 11:59 PM on the due date indicated on the schedule. Discussion grades will be available in the grade section within one week of the due date.

**Chapter Reviews (14 @ 20 points each):** Seven chapter reviews will be conducted online. Students will have a two-hour (120 min) time limit. These reviews may contain true/false, multiple-choice, matching, and essay questions. Although you may use your textbook, try to avoid doing so because you will run out of time. To be successful, you must know the concepts and ideas from the course before starting the review. Each review must be completed (submitted) before the ending date/time indicated on the schedule, or it will be auto-submitted, and you will receive a grade based on the number of questions answered.

Reviews in this course require the use of Respondus LockDown Browser. The software is located at the Respondus site (link available in Canvas). Download and install this program as soon as possible. More information about this program can be found in the course modules.

Note- working with another student or individual on exams constitutes cheating. If discovered, both individuals will receive an F in the course and be referred to the appropriate LCSC authorities for further action.

For your reference, the correct answers will be displayed one week after the review due date.

**End of Course Paper (40 points):** At the end of the course, students will write a four-page debriefing paper summarizing their experiences in the class. Guidelines will be available in the assignment section of the course.

### COURSE GRADING BREAKDOWN AND POINT VALUES

<b>Assignments</b>	<b>Point Value</b>
<i>Syllabus Quiz &amp; Introduction Post</i>	12 points
<i>Chapter Reviews (14 @20)</i>	280 points
<i>Discussions (7@24)</i>	168 points
<i>End of Course Paper</i>	40 points
<b>Total</b>	<b>500 points</b>

<b>Letter Grade</b>	<b>Point Range</b>
A (93-100)	465-500
A- (90-92)	450-464
B+ (87-89)	435-449
B (83-86)	415-434
B- (80-82)	400-414
C+ (77-79)	385-399
C (73-76)	365-384
C-(70-72)	350-363
D+ (67-69)	335-349
D (60-66)	300-334
F (59 and below)	299 and below

I do not "round up" grades. Every point counts!

## COURSE POLICIES

**Late Work and Incompletes:** Late work will receive a 5% grade deduction per day for up to one week after the due date. Work submitted after one week will not be accepted and will receive a zero. If an emergency prevents you from completing your work on time, email as soon as possible to make arrangements. Emergencies are defined as anything serious and unexpected. Examples of emergencies are car accidents, a serious health crisis of the student or in the student's immediate family, etc. Examples of non-emergencies are weddings, vacations, or any other event which can be planned around. *The last day for any late work in the course is Dec 1.*

Students are expected to complete all work in a timely fashion. Incompletes are granted at the instructor's discretion after completing at least 80% of all coursework (D+ or higher). Incompletes are reserved only for documented catastrophic or extenuating circumstances. The instructor reserves the right to set the course completion deadline, which may be at any time before the end of the following semester. Incompletes revert to an F if the work is not completed by the deadline.

**Course Etiquette:** This course will bring together students from diverse backgrounds. We are working to develop an inclusive and respectful community for all students. The goal of inclusiveness encourages and appreciates expressions of different views so that conversations can become an opportunity for intellectual and personal growth. We will be discussing controversial topics, which will challenge you to analyze your opinions and the views of others. In keeping with this goal, hate speech, racist, sexist, homophobic, or other discriminatory language and behavior will not be tolerated. It is okay to disagree, but it must be done civilly. Mutual respect, civility, and recognizing others' views are crucial to critical thinking. Active, thoughtful, and respectful participation will make this course productive and engaging.

**Flexibility Clause:** The instructor reserves the right to modify the course requirements and other related policies as circumstances dictate and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the college—or the community—may experience an emergency requiring changing the class schedule or requirements. I do not expect to invoke this clause, but you will be notified as soon as possible if I do. Any change will also be posted to Canvas.

Keep up to date on the [LCSC Social Sciences Division](#) and the [LCSC Justice Studies Club](#)

## TOPICAL OUTLINE

Week One	Introduction to the Course and Introduction to Police in America
Week Two	The History of the Police in America
Week Three	Characteristics and Structure of Police Organizations
Week Four	The Role of the Police
Week Five	Recruitment, Selection, and Training
Week Six	Police Patrol
Week Seven	Crime Detection and Investigation
Week Eight	Police Discretion and Its Control
Week Nine	The Law of Search, Seizure, and Self-Incrimination
Week Ten	Health and Safety Issues in Police Work
Week Eleven	Police Use of Force

Week Twelve	Police Misconduct and Corruption
Week Thirteen	Community, Problem-Oriented, Evidence-Based, and Intelligence Led Policing
Week Fourteen	Fall Break
Week Fifteen and Sixteen	Terrorism, Technology, Accountability, and the Future of American Policing