Sul Ross State University

Criminal Justice 3301
Police Administration
Fall 2019

Professor: Martin Guevara Urbina, Ph.D.
Classroom: Del Rio: 107; Eagle Pass: B112; Uvalde: B114c
Class Meeting: Monday, 6:00–8:45pm

Office: 201 (Faculty Building)
Phone: 830-703-4820 (office, direct line)
Hours: Monday and Tuesday 12:00 to 5:00. Even though this is an online course, you are welcome to visit the Professor’s office anytime.
E-mail: murbina@sulross.edu

Course (Catalog) Description: A study of the policies and human issues that affect law enforcement agencies in the United States. Agency operations and police functions will be examined with an emphasis on administrative and constitutional issues.

Student Learning Outcomes (SLOs):
1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.

3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, how should “we” address consequential issues in policing, like police brutality, racial profiling, police-involved shooting deaths, or controversial issues, like discrimination and
representation? Thus, students are expected to have the mentality and readiness for upper-level content and rigor.

**Required Texts:**


**Recommended Readings**

**Books:**


**Book Chapters:**


**Refereed (Peer-Reviewed) Journal Articles:**


Encyclopedia, Magazine, and Other Publications:


**Attendance/Class Participation:**

Please complete the reading assignments before coming to class because there will be in-class group discussion on the assigned material. Each student will also be assigned readings and asked to discuss them in class. Note: The 100 participation points are NOT based solely on attendance. Along, with “regular” attendance, I equate all aspects of diction to determine the participation grade. Overall, I consider whether the content of the participation is thoughtful, creative, original, and mature.

**Weekly Assignments:**

There will be ten (10) Weekly Assignments, each worth 10 points for a total of 100 points. The Weekly Assignments will be discussed further the first week of class.

**Reviews (Book, Article, Movie):**

**Required**

**Book Review** (50 points): For your *Book Reviews* you are asked to read and make critical judgment about one book (50 points). Here is the complete citation for the required book review:


The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

**Article Review** (50 points): An article will be provided (or posted online) your review and assessment.

**Movie Review** (50 points): A movie title will be provided (or posted online) for your review and assessment.
Major Project: The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed during the first part of the class. Illustration: some agencies (law enforcement and penal system) allow citizens to go in and observe. Some law enforcement agencies, for instance, allow “ride alongs.” Hence, you could arrange to participate in a series of “field” activities. At the end of the shift/session, write down what you observed. Describe how it compares with what you have learned in class (like, deviant behavior, law enforcement management, police practice, policy implications, and consequences). For instance, based on your observations, what are the links between police practice, media, age, gender, race, ethnicity, research, and practice?

Your project, which is required (100 points), will be shared with the rest of the class at the end of the semester, allowing other students to provide feedback (vis-à-vis a short reaction comments), if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will not be accepted. Do not submit (post) your only copy of any paper without saving your essay in case assignments are lost or destroyed. In effect, make sure that you have a backup copy of the latest version. Note: The project will be discussed further in class.

Mini-project: This should be a fun exercise that allows you to explore (critically) some aspect of human behavior as it pertain to police administration in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are optional. You will receive “extra credit” points for completing mini-projects. If your mini-project is adequate, you will receive one percentage point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will submit a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of police administration.

If you think of an alternative you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues/perspectives—when describing the phenomena you choose to explore.

Make-up Work: A tentative schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be modified during the semester. Hence, if you fail to log on as discussed herein, it is the student’s
responsibility to check with the Professor (or the Professor’s website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, as noted above, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., “special circumstances”), it is the student’s responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right way.

**Note:** Unless otherwise specified, all assignments and activities are due on the scheduled due date. **No late assignments will be accepted.**

**Grades:** There are a total of 450 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (450) as follows:

- **Weekly Assignments:** 100 points*
- **Reviews:** 150 points
- **Required Project:** 100 points
- **Activities/Participation:** 100 points**

Total........................................................................450 points

*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to more than 450 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less than 450 points.

**Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less (or more) than 450 points. **Note:** Mini-project points will be added to your point total at the end of the course.

**Grade Distribution:**

- 90-100% = A (Excellent)
- 80-89% = B (Better than Average)
- 70-79% = C (Average)
- 60-69% = D (Below Average)
- Below 60% = Failing

Please be aware of **class expectations, rules, and University/College Policies**, which follow:

**Attendance Policy:** This course is designed to be both lecture and discussion. Thus, it is to your advantage to attend class regularly. For instance, if you do not attend class, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through interaction, especially in small group discussions. In the process, feel free to ask questions and/or make comments that might
enhance our understanding of **police administration** and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of **criminality, police practice, and law enforcement administration** within the context of the criminal justice system. (Please reference Sul Ross State University for additional information.)

**Punctuality** is also of extreme importance. “Tardiness” is extremely disruptive to students and myself. Thus, try to be on time. I understand that it is not possible at times, but please do not make it a routine.

**Tobacco/Cell Phone/Beepers:** Tobacco is not allowed in the classroom. *Cell phones* and beepers must be turned off for the entire duration of the class.

**Classroom etiquette:** Above all, always respect yourself and others; be patient; be willing to explore new ideas (perspectives), avoid reading newspapers/books and side conversations—they are distracting to fellow students and myself; and restrict questions and comments to the tabled topic.

**Incomplete Grades:**

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify me if they cannot make a test or will not be in class. Please call me at 830/758-5017 if you do not plan to attend a class session or feel you will be missing an exam. If I do not hear from you prior to class, I will not allow an excuse for the absence.

**Class Responsibilities and Conduct:**

You will be responsible for the films shown in class and for material presented by any guest speakers. You will be responsible for getting the notes for any classes you may have to miss. Any student who is intentionally disruptive will be asked to leave for the remainder of that class period. Any student who has been asked to leave twice will be reported to the Department Chair or Academic Dean. Disruptive behavior includes but is not limited to the following: cell phone disruptions, being repeatedly late; leaving early without prior permission; talking or otherwise disturbing class discussions; leaving the room during class, video presentation or guest speakers. You are expected to show respect to yourself, other students, and your Professor.

**Academic Honesty (Reference Sul Ross State University Catalog):** Sul Ross State University expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.
Disability Services:
ADA (Americans with Disabilities Act)
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu.

Drop Policy:
If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record’s Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Library Services:
Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

The Sul Ross State University Quality Enhancement Plan (QEP):
Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. SRSU has developed a QEP called Putting Your Words to Work that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. SRSU is committed to enhancing students’ written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at SRSU. Students should expect to write and speak professionally in all courses, not just English classes. In this course, Police Administration, students will write various papers and present student work to other students and the Professor, as discussed herein.

Again, I want this class to be useful to you in your future careers. And, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.
## Tentative*

**Schedule of Classes and Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Focus:</strong> Detail class expectations; provide a foundation for the study of police administration; &amp; provide an introduction &amp; broad overview of the subject matter: law enforcement practice, administration, and discourse.</td>
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<td>Week 2</td>
<td>“Police Operations in Context.”</td>
<td>Hess, Orthmann, &amp; Cho:</td>
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<td></td>
<td>“Communications: The Foundations of Police Operations.”</td>
<td>Chapters 1 &amp; 2</td>
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<td></td>
<td><strong>Focus:</strong> Explore the historical, political, and ideological foundations of police administration, along with the significance of communication.</td>
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<td>Week 3</td>
<td>“Operational Skills: Performing with the Law.”</td>
<td>Hess, Orthmann, &amp; Cho:</td>
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<td></td>
<td>“Patrol: The Backbone of Police Operations.”</td>
<td>Chapters 3 &amp; 4</td>
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<td></td>
<td><strong>Focus:</strong> Detail the day-to-day duties of police officers, required skills, and the realities and implications patrol activities.</td>
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<td>“Crime, Disorder, and Quality-of-Life Issues: Responding to the Call.”</td>
<td>Chapters 5 &amp; 6</td>
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<td></td>
<td><strong>Focus:</strong> Examine the changing dynamics of traffic policing, social control, implications, and consequences.</td>
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<td>Week 5</td>
<td>“Violence: At Home, in the classroom, on the Job.”</td>
<td>Hess, Orthmann, &amp; Cho:</td>
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<td>“Emergency Situations: When Disaster Strikes.”</td>
<td>Chapters 7 &amp; 8</td>
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<td><strong>Focus:</strong> Examine the scope and nature of violence and detail the significance of emergency situations in modern America.</td>
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<td>“Criminal Investigation.”</td>
<td>Chapters 9 &amp; 10</td>
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<td><strong>Focus:</strong> Analyze the dynamics, implications, and consequences of terrorism; and detail the logistics of criminal investigations.</td>
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<td>Week 7</td>
<td>“Reflection Week”</td>
<td>Hess, Orthmann, &amp; Cho:</td>
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<td><strong>Focus:</strong> “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.</td>
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<td>Week 8</td>
<td>“Responding to Children and Juveniles: Our Nation’s Future.”</td>
<td>Hess, Orthmann, &amp; Cho:</td>
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<td>“Gangs and Drugs.”</td>
<td>Chapters 11 &amp; 12</td>
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<td><strong>Focus:</strong> Explore the historical, contemporary, and emerging issues in juvenile justice; and examine the realities and myths of gangs and drugs.</td>
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| Week 9 | “The Importance of Physical and Mental Health: Getting the Job and Keeping Fit for Duty.”  
**Focus:** Detail the importance of physical, psychological, and mental health; and delineate the significance of ethics in policing. | Hess, Orthmann, & Cho:  
Chapters 13 & 14 |
|---|---|---|
**Focus:** Situate the current state of research on Latino officers, law enforcement, and the Latino community; and detail the need for additional Latino officers in the American police. | Urbina & Alvarez:  
Preface and  
Chapters 1 & 2 |
“Chicano Police Officers Working in the Latino Community: Diversity, Police Culture, and Unique Perspectives and Challenges.”  
**Focus:** Statistically delineate the employment by race, ethnicity, and gender; and analyze emerging trends and issues in law enforcement, while situating Latino police within a broader context. Document the hiring of Latinos in law enforcement agencies across the U.S.; and detail the experience of Chicano officers working in Latino (or Mexican American) communities across the country, exploring issues like diversity, multiculturalism, language, and challenges. | Urbina & Alvarez:  
Chapters 3 & 4 |
| Week 12 | “Latino Officers, Policy, and Practice.”  
“Mexican American Law Enforcement Officers: Comparing the Creation of Change Versus the Reinforcement of Structural Hierarchies.”  
**Focus:** Explore race/ethnicity difference in policing; discuss the police and immigration; and review existing policies and practices in law enforcement. Explore major historical and contemporary forces defining, shaping, and re-shaping the dynamics of policing, including police shootings, in the United States: cultural, financial, political, legal, philosophical, ideological, and the like. | Urbina & Alvarez:  
Chapters 5 & 6 |
| Week 13 | “Bridging the Gaps and Future Research: Thinking Ahead.”  
“Policy Recommendations: Toward a New Police Force.”  
**Projects are due**  
**Focus:** Analyze the fundamental of governance, equality, and justice; detail existing challenges in policing; discuss the significance of a balanced system; and provide recommendations for future research studies. Detail mechanisms for bridging existing gaps in Latino policing and law enforcement across the country; and provide recommendations for a reformed police force for the twenty-first century. | Urbina & Alvarez:  
Chapters 7 & 8 |
| Week 14 | “The Future of Latino Officers in the American Police.”  
Focus: As the final week of class, the various topics discussed during the semester will tied together, placing them within a broader framework, while seeking to gain insight into the future of Latinos in the American police. Concluding with recommendations for the future, as we continue the discourse on policing. | Urbina & Alvarez:  
Chapter 9 |
|---|---|---|
| Week 15 | Conclusion: Reflections and thoughts for the future  
Focus: As the final week of regular class, the various topics discussed during the semester will tied together, placing them within a broader framework; that is, globalization, to include the globalization of knowledge. Concluding with recommendations for the future, as we continue the discourse on police administration. | |
| Week 16 | Final Exam: TBA | |

*The syllabus is likely to be amended during the semester at the discretion of the Professor!*

**Note:** Projects will be due at the beginning of the class, and no late assignments will be accepted.