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.

 Marketable Skills for Criminal Justice Program:
1. Oral and Written Comprehension: The ability to listen and understand information, ideas, and ideologies presented through spoken words; and the ability to read and conceptualize information,
perspectives, and ideologies presented in writing. Broadly, oral and written communication involves active listening, speaking, and learning.

2. **Critical Thinking:** This includes the ability to engage in reflective and independent thinking, which is fundamental for relevant inquiry and productive innovation, analysis, and synthesis of information, ideas, and propositions.

3. **Problem Solving:** Utilizing a humanist and liberating praxis, empower students to strategically utilize triangulation strategies for evaluating, finding, creating, and implementing solutions to difficult or complex issues in a never-constant society.

4. **Leadership Ability:** Transformational leadership, vital for motivating, decision making, and inspiring vision for achieving positive results—a defined mission.

**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.

**Course Structure:** This course will be presented in modules. Please note that the ENTIRE course will be taught online via Blackboard.

**Required Texts:**


**Recommended Readings**
**Books:**


**Book Chapters:**


Refereed (Peer-Reviewed) Journal Articles:


**Encyclopedia, Magazine, and Other Publications:**


**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. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

**Activities/Participation:** Please complete the reading assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question or a statement for you to respond (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the
reading, you should be fine. Participation in these “exercises” will be equated into your final grade.

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) for 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**

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**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:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A (Excellent)</td>
</tr>
<tr>
<td>80-89%</td>
<td>B (Better than Average)</td>
</tr>
<tr>
<td>70-79%</td>
<td>C (Average)</td>
</tr>
<tr>
<td>60-69%</td>
<td>D (Below Average)</td>
</tr>
<tr>
<td>Below 60%</td>
<td>Failing</td>
</tr>
</tbody>
</table>

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

**Attendance Policy:** This course is “Web” based. Students are expected to log-on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, 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 discussion with other students. 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—Rio Grande College Catalog for additional information.)

**Punctuality:** It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

**Classroom etiquette:** Above all, always respect yourself and others; be patient; be willing to explore new ideas (perspectives); and restrict questions and comments to the topic being discussed.

**Incomplete Grades:**

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will not allow an excuse for the missed work.
Class Responsibilities and Conduct:
You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend “unjustified” communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog):
Rio Grande College 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 Schwartz, 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.

Distance Education Statement:
Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The
procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

The Rio Grande College Quality Enhancement Plan (QEP):
Sul Ross State University Rio Grande College 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. Rio Grande College 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. Rio Grande College 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 RGC. 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. If you have questions about the QEP, please contact Dr. Sarah Moreman, QEP Coordinator, at smoreman@sulross.edu.

Again, I want this class to be useful to you in your future careers. As such, 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>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong></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>
<td></td>
</tr>
</tbody>
</table>
| **Week 2** | “Police Operations in Context.”  
“Communications: The Foundations of Police Operations.”  
**Focus:** Explore the historical, political, and ideological foundations of police administration, along with the significance of communication. | Hess, Orthmann, & Cho: Chapters 1 & 2 |
| **Week 3** | “Operational Skills: Performing with the Law.”  
“Patrol: The Backbone of Police Operations.”  
**Focus:** Detail the day-to-day duties of police officers, required skills, and the realities and implications patrol activities. | Hess, Orthmann, & Cho: Chapters 3 & 4 |
| **Week 4** | “Traffic: Policing in a Country on the Move.”  
“Crime, Disorder, and Quality-of-Life Issues: Responding to the Call.”  
**Focus:** Examine the changing dynamics of traffic policing, social control, implications, and consequences. | Hess, Orthmann, & Cho: Chapters 5 & 6 |
| **Week 5** | “Violence: At Home, in the classroom, on the Job.”  
“Emergency Situations: When Disaster Strikes.”  
**Focus:** Examine the scope and nature of violence and detail the significance of emergency situations in modern America. | Hess, Orthmann, & Cho: Chapters 7 & 8 |
| **Week 6** | “Terrorism: From Hometown Security to Homeland Security.”  
“Criminal Investigation.”  
**Focus:** Analyze the dynamics, implications, and consequences of terrorism; and detail the logistics of criminal investigations. | Hess, Orthmann, & Cho: Chapters 9 & 10 |
| **Week 7** | **Reflection Week:**  
**Focus:** “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. | |
| **Week 8** | “Responding to Children and Juveniles: Our Nation’s Future.”  
“Gangs and Drugs.”  
**Focus:** Explore the historical, contemporary, and emerging issues in juvenile justice; and examine the realities and myths of gangs and drugs. | Hess, Orthmann, & Cho: Chapters 11 & 12 |
| 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.