

Syllabus
CRIJ 4333 section 001
Fall 2021

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(The best way to contact me is by using the messaging function in Canvas.)

Office Hours: Tuesday and Thursday from 10am-12pm and by appointment. Furthermore, I am available throughout the week, so do not hesitate to send me a message and we can arrange an in-person office session or one via Zoom.

Course Overview: This course will describe the historical development of policing within the United States but will extend beyond the community policing era into modern policing actions in a post-9/11 society. Students will be introduced to the theoretical foundations of modern policing practices and emphasis will be placed on describing how advances in policing technologies reconciles with community-based efforts in an attempt to ameliorate the problems associated with criminal behavior.

Student Learning Outcomes:

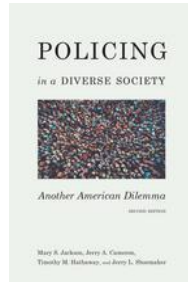
1) Analyze the intersection between cultural awareness and community policing for effectively policing in today's complex diverse American society.
2) Synthesize how awareness by police officers can improve relationships with special populations (inherent within a racial, ethnic, sexual orientation, and age context).
3) Evaluate knowledge of adolescent gangs and immigration have for effectively policing America's communities.
4) Discuss the dynamics of the policing environment as a way to improve policing.
5) Construct an argument how engagement in a service-learning project enhances awareness for criminal justice reform measures.

Overall "Big Question" we will be focused on all semester: How can the criminal justice system achieve an acceptable standard of justice in the United States? (This is a question that transcends this course and relates to all of the courses I teach; and can be used for you to be an objective and critical thinker in all criminal justice courses).

Main concepts/questions: I will keep this course content revolving around: (1) How have the police evolved and how does their evolution relate to the overall big course question? (2) How must police agencies/officers think to effectively engage in 21st Century policing? (3) What are the challenges police agencies/officers daily confront that impinge their ability to effectively engage in constitutional policing from a theoretical perspective? And, (4) If we know the challenges, how can police agencies overcome the challenges to be successful?

Required Textbooks and Readings:

Jackson, M. S., Cameron, J. A., & Hathaway, T. M. (2021). *Policing in a diverse society: Another American dilemma*. Carolina Academic Press. ISBN 978-1-5310-1527-5 or e-ISBN: 978-1-5310-1528-2



Assignments and weights/percentage values

1. Chapter Assessments [Chapter Quizzes]		10%
2. Quizzes	(10% each)	40%
3. In Class Assessments (discussion facilitators)		10%
4. Panel Discussion Reflections	(5% each)	15%
5. Service-Learning Project	(Poster=10%, Reflection=15%)	<u>25%</u>
		100%

Grading Scale:

- A 90% or greater
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F below 60%

**keep in mind, I round up. This means a 89.45, rounds to a 89.5, which rounds to a 90.0

Late Work and Make-Up Exams: Unfortunately, illnesses, deaths in the family, or other traumatic events are part of life. Such events are unwelcomed and because I understand how difficult these times are, if you contact me within 24 hours of the event **and** provide documentation, I will be happy to give you a make-up quiz or extend an assignment deadline.

The general rule is I will not accept any late assignments. Please pay particular attention to the due dates for each assignment.

Attendance Policy: You are expected to attend every class session. There will be important information being discussed in class that you will need to ensure your success in this course. So, unless you are ill or have a family situation that precludes your attendance (but please let me know if you will not be in class), you are expected to be in class. It is important you read the reading assignments prior to class and arrive ready to discuss the material. Again, I recognize extenuating circumstances arise that can make it difficult to attend each and every class session. In other words, life happens! If a serious family emergency occurs, please let me know as soon as the event occurs or within 24 hours.

UT Tyler does have a [Class Attendance policy](#) in the catalog.

Graded Course Requirements Information:

Chapter Assessments:

Prior to us discussing each chapter you will be required to complete a comprehension reading chapter quiz. These quizzes are only 10 questions and you will have 15 minutes to complete each. You can retake each quiz (two attempts and I will record the highest score). The quizzes will all be multiple choice and/or T/F. The purpose of each quiz is to encourage you to read the chapter. The book I selected for this course have brief chapters, so time should not hinder your ability to complete the readings each week.

Quizzes:

There are four quizzes in the course, one at the conclusion of each module. The quizzes are comprehensive so there will be questions on each quiz that covers material from previous modules. The questions are straightforward and arise from our classroom discussions. Thus, it is very important you attend every class session.

In-Class Assessments:

There will be a myriad of assessments throughout the semester. You must be in attendance to receive credit for the assessments. (Missing one or two will not severely impact your grade in a negative fashion but can be the difference between two grades at the end of the semester—thus, I strongly encourage you to attend class.) These assessments will be comprised of a variety of technics to enhance your learning through classroom discussion—these can occur at any point in the class and are intended to assess your learning and to enhance the learning environment. Thus, make sure you read the material and think about it before class because on some days I may have you reflect upon how an assigned reading applies to a larger question on a contemporary policing issue that is aligned with the topic we are covering. Each of you will be expected to be an active participant in the class discussions. Education research has suggested that the more engaged and active a student is in the learning process, the more learning will occur.

Panel Discussion Reflection:

We will have three panel discussion this semester (9/14, 10/5, and 10/19) that will involve members from the community being available to us to enhance our discussions and awareness of diversity and how it impacts policing in today's society. You are expected to participate in the panel discussion by asking the panelist relevant questions as it pertains their experiences and their ideas about policing. At the conclusion of each panel discussion you will be required to reflect on the discussion and prepare a short reflection paper where you discuss the following:

1. How did the discussion influence you (what did you learned)?
2. State three concrete, actionable items you will pursue as a result of the panel discussion. (Specific and not vague—specific is volunteer at the local food bank, whereas vague is be nicer to people.)

Service-Learning Project and Related Activities:

We will have a service learning project this semester that will require you to explore a new dimension of your life—the purpose is to encourage you to broaden your exposure to individuals that have experiences that are different from yours. The hope is you will engage in observation and communication with others (different from yourself) to help you understand

the experiences and perspectives of others that are different from you. I firmly believe policing is unique and it takes a person of strong will and character to perform the tasks each community requires. We live in a diverse society and to assist police agencies enhance their recruitment pool, I believe providing you with this unique experience will not only help you as an individual, but also as a criminal justice practitioner, and the community you will serve as a criminal justice practitioner (either now or in the future). As a retired police practitioner, I believe this experience can help you as you prepare for a career in policing and provide you the dialogue to help advance policing in a positive manner.

The expectation is for you to spend at least 10 hours with a person(s) from a group you have no or little contact/knowledge concerning (I will identify the contact) to assist you broaden your perspective. Contacts will come from community members associated with marginalized groups (e.g.; race/ethnicity, homelessness, LGBTQ+, religion).

You will then be required to reflect upon your experience and think about how interacting with individuals from the marginalized group has impacted your perspective of the group. Also, how will this information you gained assist you in your daily activities, community involvement, and in your current (if a criminal justice practitioner) or future criminal justice practitioner career.

You will then prepare a poster that will be presented to the class during the last week of the semester along with a reflection paper (3-5 pages) on how the experience has impacted you and can be an impetus for change within the criminal justice system. You must incorporate at least three peer-reviewed sources into your reflect.

There is an alternative assignment if you choose not to engage in the service-learning assignment. You will then be required to write a traditional academic paper on service learning from a criminological perspective reasoning the value of the need for policing to recruit and expose current officers to develop an understanding of diversity from a practical perspective. This will adhere to APA requirements and must incorporate at least ten peer-reviewed sources and a minimum of fifteen full pages, not counting your title page or references. However, a poster will still be required for you to present to the class.

Calendar of Topics, Readings, and Due Dates

This is a tentative course schedule

Module 1 "The Basics"

Week 1 August 23-27

"Introduction"

Reference material: Chapter 1 (for Thursday)

Learning Activities: Lecture and Class discussion

Chapter 1 quiz due prior to 2pm on August 26

Week 2 August 30-September 3

"Community Policing

Reference material: Chapter 2

Learning Activities: Lecture and Class discussion

Chapter 2 quiz due prior to 2pm on August 31

*****September 3 is Census Day

Week 3 September 6-10

“Terrorism and Policing”

September 6-University is closed for Labor Day Holiday

Reference material: Chapter 3 and 7

Learning Activities: Lecture and Class Activities

Chapter 3 & 6 quizzes due prior to 2pm on September 7

Module Quiz #1 (September 9)

Module 2

“Special Populations”

Week 4

September 13-17

“Rarely Discussed Groups”

Reference material: Chapters 4 and 5

Learning Activities: Panel #1 Discussion (9/14)

Lecture and Class Activities

Chapters 4 & 5 quizzes due prior to 2pm on September 16

Reflection #1 due by 5pm on September 17

Week 5

September 20-24

“African Americans”

Reference material: Chapter 6

Learning Activities: Lecture and Class Activities

Chapter 6 quiz due prior to 2pm on September 21

Week 6

September 27-October 1

“Latinx”

Reference material: Chapter 8

Learning Activities: Lecture and Class Activities

Chapter 8 quiz due prior to 2pm on September 28

Week 7 October 4-8

“LGBTQ”

Reference material: Chapter 9

Learning Activities: Panel #2 Discussion (10/5)

Lecture and Class Activities

Chapter 9 quiz due prior to 2pm on October 7

Reflection #2 due by 5pm on October 8

Week 8 October 11-15

“The Elderly”

Reference material: Chapter 10

Learning Activities: Lecture and Class Activities

Chapter 10 quiz due prior to 2pm on October 12

Module Quiz #2 (this also includes concepts from Module #1 as all quizzes are cumulative—October 14)

Module 3 **“General Awareness”**

Week 9 October 18-22

“Gangs”

Reference material: Chapter 11

Learning Activities: Panel #3 Discussion (10/19)

Lecture and Class Activities

Chapter 11 quiz due prior to 2pm on October 21

Reflection #3 due by 5pm on October 22

Week 10 October 25-October 29

“Immigration”

Reference material: Chapter 12

Learning Activities: Lecture and Class Activities

Chapter 12 quiz due prior to 2pm on October 26

Module Quiz #3 (this also includes concepts from Modules #1 and #2 as all quizzes are cumulative—October 28)

Module 4 **“Topical Concerns”**

Week 11 November 1-5

“Training”

Reference material: Chapter 13

Learning Activities: Lecture and Class Activities

Chapter 13 quiz due prior to 2pm on November 2

*****Last day to Withdraw from one or more classes is November 2

Week 12 November 8-12

“The Workplace”

Reference material: Chapter 14 and Chapter 15

Learning Activities: Lecture and Class Activities

Chapter 14 & 15 quizzes due prior to 2pm on November 9

Week 13 November 15-19

“The Future

Reference material: Chapter 16

Learning Activities: Lecture and Class Activities

Chapter 16 quiz due prior to 2pm on November 16

Module Quiz #4 (this also includes concepts from Modules #1, #2, and #3 as all quizzes are cumulative—November 18)

Turkey Week November 22-26

University Closed for Thanksgiving

Module 5 **“Reflect”**
Week 14 November 29-December 3
 “Service-Learning”
 Learning Activities: Presentations

Service-Learning Reflection Paper is due: Submit your paper by 5:00pm on Thursday, December 2!

Week 15 December 10-13
 “Finals Week”
I am available for consultation via Zoom or in my office (Set an appointment)