**Police**
01:202:202:B1
Monday through Thursdays
8:15 AM to 10:00 AM
**Campbell Hall AA 4**

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Criminal Justice

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# Program in Criminal Justice
# Rutgers, the State University of New Jersey

# Learning Goals:
# A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

# Learning Goals for Criminal Justice Majors

1. **Competence:**
   a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
   b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
   c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

## SYLLABUS

PURPOSE OF THE COURSE:

The course is designed to provide students with an introduction to policing in America, explain the role of police in society, discuss what the police do and how they do it, discuss the various problems they face and the type of strategies police use to response to these problems (community oriented policing, problem oriented policing, zero tolerance policing, etc.). We will then discuss police discretion, sources of discretion, accountability, search and seizure, civil liability, personnel recruitment, selection and training practices and lastly discuss contemporary police problems and future challenges confronting law enforcement.

**REQUIRED TEXTBOOKS**

The Police in America: Classic and Contemporary Readings. (2004). Brandl, Steven G. & Barlow, David S. Belmont, CA: Wadsworth.

*Current Issues and Controversies in Policing.* (2007). White, Michael D. Boston: Pearson.

EVALUATION OF STUDENT PERFORMANCE:

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|---|---|---|
| Two Exams: | 25 points each | **50** points |
| Five Quizzes: | 2 points each | **10** points |
| Term Paper | | **40** points |
| Total Semester Points: | | **100** points |

Exams consist of 50 multiple-choice items (1/ 2 points each) covering both lecture and reading assignments.

Quizzes will be *unannounced* and cover topics in assigned reading assignments.

The term paper will be 3 double spaced pages on one of the following topics:

- Should police officers be required to have a college degree?
- Is it important for a police department to be racially representative of the community it serves?
- Are problem and community-oriented philosophies of policing the latest fad, or are they here to stay?
- Should community satisfaction with the police be considered a measure of police performance?
- Is it possible for a police department to effectively police itself? If so, how?
- Another topic approved by the course instructor.

The term paper may be MLA or APA format. It is due *on or before* **Monday, June 30, 2014**. **N**o Late Papers will be accepted.

There are **NO** make up dates for **ANY** quiz under **ANY** circumstance.

There are **NO** extra credit assignments.

Final Grades:

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|---|---|
| 90 - 100% | **A** |
| 87 – 89% | **B+** |
| 80 – 86% | **B** |
| 77 – 79% | **C+** |
| 70 – 76% | **C** |
| 60 – 69% | **D** |
| 00 – 59% | **F** |

This syllabus is subject to change

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|---|---|
| May 27 | Course introduction. |
| May 28, May 29 | PART 1. Selection, Recruitment and Training. **READ:** *Current Issues and Controversies*: Chapters: 1 & 2. **READ**: *The Police in America*: The Professional Political Model of the Good Policeman. p. 173. The Social Organization of Arrest. p. 184. Broken Windows. p. 375. |
| June 2,3,4, &5 | PART 2. **READ**: New Philosophies and Strategies. *Current Issues and Controversies:* Chapters: 3 & 4. **READ**: *The Police in America*: The Evolving Strategy of Policing. p. 5. The Evolving Strategy of Police: A Minority View. p. 26. The Kansas City Preventive Patrol Experiment: A Summary Report. p. 237. Effects of Gun Seizures on Gun Violence: "Hot Spots" Patrol in Kansas City. p. 256. Team Policing: Case Studies. p. 314. |
| June 9, & 10 | PART 3. **READ**: Police Misconduct and Accountability. *Current Issues and Controversies:* Chapters: 5, 6, & 7. **READ**: *The Police in America*: The Functions of Police in Modern Society. p. 92. Summary Report of the Independent Commission. p. 117. Administrative Interventions on Police Shooting Discretion: An Empirical Examination. p. 216. The Criminal Investigation Process: A Summary Report. p. 275. The Relationship Between Evidence, Detective Effort, and the Disposition of Burglary and Robbery Investigations. p. 300. |
| June 11, | Mid Term Review |

June 12 **Mid Term Examination**.

June 16, 17,18 & 19 PART 4. **READ**: Police Misconduct and Accountability. *Current Issues and Controversies:* Chapters: 8, 9, and 10. **READ**: *The Police in America*: Policing the Ghetto Underclass: The Politics of Law Enforcement. p. 47. The "Causes" of Police Brutality: Theory and Evidence on Police Use of Force. p. 128. The Asshole. p.197.

June 23,24,25,& 26 PART 5. **READ**: The Future of Policing. *Current Issues and Controversies Chapters*: 11 & 12. **READ**: *The Police in America*: A Political Economy of Community Policing. p. 68. Structural Change in Large Municipal Police Organizations During the Community Policing Era. p. 326. Improving Policing: A Problem Oriented Approach. p. 353. Militarizing Mayberry and Beyond: Making Sense of American Paramilitary Policing. p. 387.

June 30 **Term Papers Due**

July 1 Continuation of PART 5. The Future of Policing.

July 2 Course Review and Term Paper discussion.

July 3 Last day of class, **Final Exam** will be given during class

Final Examination *Tentative* Time, Date, and Location: Thursday, July 3, 2014, 8:15 AM to 10:00 AM at Campbell Hall AA-4.

Students unable to attend **ANY** examination on the assigned date, for **ANY** reason, are to notify the instructor **PRIOR** to the examination date to make arrangements for a make up examination.

**Nota Bene**: Tape recording lectures are strictly prohibited, along with note taking for commercial purposes.

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: http://lrc.rutgers.edu

Students will be held to the academic integrity standards of this institution. Refer to: http://teachx.rutgers.edu/integrity

**Police**

**Summer 2014**

**TERM PAPER ASSIGNMENT**

**GRADING RUBRIC**

**01-202-202-02**

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|---|---|---|---|---|---|---|---|
| **Spelling And Grammar** *No Paper submitted.* **0 points** | **25 or more** spelling and grammar errors. **1 point** | **21 to 25** spelling and grammar errors. **2 points** | **16 to 20** spelling and grammar errors. **3 points** | **11 to 15** spelling and grammar errors. **4 points** | **6 to 10** spelling and grammar errors. **5 points** | **3 to 5** spelling and grammar errors. **6 points** | **0 to 2** spelling and grammar errors. **7 points** |
| **Content Pages** *No Paper Submitted* **0 points** | Less than 1 Content Pages **1 point** | **1** Content Pages **2 points** | | **2** or less Content Pages **4 points** | | | **3** or more Content Pages **7 points** |
| **Content** ***No* Paper Submitted On June 30, 2014.** **0 Points** | | Poor conceptual continuity. Paper is not grounded in existing research on the topic. Paper is not written in an organized manner with an introduction, body and conclusion. **10 Points** | | Conceptual continuity is evident. Paper is grounded in existing research on the topic. Paper is written in an organized manner with an introduction, body and conclusion. **20 Points** | | Conceptual continuity enhances the paper. Paper is grounded on the topic. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject. **26 Points** | |

Maximum point score for term paper assignment is **40** points.

All papers are due on, or before Monday, **June 30, 2014**. All papers not received by that date will receive a grade of **0** for the assignment.

**NO LATE PAPERS WILL BE ACCEPTED**