

## **Policing**

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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:**

**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.

**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.

**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.

## **Required Text**

### **An Introduction to Policing**

Author: Dempsey, Forst & Carter 9<sup>th</sup> edition

Publisher: Cengage

## **Course Description**

This course will provide students with an in-depth examination of policing, from its very beginning to the present day. To enhance the learning experience, students will also receive personal perspectives from the instructor as well as other sources of information regarding those who work with or against law enforcement and others such as community activists who can contribute to a better understanding of policing. The student should have a broad-based knowledge of the police role in modern law enforcement.

This class is completely online and will include multiple interactive tasks during the weekly modules. A significant portion of this course consists of discussion groups, and assignments. In addition, there will be links to related readings, websites and online videos. The online environment offers a potential advantage to the in-class experience by allowing repeated reviewing of all information which can help generate more student to student interaction through the discussion groups. This online environment allows for a variety of engagement activities that can be used to stimulate student participation that can also be monitored through Blackboard tools.

Since this is an online class it is expected that you are familiar with Blackboard. I will not answer technology questions related to your work. The Blackboard helpline 1-848-???-???? please pay attention to the hours. All deadlines for this course are in Eastern Standard Time. Do not start your assignments right before they are due because if there is a problem and miss the deadline, the module will close. Please do not ask for special consideration if you miss your work, everyone who misses a deadline receives a zero. It is also your responsibility to read all feedback.

There will be some advice on assignments and discussion regarding the mandatory word minimum you must meet or exceed it, if a number of resources are required you must provide them, you must not exceed a 30% in a Turnitin score (do not use direct quotes even if you cite them), you must read all feedback, your work must be written professionally and with effort. The grading for the quizzes and exams is straightforward multiple choice.

One more important piece of information would be when you email me, please be respectful and professional. Therefore, do not use jargon, texting language or spelling, make demands or use disrespectful language. I will always do the same.

## **Course Objectives**

At the completion of this course, students will be able to do the following: Understand the special role of the Police within society and the criminal justice system. Students should understand sources of variability across police organizations with respect to police interactions with various social groups. In addition, students should be able to apply their understanding of core concepts and theories in policing to analyze real world problems and to evaluate alternative policy proposals on a range of policing issues.

## **Course Structure**

Each weekly module opens on a Monday morning at 8am and closes on Sunday at 8pm. The deadlines are always on Sundays at 8pm EST.

The formal organization of this course consists of multiple parts: 1. Power point lectures, 2. Weekly quizzes/assignments, 3. Midterm and final exam, 4. Weekly chapter reading assignment, 5. Intermittent journal or article reading, 6. Intermittent video viewing, 7. Structured student online participation through discussion boards.

Lectures: There are 13 power point lectures, uploaded into the weekly modules. The lectures will be broken into sections. Some lectures will also be accompanied by a short video featuring a current event or issue.

Weekly quizzes: Each weekly module will be accompanied by quiz/assessment. The questions will range in type (multiple choice/short question) and can be taken after viewing the power point lecture or any additional requirements. They will be graded automatically and students will receive feedback upon submission. This allows the student to know their grades throughout the semester. Quizzes/assessments make up 20% of the semester. Quizzes are timed, most are 10 questions with an allocation of 10 minutes. **YOU CANNOT USE YOUR BOOK.** Do not miss the deadline-there are no makeups.

Midterm and final exams: these will be given online in multiple choice. They are also timed and will have approximately 50 questions. The timing will be approximately 80 minutes (I will establish this prior to the exam). This timing comes from the Office of Instructional and Research technology. They are worth 50% of your grade (25% each). **YOU CANNOT USE YOUR BOOK.** Do not miss the deadline.

Weekly chapter reading assignment: Each weekly module will be accompanied by a chapter in the text book. This ties into the weekly quiz/assessment. Do not miss the deadline.

Intermittent journal or article reading: During various weekly modules, students will see that I have uploaded a relevant newspaper or journal article to be read. This will be tied to either the weekly quiz/assessment or the student weekly discussions.

Intermittent video viewing: During various weekly modules, students will see that I have uploaded a relevant video to be viewed. This will be tied to either the weekly quiz/assessment or the student weekly discussions. This is only when something relevant occurs.

Structured student online participation through discussion boards: In addition to assigned course work, logging onto the class website and viewing the prepared online material, students are expected to spend at least 10 hours over the course of the semester (approximately 40 minutes per week) in structured participation. This will be monitored via discussion boards and the mandatory weekly posts. Students will be graded on the level and quality of their participation and guidance will be given at the beginning of the semester as to make students aware of expectations. The weekly discussion board assignments are worth a total of 25% and each will be graded individually. Many have a word minimum, usually 200-500 words. Students are not allowed to use direct quotes from outside sources, everything must be put in the students own words and cited. Everything the student turns in and writes will be processes through the plagiarism software-Turnitin. A percentage of 30% or higher on Turnitin will cause for a failing grade. Do not miss the deadline.

## **Expectations**

The success of this class is very much dependent on the effort you put forth each week in being prepared and contributing to the best of your ability. I assume that each student who signs up for this course carries with him/her a set of expectations. You expect to learn about the transition to adulthood, and perhaps expect to be stimulated and challenged by the course materials. In turn, I enter each new course with a set of baseline expectations for my students, and I like to have them on the syllabus so everyone knows where I stand in terms of behavior and online-class norms.

You should expect that I have prepared this class with your expectations in mind. You should expect that I grade and return assignments and tests in a timely manner. You should expect that I be available to meet with you via email or by telephone when necessary. I will also respond to your questions promptly and courteously. And you should expect that I conduct myself in a professional manner at all times.

In turn, I have the following expectations about you. I expect that you will prepare your discussion boards just as if this was a conventional classroom. I expect that you pay attention to the topics at hand and not engage in side conversations in the discussion boards. I expect that you keep up with course materials and readings, and hand in assignments on time. I expect that during class discussions you are respectful of all of your classmates and their opinions, and that you do not engage in disrespectful or hateful discourse. For my part, I will strictly enforce civility during discussions.

To encourage you 5% of your grade is yours free and clear at the beginning of each semester. To maintain that you have to be present, attentive and civil, and those who are not lose parts or all of the 5%. The choice is really up to you.

## **Attendance Policy**

*Students are expected to attend all classes ie: discussion boards; if you expect to miss one or two classes, please email me. Attendance is an important part of your 5% civility grade*

### **Grading Policy**

The following factors will be taken into consideration in the determination of the student's final grade: Weekly Quizzes/Assessments, Midterm Examination, Final Examination, Student discussion boards and Civility.

### **Evaluation of Student Performance**

Weekly Quizzes/Assessments = 20%

Midterm and Final = 50%

Student discussion boards= 25%

Civility= 5%

Total: 100%

### **Grading Scale**

90-100%   **A**

87-89%   **B+**

80-86%   **B**

77-79%   **C+**

70-76%   **C**

60-69%   **D**

00-59%   **F**

### **Academic Dishonesty**

Rutgers University has a well-defined academic integrity policy, which will be strictly enforced in this class. All students in this class should review and be familiar with the policy of the university, which can be found at: <http://TeachX.rutgers.edu/integrity/policy.html>

The use of ANY electronic device for *non-academic purposes* is strictly prohibited during class time. Violations will result in a reduction of the course grade.

### **Mid-Term Examination**

To be determined

### **Final Examination**

As per college: <http://finalexams.rutgers.edu/>

Final exam: to be determined

## **Student-Wellness Services:**

### **Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### **Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [rhscaps.rutgers.edu/](http://rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offer a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### **Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [vpva.rutgers.edu/](http://vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call [\(848-932-1181\)](tel:848-932-1181).

### **Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

### **Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

<b>TOPIC</b>	<b>READINGS</b>	<b>RESOURCES</b>
Part 1: Police History & Organization  WEEK 1(short week) 9/4-9/9	CHAPTER 1-Police History Power point Weekly quiz Discussion board	An Introduction to Policing 9 <sup>th</sup> ed Dempsey, Forst & Carter Cengage 2018 ISBN: 978-1-337-55875-4 any other academically approved sources****
WEEK 2 9/10-9/16	CHAPTER 3-Organizing the Police Department Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
Part 2: The Personal Side of Policing  WEEK 3 9/17-9/23	CHAPTER 4-Becoming a Police Officer Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 4 9/24-9/30	CHAPTER 5-The Police Role & Police Discretion Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 5 10/1-10/7	CHAPTER 6- Police Culture, Personality & Stress Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 6 10/8-10/14	CHAPTER 7-Minorities in Policing Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 7 10/15-10/21	CHAPTERS 8-Police Ethics & Police Deviance Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
<b>WEEK 8 10/22-10/28</b>	<b>Chapters1, 3-8 Review for Midterm</b>	<b>MIDTERM</b>
Part 3: Police Operations  WEEK 9 10/29-11/4	CHAPTER 9-Patrol Operations Power point Weekly quiz	****any other academically approved sources**** See above list

	Discussion board	
WEEK 10 11/5-11/11	CHAPTER 10-Investigations Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 11 11/12-11/18	CHAPTER 11-Police & Their Clients Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 12 (short week) 11/19-11/25	CHAPTER 12-Community Policing Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
WEEK 13 11/26-12/2	CHAPTER 13-Police & the Law Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
Part 4: Critical Issues in Policing WEEK 14 12/3-12/9	CHAPTER 14-Computers, Technology, & Criminalistics in Policing Power point Weekly quiz Discussion board	****any other academically approved sources**** See above list
<b>WEEK 15 FINAL T/B/A</b>	<b>CHAPTERS 9-14 REVIEW FOR FINAL</b>	<b>COMPLETE ALL WORK AND STUDY</b>

**All assignments and discussion board requirements will be posted on blackboard with the due dates and grading criteria will be listed in the rubrics (attached to each individual assignment).**