Police
Spring 2025
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Online

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Program in Criminal Justice
Rutgers, The State University of New Jersey

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 videos from specialists 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. The specific dates of the guest speakers' presentations have not yet been identified. However, the following course schedule is dynamic and provides time for multiple presentations, special/additional reading assignments and other updates.

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. Students should be familiar with the 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, Courts, and Corrections. 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 and methodological literacy, with an applied focus on crime, public safety, and justice-related contexts. Students should understand the various ways that evidence, the scientific method, and social science paradigms shape how we describe and explain CJ-related phenomena, and how theories and policies are developed, tested, and critiqued. They should be able to analyze data using computer applications and should be familiar with basic statistical principles, techniques, and quantitative literacy. They

should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

d. **Social Justice and Diversity**. Students who complete the major in criminal justice should understand how the various axes of power and inequality affect how the criminal justice system functions and is experienced. Students should understand how diverse experiences inform theories and concepts in criminal justice and how criminal justice institutions operate differently along dimensions of race, class, gender, and other identities, across varied communities within the United States and in various parts of the world.

2. CRITICAL THINKING:

Upon completion of the major, students should be able to apply their understanding of core concepts and research tools to analyze 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. Such analyses should be sensitive to questions of diversity, equity, and inclusion. Students should be equipped with the methodological skills to critically examine how public and private interests and structures may (re)produce asymmetries of power and inequality along various axes such as race/ethnicity, gender, class, citizenship, and geography. Attaining this goal will require that students apply their theoretical, methodological, and analytic skills to criminal justice structures, policies, and dilemmas both in the U.S. and comparative contexts.

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 and adversely affected communities. Topics that center historically marginalized groups are welcome, along with research projects that might yield meaningful findings for historically subjugated or minoritized communities.

REQUIRED TEXT

Introduction to Policing 9th ed. By Dempsey, Forst and Carter, Cengage Publishing 2019. ISBN 13:978-1337558754. There may be additional handouts and readings distributed by the Professor.

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.

STUDENT SUPPORT HOURS

Monday from 10 :00 a.m. -11 :00 a.m. A Zoom Link will be provided in Canvas. Please e-mail to set up another time if Monday is not possible.

CANVAS

This course will utilize Canvas for announcements and materials.

COURSE REQUIREMENTS

1) Course Structure

This class is Asynchronous online. There are no times that we must all be logged on at the same time.

2) Participation

Students are expected to take an active part in all forums/discussions and assignments. To accommodate students' reasonable, personal situations that might prevent them from participating in the forums/discussions and assignments, students should e-mail if they expect to not submit the work on time. You are expected to have the material read, watch all videos, listen to the audio lectures, and submit posts for the respective class.

Rutgers Attendance Policy (This mainly applies to in person classes however I included it so students are familiar with the overall Rutgers attendance policy).

The Policy

I. Attendance at all regularly scheduled meetings of a course shall be expected. A student shall be permitted to make up required exercises and examinations missed as a result of absences when these are authenticated. Each college or school shall designate an

appropriate authority to authenticate the reason for absences from any regular part of a course, including final examinations.

II. It is the policy of the University not to cancel classes on religious holidays. However, students should exercise their own judgment as to attendance in accordance with the dictates of specific school or program policies and requirements governing class attendance. Generally, no public ceremonies should be scheduled for these religious holidays. In any case, any ceremonies necessary on these days should be cleared through the appropriate campus Chancellor(s) with notification to the Senior Vice President for Academic Affairs.

III. It is also the policy of the University, when consistent with specific school or program policies and requirements governing class attendance, to excuse without penalty students who are absent because of religious observances; or participation in University-sponsored intercollegiate athletics contests, practices, associated travel, and other similar obligations; and to allow the make up of exercises or examinations missed because of such absence. Except when related to clinical assignments, examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

The President of the University or an official appointed by him or her is authorized to cancel classes at the University or any part thereof in the event that weather conditions so dictate.

IV. The recognized grounds for absences are:

A. Illness requiring medical attention.

B. Participation in recognized curricular or extracurricular activities.

C. Personal obligations claimed by the student and recognized as valid by the instructor.

D. Religious holidays.

E. Severe inclement weather causing dangerous traveling conditions.

F. University-sponsored intercollegiate athletics contests, practices, associated travel, and other similar obligations. The Division of Intercollegiate Athletics provides the student athlete’s instructors with written verification that confirms the student’s athletic affiliation and their participation in sponsored events.

V. All students are responsible for the timely notification of their instructors regarding any expected absences as a result of any of the items listed above in Paragraph IV, including the use of the Self-Reporting Absence Application when requested by

instructors. All students are responsible for making up the resultant missed exercises or examinations according to an appropriate schedule agreed upon with their instructors.

3) *Term Paper*

You will be required to write a three (3) content page typed double spaced term paper. Some topics of this term paper would include: Should police officers be required to have a college degree, should officers be required to live in the city they work, how do you improve officer safety. A further description of the Term paper will be provided in Canvas. In addition to the three (3) content pages, you will be required to provide at least (4) cites which could include the textbook or policies of police departments

AI USE POLICY:

Use of AI and/or material from other courses: Use of an AI Generator such as ChatGPT is explicitly prohibited unless otherwise noted by the instructor. Every submission should be an original composition that the students themselves wholly created for this course. The information derived from such tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete.

Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero grade and will be referred to the relevant Rutgers offices. The use of such linguistic correction tools as Grammarly, Google and Microsoft Word is acceptable as long as it is not substantial, and limited mostly to grammar/typo corrections and word suggestions. I reserve the right to use Artificial Intelligence (AI) detection software to find instances of AI-generated writing in student submissions. In addition to not using AI in any form (including ChatBot software) you may not cut and paste your writings from previous or current other courses. All required writing for this semester's course including Web Projects and the final essay are to be written by YOU just for this course.

4) Assignments

Every week, a new module will open. Within the module, there will be several assignments/forums/discussions on covered topics and current events within the module.

5) Quizzes and Exams

The quizzes and exams will be given in Canvas. They will be open for a period of time and you will be given a specific amount of time to take them. They will be multiple choice and true/false. The material for the exams will be taken from the textbook, lecture notes, audio lecture, videos and articles.

COURSE GRADING

The final grade will be determined using the following weighting scale:

Midterm	20%
Final Exam	20%
Quizzes	20%
Term Paper	7%
Assignments	15%
Forums/Discussions	18%

GRADING SCALE

A 100-- 90
B+ 89-- 85
B 84-- 80
C+ 79-- 75
C 74-- 70
D 69-- 60
F 59 and below

LATE WORK/MAKEUP EXAMS:

All assignments/Papers are due on the specified date. Unexcused late work will result in a grade deduction of 10% per assignment/Paper. **Only a legitimate excuse for absence with documentation will qualify for rescheduling an exam**.

If you expect to miss classes, please use the University absence website as well as e-mailing me. This class will be using the SAS/Rutgers University policy to determine what constitutes an excusable absence. It is important that you notify me via e-mail or in person if you miss class or know you must miss a future class

https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes

Disability Policy & Accommodations

- Full disability policies and procedures are at http://disabilityservices.rutgers.edu/
- Students with disabilities requesting accommodations must follow the procedures outlined at http://disabilityservices.rutgers.edu/request.html

ACADEMIC DISHONESTY
Rutgers University has a well-defined academic integrity policy, which will 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://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

Spring 2025--COURSE SCHEDULE
This calendar of events is subject to change based on the completion of course material and student progress.
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Week 1	Chapter 2- Organizing Public Security in the United States
Week 2	Chapter 3- Organizing the Police Department
Week 3	Chapter 4- Becoming a Police Officer
Week 4	Chapter 5- The Police Role & Police Discretion
Week 5	Chapter 6- Police Culture & Stress
Week 6	Chapter 7- Minorities in Policing
Week 7	Chapter 8- Police Ethics
Week 8	**Midterm**
Week 9	Chapter 9- Patrol Operations
Week 10	Chapter 10- Investigations
Week 11	Chapter 11- Police and their Clients
Week 12	Chapter 13- Police and the Law
Week 13	Chapter 13- Police and the Law Cont'd
Week 14	Chapter 14- Technology in Policing
Week 15	Current Events/Scenarios

http://finalexams.rutgers.edu/
For any changes that may unexpectedly occur

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/
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 offers 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/
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.

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.