

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Program in Criminal Justice

Police 01:202:202:03

Spring 2017

LSH – B115

M/W 1:40 – 3:00 P.M.

**Lieutenant. Raymond Trigg
Instructor**

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COURSE SYLLABUS

Learning Goals – Criminal Justice Program:

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.

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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.

Course 202 Information - Police

Required Textbook: Dempsey and Frost, An Introduction to Policing (8th Edition)

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 and guest speakers who are current practitioners in law enforcement, private security, the practice of law, specialists who work with or against law enforcement and others such as community activists who can contribute to a better understanding of policing. 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.

Course Objectives:

We will engage in discussions related to the textbook and handout assignments. Students will be expected to read and understand the assignments prior to coming to class. A combination of textbook readings, outside reading assignments, lectures, current events, classroom discussions and presentations from guest speakers will all provide students with a more comprehensive understanding of the challenges faced by modern police departments. Exam and quiz questions will focus on information from all the above.

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Course Requirements:

Examinations: There will be two examinations during the session, a mid-term and a final. Examinations will be based on assigned readings, class lectures and discussions, and guest speaker presentations. The midterm examination will be based on the material covered during the first half of the semester. The final examination will be based upon everything covered after the mid-term examination and the earlier materials that are again reinforced after the mid-term.

Quizzes: There will be two quizzes during the session, and they will be based on the reading assignments, the lectures and from information provided by guest speakers. Each quiz will consist of multiple choice questions.

Note: Exams and quizzes start on time and no one who arrives late will be allowed to take the test

Methods of Instruction:

The textbook will be the main source of examination questions, a number of the midterm and final examination questions will also come from the outside reading assignments, class lectures and the guest speakers. Class discussions and guest speakers will provide information not found in the textbooks. I use PowerPoint slides as an outline to assist me in making daily presentations. The information in the PowerPoints slides will also be a source of quiz and exam questions. **I do not provide the PowerPoint presentations to the class; you should feel free to make your own outline.** Students are expected to come to class **prepared** to engage in an open discussion on the covered topics. The only opportunity for consideration of extra credit will come from participation in class.

Note: No extra credit assignments will be authorized to improve a final grade.

Grading:

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

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| Mid-Term Examination: | 35% |
| Quizzes (2): | 15% each |
| Final Examination: | 35% |

Grading Scale:

The following grading scale will be utilized:

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| 90 - 100 | A |
| 87 - 89 | B+ |
| 80 - 86 | B |
| 77 - 79 | C+ |
| 70 - 76 | C |
| 65 - 69 | D |
| 0 - 64 | F |

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Class Attendance and Conduct:

- Students are encouraged and expected to attend every class. Students who miss a class are responsible for obtaining class notes from their fellow students. **I will not provide class notes to students who miss a class. I do not provide PowerPoint presentations.**
- **Note : Exams and quizzes start on time and no one who arrives late will be allowed to take the test**
- Students are expected to keep up with the reading material assigned for each class. All students are strongly encouraged to ask questions and contribute to the class discussions.
- Students are expected to arrive for class on time and conduct themselves appropriately. Cell phones and pagers must be turned off during class.
- Rutgers University has a well-defined academic integrity policy, which will be *strictly enforced* in this class. All students should review the policy, which can be found at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

Office Hours:

I will be available to meet on Wednesdays from 12:30pm to 1:30pm at Lucy Stone Hall in A355 and will also be available to meet with students before and after class. Meeting time can be used to discuss this course, law enforcement career opportunities, or any other matter related to policing. I am also flexible with scheduling other times should these times conflict with students' schedules. I suggest students email me to schedule these meetings in advance to make sure they are not required to wait. My goal is to provide quality academic instruction to you and, when my personal and professional experiences are relevant, to share with you lessons I have learned during my years of law enforcement service. My obligation to the students in this class is not limited to the course material and I welcome the opportunity to provide whatever assistance and/or guidance I am capable of providing.

COURSE SCHEDULE¹

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| Jan 18 | Introductions, background discussion and syllabus review. Class Discussion: Who are the police? |
| Jan 23 | Lecture and review of text Class Discussion: Current Police Events |
| Jan 25 | Lecture and review of text Reading Assignment: Chapter 1 |
| Jan 30 | Lecture and review of text Reading Assignment: Chapter 1 Continued |
| Feb 1 | Lecture and handout review Reading Assignment: Fixing Broken Windows Guest Speaker (to be announced) |
| Feb 6 | Lecture, textbook, handout and; discussion/presentation. Reading Assignment: Chapter 2 |

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| Feb 8 | Textbook review and discussion and Quiz I Reading Assignment: Chapter 3 and Public Safety handout |
| Feb 13 | Lecture and handout review Reading Assignment: Chapter 4 |
| Feb 15 | Lecture and handout review Reading Assignment: Chapter 4 |
| Feb 20 | Guest Speaker (to be announced) Reading Assignment: Chapter 5 |
| Feb 22 | Textbook review and discussion, Reading Assignment: Chapter 5 |
| Feb 27 | Guest Speaker (to be announced) Reading Assignment: Review through Chapter 6 |
| Mar 1 | Textbook and handout review and discussion Reading Assignment: Chapter 8 |
| Mar 6 | Textbook and handout review and discussion Reading Assignment: Chapter 8 |
| Mar 8 | Mid Term Exam |
| Mar 13/ Mar 15 | Spring Recess |
| Mar 20 | Textbook and handout review and discussion Reading Assignment: <i>Foreseeing One's Duty to Protect</i> |
| Mar 22 | Textbook and handout review and discussion Reading Assignment: Chapter 9 |
| Mar 27 | Textbook and handout review and discussion Reading Assignment: Chapter 10 |
| Mar 29 | Guest Speaker (to be announced) Reading Assignment: Chapter 10 |
| Apr 3 | Textbook, handout reviews and discussion Reading Assignment: Chapter 11 |
| Apr 5 | Textbook, handout reviews and discussion Reading Assignment: Chapter 12 |

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| Apr 10 | Textbook review and discussion and Quiz II Reading Assignment: Chapter 12 |
| Apr 12 | Guest Speaker (to be announced) Reading Assignment: Chapter 13 |
| Apr 17 | Textbook, handout reviews and discussion Reading Assignment: Chapter 14 |
| Apr 19 | Textbook and handout review and discussion Reading Assignment: Chapter 15 |
| Apr 24 | Textbook and handout review and discussion Reading Assignment and/or handout to be assigned |
| Apr 26 | Final Exam review and discussion. This class will provide students with an opportunity to ask questions prior to the final exam. The final exam will cover all readings, presentations and class room discussions that were covered during the second half of semester |
| May 9 | Final exam (12:00 p.m. to 3:00 p.m.) Note: The exam will start at 12:00 p.m. and anyone who arrives late will not be allowed to take the exam |

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

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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.

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