

RUTGERS UNIVERSITY

At Mercer County Community College
Program in Criminal Justice

“Contemporary Issues in Policing”

Spring - 2018
1200 Old Trenton Road
West Windsor
Monday 6:00 to 8:40 P.M.

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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.
- 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: 202:496 Special Topics – Contemporary Issues in Policing

Required Books and Assigned Readings:

1. Rise of the Warrior Cop – The Militarization of America’s Police Forces – Radley Balko – C- 2014
2. The War on Cops – How the new attack on law and order makes everyone less safe – - Heather MacDonald – C- 2017
3. The President’s Task Force on 21st Century Policing – May, 2015, Final Report
4. Broken Windows Policing, The Atlantic Magazine, 1982, James Q. Wilson and George Kelling
5. Assigned readings #3 and #4 above will be available on sakai along with any additional readings that will be discussed during the semester.

Course Description:

This course will provide students with an in-depth examination of contemporary policing practices and associated philosophies. Through discussion of current issues and challenges facing police, communities and individuals in America, the class will analyze the broad spectrum of contemporary policing practices employed and the positive and negative impacts of each. The course will compare and contrast evolving operational practices in policing, take an in-depth look at the diversification and broadening of police services, and conclude with an investigation and better understanding of how each of these policing alternatives might impact the future of policing in America.

The role of police in America has never been so ambiguous. Is the police officer a crime fighter, community problem-solver, social worker or all three? Can they be all? Are police so aggressive in their war on crime that they are viewed as an invading army of heavily armed and hostile outsiders (“warriors”); or are critics of a militarized police force unfairly reacting to effective policing practices, and unjustly labeling them as overreaching, brutal and racist? Has the recent scrutiny of police shootings and “stop and frisk” practices stifled police proactivity and caused a commensurate rise in serious crime? Fact: Crime rates that only a few years ago reached an all-time low are now rising. Why? Is the recent rise in crime due to the way policing is conducted? These are questions being asked throughout our country and the issues this class will explore. Specifically, we will examine radically different policing philosophies. Through our readings, the class will see that proponents of each provide compelling evidence to support their position. We will discuss crime data and other measurable impacts of differing approaches to policing, and dig deeper than just what the data reveals by exploring the perceptions of the effected communities.

Policing, like many occupations, is constantly evolving. This course will examine how and why policing practices have changed, dissecting the effects of corruption, civil rights violations, profiling and other documented abuses that mandated change; as well as positive changes resulting from self-initiated actions of dedicated law enforcers to professionalize policing. The examination of current policing methods, resultant impacts on crime rates, and the professionalization of law enforcement will include a review of the history responsible for the changes. We will also examine security practices and technologies that have proven effective in both private and public enterprises, their applicability to policing, and their successful integration into many modern police management and operational systems.

Throughout our study, we will discuss the challenges to implementing changes in policing methods. We will explore the goals of tactical, community-based and technological changes being studied, and discuss whether the goals were met. Ultimately, this class will provide a better understanding and a broader perspective of how contemporary policing methodologies evolve to reduce crime, make citizens safer and improve the quality of life in America.

Course Objectives:

The primary objective of this course is to engage students in an in-depth discussion of contemporary policing issues and practices through a review of the assigned books and other readings to broaden their understanding and perspective of contemporary policing issues. While the classroom lectures and discussions will often parallel the readings, students are expected to read and understand the assignments. A combination of the assigned books and reading materials, lectures, review of current events, classroom discussions and a host of presentations

will provide students with a more comprehensive understanding of current policing practices. Exams and quizzes will focus on information from all the above.

One objective will be to explore the evolution of policing practices to understand why policing is performed and perceived differently throughout the country. The class will seek to understand the controversies surrounding current approaches to policing. The course will explain why and how contemporary policing practices that abandoned traditional methods and applied more sophisticated strategies to involve the community and promise accountability were successful. An objective of the course is for the class to gain greater perspective of issues by taking a deep dive into the specifics of the most debated and divisive approaches to current policing philosophies. We will also seek to understand some of the less controversial aspects of policing, such as expanding police services through use of technologies and collaborations with other public safety providers and police agencies.

The ultimate objective of the course is to review and better understand contemporary policing philosophies and the impact on America's citizens with regards to crime rates, quality of life, perceptions of police, race relations and fear of crime. To enhance the learning experience, students will be expected to provide personal perspectives on these topics. The instructor and other current law enforcement practitioners in policing operations, emergency management, SWAT, community policing, private security, and criminal law; as well as community activists and others who may have adversarial relationships with law enforcement may also be involved in class discussions. The course schedule is dynamic and provides time for multiple presentations, special/additional reading assignments and emerging updates.

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 other 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 throughout the semester.

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

Note: Exams and quizzes start on time and anyone who arrives late will not be allowed to take the test.

Methods of Instruction:

Although the assigned readings will represent a significant portion of the examination questions, an equal number of the questions will also come from class lectures and other topics discussed in class. Class discussions and other presentations will provide information not found in the readings. Class lectures will not always involve a chapter-by-chapter tour of the readings. While PowerPoint slides are used as an outline to assist in making daily presentations, the slides are not the basis of the quizzes and tests. PowerPoints are simply an outline of the readings and other information that aid in discussing the areas of study. PowerPoint presentations are only used for in-class presentations; 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, outside assigned presentations as discussed above, will come from participation in class.

Note: No extra credit assignments will be authorized to improve a final grade. However, as discussed above, excellent attendance, demonstrated preparedness and participation can result in consideration of improving a final grade that is close to the next level.

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 and put away 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://TeachX.rutgers.edu/integrity/policy.html>.

Grading:

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

Mid-Term Examination:	30%
Quizzes (2):	15% each
Final Examination:	40%

Grading Scale and Measures:

The following grading scale will be utilized:

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

BONUS POINTS: Student can seek approval to make an in-class presentation on a contemporary policing issue or practice. The subject must be discussed and approved in advance. Up to 10 bonus points can be earned. To earn points students must first discuss the topic with me. If approved, a written summary of topic must be submitted within the first four weeks of class. No presentations will be approved following the fourth week. If the draft

proposal is approved, the student will be assigned a date to make the presentation. Points will be awarded based on quality of work provided.

EXTRA CREDIT:

No extra credit will be provided for work performed outside the above discussed grading parameters. However, points will be considered for purposes of rounding up grades when a final grade is close to the next highest grade. Note: this consideration will only be provided to students who have excellent attendance and have regularly participated in classroom discussion.

MAKE-UP EXAM:

The authorization to take a make-up exams will be contingent upon a **legitimate** and verifiable excuse (i.e., illness, family death, unexpected emergency situation), presented **prior** to the test period (in most cases). The make-up will be given **IMMEDIATELY** upon termination of the condition that caused the student to miss the original exam. It is the student's responsibility to schedule and take the exam. Failure to take the make-up as scheduled will result in a grade of zero. Note: there is no **RIGHT** to take a make-up; it is a **PRIVILEGE** permitted only under extenuating circumstances **at the discretion of the professor**.

ATTENDANCE:

Regular attendance is required even though it will not be taken during every class. However, as noted above, consistent attendance is important and will have a measurable impact on the final grade (for reasons noted above and as historically observed). No consideration of bonus points will be provided to students with a poor attendance record. Nevertheless, the exams are composed of information from class lectures, reading material, guest and oral presentations. As a result, there is a logical (and established) positive correlation between a consistent attendance pattern and good grades.

LATENESS:

It is important that you arrive on time for class. On the day of a test, any late arrivals will be excluded from entry and the burden to take a make-up exam will be consistent with what is described above in **MAKE-UP EXAM** and discussed during the initial class.

CHEATING:

You are expected to do your work. Sanctions for cheating and plagiarism will be levied in accordance with the **University Policy on Academic Integrity**. You should familiarize yourself with this policy, which can be accessed at www.Rutgers.edu/catalog/nb-ug.html. Suspected cases of policy violations will be reported to the Department Chair and to the appropriate Dean.

**PHONES &
LAPTOPS:**

As noted above, phones are to be shut off and put away during class. Laptops are only authorized for purpose of taking notes. Students observed using laptops for any other purpose will be denied the continued use of them.

Office Hours:

I will be available to meet on Tuesdays and Thursdays between 8:00 and 9:30 p.m. at Lucy Stone Hall, Room 355 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 I will not be busy with other students and 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 public safety 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 can.

SCHEDULE: CONTEMPORARY ISSUES IN POLICING COURSE¹

Jan. 22	Introductions, background discussion and syllabus review.
Jan. 29	Rise of the Warrior Cop Introduction through Chapter 4 and reading assignment - Fixing Broken Windows
Feb. 5	Special Response Team (SRT) discussion and Rise of the Warrior Cop through Chapter 6 – Public Safety Collaborations
Feb. 12	Quiz I Lecture and review of text Reading Assignment – Rise of the Warrior Cop through Chapter 8
Feb. 19	Lecture and discussion of Contemporary challenges: Active Shooters, Serial Killers, sexual predators and police role in Emergency Management. Also, review of Rise of the Warrior Cop through conclusion
Feb. 26	Discussion of Contemporary Police/Public Safety Organizations review Reading Assignment - <i>Foreseeing One's Duty to Protect</i>
Mar. 5	Mid-Term Exam

SPRING RECESS – NO CLASS

¹ The course, quiz, test and reading schedule are subject to change. The pace of instruction and availability of guest presenters will likely call for some modifications.

Mar. 19	Private and public collaborations – evolution and merger of concepts, practices and partnerships Discussion of: <i>Foreseeing One's Duty to Protect</i> - Reading Assignment: War on Cops – Preface, Introduction, anti-law movement and Part One
Mar. 26	Discussion of: War on Cops – Preface, Introduction, anti-law movement and Part One - Reading Assignment: War on Cops – Part Two
April 2	Discussion of: War on Cops – Part Two – Emergency Management Reading Assignment: War on Cops – Part Three
April 9	Quiz II - Discussion of: War on Cops – Part Three – Reading Assignment – War on Cops Part Four
Apr. 16	Discussion of War on Cops – Part Four, Reading Assignment – See Syllabus – 21 st Century Report on Policing
Apr. 23	Discussion of 21 st Century Report on Policing – Review for final exam
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 semester

FINAL EXAM DATE AND TIMES TO BE ANNOUNCED

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](tel:8489327884) / 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](tel:8489321181) / 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](tel:8489321181).

Disability Services

[\(848\) 445-6800](tel:8484456800) / 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](tel:7322475555) / <http://www.scarletlisteners.com/>

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