

POLICE (Criminal Justice 01:202:202:03)

Syllabus

Fall 2015
M and Th 12:00 - 1:20 p.m.
Location: Lucy Stone Hall B115

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Course web-site: <https://sakai.rutgers.edu/>

Office Hours: Tuesdays: 11:30 AM – 1:30 PM, Lucy Stone Hall, Room A355
or by appointment

Synopsis

This course will provide students with an in-depth examination of the institution of policing, from its very beginnings to the present day. This course *does not* provide pre-professional training in policing. Topics given special emphasis in the course include the social, political, legal, and technological forces shaping the police profession, the challenges of policing a Democratic and diverse society, police discretion and behavior, the effectiveness of particular police interventions, and police reform and accountability. Students will gain a better understanding and appreciation of the American policing system through a combination of textbook readings, classroom lectures and discussions, supplemental videos, and a guest speaker. Although the classroom presentations and discussions will often parallel the readings, students will be expected to do all assigned readings on their own.

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 macrolevel 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 Readings

One book is required in this course:

Cox, Steven M., McCamey, William P. and Scaramella, Gene L. (2014). *Introduction to Policing*. Thousand Oaks, CA: Sage. 2nd Edition

The textbook is available at Rutgers Bookstore. It is also available for rent or purchase (new and used) on-line.

Other readings will be available as Pdf files under the author's last name on the Sakai site (under 'Resources'). These readings consist of short articles or book chapters.

Key Features of the Course

I wish to emphasize two features of this course:

- 1) Because this is a lecture course, opportunities for one-on-one student/Professor interaction are limited. Before contacting me by e-mail, please attempt to ask questions before, during, or after class or during my office hours.
- 2) Important information will regularly be disseminated automatically to your official Rutgers e-mail account through the course list-serve or course web-site. Additionally, the Powerpoint lecture outlines are posted to the course web-site. I encourage you to print the slides and bring them to class but only if you print several slides per page (notes or handout view). Students who lack regular Internet access should not take this course.

Course Grade

Your grade will be scored on a 160 point scale if you do not do the optional assignment and on a 180 point scale with the assignment. Your grade will be apportioned in the following manner:

Attendance	6% (10 pts.) (recompute %'s with 180 base w/ optional paper)
Paper Assignment	6% (10 pts.)
First Exam (Oct 5th):	25% (40 pts.)
Second Exam (Nov. 9th)	31% (50 pts.)
Final Exam (Dec 21st):	31% (50 pts.)
Possible Extra Credit:	+6% (10 pts.)
[Optional Assignment	11% (20 pts on 180 pt. scale)]

Grading scale (%'s): <60 (F), 60-69 (D), 70-74 (C), 75-79 (C+), 80-84 (B), 85-89 (B+), 90+ (A).

Attendance. I will take attendance for about half of the lectures. Please make sure you sign with *the same signature* on all attendance sheets. You may have two unexcused absences and still get a perfect attendance score. You are strongly encouraged to attend every lecture, since much of the material on the exams will be covered *only* in lecture--not in the readings or on any slides posted on the web-site. Furthermore, whether present or not, you are responsible for all information covered and any assignments made in every class. If you have an excused absence (e.g. religious holiday) feel free to ask me about the contents of a missed class. I prefer you consult your class "buddy" first (see Buddy System). If you expect to miss one or two classes due to medical reasons or family emergencies, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Documentation of other valid excuses (e.g. airline ticket receipt, court receipt, hospital visitation receipt, funeral program) must be promptly provided for the excuse to be accepted. You must provide me a *copy of the excuse* if you expect me to mark

absences as excused. Nonmedical excuses that cannot be verified with documentation (e.g. power outage, traffic jam, car trouble) will not be accepted as valid.

Participation. Students have an opportunity to earn up to ten valuable *extra credit* points in the course through participation in class Q & A and any discussion boards on Sakai. Because of time limitations, I tend to call on each student no more than twice each class period. If you would like to share your thoughts and opinions in a more extended fashion than available class time permits, come see me outside of class or post an item for discussion on the course web-site. I ask students who have not done the assigned reading to let others respond to questions first. This helps keep the class focused and flowing. Note also that I value good questions as much as good answers. Excessive or unsolicited participation or class participation that detracts from focused, intellectual discourse will not improve your grade and may actually reduce your participation score. Please do not ask me about your participation grade at any point.

Classroom behavior. In order to maintain a civil and productive classroom atmosphere, please come to class and leave on time, silence your phones, and refrain from e-mailing, facebooking, tweeting, or texting during lecture. Please do not carry on your own conversations during lecture. This behavior can be very distracting to me and fellow students. Pursuant to the University Code of Student Conduct (pg. 6; <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf>), students whose disruptive behavior is a recurring problem will be directed to leave the room.

Quizzes. I reserve the right to give announced quizzes on the readings if student preparedness for class is persistently low. (Quizzes may increase the course grade base to as high as 200).

Exams. You will be tested three times in this course. Exams will consist of true/false and multiple choice questions. Exams seek to gauge not only your ability to memorize pertinent facts about policing but also your ability to draw inferences from facts and to connect theories and concepts learned in the course to real world applications. The exams will cover all course material including any videos shown in class and guest speakers. The response that will receive full credit is what I consider to be the *best* answer. Cheating on the exams will result in a failing grade on the exam and a referral to the appropriate Dean's office. Grades on exams will be distributed via Sakai gradebook.

Extra Credit. Students may earn extra discussion credit through particularly valuable contributions to in-class discussion and through in-class group activities. I may occasionally post discussion boards on Sakai, where thoughtful, pertinent, and informed posts can earn students extra credit. I do not plan to provide additional opportunities for extra credit.

Writing Assignments

You will be asked to complete a short writing assignments. (An additional research essay is optional). Please submit all papers through Sakai, as instructed.

Police Controversy Analysis (6% of overall grade; Due Dec. 2nd). This assignment will involve the analysis of a controversial or debatable police practice or policy. Your topic will likely be assigned to you at random. Your main task will be to describe the arguments for and

against the practice or policy. You need to draw on course readings to discuss its potential benefits and its costs or limitations. You are welcome to take a particular position as long as you have considered arguments on both side of the issue. More details on the assignment will be provided later. Please use double-space type with 1-inch margins all around (12 pt., Times New Roman font). This assignment should be 2 to 2.25 pages. This assignment will be graded on a 10 point scale and should be submitted via the assignments section of Sakai.

3. *Optional Police Ride Along Assignment (11% of overall grade; due on Sakai on Dec. 11th).*

This 3-4 page assignment requires that you conduct a documented ride along with a municipal, county, or state police department (not Rutgers PD). You should be able to ask questions of the officer(s) during the ride-along. Your principal task is to compare what you observed and learned during the ride along with knowledge, concepts, and theories that you have acquired in the course. If your request to do a ride along is rejected you may do an interview with an active police officer instead. Your grade is not based on the *quantity* of your observations but rather on the quality and depth of your reflections and your proper use of course concepts and materials. Your paper must incorporate cited sources from course readings (optional course readings from Sakai are acceptable). Outside scholarly sources are welcome but not required. This is an optional paper. *It is NOT for extra credit.* More information about the assignment will be distributed later. Please submit your paper via Sakai, in MS Word format only, prior to Dec 11th at 8:00 p.m (according to Sakai time stamp). It is your responsibility to make sure that your paper transmits properly and on time.

Both papers will be judged on the depth and breadth of analysis, the quality of the writing, the proper use of course materials, and additional considerations described later. Grammatical errors, including incorrect spelling, will reduce the grade. Papers should reflect an understanding of both course readings and issues and topics raised in class discussion. I will not read rough drafts.

To invoke the lingo of criminal justice, I will fully enforce a “zero tolerance” policy for plagiarism. *If you quote from any sources, you must use quotation marks and cite your source.* You must cite the sources for any ideas that are not your own and avoid excessive paraphrasing. Your two papers will be submitted automatically to turnitin.com which is extremely adept at detecting material that is taken from elsewhere. All suspicious work will be thoroughly and fairly investigated. Plagiarism and related violations of academic integrity will probably result in a failing grade on the assignment and could be forwarded to the University Office of Student Judicial Affairs. For more information on the University’s uniform policies and procedures concerning academic integrity violations please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf.

Late assignments will not be accepted. Exceptions will be made for lateness due to illness or a family emergency (or other exceptional circumstances). Documentation of these valid excuses must be *provided* (not merely shown) in a timely fashion for the excuse to be accepted. In lieu of not accepting a late assignment (with no documented excuse) the Instructor may impose a late penalty instead.

Documentation of valid excuses (see above) must be provided in a timely fashion for the excuse to be accepted. Whenever possible, no-penalty extensions should be requested and approved in advance. If an extended illness or family situation prevents you from attending class and completing your assignments on time, you must receive a new paper due date, so your paper can be evaluated properly and fairly.

Make-up Exams

Students with a valid, documented excuse (see above) who must miss an exam may take a make-up exam administered by the criminal justice program. I do not administer make-up exams myself. Students without a valid excuse may not be permitted to take the make-up exam.

Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify eligibility through the Office of Student Disability Services.

Communications

The Buddy System. I am often not immediately available to address questions you have about course material. The buddy system helps get your questions answered quickly. Here's how it works: During the first two weeks of class you should try to find another student whom you trust to be your first point of contact should you have a question about something mentioned in class that you missed or did not understand. At the end of two weeks I will pass around a sheet of paper in which you can indicate if you still need a buddy. I will then randomly pair people up. If possible, preferences for same-gender buddies will be honored. Students who do not sign up in class but would like a buddy will be added to a reserve list. The buddy system is purely voluntary and is largely for *your* benefit. Those who participate assume any and all risks that such a buddy system may entail. I encourage everyone to use the buddy system.

I recommend that you and your buddy exchange personal contact information, so you are both accessible to each other in time of need. You should feel some sense of obligation to your buddy, but buddy relationships, like most relationships, are built on trust and reciprocity. If your buddy repeatedly skips class and asks you for your lecture notes, you should feel absolutely free to refuse the request with no obligation. Please be respectful of your buddy's time and confidentiality. If you expect to receive help from your buddy, you should be prepared to give it.

If you would like to be assigned a new buddy, simply let me know via e-mail. I will be keeping a list of similarly situated students and other students who want buddies and use this list to randomly assign new buddies from it. If you are the subject of repeated or serious complaints from your buddy, I may not, depending on the circumstances, reassign you to anyone. If you are on the reserve buddy list and then find a new buddy on your own, please let me know so I can remove you from the list.

E-mails. I understand that even with the buddy system, students will send me e-mails with questions about lectures, reading assignments, quizzes, exams etc. I will respond only to reasonable questions, and I ask that you respect the following guidelines. First, I prefer that you e-mail me from an account that *lists your full name* as the sender. This makes it easier for me to track down your e-mail later. Second, if I do not yet know you by name, the subject heading should signal that you are one of my students. You may begin the subject with Police, CJ Student etc. Third, while I welcome anonymous e-mails that provide me feedback on the course, I will *not* reply to anonymous e-mails.

I receive so many e-mails that even e-mails that are important may not receive a reply for 48 hours. I typically will not respond to requests for information that I provided in a class that you missed without an excuse. When I'm really busy, I tend to keep my responses short. Please do not confuse parsimony with discourtesy. I will respond to all students with the same brevity.

List-serve. The course list-serve automatically sends messages to your e-mail address on file at Rutgers. I cannot set your list-serve e-mail address. The main purpose of the list-serve is to send you updates and reminders. However, do not count on the list-serve to inform you and remind you about everything important that I mention in class. If you are absent from lecture, it is your responsibility to find out what you missed from another classmate. Occasionally, I may post items to the list-serve that are relevant to a pending assignment or exam. It is your responsibility to check your e-mail regularly. As a rule, however, I will not post important messages to the list-serve at the last minute. I plan to always give at least 2 days notice for any changes I make to the readings, exams etc., and to make any important announcements in class. If you need to contact the whole class, please send a message to Police_fa15@rams.rutgers.edu.

Lecture Topics, Required Reading and Dates

Please do the reading corresponding to a lecture in advance of the lecture. (Topics and readings are subject to change at least two days in advance of the corresponding lecture date.). If the chart below specifies a page range (e.g. 76-82) rather than a whole chapter or article, begin the reading on the first section that *begins* on the first page in the range and end the reading after the last section that *ends* on the last page in the range. If no section begins or ends on the pages described above, use *paragraphs* as markers instead of sections.

Key: Readings are from_Cox, McCamey, and Scaramella unless noted. Other readings will be available electronically from the course web-site. *Note:* readings are subject to change.

Date	Topics/Assignments	Readings/Assignments
Sep. 3	Introduction	Print Syllabus and bring to class 16-28 (skip 23); Williams and Murphy (39-44)
Sep. 8	History of Policing	
	Police Organization and Administration	6-8.5; 10-13; 38-61

Date	Topics/Assignments	Readings
Sep. 14	Police routines and (sub)culture	177-188; Crank (160-163)
Sep. 17	Police work	Chapter 6 (skip 130-132)
Sep. 21	Police and the Law	Chapter 9
Sep. 24	Police Discretion	Archbold (402-411); Moskos (111-112, 118-120)
Sep. 28	Film on Racial Profiling	229-233; 315-316; 324-331; Reck; Levine
Oct. 1	Minority Groups and Policing	(See readings for Feb. 16)
Oct. 5	First Exam	
Oct. 8	Police Ethics and Misconduct	241 -247; 256-277, Stamper; Dwyer
Oct. 12	Police Accountability	247-248; 281-289; White (295-299; 314-318 "Citizen Oversight"); Madar (1-4);
Oct. 15	Community Policing and Crime Prevention	154-163; White (108-111).
Oct. 19	Militarization of Policing	Balko; Bickel; Madhani; White (154-155)
Oct. 22	Policing Drugs	Moskos, (57-60; 83-88); Morin
Oct. 26	Policing Vice and Disorder	Sousa, "Paying attention to minor offenses;" Block, "Street Sweeping"; Bratton & Kelling
Oct. 29	Theroux Documentary or other Film	TBA
Nov. 2	Policing Youth	Kupchik, Ch. 3; Dempsey & Forst ("Young People" 331, 333-335); Eckholm
Nov. 5	Private and Third Party Policing	167; Ch. 15
Nov. 9	Second Exam	
Nov. 12	Police and Crime	Weisburd and Eck; Heath_FBI; Barkan

Date	Topics/Assignments	Readings
Nov. 16	Criminal investigations	130-132; Dempsey&Forst_ Investigations (291-305; skip 303); Harris
Nov. 19	Film about Investigations	TBA
Nov. 23	Police, Technology, and Surveillance	Chapter 13, 414, Chow
Nov. 26	Happy Thanksgiving!	None
Nov. 30	Other Strategies and Innovations	163-172 (Skip "Broken Windows" and "Third Party Policing")
Dec. 3	Controversies in Policing	Various news articles TBA, Paper due on Dec. 2 at 5 p.m.
Dec. 7	Guest Speaker	No Reading.
Dec. 10	Reforming the Police	Skogan, "Why Reforms Fail"; Domanick, "Police Reform's Best Tool." Optional Papers Due Dec. 11th at 8 p.m.
Dec. 21	Final Exam, 12:00pm, LSH B115	