

# **RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

## ***Law Enforcement and the Community: Gangs, Drugs Violence and Technology***

**01:202:497:02**

**Spring 2018**

**TIL – 105**

**M/W 3:20 – 4:40 P.M.**

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**Instructor**

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## **COURSE SYLLABUS**

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### ***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.

<sup>1</sup> 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. Students will be informed of any changes and are expected to update their syllabus.

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 DESCRIPTION**

This course will look at the relationship between police officers and the communities they serve with an emphasis on ethical standards, human relations, civil rights and community service. There will be a focus on how gangs, drugs, violence and technology have changed policing in our communities. This course we will also concentrate on how the attitudes and actions of the police and the public help to define and build relationships.

### **COURSE OBJECTIVES**

At the completion of this course, students will be able to:

1. Discuss the historical development of the police function since the medieval times, including the key political and social forces that shaped policing, and the police role in modern society as the visible representative of the government.
2. Analyze and discuss major challenges in police management, such as gangs, drugs and also violence. (Students will be challenged to explore and discuss solutions and strategies to these problems)
3. Describe how new technologies are assisting police with law enforcement.

### **REQUIRED READING**

1) Policing America by Ken Peak 9th edition (2018) Pearson • Paper | ISBN 9780134526959

2) Throughout the course you may also be required to read numerous journal articles, for which you will be responsible. Most will be provided to you, others you will be expected to retrieve.

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## RECOMMENDED READING

1) American Street Gangs by Tim Delaney 2<sup>nd</sup> edition(2013). Pearson. ISBN: 9780133056051

### Course Requirements:

<b>Two Exams</b>	<b>25 points each</b>	<b>50 points</b>
<b>Term Paper</b>		<b>40 points</b>
<b>Civility Grade</b>		<b>10 points</b>
<b>Total Semester Points</b>		<b>100 Points</b>

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

**Note: Exams 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 exam questions will also come from the outside reading assignments, class lectures and 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.**

### **TERM PAPER:**

Term Paper: One of the basic expectations of a 400 level course is that you complete at least one major written assignment. In the case of this course, it will consist of a research paper. The research paper for this course is a multi- academic discipline research paper of at least 10 pages in length, intended to address a media issue in the field of criminal justice. **(10 pages of content, not counting tables, figures, or references)**

The term paper can range anywhere in the topic of law enforcement, gangs, drugs, violence and technology. The use of proper citation format is required. Most important, make sure that you present only your original work. The grading rubric for this assignment is located at the end of this syllabus.

You will submit a one-paragraph paper outline on or before class **Monday, Feb 19, 2018.**

Papers are due Monday, **April 11, 2019.** NO LATE PAPERS WILL BE ACCEPTED

### **CIVILITY GRADE**

Students are expected to attend every class. Additionally, students are required to participate in class discussions throughout the semester. You will also have to give a **5 to 10-minute presentation** about your term paper. **Ten percent** of the course grade is based upon your performance in class.

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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 \_\_\_\_\_.** at **Lucy Stone Hall in room 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 SCHEDULE<sup>1</sup>

Jan 17	Presentation of the syllabus; readings, and requirements. In-Class Assignment
Jan 22	Lecture and review of text Class Discussion: In- Class Assignment
Jan 24	Lecture and review of text Reading Assignment: Chapter 1 - Police History
Jan 29	Lecture and review of text Reading Assignment: Chapter 1 Continued
Jan 31	Lecture and review of text Reading Assignment: Chapter 2 - Preparing for the Street: Recruitment, Training, and Socialization.

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Feb 5

Lecture and review of text.  
Reading Assignment: Chapter 2 Continued

Feb 7	Lecture and review of text Reading Assignment: Chapter 3 - On Patrol: Methods & Menaces
Feb 12	Lecture and review of text Reading Assignment: Chapter 3 - Continued
Feb 14	Lecture and review of text Reading Assignment: Chapter 4 - Community-Oriented Policing - Guardians or Soldiers?
Feb 19	Lecture and review of text Reading Assignment: Chapter 4 – Continued What is a Street Gang? ( <b>American Street Gangs</b> ) <b>TERM PAPER OUTLINE DUE.</b>
Feb 21	Lecture and review of text Reading Assignment: Chapter 5 - The Science of Sleuthing A History of Street Gangs ( <b>American Street Gangs</b> )
Feb 26	Video and Discussion Reading Assignment: Chapter 5 - Continued
Feb 28	Video and Discussion – Continued In Class Writing Assignment
Mar 5	Lecture and review of text Reading Assignment: Chapter 7 – Expounding the Constitution Socioeconomic Explanation of Street gangs ( <b>American Street Gangs</b> )
Mar 7	<b>MID TERM EXAMINATION</b>
Mar 12 – Mar 14	<b>SPRING RECESS – NO CLASSES</b>
Mar 19	Lecture and review of text Reading Assignment: Chapter 8 – Accountability Gang Structure and Process ( <b>American Street Gang</b> )
Mar 21	Lecture and review of text Reading Assignment: Chapter 8 - Continued
Mar 26	Lecture and review of text Reading Assignment: Chapter 12 - Pursuing Criminal Syndicates: Terrorists, Gangs, Drug Traffickers and the Mob
Mar 28	Lecture and review of text Reading Assignment: Chapter 12 - Continued

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April 2	Lecture and review of text Reading Assignment: Drug Abuse and Crime – Policing Drugs
April 4	Lecture and review of text Reading Assignment: Criminal Activities of Street Gangs (American Street Gangs)
April 9	Lecture and review of text Reading Assignment: Criminal Activities of Street Gangs ( <b>American Street Gangs</b> )
April 11	Lecture and review of text Reading Assignment: Street gang Intervention: Prevention, Suppression, and Treatment ( <b>American Street Gangs</b> ) <b>TERM ASSIGNMENTS DUE</b>
April 16	Lecture and review of text Reading Assignment: Chapter 14 – Information Technologies: Contributions and Caveats <b>Oral Presentations of Term Assignments</b>
April 18	Lecture and review of text <b>Oral Presentations of Term Assignments</b>
April 23	Lecture and review of text <b>Oral Presentations of Term Assignments</b>
April 25	Lecture and review of text <b>Oral Presentations of Term Assignments</b>
April 30	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	<b>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</b>

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## **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 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](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.

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## Spring 2018

### TERM PAPER ASSIGNMENT

#### GRADING RUBRIC

<b>Spelling And Grammar</b>  <i>No Paper submitted.</i> <b>0 points</b>	<u>25 or more</u> spelling and grammar errors. <b>1 point</b>	<u>21 to 25</u> spelling and grammar errors. <b>2 points</b>	<u>16 to 20</u> spelling and grammar errors. <b>3 points</b>	<u>11 to 15</u> spelling and grammar errors. <b>4 points</b>	<u>6 to 10</u> spelling and grammar errors. <b>5 points</b>	<u>3 to 5</u> spelling and grammar errors. <b>6 points</b>	<u>0 to 2</u> spelling and grammar errors. <b>7 points</b>
<b>Content Pages</b>  <i>No Paper Submitted</i> <b>0 points</b>	<u>5 or less</u> Content Pages <b>1 point</b>	<u>6 or less</u> Content Pages <b>2 points</b>	<u>7 or less</u> Content Pages <b>3 points</b>	<u>8 or less</u> Content Pages <b>4 points</b>	<u>8 or less</u> Content Pages <b>5 points</b>	<u>9 or less</u> Content Pages <b>6 points</b>	<u>10 or more</u> Content Pages <b>7 points</b>
<b>Content: No Paper Submitted on November 30, 2017</b>  <b>0 Points</b>	Poor conceptual continuity. Paper is not grounded in existing research on the topic. Paper is not written in an organized manner with an introduction, body and conclusion.  <b>10 Points</b>		Conceptual continuity is evident. Paper is grounded in existing research on the topic. Paper is written in an organized manner with an introduction, body and conclusion.  <b>20 Points</b>		Conceptual continuity enhances the paper. Paper is grounded on the topic. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject.  <b>26 Points</b>		

Maximum point score for term paper assignment is **40** points.

All papers are due on, or before Wednesday, April 11, 2018. All papers not received by that date will receive a grade of 0 for the assignment.

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