

CRMJ 3490-01: Issues in Policing
University of Wyoming
Spring, 2017
T/Th 11:00am-12:15
CR, 105

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Department of Criminal Justice
OFFICE: Arts and Sciences Building, room 222
OFFICE HOURS: Tuesdays: 9:00am-10:30am
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Course Description

Policing poses a dilemma for American society. This dilemma arises from the conflicting set of functions society has historically given to the police; they are charged with protecting the citizenry from crime and preserving public order. To achieve both functions, the police are endowed with the authority to use coercion, to intrude into citizens' lives, to restrict their liberty through detention or arrest, and to use physical, and deadly, force. In the United States, such extraordinary authority is constrained, and consequently, society impairs the ability of the police to accomplish their mandated goals. This dilemma must be resolved by the police as a practical matter, though the terms of resolution are rarely acknowledged or even understood by citizens, elected representatives, and even by the police themselves. The topics covered in this course revolve around this dilemma.

Prerequisites: CRMJ 1001, CRMJ/SOC 2400, CRMJ 2210, and Junior standing. Exceptions can be made with prior approval from the instructor.

Course Objectives

This course will provide students with a critical perspective on the socio-historical development of policing, theories of policing, dimensions and institutions of policing, and will focus on contemporary and current events in numerous facets of policing. Objectives include:

- To provide students with a critical understanding of the historical development and contemporary dimensions of police functions
- To expose students to the major problems and issues that influence execution of police functions as well as the institution of policing as a whole
- To familiarize students with the new challenges police face and how these new challenges may impact the future of policing in the United States

- To provide students with an understanding of how external social pressures influence the operation of policing in the U.S., and how internal dynamics within the institution of policing relate to important trends, inequalities, and functions within policing.

Course Materials

1. Recommended Textbook: Dempsey, J.S., & Forst, L.S. (2014). *An Introduction to Policing, 8th Edition*. Clifton Park, NY: Delmar Cengage Learning.
2. Additional handouts, articles, and readings (listed in the Course Schedule) are provided through the WyoCourses website and are required. In compliance with the university's copyright agreements, stable links are provided to students as necessary.

Expectation of Students

An important part of the learning process is interacting with your peers and your instructor. For this reason, you will be expected to participate in classroom activities, small group discussions, and in-class assignments. You are expected to attend each class having engaged with the material. While I do not require a textbook, I do require that students engage with the assigned material prior to class discussions. In addition, because the subject matter for this course can be extremely sensitive, the following rules for classroom participation are extremely important.

- Everyone has the right to their own opinion, and as such, nobody will be criticized for voicing their opinion.
- There will be no derogatory comments made toward any member of this class.
- There will be no derogatory language used to describe any group of people in our society.

Student Rights and Responsibilities

Academic Dishonesty and Plagiarism: No form of cheating or plagiarism will be tolerated. Academic dishonesty, cheating, plagiarism, and related activities will result in a zero for the assignment and quite possibly the course. Academic dishonesty will be dealt with according to the University guidelines. In addition, grade appeals will be handled according to these same guidelines. These guidelines can be found in the University Regulations. For a listing of additional responsibilities and rights of students (and faculty) in the College of Arts and Sciences please see:

http://www.uwyo.edu/as/_files/current/students%20and%20teachers%20working%20together.pdf

I take academic dishonesty very seriously and will use a zero tolerance policy. Students engaging in any form of academic dishonesty may have further disciplinary proceedings at my discretion within the policies set forth by UW including, but not limited to, referral to the Department Head or Dean of the School. See: <http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html>

Electronics: Students are welcome to use laptops and/or tablets for note taking. Students who use computers or tablets for note taking are expected not to use these devices for purposes other than engaging with the material for the class. Students who wish to use their cell phone to take notes must get permission from the instructor before using their cell phone in class. Students who use their cell phone in class in any manner other than taking notes, will be asked to leave the classroom. Seriously – cell phone use in the classroom is a huge distraction and one I will not tolerate. If you must use your phone, please step out of the classroom.

Communication: Email is the best way to contact me. I do ask that some level of etiquette is observed. For example, please don't email me with, "When that thing do?" or "r they dbl space or no" or "How long it is?" (all of which are examples of emails I have recently received). Instead, please take a few minutes to draft an appropriate email with a salutation and explanation of your question/comment/purpose of the email. Concurrent with UW regulations, I will only communicate with correspondence from your official uwyo.edu email address and I will not discuss grades via email or phone.

Meetings: I am always happy to meet with students. I am available during office hours (outside of unexpected events/meetings in which I will make an announcement and arrange additional office hours). My time is divided among many responsibilities, but students are always a priority. I realize students have other classes, work, families, and duties outside of the university, and will do my best to accommodate meetings outside of my office hours.

Attendance and Absence: While I do not take formal attendance, you will not be able to make up any class activity, quiz, or assignment without a university recognized absence or documented medical emergency. In order to be excused from an examination, a valid University excuse or doctor's excuse must be obtained. University excuses can be obtained from the Office of Student Life. The Office of Student Life (OSL) will provide the excuse, provided the students' absence meets the criteria for an authorized absence. For further information on obtaining an excused absence, contact the OSL or visit their website at: <http://www.uwyo.edu/dos/absences/>. Doctor's excuses must be obtained from your attending physician. Be advised that student health does not provide excused absences. These excuses must be for the exam date and must state that you were unable to attend the class period that day. Doctor's appointments do not constitute an excused absence. Excuses need to be presented to the instructor by the class period following the excused absence to be accepted.

On days in which there is an assessment (quiz, exam), students who are late to class will not be allowed to take the quiz or exam.

Make-up Examinations and Assignments: Make-up examinations are only provided with a university excused absence (see above), and must be completed within one week of the excused absence. Likewise, the term paper has a specific due date (see course schedule), and are due prior to the start of class on the date they are due. Extensions are given under only extremely rare cases and must be accompanied by an official university excuse indicating that the student could not attend class the day the assignment was due.

Assignments: Are due prior to the start of class on the due date. All late assignments will receive a 10 percent deduction (of the total assignment value) for each day they are late. Assignments must be submitted via WyoCourses (see below). Please note, the onus of responsibility for ensuring assignments have been successfully submitted via WyoCourses falls upon the student. Emailed submissions will not be accepted under any circumstances. Students are strongly encouraged to familiarize themselves with assignment guidelines posted on WyoCourses.

WyoCourses: As a resource for this class, a WyoCourse site is available to you. This site provides the opportunity to have all of the course materials in one place that is accessible to everyone. Grades, assignment guidelines, course readings not found in the textbook (and there are many), and announcements will be posted to this site. In addition, assignments submitted to WyoCourses are also graded via WyoCourses. As a result, students are able to view their grade and my comments through the use of the online system (called “SpeedGrader”). Students unfamiliar with WyoCourses can find answers via this link:

http://www.uwyo.edu/wyocourses/student_support/index.html. As part of the requirements for this class, you are expected to check and use WyoCourses regularly. Make sure to check your UW email as this is the address that will be used for any posted announcements.

Course Assessment and Grading

Exams: There will be 3 examinations. The structure of the examinations will largely be decided upon as a class with guidance from the professor. The exams may be comprised of multiple choice, true or false, short answer and/or essay questions. Each exam is worth 50 points. See the course schedule for exam dates.

Mythbusters Paper (Term Paper): One of the major themes of this course is critical analysis. For the Mythbusters paper, you must choose a policing-related topic that is timely and relevant. (For example, Are ‘Stop and Frisk’ policies effective? Does community-based policing ‘work?’ Do body-worn cameras reduce police-civilian tension?). For this assignment, you will need to explore both sides of the debate. Your paper should outline the issue you have chosen, explore arguments for and against it, and use at least five peer-reviewed, academic sources from criminology, sociology, or criminal justice journals outside of the articles used in class. In the end, determine whether or not the myth is busted, confirmed, or plausible. Students must make themselves familiar with the complete details and requirements of the assignment, which can be found on the course website.

PowerPoint Slide: Every semester, I am always impressed with the term papers students produce...and yet, only I read them! Thus, this semester, students will be tasked with putting together a PowerPoint slide on their term paper, which the class will view during the last week of class. Details of this assignment are as follows:

- Students are asked to put together ONE PowerPoint slide on their term paper. That’s it – you get ONE slide. This slide should convey your term paper. Students must email me their PowerPoint slide by April 25th. Then, I will put all the slides together in a presentation. During the last week of class, we will go through this presentation. When your slide is presented, you’ll have 5 minutes (less is fine, too) to stand up and present

your paper topic. At the end, the class will vote on which PowerPoint slide was the “best” and that student will be awarded extra credit.

In-Class Activities/Quizzes: There will be several in-class quizzes and activities that will comprise 25 points of your final grade. The quizzes may be multiple choice, true/false and/or short answer. On quiz/activity days, students who are late to class will be unable to complete the quiz.

Grading

Assignment	Points	% of Grade	Total Points	Letter	Percentage
Exam 1	50	20%	225-250	A	90%-100%
Exam 2	50	20%	218-224	B+	87%-89.9%
Exam 3	50	20%	200-217	B	80%-86.9%
Mythbusters Paper	50	20%	193-199	C+	77%-79.9%
PowerPoint Slide	25	10%	175-192	C	70%-76.9%
In-Class Activities/Quizzes	25	10%	168-174	D+	67%-69.9%
Total	250	100%	150-167	D	60%-66.9%
			149-	F	59.9%-

Note: I will not discuss grades via email.

ADA, Holidays, and Course Schedule

ADA Statement: It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability.

Course Schedule: The schedule and procedures in this course are subject to change, and likely will to accommodate class discussions, presentations, other events, and—especially—guest speakers. In order to stay current with announcements regarding the schedule, you will need to attend and be on time for class. Changes to the course schedule or syllabus will be communicated to the class, and major changes to the syllabus or course schedule will be communicated in writing.

Religious Holidays: It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to notify the instructor within first two weeks of the term of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

Anticipated Court Schedule*

This is a general course schedule, and will be adjusted as needed to accommodate class discussions and guest presentations. In other words, this schedule is fluid and will change. If we're having an excellent discussion on police culture and we need to extend the topic into another class period or two, we will! I will keep the class updated on our schedule. Any significant (and **highly unlikely**) changes to examination dates or due dates for assignments will be communicated in advance in writing.

Week	Date	Text	Readings (WyoCourses)
1	23-Jan	Introduction to the Class History of Policing	Ch 1 -
2	31-Jan	Structures and Evolution of Policing The Policing Paradox	Ch 2/3 -
3	7-Feb	<u>Guest Speaker¹ (7-Feb)</u> Campus Cops / Becoming a PO	Ch 4 Jacobsen (2015)
4	14-Feb	Job Satisfaction and Discretion Police Discretion and Indiscretion	Ch 5 White et al. (2010) Archbold et al. (2014)
5	21-Feb	Street-Level Bureaucracy / Exam 1 Review Exam 1 on Feb 28	- Goldsmith (2014) / Pennay (2012)* -
6	28-Feb	Police Culture <u>Guest Speaker²</u>	Ch 6 Swatt et al. (2007) -
7	7-Mar	Police and Race	Ch 7 (Tues) De Angelis & Kupchik (2009) (Tues) Conti & Doreian (2014) (Thurs) Smith & Holmes (2014)
8	14-Mar	SPRING BREAK!	-
9	21-Mar	Excessive Force, Ethics, and Deviance <u>Guest Speaker³</u>	(Tues) Phillips (2015) Ch 8 (Tues) Helms and Costanza (2009) -
10	28-Mar	Police Work as Dirty? / Exam 2 Review Exam 2 on March 30	Huey and Broll (2014) -
11	4-Apr	<u>Guest Speaker⁴</u> Police and Their Clients	Ch 11 Farrell (2015)
12	11-Apr	SROs and Police in Schools	Ch 12 Wolf (2013) Schollosser (2014)
13	18-Apr	Community-Based Policing	Chicago/ NIJ Links (WyoWeb)
14	25-Apr	Sexting and Cyberbullying-a policing matter? PowerPoint Slide due on April 25th Exam 3 on April 27	Broll & Huey (2014) Ch 13 Karaian (2014)* -
15	2-May	<u>PowerPoint Presentations</u>	- -

¹Chief Dale Stalder, Laramie PD

²LT. Ben Fritzen, Albany County

³Sheriff O'Malley, Albany County

⁴Deputy Aaron Gallegos, Albany County

*Recommended, but not required unless otherwise directed