**CRMJ 3490 – 01**

**ISSUES IN POLICING**

**(3 credits)**

### **Professor:** Dr. Clair White **Semester/Year:** Fall 2020

**Phone:** 307-766-2919 **Class Day/Time:** Tuesdays, 4:1pm

**Email:** [cwhite41@uwyo.edu](mailto:cwhite41@uwyo.edu) **Class Location:**

**Office:** Arts & Sciences 310

**Virtual Office Hours:** Tuesdays 11am-12pm

Wednesdays 9am-11am

**Graduate Teaching Assistant:** Davis G. Eskam

**Email:** deskam2@uwyo.edu

**Virtual Office Hours:** TBD

**Availability:** I am generally available Monday through Friday 8:30am-4:30pm and typically respond to emails within 4 hours. If you email me after 4:30pm, I may not get back to you until the next morning. If you email me Friday evening, you may not hear from me until Monday morning. Office hours will be held virtually, over Zoom. While I will be available during the listed office hours, please email me to set up a time and I will be prepared to meet. Please be polite when you write e-mails, address them to Prof. or Dr. White, use proper English and letter formatting.

\*\*\*Please use Wyo email for all correspondence

\*\*\*All times are Mountain Standard Timezone

**COVID-19 Policies:** During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming.  Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status daily. For the health of our UW community, you should limit unnecessary personal travel. The current policy is provided for review at:  <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies.   These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (<https://cm.maxient.com/reportingform.php?UnivofWyoming&amp;layout_id=5>

**Syllabus Changes:** I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

**WyoCourses:**This site provides the opportunity to have all of the course materials in one place that is accessible to everyone. All lectures, assignments and announcements will be posted to this site. **Make sure to check your UW email as this is the address that will be utilized for any posted announcements.**If you have difficulties with WyoCourses at any time during the semester, use the technical support available by calling 307-766-3726 or emailing [wyocourses@uwyo.edu](mailto:wyocourses@uwyo.edu).

**Zoom:** Synchronous weekly class-time will be conducted through conference calls using Zoom, a video-conferencing service provided by the university. Students will need to have a computer with a microphone and video camera. The link to participate in the Zoom video conference will be provided on WyoCourses.

**Link for Zoom class** (Tuesdays at 4:10pm):  <https://uwyo.zoom.us/j/92887701506>

**WyoCourses and Zoom expectations:**

As with all UW coursework, this course will be educational and useful to you.  I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

* Give and receive feedback from me and your classmates respectfully and constructively in all interactions.  This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
* Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
* Communicate professionally.  Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
* Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
* Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
* Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

**Information Technology (IT):**  If you have any IT related challenges, please contact the UWIT Service Center:   <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

**Required Text and Resources:**

Dunham, R. G. & Alpert, G. P. (2015). *Critical Issues in Policing,* 7th edition. Long Grove, IL: Waveland Press, Inc.

Supplemental articles available on WyoCourses

**Course Description and Objectives:** Policing in America presents a unique challenge for society and police officers play a critical role in the criminal justice system working in the community and coming into contact with citizens and offenders. The vast majority of American society recognizes the need for a uniformed policing authority, but does not want to be bothered by the police unless an emergency rises. The course examines the various components of policing from both theoretical and practical frameworks. Students are exposed to the research that informs current policing practice and will be called upon to critically evaluate this research and its implications for policing policy and practice. We will examine the issue of policing within the broader context of the society in which we live and the challenged presented to the police and community. By integrating theory, research, and policy, this course will provide a foundation in the history of policing, perceptions of the police, police roles and work, police culture/behavior, use of force and other related topics.

The objectives of this course are to:

1. Obtain a clear understanding of the history of policing and how it relates to modern day police and community relationships
2. Identify and explain different roles of the police, operations, culture and behavior.
3. Increase familiarity with issues of police discretion and use of force.
4. Obtain a clear understanding of police ethics and situations leading to deviance.
5. Identify and assess the challenges and dilemmas facing professional police force in a free society.
6. Learn the central issues in police research and policy, including evidence-based practices
7. Understand relationships between the police and different community groups.
8. Synthesize knowledge on policing through class discussion and written exams.

**Course Organization:** The course objectives will be achieved by readings, lectures, discussion, films, assignments, and quizzes divided into seven modules.

1. **Readings**: Readings will consist of select chapters (or portion of chapters) from the textbook and supplemental journal article readings. The supplemental readings will be provided in the course modules on WyoCourses. It is expected that you will have read the assigned readings to discuss with students.
2. **Videos**: A number of videos such as news stories, documentaries, TedTalks, and panels from academic and practitioner conferences will be provided in the respective course modules. You are expected to watch these videos and encouraged to write comments or ask questions specific to the video in the provided discussion board. We can later discuss these posts in class.
3. **Lectures**: Course content will be provided in seven modules on WyoCourses, generally taking about 2 weeks to cover each module. Course content will be covered in a number of recorded mini-lectures (approx. 15 minutes each). Slides will be provided, but they *may not* have all the information so you are expected to actively watch the video lectures and take notes.
4. **Class Participation** *(2 pts x 15)*: Students will have two options for class participation. Students are encouraged to join Tuesday’s class via Zoom. Since the material will be covered in the recorded lectures, these forums are an opportunity to go over material and ask questions, as well as engage with other students and myself. This is an upper division course so it is expected that you will actively engage during class time. There will also be various discussion topics and activities during this class time, so please come prepared to participate. Students are responsible for knowing the material covered in readings, lectures, and videos. To facilitate discussion, I will typically break the class up into small groups of 3-4 students.

For those students unable to attend the Zoom class section, you will be responsible for posting two discussion questions as well as two response posts in an online discussion board in WyoCourses. I will form online groups each week based on who does not attend class on Tuesday. This online discussion board will be created Wednesday and students should post their discussion questions on the discussion board by Wednesday at 11:59pm and then respond to two posts/questions (2-3 paragraphs) by the following Monday. Each week will have its own discussion board and will close Mondays at 11:59pm. **If you attend class via Zoom, you do not need to participate in the online discussion board.**

**\*\*\****Note about Zoom***:** Please be as respectful, courteous, and professional while in Zoom meetings as you would be in a physical classroom. I ask that you all keep your videos on throughout our meetings (unless we experience technical issues), but please keep yourselves muted if you are not speaking, as outside noise can be distracting. Please also have your textbook with you during our Zoom meetings. I know that Zoom can be anxiety inducing for a number of reasons--that being said, my goal is to create a space where we can be social, engage with one another, and build community as we discuss and tackle challenging issues in policing. That being said, please reach out to me if there are issues that prevent the use of video.

Some notes about the online discussion board:

* all posts should have complete sentences, correct spelling and grammar, and employ a formal academic tone
* all posts should make specific reference to particular points in the course materials and/or other individual’s posts
* excellent posts make connections across several sources of information (either different readings on the same topic, or connections between old material and new material)
* excellent posts respond to specific points in other students’ posts in a meaningful way that moves the conversation forward
* excellent posts inspire many responses from other students
* excellent posts do not just relate facts, but take on a critical yet respectful tone with regard to readings, lectures or other posts. This means that you take a position, and provide a logical, reasoned defense of your position.

1. **Discussion Leader** *(25 pts)-* There will be four group discussions throughout the semester with an assigned group that I will create. These discussions will take place ‘outside’ of class time. Everyone will lead discussion with their assigned group *once* during the semester. As discussion leader, you are required to **find one peer-reviewed article** related to the recent modules to present to the group, as well as be familiar with the relevant class material. Following the group discussion, you will submit a brief (2-page, double-spaced) summary of the discussion, as well as the article you selected and why. Information and due dates for the discussion groups and discussion leader summary are provided in a separate module ‘Discussion Groups.” The discussion leader is responsible for coordinating with the group for their respective discussion topic. The group can choose from two options for conducting the group discussion (it does not have to be the same for each discussion):
   1. *Zoom Discussion:* Coordinate a time to meet via Zoom and have a 15-20 minute discussion on the material covered in the current two-week timeframe, this could include a number of topics. The zoom session should be recorded (saved to the “Cloud” and link sent to me). The discussion leader will submit their discussion leader summary paper following the discussion by the due date.
   2. *Online-discussion board:* If meeting over Zoom is not a good option for your group, you may also do an online discussion board where the discussion leader presents their peer-reviewed journal article, group members share discussion questions, and respond to one another. Again, the discussion leader will submit their discussion leader summary paper by the due date.

\*\*\*I will create the groups/discussion boards on WyoCourses for groups to communicate and facilitate discussions. There will also be a ‘sign-up’ sheet for discussion leaders to select which topic(s) they want to take the role of discussion leader.

1. **Discussion Questions** *(5 pts x 3):* For the other three group discussions when you are not discussion leader, you must submit discussion questions via WyoCourses that you can share with your group/post on discussion board. You are also expected to be active in the group discussions.
2. **Current Context Papers** (*25 pts x 2*)**:** Each student will be responsible for submitting two current context papers throughout the semester. Each paper consists of a 1-2 page paper (double-spaced) in which the student summarizes a current newspaper article and relates to themes or material we have covered in class. The newspaper articles must have been published recently (August 2020-November 2020) from a reputable news source (The *Washington Post,*The*New York Times, The Wall Street Journal, The New Yorker, The Los Angeles Times, BBC, The Atlantic, NBC News, CNN The Reuters, The Associated Press, National Public Radio, local/regional newspapers)*. Online news updates are not newspaper articles. **One paper is due mid-semester and the second is due by the last week of classes, but they can be turned in earlier and I encourage you do so.** Papers should include a link to the article. Students should properly cite any quoted or paraphrased material.
3. **Short Essays** *(125 pts)*: Throughout the semester there will be 4 short essays on various topics covered in class. These essays will range in length (but no more than 4 pages, double-spaced, 12 point, Times New Roman) and require students to critically reflect on course material. Specific essay topics and prompts will be provided with the assignment and the due dates for these papers will be indicated in the schedule. They will typically be due Sunday by midnight on the specified date.
4. **Quizzes** *(175 pts)*: Each module will have a quiz, for a total of 7 quizzes, the last one taking place during finals week. The quizzes will be administered on WyoCourses, will not be cumulative and will consist of multiple choice, fill-in-the-blank and listing. You will have one week to complete the quizzes following the module, opening Sundays at 12:01am and closing Saturday at 11:59am. You will have 30 minutes to complete the quizzes. Once you have started the quiz, you must complete it within the 30-minute timeframe. Missing a quiz will result in a grade of zero. In order to be permitted to make up a quiz, the absence must be due to an authorized excuse. Make-up exams will be given only under the following conditions:

1. Participation in organized school activity.

2. Death in the immediate family.

3. Illness (with doctor’s written excuse).

4. Special circumstances that are approved to be appropriate by the instructor.

**FOR EACH OF THESE EXCUSES, YOU MUST HAVE DOCUMENTATION TO MAKE UP YOUR EXAM!** Make up exams will only be given to those students who have discussed their absence with the instructor and have a legitimate excuse. Legitimate excuses do not include sleeping in, leaving early for breaks, work schedule, and other such excuses.Make-up exams will need to be scheduled with the instructor and will need to be completed within one week of the excused absence.

**University Excuse**: 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://uwacadweb.uwyo.edu/OSL/absences.htm>. 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.

**Grading:** In addition to the discussion leader/questions, written assignments, and exams, the total number of points available will depend on the number of in-class exercises or group work assignments. The points for these assignments will add to the total number of points in the class and are ***NOT*** extra credit.

Points will be divided between assignments as follows: **Total**

Introduction Post/Video (1) *5 pts.* *5 pts.*

Weekly Participation (15) *2 pts. each 30 pts.*

Discussion Leader & Paper (1) *25 pts. 25 pts.*

Group Discussion Questions (3) *5 pts. 15 pts.*

Current Context Papers (2) *25 pts. each 50 pts.*

Essays (4) *25-50 pts. each 125 pts.*

Quizzes (7) *25 pts. each 175 pts.*

Syllabus quiz (extra credit)

***TOTAL:*** 425 points

***Grading Scale*:**

A 90% – 100%

B 80% – 89.99%

C 70% – 79.99%

D 60% - 69.99%

F 59% or less

**All assignments will be lowered 5% each day they are late. They are considered late if not received by the specified due date and time.**

**Writing Center:** I highly encourage every student to visit the UW Writing Center for assistance with writing for all your courses. To make an appointment, click “Schedule a Consultation” at http://www.uwyo.edu/ctl/writing-center/index.html.

Additional student resources regarding UW’s commitment to diversity, upholding non-discriminatory policies and Title IV, duty to report, academic dishonesty, as well as other resources can be found on the class WyoCourse site under the **Classroom Climate &Conduct** and **Learning Tools** tabs. Please do not hesitate to ask me if you have trouble findings any of this information.

**Sharing Mutual Expectations:** Since we are engaging in the process of learning about an area of study, it is vital that we all understand the expectations we have for one another.

***What You May Expect of Professor White***

***A sincere effort*** to help you learn the course material. I intend to spend enough time and effort in class preparation to make the material as understandable and interesting as we possibly can. If something is unclear, please ask questions.

***Accessibility-*** I agree to be available to you outside of class should you desire help, clarification, etc. Naturally, I cannot promise to be free to talk with you at length at any time during the day or night. If you get in touch with me at a time when I am occupied with something that can’t wait, I will gladly set another time to meet with you.

***Attention/courtesy****-* When you are speaking, you have my full attention. I will not ridicule you or express disagreement in an impolite way.

***Fairness****-*Your grade will be based upon what you have learned and participation. It will not be based upon personal consideration nor whether I agree upon an issue.

***All students will be treated the same way.*** Please do not ask me to round up your final grade, give you extra credit work etc. I need to treat all students the same way to be fair and equitable.

***What I Will Expect of You***

***A sincere effort***to learn the course material and participate in class. It is difficult to understand course material and do well in the course if you do not read the material, think critically about your discussion questions, and spend a few hours a week studying and preparing for the exams. I expect you will be motivated to understand the course material and discuss material with other class members. This will enable us to have lively discussions in class and allow you to ask pertinent questions regarding the material.

***Careful and complete reading***of the assignments.

***Attention/Courtesy***Just as I will not be inattentive or impolite to you, I expect your full attention in class. When a student or instructor is speaking, I expect you to give that person your undivided attention. Also, please do not engage in side-bar conversations during the class. This makes it difficult for other students to hear and to follow the content of the presentation. ***Although this may seem obvious, turn off your (or silent) cell-phone before the class begins, do not read the newspaper, work on crossword or Sudoku puzzles, play on your laptop, etc. If you are expecting a call, please let me know BEFORE class and sit near the door.***

***Promptness--***Come to class on time and leave class at the end of the class period. If you need to leave early for some valid reason, please sit at the back of the classroom and, before the class begins, inform me that you will need to leave early. Also, I fully expect you will comply with all due dates. **Due dates are firm.**

***Courtesy/Civility***—I expect that you will treat me with respect both inside and outside of the classroom. As college students, you are considered adults and I will treat you accordingly. I expect that you act accordingly. Your college experience is training for present or future job opportunities and should be treated as such. Non-passing grades are your responsibility, not the professor’s. Do not ask me to change your grade based on how hard you have worked, the number of times you have taken the course, losing your scholarship, how angry your parents will be, how we have ruined your life etc. Do not ask me to round up your final percent so you can get a higher grade.

**Class Cancellations:**

If it is necessary to cancel class, I will make every effort to contact you before you come to campus or class through sending an email. However, if that is not possible, students should wait at least 15 minutes before assuming class is cancelled.