**CRMJ 3490 – 01**

**ISSUES IN POLICING**

**(3 credits)**

### **Professor:** Dr. Clair White **Semester/Year:** Fall 2018

**Phone:** 307-766-2919 **Class Day/Time:** Tues/Thurs 11:00am-12:15am

**Email:** cwhite41@uwyo.edu **Class Location:** Classroom Building 215

**Office:** Arts & Sciences 310

**Office Hours:** Tuesdays 1:30-3:30pm

Wednesdays 9:30-10:30am

 Or by appointment

**Availability:** Monday through Friday 8:00am-5:00pm, I typically respond to emails within 4 hours. If you email me after 5pm, I may not get back to you until the next morning. Please avoid emailing me over the weekend. This means that if you email me at 6pm on a Friday, you may not hear from me until Monday morning.

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

Required Text and Resources:

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

Moskos, P. (2008). *Cop in the Hood: My Year in Policing Baltimore’s Eastern District.* Princeton, NJ: Princeton University Press.

WyoCourses- WyoCourses is the University’s online supplemental course website. 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.

**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 bothers 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 abundance of 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 attempt to 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:

1. To obtain a clear understanding of the history of policing and how it relates to modern day police and community relationships
2. To identify and explain police work, operations, culture and behavior.
3. To obtain a clear understanding of the challenges and dilemmas facing professional police force in a free society
4. To increase familiarity with issues of police discretion and use of force
5. To develop critical thinking and writing skills pertaining to policing and the criminal justice system
6. To obtain a clear understanding of police ethics and situations leading to deviance
7. To understand relationships between the police and different community groups
8. To synthesize knowledge on policing through class discussion and written exams.

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

1. **Readings**: Readings will consist of chapters in the texts and supplemental readings. It is expected that you will have read the assigned readings prior to class.
2. **Lectures**: Some of the topic areas will be dealt with in lecture.
3. **Discussion**: Many topics will be covered in discussion. This is an upper division course so it is expected that we will be discussing many of these issues during class time. Two discussion questions for each class day’s readings will be due by 10am the day of class, **submitted via WyoCourses.** You must be present in class (or valid excused absence) to receive credit for discussion questions. These questions will be used to prompt discussion and/or help me gauge your understanding of the material. I understand everyone has different comfort levels speaking in class, but please be active in discussions and be prepared that you may be called on to comment on material.
4. **Attendance:** Attendance is your responsibility. Although attendance will not be taken, missing class tends to be detrimental to student’s grades. Regardless of the reason for missing class, all students are responsible for knowing the material covered in class, including material from class lectures, movies, discussion and all announcements made in class. I suggest becoming acquainted with someone in the class so they can provide you with information if you miss a class.
5. **In-class exercises**: There will be some in-class exercises during the course of the semester. These exercises and their requirements will be discussed in class as they are assigned. Points for these in-class assignments cannot be earned when a student is absent, but can be lost unless the student presents the instructor with a valid University excuse by the next class session. Students are responsible for making sure they did not miss any in-class assignments during their excused absence.
6. **Quizzes**: I reserve the right to implement quizzes if I feel that the class is unprepared to discuss topics for that class period. If I feel that people are coming to class prepared, quizzes will not need to be utilized. Points for these quizzes cannot be earned when a student is absent, but can be lost unless the student presents the instructor with a valid University excuse by the next class session. Students are responsible for making sure they did not miss any quizzes during their excused absence.
7. **Exams**: There will be a total of four exams, one of which is a take-home final paper. The in-class exams will consist of short answer questions. You will need bring bluebooks for the in-class exams. The specifics of the take-home final paper will be discussed further in class and topic provided a week before the scheduled final time. This paper will be 4-6 pages long. Paper must be double-spaced, typed, use Times New Roman, 12-point font, and have one inch margins. This paper will be submitted via WyoCourses. A scheduled exam missed due to an unexcused absence will result in a grade of zero. In order to be permitted to make up an exam, 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 questions, exams and written assignment, 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:

Discussion Questions (22) 5 points 110 pts.

Exams (3) 100 points 300 pts.

Final Paper (1) 100 points 100 pts.

***TOTAL:*** 510 points + any in-class assignments, group work, or quizzes

***Grading Scale*:**

A+ 97% – 100% B+ 87% – 89% C+ 77% – 79% A 90% – 96% B 80% – 86% C 73% – 76 %

D 60% - 69%

F 59% or less

**All assignments will be lowered five points each day they are late. They are considered late if not received at the beginning of class.**

**Academic Dishonesty and Plagiarism:** Any form of cheating or plagiarism will not be tolerated. Anyone found to participate in these activities will receive an F for the assignment and quite possibly the course. Academic dishonesty will be dealt with according to the University guidelines (UniReg 2-114). In addition, grade appeals will be handled according to these same guidelines. These guidelines can be found in the University Regulations**.**

**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. Assignments and announcements will be posted to this site. As part of the requirements for this class, you are expected to check and use this site regularly. **Make sure to check your UW email as this is the address that will be utilized for any posted announcements.**

**Students with Disabilities:** 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.

**Sexual Harassment, Discrimination and Violence:** The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. Under Title IX, the University has a responsibility to take immediate and effective steps to respond to sexual violence and/or sexual harassment. Title IX mandatory reporters are required to notify Equal Opportunity Report and Response of any allegation of sexual misconduct. Mandatory reporters at the University include every administrative officer, dean, director, department head, supervisor, and all instructional personnel including your instructor.  More information, including access to confidential resources, can be found at <http://www.uwyo.edu/reportit/policies/index.html>

**Diversity and Inclusiveness:** The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**Writing Center:** I highly encourage every student to visit the UW Writing Center prior to turning in each paper in this course. In as short as a 30-minute appointment, the consultants at the Writing Center can help improve your paper and, therefore, your grade. To make an appointment, click “Schedule a Consultation” at http://www.uwyo.edu/ctl/writing-center/index.html.

**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 we are occupied with something that can’t wait, we 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.

***E-mail interaction***—I am happy to respond to your e-mail questions and seeking of information. Please be polite when you write these e-mails, use proper English and letter formatting.

**Disclaimer**: Everything in this syllabus is subject to change at my discretion. However, any changes will be announced in class or on the course website. The syllabus is meant to be an outline of what to expect during the course and may not be followed exactly.