**CRMJ 3490 – 50, -80**

**ISSUES IN POLICING**

**(3 credits)**

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

**Phone:** 307-766-2919 **Class Day/Time:** Tues 4pm-6:50pm

**Email:** cwhite41@uwyo.edu **Location:** Distance Learning

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

Wednesdays 9:30-10:30am

 Or by appointment

**Availability:** Monday through Friday 8:00am-5:00pm, I will respond to emails within 24 hours, but typically within the same day if you contact me during normal 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, unless it is an emergency. 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

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

**Textbook 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 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. 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.

Zoom: The 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.

**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, discussions, and exams.

1. **Readings**: Readings will consist of chapters in the text 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 presented with lectures during the class time (Tuesdays) via Zoom and some lectures will be provided online. Attendance during class time is strongly encouraged. This is also an opportunity to ask questions or engage in discussion over the material.
3. **Discussion Board**: Each week you are expected to participate in the course discussion boards. The discussions will primarily be *student led*, sometimes I will post one starter question to begin the discussion and students can respond to the question or raise other issues based on the readings that they are interested in discussing. Each module will have its own discussion board with a closing date. Note: one to two modules are active each week; you need to post multiple times in each module’s forum before the closing date.

To create more engaging discussions, the class is divided into three groups consisting of 8-10 students—Group A, Group B, and Group C. These groups were randomly selected through WyoCourses and you will be able to access your group’s discussion. I may move people around in groups periodically to change it up.

***Each week, for each module (there are typically two modules per week) you should post once yourself, and post at least two responses to other posts (this can include responding to a post on your original post). The original post for each module is due 4pm on Tuesdays (before class), and the discussion boards for that week’s modules will close at 11:59MST on Fridays allowing for the remaining response posts. Please post in a timely manner as a courtesy to your fellow classmates.***

Your participation in the discussion board will be graded by the following standards:

* 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.
* number of posts goes beyond minimum required three posts

You are expected to participate with excellent posts in every module’s forums. Your grade for the discussion boards will be on based on two ***discussion board participation summaries***. You will have the opportunity to make the case for the quality and consistency of your discussion board participation two times during the semester. In order to do this, you will submit a document that summarizes your discussion board participation for a certain timeframe.

In this document, you will summarize your participation in each module’s forum (number of posts, types of posts), and you will identify one or two of your best posts/responses that exemplify your best work. Paste the post into the document, indicating when it was posted, and what you were responding to (if applicable). Then make the case that this is an excellent post according to the standards above. Also select and paste a post that you would change (someone changed your view, you misunderstood material or a post, etc.) and explain why you would change the post. In order to receive an A for class participation, you should consistently participate in the discussion board with excellence.

Your two summaries of discussion board participation will be due **October 19** (summarizing weeks 1-6) and **November 30 (**summarizing weeks 7-12) by 11:59PM, submitted via WyoCourses. There will not be a summary for week 13 discussion boards, but you are expected to participate in the discussion modules and make-up points may be available (extra credit).

1. **Exams**: There will be three mid-semester exams and a final exam. The mid-semester exams will be administered through WyoCourses. **It is your responsibility to understand this structure prior to taking the test.**
2. The test link will become available on the day specified at 12:01am and remain available for 48 hours until 11:59pm. **At 12:00, the test link will disappear. You must begin the test within this window.**
3. You will have 2 hours to complete the exam. Once you have started the test, you must complete it within 2 hours. For every minute you go over in time, I will deduct 1 point from your grade on the exam.
4. The tests will consist of multiple choice and short answer questions.
5. All tests will be randomized – no two students in the class will get exactly the same test questions. Additionally, the order of questions and the answer choices of the questions will be randomized.
6. You can only take the test once.
7. You are allowed to use your notes and book for the test, but if you rely on being able to look up answers to every question, you will run out of time. You will need to study and prepare for the exams to be able to do well and complete in the allotted time. While difficult to control for on-line tests, I also assume you are working alone when taking the test. The different elements of randomization of on the test will inhibit cheating; none the less, do not work with other students while taking the test.
8. If WyoCourses does crash while taking a test, here is what you need to do:
	1. Email me IMMEDIATELY. In your email tell me at what time you started experiencing your problems.
	2. I can restart the test for you so you can complete your exam.
9. **Final Exam:** While the final exam is not cumulative, it will apply concepts from the entire semester. The specifics of the take-home final exam will be provided the week before the scheduled final exam time. You will have one week to complete the final exam and will consist of short answer and essay questions. Answers will be submitted as a Word Document via WyoCourses. The exam responses must be double-spaced, typed, use Times New Roman, 12-point font, and have one inch margins.

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:** The points for these assignments and exams will add to the total number of points in the class.

Points will be divided between assignments as follows:

Discussion Board Summaries (2) 50 points 100 pts.

Exams (3) 100 points 300 pts.

Final Exam 100 points 100 pts.

***TOTAL:*** 500 points

***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**.**

**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.

**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.