**CRMJ 3490 – 01**

**ISSUES IN POLICING**

**(3 credits)**

### **Professor:** Dr. Clair White **Semester/Year:** Fall 2019

**Phone:** 307-766-2919 **Class Day/Time:** Tues/Thurs 9:35am-10:50am

**Email:** [cwhite41@uwyo.edu](mailto:cwhite41@uwyo.edu) **Class Location:** College of Business, Rm 121

**Office:** Arts & Sciences 310

**Office Hours:** Tuesdays 11:30am-12:30pm

Thursdays 1:00pm-3:00pm

Or by appointment

**Availability:** Monday through Friday 9:00am-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. If you email me Friday evening, you may not hear from me until Monday morning. I also tend to have an open door policy, if I am in the office with the door open, feel free to stop by and chat.

\*\*\*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.

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 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 learn the central issues in police research and policy, including evidence-based practices
8. To understand relationships between the police and different community groups
9. To synthesize knowledge on policing through class discussion and written exams.

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

1. **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.
2. **Readings**: Readings will consist of select chapters from the textbook and supplemental readings. It is expected that you will have read the assigned readings prior to class.
3. **Lectures**: Some of the topic areas will be dealt with in lecture.
4. **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. 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.
5. *Discussion leader-* Two times you will lead discussion with your group. You will be responsible for knowing the weeks reading material as well as finding **one peer-reviewed** article related to the topic to present to the group. Group discussions will take place on Thursdays. A brief summary (1 page) of your group’s discussion, as well as the article you presented and why, will be submitted via WyoCourses the next day, Friday, at midnight, following the group discussion.

ii. *Discussion question/excerpts*- One discussion question for each class day’s readings (2 per week) will be due by 8:30am the day of class, **submitted via WyoCourses** (I recommend you submit them the night before class). These questions will be used to facilitate discussion with your group. You must be present in class for your group’s discussion (or valid excused absence) to receive credit for your weekly discussion questions.

*I will have a sign-up sheet for discussion leaders and indicate in the course schedule when these group discussions will take place, but even on days when there is no formal group discussion, discussion questions are due unless otherwise indicated in the schedule, and you should be ready discuss the material with the class or other students.*

1. **Current Context Papers:** Each student will be responsible for submitting three current context papers throughout the semester. Each paper consists of a one page paper in which the student summarizes a current newspaper article and relates to specific material we have covered in class. The newspaper articles must have been published recently (August 2019- December 2019) 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)*. There are not specific due dates for these papers, but **students are strongly cautioned to avoid procrastination in the writing assignments**. Papers must be submitted in person during class time, with a copy of article attached, and may turn in only one current context paper per class period. Students should properly cite any quoted or paraphrased material. All papers must be submitted by December 10.
2. **In-class exercises and Quizzes**: 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, some will be worth points, others not. I also reserve the right to implement quizzes if I feel that the class is unprepared to discuss topics for that class period. Points for in-class assignments and quizzes cannot be earned when a student is absent, 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 or quizzes during their excused absence.
3. **Exams**: There will be a total of three in-class exams. The in-class exams will consist of multiple choice and short answer questions. Missing a scheduled exam 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.

1. **Final Paper**: The final paper will apply concepts from the entire semester and use the film, *Serpico,* and book, *Cop in the Hood.* The specifics of the take-home final paper will be discussed further in class and topic provided a week before the university scheduled final exam time. This paper will be 3-4 pages long. This paper will be submitted via WyoCourses during finals week.

**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, exams, and final paper, 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 (20) 2 points 40 pts.

Discussion Leader (2) 20 points 40 pts

Current Context Papers (3) 25 points 75 pts.

Exams (3) 50 points 150 pts.

Final Paper (1) 50 points 50 pts.

***TOTAL:*** 355 points + any in-class assignments, group work, or quizzes

***Grading Scale*:**

A 90% – 100%

B 80% – 89.9%

C 70% – 79.9%

D 60% - 69.9%

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.**

**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.

**WyoCourses:** WyoCourses is the University’s online supplemental course website. 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.** 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).

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.

***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, address them to Prof. or Dr. White, 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.