

CRM 250 - 898

Policing

Spring 2017

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Course Description

"This course examines the history, structure and function of law enforcement as a means of addressing behavior which violates the law. Problems faced by law enforcement and solutions to those problems are also discussed" (*Undergraduate Catalog* description). This course is designed to familiarize the student with the role and function of police in American society. Additional issues include how officers experience their careers, the efficacy of police operations, and key critical issues in contemporary policing.

Course Emphasis & Objectives

By the end of the course, each student should be able to:

1. Describe the historical development of American police organizations, including their structure, culture, and social role.
2. Discuss the occupational culture of policing, how new police employees become socialized to understand this culture, and the consequences of culture.
3. Describe the advantages and limitations of different policing operations, strategies, and techniques used by police officers and organizations.
4. Develop an understanding of critical contemporary issues in American policing, why these problems emerge, and (where relevant) how they can be controlled.
5. Apply course-related knowledge and materials in explaining/discussing critical issues and contemporary events, circumstances, situations and scenarios confronting American police organizations and officers.

Required Textbooks & Course Materials

Roberg, R., Novak, K., Corder, G., & Smith, B. (2014). *Police & Society* (6th edition). New York: Oxford University Press. ISBN 978-0-19-930088-4

Barker, J. (1999). *Danger, duty and disillusion: The worldview of Los Angeles police officers*. Prospect Heights, IL: Waveland. ISBN 1-57766-041-2

Supplemental readings (provided via Blackboard).

Participation Policy

I expect that you will actively participate in the class; it will be difficult for you to succeed in this class without checking the course on Blackboard 3 – 4 times per week. You are responsible for all materials, readings, lecture videos, assignments, discussion activities, and quizzes. This is an internet-based course; not having routine access to a functioning computer with high speed internet access and appropriate software will significantly compromise your ability to succeed in this course. It is your

responsibility to note the various drop dates set by the University and take any actions you deem necessary. If you stop participating in the course/completing coursework but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. If you are concerned about your course progress, do not wait until the end of the term to correct this situation; contact me. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at (417)836-5520.

Course Behavior

Show respect for your fellow students and their ideas, beliefs, and contributions. Part of the learning experience is interacting with people from different and diverse backgrounds, cultures, lifestyles, and experiences. Some of our class discussions will involve controversial topics. While I do not expect you to always agree with your peers or instructors, it is imperative that we treat each other with respect and dignity.

Assignments and Examinations

Class Discussions (100 points possible): In the absence of lecture and regular face-to-face class sessions, online discussions will be a vital part of the learning experience in this course. Throughout the semester you will be asked to participate in discussions with your peers. Students will be graded based on two elements.

First, the overall quality of your original post will be evaluated. I will be looking for a well-written response that addresses all elements of the discussion question and, where appropriate, relies on class readings or other cited materials. Your discussion post is not simply your opinion, unless the instructions explicitly ask for your personal perspectives. It needs to be grounded in scholarly or professional literature and, where appropriate, you should cite that supporting material. In general, your original post should be approximately 250 words in length, though longer responses are permitted. Your original responses will be due by 11:59 pm on Thursday in the assigned week. Late posts will be penalized in accordance with the late assignment policy.

Second, for each discussion question you should respond to the original postings made by two of your peers. Peer responses should be substantive and should advance the discussion of the matter at hand by bringing additional evidence to light and/or asking constructive questions. Simply saying "I agree" and/or reiterating your favorite elements of the initial response is not sufficient to earn full credit. Where appropriate, peer responses should use citations to establish the basis for your ideas. Peer responses are due by 11:59pm on Saturday in the assigned week. Late responses will be penalized in accordance with the late assignment policy.

When a classmate or the instructor responds to your initial post, I expect you will acknowledge their peer response in an appropriate fashion. If they ask a question, provide some form of answer. While I do not expect you to conduct extensive research to answer every question you are asked this term, when asked to consider an alternative perspective on an issue, have the courtesy to respond. This is not a graded aspect of the course, but is a sign of academic consideration toward your peers and instructor.

There will be 10 discussion questions during the semester. Each will be worth up to 10 points, with 6 points awarded for the original post and a total of 4 points awarded for your peer responses. Partial points (to 2 decimal places) will be used.

Quizzes (150 points possible): There will be thirteen quizzes given in this course, each worth up to 15 points. Your ten highest quiz scores will be counted in computing your course grade. The three lowest scores will not count in computing your final grade. This provides you some forgiveness for having a bad week, as well as for missing a quiz due to technology problems, illness, family emergencies, etc. Because of this, make-up opportunities will not be granted for quizzes missed for any reason. The practice quiz given in Unit One does not count toward the 13 quiz total; this is an ungraded (but required) activity to ensure everyone understands how to access and complete the quizzes.

Quizzes will cover assigned written materials as well as information presented in lecture videos. The format may include multiple choice, true/false, & short essay questions. You will have a fixed period of time to complete each quiz. I expect that you will complete the quizzes without the use of notes or books.

Writing Assignments (100 points possible): During the course, you will be asked to complete 4 short (2 double spaced pages) papers outlining a proposed position or response to select special topics in policing, each worth up to 25 points. Specific instructions will be provided with each assignment. Work will need to be submitted via Blackboard *Safe Assign*. Late work will be accepted, but will be penalized in accordance with the late assignment policy.

Final Paper (100 points possible): Students will write a final comprehensive paper in lieu of a final exam based on recommendations set forth in the *Final Report of the President's Task Force on 21st Century Policing* and *President's Task Force on 21st Century Policing Implementation Guide*, which are both assigned readings in the course. Students will identify a law enforcement agency with a specific and recent legitimacy crisis (e.g., a pattern or practice of discrimination, abuse of authority, excessive use of force, etc.) and assume the role of advisor to the chief of police, sheriff, or other chief executive officer. Using one or more of the recommendations contained in the *President's Task Force on 21st Century Policing* materials, students will write a 4-page paper proposing an intervention plan to address the problem, reform the agency, and build trust with the public. Students must support their proposed plan with evidence from relevant units of the course and at least 2 other scholarly sources not assigned in the course readings, 1 of which must be an academic journal article.

Final papers are to be a minimum of 4 pages, but no more than 5 pages in length, double spaced, with 1" margins and in 12-point font, and the papers are to include in-text citations and a reference page (bibliography), which is not included in the 4-page minimum. Citations and references are to be in APA format. Specific details, instructions, and resources for APA guidelines will be given 4 weeks prior to the due date (Monday, May 15 of finals week).

Final papers will be based on the following assessment criteria and measured on scale of *exceeds expectations*, *meets expectations*, or *fails to meet expectations*:

- Identifies scholarly sources appropriate for an academic paper
- Integrates resource material into the flow of the paper
- Utilizes APA format effectively for in-text citations
- References are complete and in accordance with APA guidelines
- Demonstrates appropriate grammar, spelling, and writing skills for a 200-level

Final paper grades will be based on meeting the criteria set forth above and on the quality of the work (i.e., the critical thought expressed).

Late Assignments, Late Discussion Activities, & Missed Quizzes: Assignments and discussion activities submitted after their listed due date and time will be considered late. Late work will be marked down 25% for each day late; this generally means work is late if submitted after 12:01 am the day after it was due. I will not consider granting an extension for any work unless you contact me within 7 calendar days of missing the submission; written documentation may be required. I will drop the three lowest quiz scores you earn; because of this, make-ups for missed quizzes will not be granted.

Available Points from Assignments & Examinations:

Weekly Quizzes x10 @ 15 pts (lowest 3 dropped)	= 150 points (30%)
Writing Assignments	= 100 points (30%)
Discussion Board Posts	= 100 points (20%)
Final Paper	= 100 points (20%)
Total	= 450 points

Grading Policy

Letter grades will be assigned as follows:

A	90 – 100%	(405 – 450 pts)
B	80 – 89%	(360 – 404 pts)
C	70 – 79%	(315 – 359 pts)
D	60 – 69%	(270 – 314 pts)
F	59% and below	(269 or fewer pts)

I reserve the right to issue plus or minus grades if warranted.

Academic Dishonesty

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, Student Academic Integrity Policies and Procedures and also available at the Reserves Desk in Meyer Library. In particular:

- Cheating includes collaboration between students in completing quizzes, tests, and assignments.
- Plagiarism includes: submitting the work of another person or entity as your own/failing to cite the work or data of another person or entity.

Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of Nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed

directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement of Disability Accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Carrington Hall, Room 302, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/lcd>.

Statement of Cell Phone Policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Emergency Response Statement

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Class Time-Line

The readings listed for each week should be completed early in the week. Additional readings may be added to Blackboard. It is your responsibility to access and review the materials in a timely manner. Changes to the calendar below (generally the assignment of additional readings) are likely; students will be responsible for the readings and activities assigned in each learning module.

Uni	Dates	Topic	Assigned Readings
INT	1/18 – 1/21	Course introduction	See Blackboard
1	1/22 – 1/28	Police in a Democracy	Roberg: Chapter 1 Bb: Final Report of the President's Task Force (pp. 1-4)

2	1/29 – 2/4	History	Roberg: Chapter 2 Bb: Cooper; Uchida
3	2/5 – 2/11	Structure & Organizations	Roberg: Chapter 5 Bb: Local Police Departments 2013 (read pp. 1-10)
4	2/12 – 2/18	Diversity	Roberg: Chapter 12 Bb: Bayley et al.
5	2/19 – 2/25	Organizational Change, Selection & Development	Roberg: Chapters 6 & 7
6	2/26 – 3/4	Higher Education	Roberg: Chapter 14
7	3/5 – 3/11	Socialization & Culture	Barker book
	3/12 – 3/18	SPRING BREAK	
8	3/19 – 3/25	Field Operations & Police Strategies	Roberg: Chapters 4 & 8 Bb: Kelling et al.
9	3/26 – 4/1	Discretion	Bb: Black; Brooks; Schafer & Mastrofski
10	4/2 – 4/8	Behavior & Misconduct	Roberg: Chapter 9 Bb: Hassell & Archbold
11	4/9 – 4/15	Force & Coercion	Roberg: Chapter 10 Bb: Hickman; Garner & Maxwell; Klinger; Wines & Cohen
12	4/16 – 4/22	Accountability & Ethics	Roberg: Chapter 11 D2L: Klockars (Dirty Harry); Pollack; Stoughton
13	4/23 – 4/29	Stress & Officer Safety	Roberg: Chapter 13 Bb: Hayasaki
14	4/30 – 5/6	Emerging Issues	Roberg: Chapter 15 Bb: Weitzer President's Task Force Implementation Guide
	5/7 – 5/15	FINAL PAPER	