

Missouri State University
Department of Criminology and Criminal Justice
CRM 750 Section 899 Fall-2018

Course Title: Law Enforcement and the Community

Course Number: CJ 750 Sec 899

Professor: Dr. Michael Suttmoeller

Course Meets: Online

Contact Information: E-mail: MSuttmoeller@MissouriState.edu (best/preferred method)

Office: 227 Strong Hall

Office Hours: Monday and Wednesday 11:00 a.m. to 12:30 p.m. and Tuesday/Thursday 10 a.m. to 11 a.m. or by appointment

Phone: 417-836-3139

Email Policy

Email is a formal communication method, and therefore proper email etiquette should be followed. Emails to the professor should be addressed as Dear Dr. Suttmoeller, Dr. Suttmoeller or Hello Dr. Suttmoeller. Greetings such as Hey Prof S! or Hey Dr. S. are not acceptable greetings for email communication.

Students are expected to regularly check their email for course correspondence. As the professor, I will also regularly check my email for correspondence from students. During the work week (Monday to Friday), students should expect a response to emails within 24 hours of sending the email. For emails sent during the weekend, I will do my best to respond within 24 hours, but responses may take longer. If 24 hours has not passed since an email was sent, please do not resend the email until after the 24 hour time frame.

If students email the professor with an issue, students are expected to monitor their email for a response from the professor. Waiting several days to respond in these types of situations is not acceptable.

Course Description

The police are some of the most visible and most easily recognized members of the criminal justice profession. Even though they are the most “well known” members of the criminal justice profession, their role and place both within the criminal justice system and society is often misunderstood. This course will provide students the opportunity to more fully explore the police profession through the examination of the police role in society, factors that influence how the police function, policing strategies and police

organizational issues. This will be accomplished through the use of classic and current research and through discussion and dialogue.

Course Materials:

Dunham, R. G. & Alpert, G. P. (2009). *Critical issues in policing: Contemporary readings* (6th ed.). Long Grove: Waveland Press. Available from the bookstore, but 5th edition will also work.

Ferree, C. W. & Pfeifer, H. L. (2018). *Write and Wrong*. (2nd ed.) Burlington: Jones & Bartlett.

Muir, W. K. (1977). *Police: Street corner politicians*. Chicago: University of Chicago Press

Other Readings as assigned

Grading

Introduction post	5 pts
Section Papers	150 pts
Discussion Boards/Journals	150 pts
Final Paper	100 pts
Total	405 pts

Grading scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or less

Assignments

Section Papers

The course is divided into three sections. Students will be required to write an 8-10 page paper synthesizing the research and topics for each section. Students should demonstrate an understanding of the different topics and how they relate to each other. These papers are worth 50 points each and are to be submitted through Blackboard. These papers **must** use Times New Roman 12 pt. font and 1 inch margins. Also, all formatting and references must adhere to the 6th edition of the *Publication Manual of the American Psychological Association* (APA). Please refer to the appropriate sections of the *Write and Wrong* textbook for guidance related to properly writing an academic paper, plagiarism and APA citation. These papers must be submitted into Blackboard as attached Microsoft Word documents. They will not be accepted through email. A sample

paper has been provided in Blackboard. The topic of the sample paper is not policing related, but it can provide an example of writing style, APA style etc.

First Paper: Discuss the police officer's role in society and how the socialization process influences the officer's role and also officer deviance.

Second Paper: Discuss the relationship between police officer discretion and crime control.

Third Paper: Discuss the similarities and differences between community policing and problem oriented policing. What are the implications for police officer recruitment and selection?

Discussion Boards

Each week students will be required to post to the discussion forum. Students will be required to complete an original post, and then respond to another student's post. Students will be required to complete their original post before they will be allowed to respond to another student's post. Each discussion board is worth 10 points. **All discussion boards must be completed by 11:59 p.m. on Sunday of each week.**

Final Paper

Students will be required to complete a 15-20 page research paper on a policing topic of their choice. Readings presented in class may be used, but they must be substantially supplemented with other peer reviewed research articles. Proposed topics must be submitted through Blackboard for approval and comments by **10/7/18**. The topic will be worth 5 points of the final paper grade. A draft of the paper must be submitted by **11/4/18**. The professor will read and provide comments on the drafts that should be used to guide the student in completing the final paper. The draft is worth 30 points. The final draft should be a complete final draft. Simply turning in something as a rough draft does not guarantee 30 pts. The final copy of this paper must be submitted through Blackboard by **12/6/18**. **No late submissions will be accepted.** The final paper is worth 65 points. The entire final paper project is worth 100 points. Also, all formatting and references must adhere to the 6th edition of the *Publication Manual of the American Psychological Association* (APA).

Class Decorum

Throughout this course, students will be required to not only post a thread on a discussion board, but will also be required to post a response(s) to another student's post. These responses should always be respectful. Policing issues can sometimes elicit strong opinions or responses, but students must always be respectful to their fellow students, regardless of whether or not they agree with the other person's position. Disrespectful, disruptive or rude behavior will not be tolerated.

Course Schedule

Date

Assignment

Readings

Section 1

8/20/18 to 8/26/18	Police Role	Bittner (1970) Muir Sections 1 and 2
8/27/18 to 9/2/18	Police Role	Muir Sections 3 and 4
9/3/18 to 9/9/18	Police Socialization	Herbert (1998) Paoline (2004) Skolnick (1994)
9/10/18 to 9/16/18	Police Socialization	Fyfe (1997) Bayley & Bittner (1997)
9/17/18 to 9/23/18	Police Deviance	Kappeler et al. (2005) Pollack (2005)
9/24/18 to 9/30/18	Police Deviance	Kane & White (2009) King (2009)

9/30/18

Paper #1 Due

Section 2

10/1/18 to 10/7/18	Police Discretion	Brooks (2005) Riksheim & Chermak (1993)
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10/7/18

Final Paper Topic Due

10/8/18 to 10/14/18	Police Discretion	Klinger (1997) Smith (1986) Worden (1989)
10/15/18 to 10/21/18	Police and Crime	Braga (2001) Kelling et al. (1996)
10/22/18 to 10/28/18	Police and Crime	Brown (1996) Buzawa (2005) Chaiken et al. (1996)

10/28/18

Paper #2 Due

Section 3

10/29/18 to 11/4/18	Community Oriented Policing	Wilson & Kelling (2005) Cordner (2005) Matrofski et al. (1995)
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11/4/18	Rough Draft Due	
11/5/18 to 11/11/18	Community Oriented Policing	Lombardo et al. (2010) Maguire & Katz (2002)
11/12/18 to 11/18/18	Problem Oriented Policing	Braga et al. (1999) Eck (2002) Mazerolle & Terrill (1997) Weisburd et al. (2010)
11/19/18 to 11/25/18	Work on final papers	
11/26/18 to 12/2/18	Police Organization and Mgmt	Hensen et al. (2010) White and Escobar (2008)
12/3/18	Paper #3 Due	
12/6/18	Final Paper Due	

Readings

Police Role

Bittner, E. (1996). The functions of police in modern society. In C. B. Klockers & S. D. Mastrofski (eds.). *Thinking about police: Contemporary readings 2nd ed.*, pp. 35-51, New York: McGraw-Hill.

Muir Jr., W. K. (1977). *Streetcorner politicians*. Chicago: University of Chicago Press.

Police Socialization

Herbert, S. (1998). Police subculture reconsidered. *Criminology*, 36, 343-369.

Paoline III, E. A. (2004). Shedding light on police culture: An examination of officers' occupational attitudes. *Police Quarterly*, 72(2), 205-236.

Fyfe, J. J. (1997) Good policing. In R. G. Dunham and G. Alpert (eds.). *Critical issues in policing: Contemporary readings. 3rd ed.*, (pp. 194-213). Illinois: Waveland Press.

Bayley, D. H. & Bittner, E. (1997). Learning the skills of policing. In R. G. Dunham and G. Alpert (eds.). *Critical issues in policing: Contemporary readings. 3rd ed.*, (pp. 114-137). Illinois: Waveland Press.

Skolnick (1994). A sketch of the police officer's "working personality" in *Justice Without Trial 3rd ed.* (pp. 41-68)

Police Deviance

Kane, R. J. & White, M. D. (2009). Bad cops: A study of career-ending misconduct among New York City police officers. *Criminology and Public Policy*, 8(4), 737-769.

Kappeler, V. E., Sluder, R. D. & Alpert, G. A. (2005). Breeding deviant conformity: The ideology and culture of police. In R. G. Dunham and G. Alpert (eds.). *Critical issues in policing: Contemporary readings. 5th ed.* (pp. 231-257). Illinois: Waveland Press.

King, W. R. (2009). Police officer misconduct as normal accidents: An organizational perspective. *Criminology and Public Policy*, 8(4), 771-776.

Pollack, J. M. (2005). Ethics and law enforcement. In R. G. Dunham and G. Alpert (eds.). *Critical issues in policing: Contemporary readings. 5th ed.* (pp. 280-303). Illinois: Waveland Press.

Police Discretion

Brooks, L. W. (2005). Police discretionary behavior: A study in style. In R. G. Dunham and G. Alpert (eds.). *Critical issues in policing: Contemporary readings. 5th ed.*, (pp. 89-105). Illinois: Waveland Press.

Klinger, D. (1997). Negotiating order in patrol work: An ecological theory of police response to deviance. *Criminology*, 35(2), 277-306.

Riksheim, E. & Chermak, S. (1993). Causes of police behavior revisited. *Journal of Criminal Justice*, 21, 353-382.

Smith, D. A. (1986). The neighborhood context of police behavior. In M. Tonry & N. Morris (eds.). *Communities and Crime*, (pp. 313-341). Crime and Justice: A review of research, volume 8. Chicago: University of Chicago Press.

Worden, R. E. (1989). Situational and attitudinal explanations of police behavior: A theoretical reappraisal and empirical assessment. *Law and Society Review*, 23, 667-711.

Police and Crime

Braga, A. (2001). The effects of hot spots policing on crime. *Annals of the American Academy of Political and Social Science*, 578, 104-125.

- Brown, M. K. (1996). Nonenforcement: Minor violations and disturbances. In C. B. Klockars & S. D. Mastrofski (eds.). *Thinking about police: Contemporary readings*. 2nd ed. (pp. 285-307). New York: McGraw-Hill.
- Buzawa, E. S. & Buzawa, C. G. (2005). Traditional and innovative police responses to domestic violence. In R. G. Dunham and G. Alpert (eds.). *Critical issues in policing: Contemporary readings*. 5th ed. (pp. 141-171). Illinois: Waveland Press.
- Chaiken, J. M., Greenwood, P. W., & Petersilia, J. (1996). The criminal investigation process: A summary report. In C. B. Klockars & S. D. Mastrofski (eds.). *Thinking about police: Contemporary readings*. 2nd ed. (pp. 170-187). New York: McGraw-Hill.
- Kelling, G. L., Pate, T., Dieckman, D., & Brown, C. E. (1996). The Kansas City preventive patrol experiment: A summary report. In C. B. Klockars & S. D. Mastrofski (eds.). *Thinking about police: Contemporary Readings*. 2nd ed. (pp. 139-169). New York: McGraw-Hill.

Community Policing

- Cordner, G. W. (2005). Community policing: Elements and effects. In R. G. Dunham & G. Alpert (eds.). *Critical issues in policing: Contemporary readings*. 5th ed. (pp. 401-418). Illinois: Waveland Press.
- Lombardo, R. M., Olson, D., & Staton, M. (2010). The Chicago alternative policing strategy: A reassessment of the CAPS program. *Policing: An International Journal of Police Strategies and Management*, 33(4), 586-606.
- Maguire, E. R. & Katz, C. (2002). Community policing, loose coupling, and sensemaking in American police agencies. *Justice Quarterly*, 19(3), 501-534.
- Mastrofski, S. D., Worden, R. E., & Snipes, J. B. (1995). Law enforcement in a time of community policing. *Criminology*, 33, 539-563.
- Wilson, J. & Kelling, G. L. (2005). Broken windows. In R. G. Dunham & G. Alpert (eds.). *Critical issues in policing: Contemporary readings*. 5th ed. (pp. 375-387). Illinois: Waveland Press.

Problem Oriented Policing

- Braga, A. A., Weisburd, D. L. Waring, E. J., Mazerolle, L. G., Spelman, W., & Gajewski, F. (1999). Problem-oriented policing in violent crime places: A randomized controlled experiment. *Criminology*, 37(3), 541-580.
- Eck, J.E. (2002). *Assessing Responses to Problems: An Introductory Guide for Police Problem Solvers*. Washington D.C.: Office of Community Oriented Policing

Services, U.S. Department of Justice. Accessed at
<http://www.popcenter.org/library/reading/pdfs/assessing_responses.pdf>

Green Mazerolle, L. & Terrill, W. (1997). Problem oriented policing in public housing: identifying the distribution of problem places. *Policing: An International Journal of Police Strategies & Management*, 20(2), 235-255.

Weisburd, D., Telep, C. W., Hinkle, J. C., & Eck, J. E. (2010). Is problem-oriented policing effective in reducing crime and disorder? *Criminology & Public Policy*, 9(1), 139-172.

Police Organization and Management

Henson, B., Reyns, B. W., Klahm IV, C. F., & Frank, J. (2010). Do good recruits make good cops? Problems predicting and measuring academy and street-level success. *Police Quarterly*, 13(1), 5-26.

White, M. D., & Escobar, G. (2008). Making good cops in the twenty-first century: Emerging issues for the effective recruitment, selection and training of police in the United States and abroad. *International Review of Law Computers & Technology*, 22(1-2), 119-134.

Policies to Note:

Statement on 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. 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/.

Accommodations for Students with Disabilities: If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (www.missouristate.edu/disability), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other

appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

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>.

Adding/Dropping a Class: It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class 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. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

Audio and video recording course activity: Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

Religious accommodation: The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health and Stress Management: As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at counselingcenter.missouristate.edu.

Title IX Policy: Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at www.missouristate.edu/titleix. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a "Responsible Employee" under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Magers Health and Wellness Center employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy: A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student's legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).