



CJ 09524: POLICE AND SOCIETY (GRADUATE-LEVEL)

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Office Hours: 3:30 – 6:30 PM on Thursdays or by appointment

- Campbell Library, Room 553

Twitter: @Shjarback_CCJ (optional; follow for tweets about policing/criminal justice current events)

Course Meeting Times: Thursdays, 6:30 – 9:15 PM

Course Location: Bunce Hall, Room 106

Course Prerequisite(s): None.

Course Description:

This course will focus on the theories and scholarly studies in policing and apply this knowledge to understanding police functions in society. The objectives of this course are to understand the police function both in terms of its nature and its relationship with society, to appreciate advances and emerging theories in policing, and to assess current research in the field and its implications for the police profession. Students are expected to follow the scientific research process to do research, write papers, and have informed discussion of current police policies and practices.

Course Objectives and Learning Goals:

By the end of this course, students will be able to:

- 1) Contextualize police behavior, tactics/strategies, etc. as well public perception of law enforcement based on the period of history/era.
- 2) Better understand police-minority community relations through a lens of over- and under-enforcement of the law and historical context.
- 3) Locate and assess the quality of criminal justice and policing data/measures for analyses.
- 4) Ponder competing and/or complimentary frameworks (e.g., individual, situational, organizational, ecological, institutional) for thinking about police officers and interactions with citizens.
- 5) View police behavior, departmental policy, and agency decision-making through a lens of data, research, and evidence-based policing (EBP).
- 6) Identify mechanisms to address police accountability but also the impediments to adequate reform.

Required Textbook:

Roger G. Dunham, Geoffrey P. Alpert, & Kyle D. McLean. (2020). *Critical Issues in Policing: Contemporary Readings* (8th edition). Long Grove, IL: Waveland Press, Inc.

- ISBN: 978-1-4786-44046-2. (available through the bookstore or online)

Other Required Readings:

The textbook will be supplemented by articles and papers that will be posted to Canvas.

Summary of Graded Assessments:

Assessment	Possible Points	Percent of Total Grade
Midterm Exam (Take Home-Date TBD)	50	25
Presentations (Pro vs. Con; Final Paper)	40	20
Final Paper	70	35
Participation & Class Contribution	40	20
	200	100%

Midterm Exam

Midway through the semester, you'll be responsible for a "take home" midterm exam. It will be essay/long answer format of a few questions. It will be "open book/notes" but timed. More information will be provided prior to the assignment of the midterm. The midterm will be worth 25% of your final grade.

Presentations

Over the course of the semester, you'll be responsible for **two** separate formal PowerPoint presentations. For the first one, you'll be arguing either "for" or "against" one of the following topics: 1) hot spots policing, 2) problem-oriented policing, 3) broken windows policing, 4) focused deterrence/pulling levers, and 5) stop, question, and frisk. This will occur towards the end of the semester (see below). I will be looking for roughly a 10–15-minute presentation.

For the second, you'll be presenting your final paper topic: what we know, what we don't know on the topic, and how your paper addresses a need for more research/fills a research gap. Half of the class will present their final paper ideas on the 2nd to last day of class (April 29) and the other half will present on the last day of class (May 6). I'm looking for roughly a 10-minute presentation. Both presentations will be worth 20% of your final grade.

Final Paper

You will be responsible for a final paper at the end of the semester, which will be due on finals week. The paper will essentially consist of a "front-end" (i.e., introduction and literature review) of testable research question(s) for an empirical paper or research report. We will be going over what a "front-end" looks like and how to write one over the course of the semester. Your final paper topic must be approved by me before the mid-point of the semester.

Ideally, you should be able to take the final paper (as well as the feedback you receive) and, at a later time (perhaps in another class – statistics/data analysis) find available data that can be used to analyze your particular research question. *You do not need to have data or conduct any

statistical analysis for the final paper. The final paper will make up the large proportion of your final grade: 35%.

Participation & Class Contribution

Lastly, you will be graded on how well you ask stimulating questions, participate, and contribute to the class discussion/debate on a week-by-week basis. 20% of your final grade will be based on your level of participation and class contribution.

Participation & Classroom/Online Conduct:

Student participation and engagement is essential for a successful classroom dialogue.

Please keep in mind that we will be discussing controversial and polarizing criminal justice and policing policies/practices. If you are in any way uncomfortable reading or discussing any of the material, please let me know and I will try to arrange an alternative assignment. If you are offended by something that is said, please accept my apologies in advance and express your concern to me after class. I will not share your concerns with the class without your permission, but I will try to respond to them. While we will encourage informal discussion, I will insist that you always speak to classmates in a respectful way (especially when their viewpoints differ from your own). Be mindful to avoid comments and behaviors that disparage other students.

Attendance:

Although attending class is not graded part of your final grade, it is highly encouraged for your success in the course – especially given the participatory nature of this seminar-style master’s class. I will be keeping track of your attendance per Rowan’s university policy. This is especially important for those attending in-person due to contact tracing capabilities for COVID-19.

Policy on Late or Missed Exams/Assignments:

You are required to notify me before the due date if an urgent situation arises and an assignment will not be submitted on time or an exam cannot be completed during class. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Late assignments/make-up exams will only be permitted at the discretion of the instructor and will be contingent upon three requirements being met:

- a. Valid documentation of an emergency (e.g. physician’s note)
- b. Notification PRIOR to the due date
- c. Immediate arrangements to make up the assignment

Grading Scale:

Final course grades will be assigned according to the following percentages:

Grade	Percentage
A	94 – 100
A-	90 – 93
B+	87 – 89
B	84 – 86

B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	64 – 66
D-	60 – 63
F	< 60

Academic Integrity Policy:

Academic Dishonesty:

In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course and in appropriate disciplinary action being initiated. More information regarding this policy can be found in the Rowan University Policy. It is accessible online at:

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Student Accommodations:

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations.

The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

Student Conduct:

The University and I expect all students to conduct themselves professionally. Toward that end, I expect everyone to abide by rules of etiquette and to refrain from disruptive behavior, which can be classified into two levels:

Level I disruptive behavior can include:

- Persistent speaking without permission
- Engaging in activities not related to the class
- Inappropriate use of electronic devices, cell phones, or pagers
- Sleeping in class
- Chronically entering class late or leaving early
- Eating/drinking in class without permission

- Verbally confronting a faculty member or another student using utterances that have the effect of insulting or demeaning them in such a way that it causes disruption or interference with the classroom environment.

Level II disruptive behaviors can include:

- Engaging in physical violence, threats, harassment, intimidation, bullying, coercion, and/or other conduct which threatens or endangers the health or safety of any person as described in the Student Code of Conduct.

The University policy on Classroom Behavior can be found at:

<https://confluence.rowan.edu/display/POLICY/Classroom+Behavior>

Electronic Devices Policy:

Please refrain from using cell phones and other electronic devices during classes. Laptops in class should only be used for note taking or accessing course materials.

Course Schedule:

I will make every effort to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus. In the event that this occurs, students will be notified both in class and via Canvas announcement (which will also show up as an email).

Required Reading Assignments:

The reading assignments listed for each day of class are those readings which a student must complete before the class in order to be prepared for class that day.

DAM = Dunham, Alpert, & McLean textbook

Week 1

Thursday, January 28

Introduction; a snapshot of policing; history; public perception of law enforcement

Required Reading: 1) DAM, Chapter 1 (pp. 1-10)
 2) DAM, Chapter 2 (pp. 11-30)
 3) Mourtgos & Adams (2020) Justice Quarterly (available on Canvas)

Week 2

Thursday, February 4

Race/ethnicity and policing (vehicle & pedestrian stops); over- & under-enforcement of the law

Required Reading: 1) Kennedy (2020) Niskanen Center (available via Canvas)
 2) Tregle et al. (2019) Journal of Crime & Justice (available via Canvas)

Required Viewing: 3) Shjarback Keynote Speech (10/9/20), "Acknowledging the shared history of police-minority community relations: A review of the past with a look towards future reconciliation." [Link below; also provided via Canvas]

<https://utep.yuja.com/V/Video?v=2103723&node=7912011&a=457121999&autoplay=1>

Week 3

Thursday, February 11

Data and research (five areas: individual, situational, organizational, ecological, & institutional); where to go for measures

Required Reading: 1) DAM, Chapter 4 (pp. 65-82)
2) Bolger (2015) AJCJ *only pgs 466-471 (available via Canvas)
3) Greene (2014) Justice Quarterly (available via Canvas)

Week 4

Thursday, February 18

Functions/operations; personnel; recruitment

Required Reading: 1) DAM, Chapter 12 (pp. 214-232)
2) DAM, Chapter 26 (pp. 502-535)
2) Jackson (2018) The Washington Post (available via Canvas)

Week 5

Thursday, February 25

Misconduct

Required Reading: 1) DAM, Chapter 11 (pp. 187-213)
2) DAM, Chapter 14 (pp. 261-278)
3) Wood et al. (2019) Socius (available via Canvas)

Week 6

Thursday, March 4

Use of force; officer-involved shootings; officer wellness/safety

Required Reading: 1) DAM, Chapter 19 (pp. 361-375)
2) Fyfe (1982) JCLC (available via Canvas)
3) Hickman et al. (2008) Criminology & Public Policy (available via Canvas)
4) Nix et al. (2017) Criminology & Public Policy (available via Canvas)

Week 7

Thursday, March 11

Accountability 1 (training; technology); front end versus back end measures

Required Reading: 1) DAM, Chapter 31 (pp. 621-640)
2) DAM, Chapter 33 (pp. 655-667)
3) Wolfe et al. (2020) Annals (AAPSS) (available via Canvas)

Week 8

Thursday, March 18

Accountability 2 (administrative policy; certification/decertification)

Required Reading: 1) DAM, Chapter 17 (pp. 321-345)
2) DAM, Chapter 29 (pp. 580-602)
3) Terrill & Paoline (2017) Justice Quarterly (available via Canvas)

Week 9

Thursday, March 25

Hot spots policing (pro & con student presentations)

Required Reading: 1) Weisburd (2005) Annals (AAPSS) (available via Canvas)
2) Greene (1999) Crime & Delinquency (available via Canvas)

Week 10

Thursday, April 1

Problem-oriented policing (pro & con student presentations)

Required Reading: 1) DAM, Chapter 5 (pp. 83-95)
2) White & Katz (2013) Police Quarterly (available via Canvas)

Week 11

Thursday, April 8

Broken windows policing (pro & con student presentations)

Required Reading: 1) DAM, Chapter 6 (pp. 96-108)
2) DAM, Chapter 7 (pp. 109-121)
3) O'Brien et al. (2019) Annual Review of Criminology (available via Canvas)

Week 12

Thursday, April 15

Focused deterrence/pulling levers (pro & con student presentations)

Required Reading: 1) Engel et al. (2013) Justice Quarterly (available via Canvas)
2) Rosenfeld et al. (2005) Criminology & Public Policy (available via Canvas)

Week 13

Thursday, April 22

Stop, Question, & Frisk (pro & con student presentations)

Required Reading: 1) DAM, Chapter 24 (pp. 461-483)
2) MacDonald & Braga (2019) Justice Quarterly (available via Canvas)

Week 14

Thursday, April 29

Other “recent” developments in American policing; student final paper presentations 1

Required Reading: 1) DAM, Chapter 35 (pp. 682-696)
2) DAM, Chapter 36 (pp. 697-end of chapter)

Week 15

Thursday, May 6

Wrap up; future of policing; student final paper presentations 2

Required Reading: 1) DAM, Chapter 30 (pp. 605-620)
2) DAM, Chapter 34 (pp. 671-681)