47: 202: 466 Policing In A Fair and Just Society

# of Credits
Spring, 2018

Wednesday
6 PM to 9 PM

I. Course Information

Instructor Information:

Instructor: Rudolph B. Hall
Email: Rudolph.hall@rutgers.edu
Phone: 917-968-8566 (Between the hours of 8 am and 9 PM)
Office Hours: By appointment only

Course Overview:

Policing communities always involves a delicate balance. Technological advancements in law enforcement, increased scrutiny of police actions and a never-ending call for transparency; have all added to policing challenges. Controversial deaths in police custody, shootings of unarmed men of color and video technology which has contradicted officer testimony; have ushered in an era of change in criminal justice over the past decade. Effective policing invariably involves tactics that bring the police into close and regular contact with community residents. Researchers and practitioners alike must collaborate to create strategies to manage these contacts with successful resolutions.

The primary objective of this course is to first identify the foundations of criminal justice in America. A reoccurring theme throughout this course will be the importance of the four pillars of criminal justice, courts, correctional institutions, community and the Police. We will discuss technological advances in law enforcement, specifically body worn camera technology and the impact on the community and officers. This class will conduct an in depth discussion on implicit biases Officers bring to each encounter and how do we address these issues. Our learning objectives will culminate with in depth case studies of a few controversial cases between the police and community residents, which have provided much debate in the public discourse over the years.
The class is designed so that students will gain critical reasoning skills with regard to controversial incidents between law enforcement and civilians. Students will walk away from this semester intellectually informed regarding body worn cameras and department policy. The ultimate goal of this course is to enlighten all class participants, with regard to bringing about fair, legitimate and just criminal justice in our society.

**B.S., Criminal Justice Program Learning Goals**

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.

2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.

3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.

4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.

5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

**Course Learning Objectives:**

**Learning Goals for Introduction to Criminal Justice**

1. Describe how crime is defined and measured
2. Recognize how current laws and policies impact interactions between Law Enforcement and civilian communities.
3. Explain the structure and functioning of the basic components of the criminal justice system including the police, courts, corrections, and the community.
4. Critically examine body worn camera technology and policies.
5. Explore the impact of implicit biases by Officers, on interactions with the community.
6. Analyze newsworthy police incidents and identify whether human error or failed policies are at fault.

**Required Readings:**

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Course Structure:

The crux of the course will be delivered through lecture and classroom discussion. Students will take an active role in all discourse and be encouraged to share and express professional and personal experiences and opinions, relevant to classroom discussion.

II. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings &amp; Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction to semester roadmap, syllabus review Intro to Criminal Justice</strong></td>
<td>Criminal Justice (Chapter 1, 2 &amp; 3)</td>
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<tr>
<td>Week 2</td>
<td><strong>Intro to Criminal Justice</strong></td>
<td>Criminal Justice (Chapter 6 &amp; 5)</td>
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<tr>
<td>Week 3</td>
<td><strong>Intro to Criminal Justice</strong></td>
<td>Criminal Justice (Chapter 8, 9 &amp; 10)</td>
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<td></td>
<td>Group assignments discussed</td>
<td></td>
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<tr>
<td>Week 4</td>
<td><strong>Intro to Criminal Justice</strong></td>
<td>Criminal Justice (Chapter 11, 12 &amp; 13)</td>
</tr>
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<td>Week 5</td>
<td><strong>Body worn camera technology</strong></td>
<td>Readings will be assigned</td>
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<tr>
<td>Week 6</td>
<td><strong>Body worn camera technology and department policy</strong></td>
<td>Readings will be assigned</td>
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<td></td>
<td>Mid-term Examination</td>
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<td>Week 7</td>
<td><strong>Implicit Bias in policing</strong></td>
<td>Readings will be assigned</td>
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<tr>
<td>Week 8</td>
<td><strong>Implicit Bias in policing</strong></td>
<td>Readings will be assigned</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Procedural justice in policing</strong></td>
<td>Readings will be assigned</td>
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<td>Week 10</td>
<td><strong>Policing Case Study</strong></td>
<td><strong>Why Law Enforcement Organizations Fail, 2\textsuperscript{nd} Edition</strong></td>
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<tr>
<td>Week 11</td>
<td><strong>Policing Case Study</strong></td>
<td><strong>Why Law Enforcement</strong></td>
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<tr>
<td>Week</td>
<td>Event</td>
<td></td>
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<td></td>
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<tr>
<td>12</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Group Presentations</td>
<td></td>
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<tr>
<td>14</td>
<td>Semester Review</td>
<td></td>
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<tr>
<td>15</td>
<td><strong>Final Examination</strong></td>
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### III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

- Midterm Exam: 25%
- Final Exam: 25%
- Group Project: 25%
- Participation: 25%

**Group Project:** Students will be divided into equal groups no later than week 3. At that time a group topic will be identified and presented to the professor for approval. The group project will consist of a power point presentation and 5 to 7 page research paper, APA style, 12 point font, Times New Roman and doubled spaced. All researched material must be cited in appropriate format. The topic of assignment will be a case study of a significant police involved incident, which led to serious life threatening injuries or death of a civilian member of the community after encountering law enforcement personnel. Group members will identify any relevant background information, what led to the presence of law enforcement, were the actions of Officers lawful and did failed policies or human error contribute to the outcome. In conclusion group members will provide relevant fact based opinions on what could have been done differently from an agency perspective, and if this incident brought about departmental changes, identify those changes.

All group members are expected to participate and put forth a professional presentation before the class. Presentations are expected to be at least 25 minutes in duration and not to exceed 30 minutes. Students are encouraged and expected to use critical thinking skills and techniques in their analyzation of the incident. Groups may use external aids if it is relevant to the topic and presentation. Group members will be asked to rate their partners with regard to their participation. Proper grammar, citations and structure of thoughts will be taken into account as part of the grading matrix.
**ATTENDANCE and PARTICIPATION**

Students will be evaluated on their use of the readings and their ability to move our conversations forward in class discussion. Participation that indicates lack of awareness of the assigned material will not be viewed positively. Likewise, comments that do not move the discussion forward will not be viewed positively. The foundations of this course are based around classroom discussion as well as assigned readings. Your presence and active participation in classroom discussion are invaluable. Please note that attendance will be taken every class meeting.

**The following grading scale will be used for this course:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

**Late or Missing Assignment Policy:**

Any assignments that are not handed in on the specified date, will be penalized 1/5 of the total grade for everyday the assignment is not provided to the Professor. After one week from the due date, the assignment will be given an F.

**IV. Course Policies**

**Classroom Rules**
All students will respect the opinions and questions of their classmates, open and honest dialogue will be encouraged and an environment of tolerance will be expected. The instructor must approve the in-class use of all electronic devices—including but not limited to smart phones, laptops, video/voice recorders, tablets etc.

**Academic Integrity**

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students [http://studentconduct.rutgers.edu/academic-integrity](http://studentconduct.rutgers.edu/academic-integrity)

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in appropriate action.
**Students with Disabilities**

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website https://ods.rutgers.edu/ or contact the representative for the Newark Campus.

Allen Sheffield  
Director of ADA Services and Academic Support  
Robeson Campus Center, Suite 352  
350 Martin Luther King Jr. Boulevard  
Newark, NJ 07102  
Phone: 973.353.5300  
Fax: 973.353.5666  
E-mail: kate.torres@rutgers.edu  
Website: https://ods.rutgers.edu/

**Psychological and Counseling Services**

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university’s psychological and counseling service center (http://www.counseling.newark.rutgers.edu; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about
- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website http://rscj.newark.rutgers.edu/

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