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**202:203: 01: Police & Society**  
**3 Credits**  
**Fall 2022**

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**Mon 2:30pm-3:50pm, Hill Hall 103**  
**Wed 1:00pm-2.20pm, Hill Hall 103**

**I. Course Information**

**Instructor Information:**

Instructor: Joel Miller

Email: [joel.miller@rutgers.edu](mailto:joel.miller@rutgers.edu)

Zoom office Hours: Tuesday 9am-12pm

Zoom meeting ID: 996 0861 3180

<https://rutgers.zoom.us/j/99608613180?pwd=OVUvVU9ZY2UxdFZpMXZ0YUtkV0tPUT09>

**Teaching Assistant (TA):**

TA: Kathy (Di) Mao

Email: [dm1443@scarletmail.rutgers.edu](mailto:dm1443@scarletmail.rutgers.edu)

In-person office Hours: Thursday 12.30pm-3.30pm

Location: Center for Law and Justice, Room 559

**Canvas site:**

<https://rutgers.instructure.com/courses/201399>

### **Course Overview:**

The course examines the function of police in contemporary society; the problems arising between citizens and police from the enforcement and non-enforcement of laws are covered in this course. The mechanisms by which social changes impact the law enforcement and order maintenance functions of the police, interactions between the public and the police, and how these interactions impact police legitimacy are major topics that will be discussed.

### **Prerequisite:**

CJ majors must take 202:102 & 103 before registering for this course.

### **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:**

Through this course, students will be able to:

1. Describe the history of policing in the United States, and analyze how the role of the police has developed and evolved in American society.
2. Critically analyze key components of American policing such as the use of discretion, the development of police subcultures, ethics and policing, and the relationship between policing and technological developments.
3. Articulate the historical roots of policing tactics such as stop and frisk, questioning suspects, the use of force, and search and seizure, and analyze their use in contemporary policing.
4. Analyze the roles and functions of the police in the broader criminal justice system.

## II. Course Schedule

WEEK	DAY	DATE	TOPIC
1	Wed	9/7/2022	Introduction
2	Mon	9/12/2022	History of policing Read: Waxman (2017)
	Wed	9/14/2022	Organization of policing Read: Cox et al. (2020); pp 8-11, 14-16
3	Mon	9/19/2022	Police work Read: Karma (2020)
	Wed	9/21/2022	Police culture Read: Paoline (2003)
4	Mon	9/26/2022	Law and policing Read: Cox et al. (2020); pp 215-232
	Wed	9/28/2022	Discretion and ethics Read: Stroshine et al. (2009)
5	Mon	10/3/2022	Exam 1 review
	Wed	10/5/2022	EXAM 1
6	Mon	10/10/2022	Police misconduct Read: Punch & Gilmore (2010)
	Wed	10/12/2022	Police accountability Read: Raffish (2021)
7	Mon	10/17/2022	DOCUMENTARY: Newark Consent Decree
	Wed	10/19/2022	Race and policing Read: Tomaskovic-Devey & Warren (2009)
8	Mon	10/24/2022	DOCUMENTARY; Racial profiling and "big data"
	Wed	10/26/2022	Police killing of civilians Read: Edwards et al. (2019)
9	Mon	10/31/2022	Exam 2 review
	Wed	11/2/2022	EXAM 2
10	Mon	11/7/2022	Technology and policing Read: Lum et al. (2020); parts 1 and 2
	Wed	11/9/2022	Community policing Read: Bureau of Justice Assistance (1994); Sections 1, 2 and 3
11	Mon	11/14/2022	DOCUMENTARY: Community policing in Camden
	Wed	11/16/2022	NO CLASS (ASC CONFERENCE)
12	Mon	11/21/2022	Police militarization Read: McElrath & Turberville (2020)
	Wed	11/23/2022	NO CLASS (FRIDAY CLASS DESIGNATION)
13	Mon	11/28/2022	Evidence-based policing Read: Lum & Koper (2015)
	Wed	11/30/2022	CASE STUDY (WITH VIDEOS): HOTSPOT POLICING
14	Mon	12/5/2022	TBA
	Wed	12/7/2022	TBA <b>Written paper due on 11<sup>th</sup> December</b>
15	Mon	12/12/2022	Exam 3 review
	Wed	12/14/2022	EXAM 3

### III. Required readings

There is no textbook assigned for this class. However, short readings and materials are assigned for each class meeting, with excerpts or whole texts taken from the sources listed below. \*

- Bureau of Justice Assistance (1994). Understanding community policing: A framework for action. Author. <https://www.ojp.gov/pdffiles/commp.pdf>
- Cordner, G. W. (2020). *Evidence-based policing in 45 small bytes*. US Department of Justice, Office of Justice Programs, National Institute of Justice. <https://www.ojp.gov/pdffiles1/nij/254326.pdf>
- Cox, S. M., Massey, D., Koski, C. M., & Fitch, B. D. (2020). *Introduction to policing* (4<sup>th</sup> ed). Sage Publications.
- Edwards, F., Lee, H., & Esposito, M. (2019). Risk of being killed by police use of force in the United States by age, race–ethnicity, and sex. *Proceedings of the National Academy of Sciences*, 116(34), 16793-16798. <https://doi.org/10.1073/pnas.1821204116>
- Karma, R. (2020, July 31). We train police to be warriors — and then send them out to be social workers: The fatal mismatch at the heart of American policing. *Vox*. <https://www.vox.com/2020/7/31/21334190/what-police-do-defund-abolish-police-reform-training>
- Lum, C. and Koper, C.S. (2015). Evidence-Based Policing. In R. Dunham and G. Alpert (Eds.), (2015) *Critical Issues in Policing*. Seventh Edition. Longrove, IL: Waveland Press.
- Lum, C., Koper, C. S., Wilson, D. B., Stoltz, M., Goodier, M., Eggins, E., Higginson, A. & Mazerolle, L. (2020). Body-worn cameras' effects on police officers and citizen behavior: A systematic review. *Campbell Systematic Reviews*, 16(3), 1-40. <https://doi.org/10.1002/cl2.1112>
- McElrath, W., & Turberville, S. (2020, June 9). Poisoning our police: How the militarization mindset threatens constitutional rights and public safety. *The Project on Government Oversight*. <https://www.pogo.org/analysis/2020/06/poisoning-our-police-how-the-militarization-mindset-threatens-constitutional-rights-and-public-safety>
- Paoline III, E. A. (2003). Taking stock: Toward a richer understanding of police culture. *Journal of criminal justice*, 31(3), 199-214. [https://doi.org/10.1016/S0047-2352\(03\)00002-3](https://doi.org/10.1016/S0047-2352(03)00002-3)
- Punch, M., & Gilmour, S. (2010). Police corruption: apples, barrels and orchards: Maurice Punch investigates police and organisational deviance, followed by a response from Stan Gilmour. *Criminal Justice Matters*, 79(1), 10-12. <https://doi.org/10.5465/19416521003654186>
- Raffish, B. (2021, February 17). Civilian oversight as a police accountability mechanism. *Lawfare*. <https://www.lawfareblog.com/civilian-oversight-police-accountability-mechanism>
- Stroshine, M., Alpert, G., & Dunham, R. (2008). The influence of “working rules” on police suspicion and discretionary decision making. *Police Quarterly*, 11(3), 315-337. <https://doi.org/10.1177/1098611107313029>
- Tomaskovic-Devey, D., & Warren, P. (2009). Explaining and eliminating racial profiling. *Contexts*, 8(2), 34-39. <https://doi.org/10.1525/ctx.2009.8.2.34>
- Waxman, O.B. (2017, May 18). How the U.S. Got Its Police Force. *Time*. <https://time.com/4779112/police-history-origins/>

\* Please refer to Canvas for the definitive list of materials for each class.

#### **IV. COVID-19 health and safety**

For the fall 2022 semester, face coverings continue to be required in all indoor teaching spaces, libraries, and clinical settings.

#### **V. Course Assessment and Grading**

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

<b>Activity</b>	<b>Date due</b>	<b>Grade contribution</b>
Attendance and participation	Ongoing	10%
Discussion boards	Various	18%
Exam 1	10/5/22	18%
Exam 2	11/2/22	18%
Exam 3	12/14/22	18%
Written paper	12/11/22	18%
<b>TOTAL</b>		<b>100%</b>

#### **Attendance and participation**

Students are expected to attend class and participate in discussions and exercises.

#### **Discussion boards**

There will be 10 topic-based discussions boards in Canvas, throughout the course, with periodic deadlines. Students should aim to make substantive contributions to **at least seven** of these. Students will be graded both on whether they make a contribution and the quality of the contribution. The schedule of discussion board topics and dates are detailed in the table below.

<b>Week</b>	<b>Discussion topic</b>	<b>Start Date</b>	<b>Due Date</b>
2	History and organization of policing	Sep 11 (9am)	Sep 25 (11.59pm)
3	Police work and culture	Sep 18 (9am)	Oct 2 (11.59pm)
4	Law, discretion and ethics	Sep 25 (9am)	Oct 9 (11.59pm)
6	Police misconduct, Police accountability	Oct 9 (9am)	Oct 23 (11.59pm)
7	Race and policing	Oct 16 (9am)	Oct 30 (11.59pm)
8	Police killing of civilians	Oct 23 (9am)	Nov 6 (11.59pm)
10	Technology and policing	Nov 6 (9am)	Nov 20 (11.59pm)
11	Community policing	Nov 13 (9am)	Nov 27 (11.59pm)
12	Police militarization	Nov 20 (9am)	Dec 4 (11.59pm)
13	Evidence-based policing, hotspot policing	Nov 27 (9am)	Dec 11 (11.59pm)

## **Written paper**

Please pick a controversial or debatable police practice or policy. In your paper, you should introduce the practice or policy, and then go on to provide arguments both for and against the practice or policy. You should draw on course materials in formulating your descriptions and arguments. However, you should also include a minimum of two scholarly references not provided in course materials, such as peer review articles or scholarly research reports. You must use double-space type with 1-inch margins all around (12 pt., Times New Roman font). This assignment should be a minimum of 2 pages, not including references.

## **Exams**

Exams are non-cumulative. They are multiple-choice (and perhaps some short answers). They will be conducted during the Wednesday class schedule, using the Canvas system. They are open-book, but should not involve collaboration among students.

## **Grading scheme**

The following grading scheme will be used for this course:

A	Outstanding	4.0	90-100%
B+		3.5	87-89%
B	Good	3.0	80-86%
C+		2.5	77-79%
C	Satisfactory	2.0	70-76%
D	Poor	1.0	60-69%
F	Failure	0.0	<60%

## **Late or Missing Assignment Policy:**

Late assignments will be penalized 2% per day late.

## **VI. Policies**

### **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>

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.

### **Attendance and punctuality**

Your presence in class, and your arrival in class at the start of the lesson, shows respect for your classmates and enables collective learning and participation. If students must be absent, or late, due to illness or other unavoidable personal circumstances they should notify the professor in advance and provide an explanation for the absence (including where appropriate a doctor's note or other documentation). **Students who do not attend class, or who are late for class, and who do not notify the professor in advance with a credible reason, will find their participation grade is affected. Students isolating or sick because of COVID-19 should not attend class.** If you miss class or arrive late, you will be responsible for anything assigned or distributed for that or subsequent classes.

### **Class preparation requirements**

Each class has a separate Canvas entry. This will provide details of textbook page numbers and supplementary readings. Students should thoroughly read all listed materials ahead of each class.

### **Classroom expectations**

Classroom learning is a group activity that depends upon everyone's full participation in order to succeed. Students should arrive at class on time, silence or turn off and put away cell phones and other electronic devices not being used for class, read and be prepared to discuss class content and readings.

### **Canvas**

Course materials will be posted on the Canvas learning site including course updates and announcements. All assignments must be submitted through the Canvas site also. The site address is here: <https://rutgers.instructure.com/courses/177493>.

## **VII. University accommodation and support**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

**For English as a Second Language (ESL):** The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a second language (ESL) and can be reached by emailing [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu) to discuss potential supports.

**For Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

**For support related to interpersonal violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have a reporting obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: [tinyurl.com/RUNCARE](http://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto:careteam@rutgers.edu).

**For Stress, Worry, or Concerns about Well-being:** The Counseling Center has confidential



therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.