



47: 202: 203
Police and Society
3 Credits
Spring 2025

I. Course Information

Meeting Information

Tuesdays & Thursdays 2:30pm – 3:50pm
105 Hill Hall

Instructor Information:

Instructor: Dr. Jason Silver

Email: jason.r.silver@rutgers.edu

Office: CLJ 579D

Office Hours: Tuesdays 12-2 pm (in office) or by appointment (Zoom)

TA: Eeron Wilson

Email: edw66@scarletmail.rutgers.edu

Office Hours: Thursdays 12-1 (CLJ 577)

Course Overview

The course examines the function of police in contemporary society; the problems arising between citizens and police from the enforcement and nonenforcement 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. To receive extra credit for reading the syllabus, finish reading the whole thing, then send me an email listing the dates of the three exams.

Prerequisite

None.

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 Materials

All required readings will be posted to the course page on Canvas.

Course Structure

Course material will be delivered via lectures with in-class activities. Knowledge of course material will be assessed through three exams and one short paper assignment.

II. Course Schedule

Date	Topic	Readings and Assignments
UNIT 1: POLICING BASICS		
<u>Week 1</u> 1/21	Course introduction	
1/23	What do the police do?	<ul style="list-style-type: none">• How do the Police Actually Spend Their Time?• What is the Evidence on the “Standard Model” of Policing?
<u>Week 2</u> 1/28	History of the police	
1/30	Police agencies as organizations	<ul style="list-style-type: none">• NPD Rules and Regulations (pick a couple pages at random)• NPD Organizational Chart

Week 3 2/4	Occupational culture	<ul style="list-style-type: none"> https://www.police1.com/what-cops-want/the-cost-of-service-how-understaffing-and-stress-are-impacting-police-wellness-in-2024
2/6	Recruitment and training	<ul style="list-style-type: none"> Back to School: The Police Academy (Moskos, 2009)
Week 4 2/11	Use of force	
2/13	Discretion	<ul style="list-style-type: none"> The Influence of “Working Rules” on Police Suspicion and Discretionary Decision Making: pp. 322 – 334
Week 5 2/18	Exam review	Paper Option #1 Due
2/20	EXAM 1	EXAM 1
UNIT 2: THE POLICE AND THE PUBLIC		
Week 6 2/25	Role of police in society (consensus perspective)	
2/27	Role of police in society (conflict perspective)	
Week 7 3/4	Public perceptions of police	<ul style="list-style-type: none"> [See survey link on Canvas]
3/6	Legal socialization	
Week 8 3/11	Procedural justice and legitimacy	
3/13	Ideology, moral values, and perceptions of police	<ul style="list-style-type: none"> https://www.yourpersonality.net/political/griffin1.pl
Week 9 3/18	NO CLASS	SPRING BREAK ☺
3/20	NO CLASS	SPRING BREAK ☺
Week 10 3/25	Social movements and media	
3/27	What the public wants from the police	<ul style="list-style-type: none"> https://www.theatlantic.com/magazine/archive/2024/03/parland-shooter-scot-peterson-coward-broward/677170/
Week 11 4/1	Exam review	Paper Option #2 Due
4/3	EXAM 2	EXAM 2

UNIT 3: ACCOUNTABILITY AND CHANGE		
<u>Week 12</u> 4/8	Procedural law	
4/10	Police misconduct and integrity	<ul style="list-style-type: none"> The Necessity of Dishonesty: Police Deviance, 'Making the Case,' and The Public Good
<u>Week 13</u> 4/15	Internal police accountability	<ul style="list-style-type: none"> https://www.newarkpublicsafety.org/npd/transparency-data/
4/17	External police accountability	
<u>Week 14</u> 4/22	Community policing: what happened?	<ul style="list-style-type: none"> https://hbr.org/1991/05/crime-and-management-an-interview-with-new-york-city-police-commissioner-lee-p-brown
4/24	Looking forward: defund, reform, rethink?	
<u>Week 15</u> 4/29	Exam 3 review	
5/1	EXAM 3	EXAM 3
<u>FINALS</u> 5/8 – 5/14	NO CLASS NO FINAL EXAM	Paper Option #3 Due <u>THURS</u> 5/8

III. Course Assessment and Grading

Grades are based on 500 possible points: three in-class exams (2 x 100 points and 1 x 75 points = 55% of total grade), one reflection paper (1 x 75 points = 15% of total grade), and in-class participation (15 x 10 points each = 30% of total grade).

Exams (55% of total grade)

Understanding of course material will be assessed through three exams. The first two exams will each be worth 20% of the final grade and the third exam will be worth 15% of the final grade. All exams will include multiple choice questions and short answer questions and will take place in class. Exam dates are noted on the schedule above (2/20, 4/3, 5/1).

Reflection Paper – Choose One (15% of total grade)

Application of the course material will be assessed through the **completion of ONE reflection paper** out of the **THREE reflection paper options**. Your paper should be approximately **2-3 pages long** and answer one of the prompts below. Each paper must reference and apply specific course material. **You may complete as many of the paper options as you'd like. ONLY your highest score will count toward your final grade.** Additional information will be provided in class.

- **Paper Option #1 (Due 2/18):** Choose a form of media (e.g., TV news, crime shows, reality TV) or a piece of media (e.g., a particular TV show, movie, news segment, etc. featuring policing) that includes a portrayal of the police. What, if anything, does this media portrayal get right about policing? What, if anything, does it get wrong?
- **Paper Option #2 (Due 4/1):** Describe your own perceptions of, or attitudes about, police. Consider what factors may have contributed to your perspective. Of the topics we discussed in class (e.g., legal socialization, encounters, belief systems, media, and/or social movements), which seem the most relevant? Which seem the least relevant? What else, if anything, might have helped to shape your perspective on police?
- **Paper Option #3 (Due 5/8):** Consider the ideas about police accountability and change that we have discussed in class. Discuss which practices, if any, you would like to see implemented in major police departments. What do you expect the benefits would be? Based on the available evidence, what might be some of the downsides and/or barriers to successfully implementing those practice(s)?

IMPORTANT NOTE ABOUT THE USE OF AI FOR REFLECTION PAPERS:

Do not use AI to write your reflection paper. Here is how I will address AI use:

- All papers **MUST** reference material from this course. Any paper that is entirely generic (i.e., that does not discuss specific course concepts) will receive a “0.”
- All papers will be run through an AI diagnostic tool. If a significant portion of your paper fails, you will be required to meet with me one-on-one and answer questions about your paper until I am convinced you wrote it; if you cannot discuss your paper like you wrote it, you will receive a “0.” I may also ask you to provide a writing sample in real time to compare to your submitted work; if you cannot write like AI, your paper will receive a “0.”
- Any papers with hallmarks of AI generation, such as made-up academic sources or events, will automatically receive a “0.”
- If any of that sounds unpleasant, save us both the trouble and write your own paper. (Please.)

In-Class Participation Activities (30% of total grade)

The rest of the points in the course are from **participation in fifteen or more classes** throughout the semester, not counting exams or exam review. This means **you can miss up to seven classes** and still get full credit for participation (no questions asked, no excuses required).

Participation activities will differ from week to week. Each class period will include between one and three activities. You must participate in all of that day's activities to receive full credit. Participation is graded on effort.

IMPORTANT NOTE ABOUT "EXCUSED ABSENCES":

Because you can miss up to seven classes throughout the semester (almost a full month of class!) and still get full a participation score, I typically do not excuse missed participation on a case-by-case basis. There are many valid reasons to miss class and I would rather give everyone seven "pre-excused" absences than decide which reasons count and which don't each time. If you miss a day of class for any reason, you don't need to tell me about it—just plan on going to class on a different day.

Think of the days you can miss like sick days: they are for you to use as needed. Just keep in mind that if you do use them for non-emergency reasons, you may run out. In other words, if you skip seven classes because you had better things to do, your eighth absence won't be excused even if you really are sick or your car broke down or your job called you in or whatever. If you are concerned about having enough excused absences throughout the semester, don't skip class.

The exception to this rule is that if you **expect to miss a month or more of class (i.e., eight or more classes)**, you may come to me to work out an alternative plan for scoring participation. You **MUST** clear this with me first. I will not excuse absences beyond the seven "pre-excused" absences if you do not discuss your need for an alternative participation plan with me first.

Extra Credit

There are two ways to get extra credit in this course:

Find the syllabus point. There is **1 point** of extra credit hidden in the syllabus. Read the whole thing and see if you can find it. This extra credit option expires on **Tuesday, 1/28**.

Be the "scribe" in group activities. Always having to write out the answers in group activities is annoying. That's why you'll get extra credit for it! Whoever serves as the scribe for the day will receive **1 point of extra credit**. This option will **max out at 5 points** over the course of the semester.

Grading Scale

Grade	Percent Score	Points
A	90% - 100%	448 – 500 points
B+	87% - 89%	433 – 447 points
B	80% - 86%	398 – 432 points
C+	77% - 79%	383 – 397 points
C	70% - 76%	348 – 382 points
D	60% - 69%	298 – 347 points
F	0% - 50%	0 – 297 points

IV. Course Policies

Late or Missing Assignment Policy

Late Work. One assignment can be turned in late without any penalty. Additional late assignments will be penalized by one letter grade (10%) for each day they are late. The penalty will max out at 5 days, meaning that the most you can lose for late work is 50%.

Missed Work. Absences resulting in missed exams will be excused for personal or family emergencies. Note that I may ask you to provide documentation. Makeup work or extended deadlines will be provided as needed.

You have read this far. Well done. To actually receive extra credit for reading the syllabus, ignore the instructions from the Course Overview section. Instead of sending me the dates of the exams, send me an email telling me either your favorite TV show or your pet's name if you have one.

Email and Technology

Your Rutgers email account is the official form of communication for this class and you should check it regularly. You are responsible for all information about the class sent to that email address. Please **only use your Rutgers email**. My hungry hungry spam filter eats emails from non-Rutgers email addresses. **As a general rule, I will respond to emails within 24 hours (and usually sooner)**. If you don't hear from me within that time frame, please try again.

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.

Accommodation and Support Statement

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. Contact ODS at (973)353-5375 or via email at 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.
- **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.
- **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 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. Incidents may also be reported by using the following link: 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. 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 or emailing 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 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.

Other Useful Links

- Writing: <https://myrun.newark.rutgers.edu/writing-center>
- Health: <https://www.newark.rutgers.edu/health-wellness-students>
- Harassment: <https://sexualharassment.rutgers.edu/>
- Financial need:
- Student Code of Conduct: <http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/>