

Maryville University Course Spring 2010 Semester Syllabus

COURSE INFORMATION:

CLASS: CRIM 297 1M Criminal Justice Seminar

TITLE: POLICE INNOVATIONS FOR THE 21ST CENTURY

TIME: 6:00 pm to 8:50 pm

COURSE DATES: 01/14, 01/21, 01/28, 02/04, 02/11, 02/18, 02/25, 03/04

LOCATION: ABAC 2245

PREREQUISITE: None

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NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

Course Description

Many policing practices are based upon intuition, custom, tradition, fads or antidotal information. With limited economic resources and the ever-present challenge of crime and social unrest, a new paradigm is needed to ensure that police organization and practice is both efficient and effective. Using the evidence-based model for practice, current policing methods and programs will be examined. Subjects for examination include: the deployment of patrol officers; hot spot policing; community policing programs; school-based prevention programs such as DARE; as well as some of the relative newcomers to policing—broken windows and Compstat that gained notoriety with the model developed by the New York City Police Department. Finally, the leadership characteristics necessary in leading an evidence-based agency will be presented.

Course Objectives

1. Students will be able to define and explain evidence-based practice and its importance in the field of policing, demonstrated by discussion and examination.
2. Upon examining the major patrol studies, students will understand and explain the ineffectiveness of the geographically-based deployment of patrol officers, demonstrated by discussion and examination.
3. Students will be able to explain in a topic paper the three major elements of effective deployment of patrol officers: dosage, strategy and location.
4. Students will be able to identify in a topic paper the major components of an effective common community policing model, including the emphasis upon the correct outputs (crime control), the organizational change required by the model, and meaningful involvement by the community.
5. Students will be able to explain the effectiveness of broken windows policing as well as the potential threat to society expressed by civil libertarians, demonstrated by discussion and examination.
6. Students will be able to demonstrate through examination and discussion the organizational and operational weaknesses of the practice known as CompStat made popular by the New York Police Department.
7. Students will be able to express in a topic paper the effectiveness of school-based prevention programs in reducing illegal drug use based upon research compiled by the National Institute of Justice.
8. Students will be able to state the common characteristics of effective police organizations as indicated in the major research findings of Jim Collins and highlighted in the National Institute of Justice publication entitled, "Good to Great Policing".

Course Content

January 14 Part VIII Evidence-based policing Minute paper 1	February 11 Part III Problem-oriented policing Mid-Term Exam Minute paper 4
January 21 Textbook Part VI Hot spots policing Topic Paper #1 Due: Patrol strategies Minute paper 2	February 18 Textbook Part VII CompStat: The role of crime analysis and accountability Topic Paper #3 Due Problem-oriented policing
January 28 Textbook Part I Community policing The concept The practice The results Minute paper 3	February 25 School-based prevention programs NIJ Research: What works in crime prevention, chapter 5 Minute paper 5
February 4 Textbook Part II Broken windows policing Topic Paper #2 Due: Community policing	March 4 Good to great policing (PERF) Topic Paper #4 School-based prevention Final Exam

Instructional Methods

Instructional methods will include lecture, discussion, assigned readings and guest speakers.

Course Requirements

Exams (200 points): There will be two required multiple-choice/true-false/fill-in-the-blank and short essay exams. Questions will be taken from the assigned readings, lectures, and guest speakers. Each exam is worth **100 points**.

Mid-Term Exam: February 11

Final Exam: March 4

Four Topic Papers (200 points): (Two-pages in length)

Each topic paper is worth **50 points**.

1. Any commonly used style (APA, MLA, etc.) can be used for documentation. **In text citation required.** Be consistent with style.
2. Standard convention of English grammar, punctuation and spelling are required.
3. Papers must be typed, double-spaced, 12 point type and conventional font (ex: New Times Roman, Arial). One inch margins (top, bottom, left, right)
4. Title centered with student name underneath on first page.
5. Students shall address the assigned topic unless approved by the instructor.
6. Papers turned in after the due date are subject to a deduction of one letter grade.

Papers will be graded as follows:

Required format and length.....	25%
Spelling and grammar.....	25%
Organization.....	25%
Content / Critical Thinking	25%

Topic paper #1: Patrol Strategies, Due January 21

Topic paper #2: Community Policing, Due February 4

Topic paper #3: Problem-oriented policing, Due February 18

Topic paper #4: School-based prevention programs, Due March 4

Five Minute Papers (50 points)

Each minute paper is worth **10 points** and must be completed in class at the time of the assignment.

A “minute paper” may be defined as a very short, in-class writing activity (taking less than five minutes to complete) in response to an instructor-posed question, which prompts students to reflect on the day’s lesson and provides the instructor with useful feedback. For example, the students will respond to such questions as, “What was the most important concept you learned in class today? Or, “What was the ‘muddiest’ or most confusing concept covered in today’s class?” [Cuseo, <http://www.oncourseworkshop.com/Awareness012.htm>]

Evaluation and Grading

A = 450-417 points	C+ = 357-345
A- = 416-403	C = 344-327
B+ = 402-390	C- = 326-313
B = 389-370	D = 312-268
B- = 369-358	F = < 268

Assignments turned in after the due date and exams taken at a later date than scheduled are subject to a reduction of one letter grade.

Attendance

First and most importantly, refer to Maryville University's Student Catalog 2009-2010 for attendance policy (Class Attendance" pgs 20-21).

Due to the amount of material covered and class discussions; participation is expected on a regular basis. If you encounter an exceptional circumstance and cannot attend class, only those students who contact the instructor prior to class will be excused. Students that miss a session are expected to obtain class notes from **fellow students**. If you are ill or have a family emergency on the day of testing (in class), you are expected to contact this instructor via e-mail or through the department secretary to convey your situation. **If you do not do so, you may take the exam at a later date with the stipulation that your test grade will be dropped by one letter grade.** With our advancing technology of inter-communication via e-mail and cell phones, there should be no excuse for failing to contact the instructor.

Attendance and participation are vital in all classes in order to enhance learning. **The maximum allowable numbers of absences (excused or otherwise) for this class is ONE. If a student misses two classes he/she will receive an "AF" (Attendance Failure). Further "being absent" shall be defined as missing 30 minutes or more of any one class. As such, arriving late and/or leaving early may result in an absence. Failure to participate in the online class sessions during the assigned time period(s) will result in an absence. Due to the reduced class meetings, the one-absence (excused or otherwise) policy is strictly enforced.** Since this in an 8-week course, per Maryville University attendance policy, only ONE (1) authorized absence per semester.

Textbooks, Reading and Bibliography

Textbook

Weisburd, David; Braga, Anthony A. (ed.) 2006. **Police Innovation: Contrasting Perspectives**. New York: Cambridge University Press.

Other Resources

Wexler, Chuck; Wycoff, Mary Ann; Fischer, Craig (2007). "Good to Great"
POLICING: Application of Business Management Principles in the Public Sector.
Police Executive Research Forum, ISBN: 978-1-934485-02-6

Gottfredson, D. (1996). Preventing crime: What works, what doesn't, what's promising, Chapter 5: School-Based Crime Prevention. National Criminal Justice Reference Service. <http://www.ncjrs.org/works/chapter5.htm>

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