



## **POLICING (CCJS340-0201)**

**Term:** *Spring 2024*

**Professor:** David B. Mitchell, J.D.

**Pronouns:** He/his

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**Office Hours:** On request

**Teaching Assistant:** Lisa Church

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**Office Hours:** On request

**Credits:** 3

**Course Dates:** From January 29, 2024 – May 6, 2024

**Course Times:** Monday 5:00 - 7:30 pm

**Classroom:** Tydings 0102

## **Course Description**

In this course, we will examine a variety of issues with respect to policing. These topics include, but are not limited to: the role of police in society, the organization of police departments, legal restrictions on police officers, police misconduct, deadly force, hazards of policing, crisis management, and the relationship the police have with the community. In addition, we will explore steps that police departments have taken to improve the quality of services they render to the public as well as some research on the effectiveness of policing.

## **Learning Outcomes**

After successfully completing this course, you will be able to:

- Understand the history of policing in the United States
- Communicate the process and requirements for becoming a sworn police officer
- Recognize many of the challenges currently facing law enforcement agencies and how those challenges are being mitigated

## **Required Resources**

- Course Website: [elms.umd.edu](https://elms.umd.edu)
- Book: Dunham, Roger, and Geoffrey Alpert (Eds.) *Critical Issues in Policing*. 2021. Waveland Press: Ill. **EIGHTH EDITION**. ISBN 1-4786-4046-4, ~\$65 new
- Resource: USDOJ. *Final Report of the President's Task Force on 21<sup>st</sup> Century Policing*. May, 2015. [Final Report of the President's Task Force on 21st Century Policing \(d3n8a8pro7vhmx.cloudfront.net\)](https://www.d3n8a8pro7vhmx.cloudfront.net)



## Course Structure

This is an in-person course. Attendance will be taken by physical sign-in sheet. Participation is encouraged, and questions are always welcome during lecture.

**Take a moment to review the syllabus against your calendar of religious observances, academic and/or athletic obligations.** If there are any conflicts that will result in your absence from any class this semester, you are obligated to notify my assistant ([llc@umd.edu](mailto:llc@umd.edu)) via email no later than 2/5/2024 of the dates in conflict and establish any necessary contingency plans.

There are three exams this semester each covering a specified portion of material. None of the exams are cumulative. **Exams are Major Scheduled Graded Events and therefore the University medical excuse policy that allows one student-signed honor statement attesting to illness does not apply to exams.** Exams are 50 questions, in multiple choice and true/false format. Approximately 2/3 of the exam questions come from lectures and the remaining 1/3 come from the textbook and articles discussed in class. You must bring your University ID for exams administered in person. As long as class meets in person, exams will be in-person and require your UID and a pencil (they are scored on Scantron). **If we move to an online format for any reason, online exams will be conducted through ELMS, which requires your personal UMD login credentials.**

Each exam constitutes approximately 33.3% of your grade. There will be opportunities for extra credit.

## Tips for Success in this Course

1. **Come to class each week.** Attendance is taken in this class, and lecture material is heavily tested. If your extracurricular schedule is such that you will miss class, this may not be the class for you.
2. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
3. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete reading assignments including extra time to handle any technology related problems that may impact studying or completion of extra credit assignments.
4. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements. This class does not use discussion boards. Your professor is also the current Chief of Police for the University of Maryland, College Park, and in certain urgent circumstances his availability to teach may change. These circumstances (and the related contingency plans) will be communicated via ELMS announcements.
5. **Do not fall behind.** If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind.



6. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
7. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

## Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with the professor if you have questions.

## Course Guidelines

### Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### Communication with Instructor:

Email: If you need to reach out and communicate with me, please email my assistant at [llc@umd.edu](mailto:llc@umd.edu). Please DO NOT email with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions.

We will do our best to respond to emails within 24 hours. Prompt replies will be most likely on weekdays between 10:00 a.m. and 4:00 p.m.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.



### Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

### Major Assignments

#### Homework Assignments

- Reading assignments should be completed **ahead** of the scheduled lecture.

#### Participation & Engagement

- Your interaction with the instructor and each other gives perspective and depth to the course content and is expected, in particular when it is requested.

#### Exams

- Three exams, objective in format (true/false and multiple choice) administered in person by Scantron
- Exams are based  $\frac{2}{3}$  on lecture,  $\frac{1}{3}$  on text and assigned reading

### Grading Structure

Assignment	Percentage %
Exams	33 $\frac{1}{3}$ % each
Total	100%
Extra Credit (10 points to final grade)	6 $\frac{2}{3}$ %

### Academic Integrity

For this course, your extra credit assignments may be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify









the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Finally, for each exam or assignment you must sign the following pledge: **"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."** If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me immediately. Also, **if you are ever unclear** about acceptable levels of collaboration, **please ask!** To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 <b>OPEN NOTES</b>	 <b>USE BOOK</b>	 <b>LEARN ONLINE</b>	 <b>GATHER CONTENT With AI</b>	 <b>ASK FRIENDS</b>	 <b>WORK IN GROUPS</b>
Homework Assignments	✓	✓	✓	---	---	---
Exams	---	---	---	---	---	---



## Grades

Final grades will be determined by the following:

<b>Exam 1: 50 points</b>
<b>Exam 2: 50 points</b>
<b><u>Final/Exam 3: 50 points</u></b>
<b>150 points TOTAL</b>

(not including extra credit, 10 additional points possible)

<b>A+</b>	<b>143-150 points</b>	<b>C+</b>	<b>113-119 points</b>
<b>A</b>	<b>139-142 points</b>	<b>C</b>	<b>109-112 points</b>
<b>A-</b>	<b>135-138 points</b>	<b>C-</b>	<b>105-108 points</b>
<b>B+</b>	<b>128-134 points</b>	<b>D+</b>	<b>100-104 points</b>
<b>B</b>	<b>124-127 points</b>	<b>D</b>	<b>95-99 points</b>
<b>B-</b>	<b>120-123 points</b>	<b>D-</b>	<b>90-94 points</b>
		<b>F</b>	<b>89 points or less</b>

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss. Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

## Copyright

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your enrichment in this class. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes, or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

## Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your



evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements. **All accommodations appropriately requested and approved through ADS by 2/5/2024 will be honored.**

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

### Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

### Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.



You may also seek assistance or supportive measures from UMD’s Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing [titleIXcoordinator@umd.edu](mailto:titleIXcoordinator@umd.edu). To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](http://ocrsm.umd.edu) website at [ocrsm.umd.edu](http://ocrsm.umd.edu).

### Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD’s Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### Veteran Resources

UMD provides some additional support to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active-duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

### Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning. Each student is expected to make substantive contributions to the learning experience.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency. Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

### Course Outline

Week #	Topic	Deliverable
1 1/29	Introduction Role of Police in Society	Ch. 1-3 (text),
2 2/5	Development of American Policing Police Subculture and the Code of Silence	Ch. 10-13
3 2/12	Police Discretion Police Misconduct	Ch. 14-16
4 2/19	Legal Aspects of Policing Gender & Racial Difference in Policing <i>Exam 1 Review</i>	Ch. 24-25
5 2/26	5-6pm: <b>EXAM 1</b> 6-7:30pm: Police Use of Force	Ch. 26-29



<b>6</b> <b>3/4</b>	Stress & Risk in Policing Handling Subjects with Mental Illness	Ch. 17-23
<b>7</b> <b>3/11</b>	Community-based Policing, CMAST Fusion Centers/Intelligence-led Policing	Ch. 4-9
<b>3/18</b>	SPRING BREAK	View Film <i>“Ernie &amp; Joe: Crisis Cops”</i>
<b>8</b> <b>3/25</b>	Leadership in Policing	Ch. 30-33
<b>9</b> <b>4/1</b>	Leadership in Policing (continued) <i>Exam 2 Review</i>	Ch. 34-36
<b>10</b> <b>4/8</b>	<b>5-6pm: EXAM 2</b> 6-7:30pm: Evidence-based & Predictive Policing	Pillar 1 (President’s Task Force Report on 21 <sup>st</sup> Century Policing)
<b>11</b> <b>4/15</b>	Training & Selection	Pillar 2-3
<b>12</b> <b>4/22</b>	Public Policy Political Maps & Politics of Policing	Pillar 4
<b>13</b> <b>4/29</b>	Crisis Management	Pillar 5
<b>14</b> <b>5/6</b>	Crisis Management (continued) <i>Final Exam Review</i>	Pillar 6 <b>EXTRA CREDIT DUE</b> by end of class

**FINAL EXAM DATE AND TIME: WEDNESDAY, MAY 15, 4-6pm**

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.