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CJ501 SECTION 01W, SEMINAR in POLICE and LAW ENFORCEMENT

MEETS 10/3/2022 THROUGH 11/4/2022
COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Emily M. Homer, Ph.D. (she/her/hers)
Office Location: McDowell Administration Building (BA) 102C
Office Hours: Mondays and Tuesdays, 11 AM - 12 PM and 1-3 PM CT in my office. If you let me know, I will be available via Zoom. You are also very welcome to schedule a meeting at a time that works for both of us.
Office Phone: 903-468-3259
Office Fax: 903-886-5330
University Email Address: emily.homer@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: None
Software Required: Microsoft Word
Optional Texts and/or Materials: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Required readings:

Braga, A. A., Papachristos, A. V., & Hureau, D. M. (2014). The effects of hot spots policing on crime: An updated systematic review and meta-analysis. *Justice Quarterly*, 31(4), 633-663.

Braga, A.A., & Weisburd, D. L. (2012). The effectiveness of focused deterrence strategies on crime: A systematic review and meta-analysis of the empirical evidence. *Journal of Research of Crime & Delinquency*, 49(3), 323-358.

Braga, A. A., Welch, B. C., & Schnell, C. (2015). Can policing disorder reduce crime? A systematic review and meta-analysis. *Journal of Research in Crime & Delinquency*, 52(4), 567-588.

Corsaro, N., & McGarrell, E. F. (2009). Testing a promising homicide reduction strategy: Re-assessing the impact of the Indianapolis "pulling levers" intervention. *Journal of Experimental Criminology*, 5(1), 63-82.

Corsaro, N., Hunt, E. D., Hipple, N. K., & McGarrell, E. F. (2012). The impact of drug market pulling levers policing on neighborhood violence: An evaluation of the High Point drug market intervention. *Criminology & Public Policy*, 11(2), 167-199.

Golub, A., Johnson, B. D., Taylor, A., & Eterno, J. (2003). Quality of life policing: Do offenders get the message? *Policing: An International Journal of Police Strategies & Management*, 26(4), 690-707.

Groff, E. R., Ratcliffe, J. H., Haberman, C. P., Sorg, E. T., Joyce, N. M., & Taylor, R. B. (2015). Does what police do at hot spots matter? The Philadelphia policing tactics experiment. *Criminology*, 53(1), 23-53

Kalyal, H. (2019). 'One person's evidence is another person's nonsense': Why police organizations resist evidence-based practices. *Policing*, 14(4), 1151-1165.

Kelling, G. L., & Wilson, J. Q. (1982). Broken windows. *Atlantic Monthly*, 249(3), 29-38.

Kennedy, D. (1998, July). Pulling levers: Getting deterrence right. *National Institute of Justice Journal*, 236, 4-8.

Koper, C. S. (1995). Just enough police presence: Reducing crime and disorderly behavior by optimizing patrol time in crime hot spots. *Justice Quarterly*, 12(4), 649-672.

Lumsden, K., & Goode, J. (2018). Policing research and the rise of the 'evidence-base': Police officer and staff understandings of research, its implementation and 'what works.' *Sociology* 52(4), 813-829.

Sherman, L. W. (1998). *Evidence-based policing: Ideas in American policing*. Washington, DC: Police Foundation.

Telep, C. W., Mitchell, R. J., & Weisburd, D. (2014). How much time should the police spend at crime hot spots? Answers from a police agency directed randomized field trial in Sacramento, California. *Justice Quarterly*, 31(5), 905-933.

Telep, C. W., & Somers, L. J. (2019). Examining police officer definitions of evidence-based policing: Are we speaking the same language? *Policing and Society*, 29(2), 171-187.

Walker, S. (1984). Broken windows and fractured history: The use and misuse of history in recent police patrol analysis. *Justice Quarterly*, 1, 75-90.

Copies of the readings are available in BrightSpace.

Course Description

This course is an advanced approach to policing and law enforcement. The focus of the class will be on the operations and functioning of policing and law enforcement departments at the local, state and federal levels. The course will examine related areas such as personnel, practices, procedures and issues in policing and law enforcement. This course will investigate additional areas such as use of technology in policing, police subculture and community policing.

Student Learning Outcomes

Upon completion of this course, students who fully participate in all aspects of the course should be able to:

1. Summarize existing police concepts, their implementation, successes, and failures
2. Critically assess existing police programs
3. Apply the proposed success of existing police programs to current times
4. Describe the influence of four specific policing concepts on the overall field of law enforcement

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the student computer labs. Make sure that you will have access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access Brightspace, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please check your TAMUC email regularly.

Instructional Methods

This course is held completely online through BrightSpace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should login to the course on BrightSpace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM. The next module begins Monday morning.

The course is divided into 4 modules based on the key policing concept that is examined each week. These concepts are evidence-based policing, problem-oriented policing (specifically broken windows), focused deterrence (specifically pulling levers), and hot spots policing. Each module will consist of reading multiple articles, completing one audio/video article summary and critique, responding to a peer's summary and critique, and submitting a reflection paper. You will also complete one exam.

All assignments will be submitted within Brightspace. Written assignments will be completed using Turnitin, a program that checks for citations and plagiarism. I will review the Turnitin report along with the paper. For more information about Turnitin, go to <http://www.tamuc.edu/facultyStaffServices/academictchnology/educational-technology/turnitin.aspx>.

Student Responsibilities or Tips for Success in the Course

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike fully face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

GRADING

Final grades in this course will be based on the following scale: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F = 59% or below.

Because of Family Educational Rights and Privacy Act of 1974 (FERPA), information regarding grades will only be available through Brightspace. I will never provide information regarding grades through email or to anyone except you.

The assessments are worth the following point values:

Assessment	Point Value
Article Summary/Critiques (4 @ 20 points)	80
Article Summary Response (4 @ 15 points)	60
Reflection Papers (4 @ 30 points)	120
Final Exam	40
Total	300

Assessments

See further details on the Assessments listed below in Brightspace.

Article Summary/Critiques

The purpose of the article summary/critiques is for you to demonstrate that you have read and understood an academic article and can summarize and critique it for an audience. You will create an audio or video recording of your summary and critique of one of the assigned articles. This recording must be **90 seconds or less** in length. Recordings should be made in such a way that the viewer can understand the study clearly without referring to the printed article.

You will complete one article summary/critique per week. You must complete your article summary/critique before completing your response (see below). I suggest you complete your summary/critique by Thursday of each week so you also have time for your peer response, but the formal due date for your summary each week is by **Sunday at 11:59 PM**. Article summary/critiques will be graded largely on accuracy of the summary, professionalism of the delivery, and adherence to the assignment criteria. If you'd like me to respond to your entry, post before Saturday evening since I typically don't check on Sundays! Each article summary is worth 20 points, for a total of 80 points.

Article Summary Responses

The purpose of the Article Summary Responses is to facilitate discussion regarding the course materials. After recording your own summary, you should review your peers' posted recordings. When listening, pay attention to your peers' summary/critique of the points listed previously. You should then select at least one of your peer's recordings for your response and post your response in the online discussion board. You may choose an audio recorded, video recorded, or written response.

Your responses will be graded on evidence of critical thinking, constructive feedback, and adherence to the assignment criteria. You should complete at least one summary response each week by **Sunday at 11:59 PM**. Each response is worth 15 points for a total of 60 points.

Reflection Papers

The purpose of the reflection papers is to combine and critically assess multiple articles on a specific policing concept. This paper should **not** be devoted to summarizing the sources individually. You may summarize the articles collectively when you describe the basics of the policing concept and its origins, but this paper should not be a summary of one article after the other.

Papers should be 4-7 pages in length following APA 7th edition guidelines (not including cover page or references). Given the nature of this activity, you do not need to include an abstract. Papers will be based on clarity, critical analysis, interconnections, depth of analysis, self-criticism, and adherence to assignment directions. A rubric will be provided. The reflection papers are due each week by **Sunday at 11:59 PM**. Each paper is worth 30 points.

Final Exam

The purpose of the final exam is to assess your overall understanding of the four core concepts presented in this course. The exam will be four essay-style questions. You may use your notes and all your materials. The exam is due ***Friday*, November 4 by 11:59 PM** and is worth 40 points.

Extra Credit

No extra credit will be offered in this course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I prefer communication via email. Since I am typically only in my office three days a week for a few hours, I rarely have access to my office phone and am much more likely to respond quickly to emails. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again. Please be sure that when you email me, you use a proper greeting (Dr. Homer or Professor Homer), an email body, and an appropriate closing. Be sure you have an appropriate and informative subject line. I will disseminate any important course-related information through your TAMUC email accounts and BrightSpace announcements.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- If you are having problems, academically, socially, or emotionally, etc., please discuss these issues with me if your grades may be affected. I am happy to help however I can, but I need to know what is going on.
- Because we often study sensitive subjects (such as racism, sexism, victimization, crime, and so on), it is extremely important to be respectful of each other when

discussing these matters. Diverse opinions, even controversial ones, are welcome; incivility toward each other will not be tolerated.

- Because of the speed of the course, late assignments will be deducted 10% per day late. No assignments will be accepted after two days late.
- You will submit all written assignments adhering to the Student Paper criteria in American Psychological Association (APA) 7th edition. Occasionally, I will have acceptable formatting modifications listed in the assignment descriptions (i.e., no abstract is necessary), so be sure to pay attention to those. While this requirement includes proper paper formatting generally, I pay specific attention to the proper use of in-text citations and references. Most assignments will have a portion of points designated for adherence to proper formatting. If you do not properly cite, you will miss points on your assignment. In cases without proper formatting or citations, you may receive a 0 on your assignment: **papers without citations are plagiarized because they do not give the original author proper credit.** For assistance with writing or formatting in APA, seek guidance from me, the [TAMUC Writing Center](#), [the Waters Library](#), and [OWL of Purdue](#).
- I take issues of plagiarism (including self-plagiarism) and academic integrity very seriously. Plagiarism can be done intentionally or unintentionally, and I don't tolerate either one very well. You are responsible for understanding how to correctly cite and paraphrase, as well as being familiar with the TAMUC Academic Integrity policies (linked below). You are expected to write the majority of **all** your assignments with very few direct quotes. Writing your own work with paraphrasing rather than direct quotes is how you demonstrate to the reader that you understand what you have read. You are welcome to use a Turnitin checker or similar to determine how much of your paper is directly from another source before submitting it for a grade. For some practical advice on plagiarism, see the APA's [Avoiding Plagiarism and Self-Plagiarism Guide](#).

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Week of	Reading(s)	Item(s) Due (by 11:59 PM on Sunday unless otherwise noted)
October 3 (evidence-based policing)	Sherman, 1998; Lumsden & Goode, 2018; Telep & Somers, 2019; Kalyal, 2019	Article Summary/Critique 1; Article Summary Response 1; Reflection Paper 1
October 10 (problem-oriented policing: broken windows)	Kelling & Wilson, 1982; Walker, 1984; Golub et al., 2003; Braga et al., 2015	Article Summary/Critique 2; Article Summary Response 2; Reflection Paper 2
October 17 (focused deterrence: pulling levers)	Kennedy, 1998; Corsaro & McGarrell, 2009; Corsaro et al., 2012; Braga & Weisburd, 2012	Article Summary/Critique 3; Article Summary Response 3; Reflection Paper 3
October 24 (preventative patrol: hot spots)	Koper, 1995; Telep et al., 2014; Braga et al., 2014; Groff et al., 2015	Article Summary/Critique 4; Article Summary Response 4; Reflection Paper 4
October 31		Final Exam due by *Friday*, November 4

I suggest you read the articles in the above order within each module by date published, but that is your choice.