CRIM 490—Innovations in Policing

Fall 2012: Thursday, 7:20 PM – 10:00 PM,
Sandbridge Hall – Room #107
George Mason University, Fairfax Campus

Instructor: **Thomas Ryan, Adjunct Professor, BS, MPA, MA**

Office Hours: **TBA by appointment**

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ADJ490 Innovations in Policing (3:3:0) Prerequisite: CRIM 100. Interactive learning course designed to give pre-service ADJ students a practical understanding of the administrative, legal, and operational developments in policing.

College Policies:

Accommodations for students with disabilities:
If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

Honor Code Policy:
All students are expected to be familiar with the University's Honor Code, which may be found in the University Catalog. Ignorance of the policy is not a valid excuse and all violations will be reported. For the purposes of this class, pay particular attention to section B. *plagiarism. (The following was reproduced from the University Catalog):*
B. *Plagiarism* encompasses the following:
Presenting, as one's own, the words, the work, or the opinions of someone else without proper acknowledgement. Borrowing the sequence of ideas, the arrangement of material, or the patterns of thought of someone else without proper acknowledgement.

Add/Drop Period
Last Day to Add (Full-Semester Course) September 4, 2012
Last Day to Drop (Full-Semester Course) September 28, 2012

COURSE INFORMATION

Course Description:
A well-rounded criminal justice education includes both bookwork and lessons from those in the field of policing. In this course, we will be doing some of each. The goal is to expose you to various aspects of policing and its innovative response to technological, legal, and societal changes. Through a variety of resources, lectures,

and guest presentations, you will gain valuable insight to the inner workings of the modern police department and their innovative methods of change. You will supplement the material and lectures from class with independent research, readings, class discussion, and student presentations.

Police Departments are the most visible and versatile branch of the criminal justice system. Their mission is defined by the credo "To protect and serve," which is accomplished by crime enforcement, prevention, and public service functions. These functions, however, are not static. They must respond to the various forces in society in order to maintain their relevance, efficiency, and effectiveness in the community. This response requires adaption and innovation on the part of police departments and their administrative staff. This course will present to you policing on three levels: where they were in the past; where they are now in the present; and where they will be in the future.

<u>Course Requirements:</u> NO EMAIL PAPERS WILL BE ACCEPTED.

You will be required to write five summary papers, one project paper, and one class presentation. The summary papers will be based on assigned reading and must be turned in on the required date. The summary papers should be between 350-400 words **(Definitely no more than 400 words)**. You must turn in your own paper. Papers will not be accepted for someone else. The summary papers are a synopsis, or summary, of any of the assigned articles for that week. No particular style is required for the summary paper.

You will also be required to do a project paper. The project paper is due the final day of class. The project paper should be a minimum of eight (8) and a maximum of ten (10) pages, double-spaced, 12-point type font with 1" margins and using a wide range of resources with **<u>proper citations.</u>** The project paper shall consist of the following topic:

1. Interview a member of the police department where you live (this is your place of residence and not your college campus address). Determine from the officer the most significant innovation that their department has implemented in the past 10 years? Why was this considered the most important innovation? What has been the impact of this on crime in the officer's community? How did the department address this issue prior to the development of this innovation? What factor(s) created the need for this innovation?   Include the officer's name, assignment, and number of years on the department. **If you are not able to interview a police officer in the community where you live, then please see me for assistance on this.**
2. Research the innovation that the officer informed you of and provide a detailed explanation of it on a generic level. For example, if the innovation in the New York City Police Department is a DNA data base, then talk about DNA data bases in general and not specifically what the New York City Police Department has done. Is this innovative method a best practice that is used in other departments? Is it used in other states or is it a local method?

3. What, in your opinion, are the single most significant legal, technological, and administrative innovations in American policing in the past decade? Explain why.

You should cite at least four academic or professional sources in your paper. These sources may be criminal justice journals accessed through the George Mason Library or Professional Police magazine (Police Chief, FBI Law Enforcement Bulletin, etc).

Class Presentation

Students will be assigned in groups and will be required to complete a class presentation that is to be between 30 and 40 minutes in length. If Power Point is used, no more than three slides are permitted with bullet points that are not to exceed one line. I do not want students simply reading their presentation from the Power Point and **no notes of any kind are permitted during the presentation**. There are no videos permitted for the presentation without my permission. The presentation will be on a topic regarding an innovation in policing not covered in class, and I will assign the topics during week two. The presentation should address the following:

- Describe the innovation and how and when it was developed
- Explain how the technology works
- Explain how the innovation has changed policing
- Explain how it has been used in law enforcement
- Explain what you realistically believe will be the next generation of technology regarding this innovation
- Provide case examples of this technology being used

Students will be graded on the quality of their presentation material and the presentation itself. The quality of the presentation grade will be shared by all students in the team; however, the quality of the presentation will be an individual grade, so it is possible that the final grade for each team could be different. Each team is responsible for dividing the time of the presentation so that all students talk for equitable times, and only one Power Point is to be used by each team. Time will not permit switching out a Power Point in the middle of the presentation. **The purpose of the presentation is to enable the class to get an introduction to a variety of topics related to innovation in policing, so research your material well, and be the expert in the class on your topic. Everyone in the class should leave with knowledge of the topic that they did not have when they came in.**

Attendance:

Each student is responsible to attend class and learn the material. An attendance sheet will be passed around by the instructor and students are responsible for ensuring that they have signed the sheet. Students are not permitted to sign the attendance sheet for a student who is absent from class or leaving early. Participation in class discussions and attendance are an integral part this course. Absences can negatively impact your grade. Attendance/Participation will count towards your final grade and one point will be

deducted from your final grade for each class missed. It is especially important to be in class on dates when guest speakers will be presenting and for student presentations.

Readings:

I have provided required readings which must be completed for discussion prior to class. The readings are included on the syllabus; however, additional handouts or readings may be posted on blackboard. I have tried to keep these readings as interesting as possible. *You are responsible for activating and checking your GMU email for updates on a regular basis, as well as blackboard.*   In addition, students are required to read the following book: Blind, Torture, Kill; The Inside Story of BTK, the Serial Killer Next Door. This book is to be read for class discussion to determine why, with the existing technology, did it take so long to apprehend this killer, and what technology today would have been effective in apprehending him earlier in his crime spree. This book must be read by November 1.

Grading:

Summary Papers – maximum 10 points each – total 50 points
Project Paper – maximum 30 points
Presentation – maximum 15 points
Class Participation – maximum 15 points (based on attendance)

Total – 100 points

(Late papers will be graded down at 10% per day)

Course Schedule: **Subject to some changes based on guest speaker availability**.

1. August 30: Introduction
A. Introduction to the course / Syllabus
B. Future of Policing - Lesson

2. September 6: Future Thinking and Trends
Required Reading -
http://www.policechiefmagazine.org/magazine/index.cfm?article_id=1527&fuseaction=display&issue_id=62008

3. September 13: Police Hiring and Training
Required Reading -
http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=722&issue_id=102005 and
http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=1020&issue_id=102006

Summary Paper One Due

4. September 20: Patrol Techniques, Strategies, and Equipment
Required Reading - http://www.cops.usdoj.gov/files/RIC/Publications/e08064504.pdf
and http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/june-2012/police-practice

5. September 27: Traffic Enforcement and Investigation
Required Reading - http://www.cops.usdoj.gov/files/RIC/Publications/e12051224.pdf
Summary Paper Two Due

6. October 4: Criminal Investigations
http://www.cops.usdoj.gov/files/RIC/Publications/e07063411.pdf and
http://www.cops.usdoj.gov/files/RIC/Publications/williams.pdf and
http://www.policeforum.org/library/homicide/Homicide%20Investigation%20SOP.pdf

7. October 11: Narcotics and Organized Crime Investigation
Required Reading - http://www.cops.usdoj.gov/files/RIC/Publications/e07063402.pdf
and http://www.cops.usdoj.gov/files/RIC/Publications/e07063420-drugdealing-0310update.pdf and http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/february2011/drug_war_feature

8. October 18: Supreme Court Cases and Impact on Innovation
Cases will be **distributed** in class
Summary Paper Three Due

9. October 25: Police Use of Force
Required Reading - http://www.policeforum.org/library/use-of-force/CED%20outcomes.pdf and http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/june-2012/restraint-in-the-use-of-deadly-force

10. November 1: Innovative Technologies
Required Reading **-**
http://www.policeforum.org/library/technology/Lockheed%20Martin%20Report%20Final%203-16-2009.pdf
Summary Paper Four Due
Class Discussion on BTK Killer

11. November 8: Independent Study for Group Project

12: November 15: Special Operations
Required Reading - http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/september-2011/the-evolution-of-terrorism-since-9-11 and
http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/october-2011/responding-to-persons-with-mental-illness
Summary Paper Five Due

13. November 22: No Class – Thanksgiving Holiday

14. November 29: Group Presentations

15. December 6: Group Presentations

16. December 13: Group Presentations

Final Paper Due on December 13th

Grading Criteria: Written Papers

A+ Papers	Have a strong, clearly stated thesis and provide support and discussion of claims.	Demonstrate an extraordinary command of the English language by engaging the interest of the reader	Accurately and effectively use the proper formatting and citation styles.	No grammatical errors.	Understands all requirements of assignment and properly depicts all aspects of the assignment.
A Papers	Have a strong, clearly stated thesis and provide support and discussion of claims.	Demonstrate an command of the English language by engaging the interest of the reader	Effectively with few errors use the proper formatting and citation styles.	Almost no grammatical errors.	Demonstrates a substantial understanding of the assignment and provides accurate information.
B Papers	Have a repetitive thesis and conclusion. Provide some support for claims.	Attempts to engage the reader.	Demonstrates a knowledge of and attempts to use the proper format and citation style.	Few grammatical errors.	Demonstrates understanding of the assignment and provides some information.
C Papers	Have a weak thesis and conclusion. Have little support for the argument or claim.	Lacks a connection with the audience.	Demonstrates a knowledge of proper format and citation style.	Some grammatical errors.	Shows weak understanding of the assignment and little information.
D Papers	Lack a clearly stated thesis and conclusion. Lack support for the argument or claim.	Does no more than summarize content without making connection to the audience.	Weak format and citation style.	Multiple grammatical errors.	Lacks understanding of the assignment and does not provide adequate information.
F Papers	Lack a clearly stated thesis and conclusion. Lack support for the argument or claim.	Weak or no summarization of content with no connection to audience.	Poorly constructed format and citation style.	Excessive grammatical errors.	Has no understanding of the assignment with no substantive information

Grading Criteria: Oral Presentation

		1 (Not Effective)	2 (Somewhat Effective)	3 (Effective)	4 (Very Effective)	5 (Highly Effective)
Introduction	Attention Getting; Topic Appropriate to Assignment					
Organization of Ideas; Mechanics (Main Idea Support)	Eye Contact, Voice Volume Volume and Inflection, Rate of Speaking, Articulation, Vocal Control (um, like, anda, uh), Open to Audience					
Public Speaking	Eye Contact, Voice Volume Inflection, Rate of Speaking, Articulation, Vocal Control (um, like, anda, uh), Open to Audience					
Clarity of Presentation: PowerPoint Display	Clear presentation with no distracting visuals. Matches design to purpose. Logical presentation flow. Readable from all areas of audience. Proper formatting and adequate information.					
Conclusion	Summary (Conclusion) stated. Adhered to time allowed.					
Criminal Justice Impact	Properly provides information on the CJS and process; Explains impact of case to CJS					

Grading Scale

Papers will be graded in the below listed skill areas:

Writing: Formatting, Style, Grammar, Punctuation
Synthesis: Tying all facets together to support conclusion
Content: Facts, Stats, Trends, Interviews, Observations, etc

ADJ 490 Grading Scale

Possible 100 total points

Letter Grade	Total Points
A+	97-100
A	93-96
A-	90-92
B+	86-89
B	82-85
B-	80-81
C+	76-79
C	72-75
C-	70-71
D	65-69
F	64 and Below