

CRIM 409 – 001
Community Policing
George Mason University
Fall 2019

Instructor: Christopher W. Edmunds

Email: cedmund2@GMU.edu (This is the best way to get me a timely message)

Office Phone: (703) 280-0551

Website: <http://cls.gmu.edu/>

Office Hours: There will be no posted office hours; however, the professor is available either by appointment or before/after class.

Class Time: Mondays, 4:30 p.m. - 7:10 p.m.

Class Location: Fairfax Campus
Lecture Hall 2

GMU uses only Mason e-mail accounts to communicate with enrolled students. Students must activate their MASONLIVE email account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class. See <http://masonlive.gmu.edu> for information on how to use your account.

Required Textbook: (Available from the Fairfax campus bookstore - http://gmu.bncollege.com/webapp/wcs/stores/servlet/COMMUNITYPROBLEMORIENTED_POLICING/BN_CB_TextbookDetailView?sectionId=78946763&item=Y&catalogId=10001&langId=-1&displayStoreId=15552&storeId=15552&partNumber=MBS_1899350&productId=500028512430§ionList=&booksAddedforSec=&fromTBList=true)

Peak, K.J. and R.W. Glensor (2016). *Community and Problem-Oriented Policing: Effectively Addressing Crime and Disorder*, 7th edition. Upper Saddle River, New Jersey: Prentice Hall.

Course Prerequisite: CRIM 100

Course Description:

This course examines proactive community-oriented policing and problem solving in the context of changes in police departments and communities. Students will be provided with the knowledge needed to understand the community policing philosophy and its applications for police and society. Students will examine the evolution of community policing, the relationship of the police and the community in the community policing philosophy, the implementation, and methods of evaluating community-oriented and problem solving initiatives.

Course Goals and Policies:

Upon successfully completing this course, students will be familiar with the philosophy of community policing and problem solving in the United States and will develop an understanding of the processes involved in implementing COPPS in a law enforcement agency. Students will be able to:

- Define community-oriented policing and problem solving

- Explain the SARA problem-solving process
- Understand the various problems that are involved in implementing community policing and problem solving in a police department and local community
- Apply their understanding of problem solving to specific crime problems in the community

Absences and Late Work:

Missed or late coursework will not be accepted. When students are absent from class for a justifiable reason (e.g., illness or injury, death in the immediate family), they should notify the instructor in a timely manner (email or voicemail is fine). If they wish to make up any coursework that would affect their course grade, they must provide satisfactory evidence (usually in writing) that the absence was excusable. The instructor will determine if the reason and evidence is justified on a case-by-case basis. Students who fail to satisfy this requirement will not be given an opportunity to make up the coursework (this includes exams).

Attendance Policies:

Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Attendance counts towards the participation portion of your final grade. Absence, tardiness or early departure is de facto evidence of non-participation.

Enrollment Statement:

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. Deadlines each semester are published in the Schedule of Classes available from the Registrar’s website registrar.gmu.edu.

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for non-academic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes or selective withdrawal procedures.

Important Dates and Deadlines:

Last Day to Add	September 3, 2019
Last Day to Drop - No Tuition Penalty	September 27, 2019
Web Withdrawal Period (100% Liability)	September 18, 2019 – September 30, 2019
Selective Withdrawal Period (100% Tuition Liability)	October 1, 2019 – October 29, 2019
Drop/Withdrawal Deadlines FAQ’s -	https://registrar.gmu.edu/drop-withdrawal-deadlines-fags/

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting students, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/> or can be located under these sections: Academic Policies (<http://catalog.gmu.edu/content.php?catoid=22&navoid=4554>), Student Rights and Responsibilities (<http://catalog.gmu.edu/content.php?catoid=22&navoid=4772>), and General Policies (<http://catalog.gmu.edu/content.php?catoid=22&navoid=4814>). All members of the university community are responsible for knowing and following established policies.

The following is a brief description of several of these GMU regulations and resources:

If you are a student with a disability and you need academic accommodations, please see me and contact the [Office of Disability Services](#) at 703.993.2474 or ods.gmu.edu. All academic accommodations must be arranged through that office.

If you feel you need to improve your writing skills, seek assistance from the University Writing Center (<http://writingcenter.gmu.edu/>). Your writing needs to be sufficiently fluent to make your meaning clear.

If you are in personal distress, you can get help from Counseling and Psychological Services (caps.gmu.edu).

If you'd like to improve your academic skills, you can get help from Learning Services (caps.gmu.edu/learningservices). They offer workshops on the study cycle, effective note-taking techniques, individual learning styles, ways to prepare for exams, and effective time management.

Academic Honesty:

The integrity of the University community is affected by the individual choices made by each of us. GMU has an [Honor Code](#) (Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work) with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me. Mason's honor code will be strictly enforced in this class and all violations will be reported to the Honor Committee.

Visit <http://oai.gmu.edu/honor-code/> to learn more about GMU's honor code.

Privacy Policy:

Please respect the privacy of any students who may disclose personal information in the class. Please also respect everyone's right to freely choose whether to disclose or not disclose personal information.

Bad Weather and Other Emergencies:

Check Mason's homepage (www.gmu.edu) or call GMU's closing line at (703) 993-1000 to see if classes are cancelled for inclement weather or other emergency circumstances. You can also register for Mason's emergency alert system at <https://alert.gmu.edu>. If I should have to cancel a class due to an emergency, I'll make every attempt to email you ASAP at your GMU email address.

If the university is unexpectedly closed on an exam day, make-up times will be announced as soon as they are determined and will be posted on the University-wide Class Cancellations page.

The last scheduled day of the final exam period is the scheduled make-up day. The Friday, Saturday, and Sunday during the final exam period are also potential make-up days. Students and faculty must be available for the make-up day(s).

If possible, make-up exams will be given at the same time and in the same room as the missed exams. Processing of grades and student transcripts may be delayed by use of makeup dates late in the exam period.

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and **do not** engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will affect your participation grade. You may also be asked to stow it away and/or leave the classroom.

Grading and Course Requirements:

Grading:

Your final grade will be calculated as follows (total 100%):

Participation: 15%

Reading Journals: 20%

Exam #1: 20%

Group Project: 25%

Exam #2: 20%

Grading Scale:

A+	97-100% (4.0)	C+	77-79% (2.33)
A	93-96% (4.0)	C	73-76% (2.0)
A-	90-92% (3.67)	C-	70-72% (1.67)
B+	87-89% (3.33)	D	60-69% (1.0)
B	83-86% (3.0)	F	0-59% (0)
B-	80-82% (2.67)		

Course Requirements and Assignments:

- I will provide required reading assignments, 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.
- Classroom active participation - I will work hard to create an experiential learning process, because adults tend to learn more effectively by doing things than by simply listening or reading about things. As such, the course will include a great deal of discussion, interaction, and exercises during class time. You are expected to come to class prepared by reading your assignments. During class time, you are expected to contribute by offering your opinions on a variety of topics, collaborating with classmates on exercises, and responding to questions related to your readings.
- Reading Journals - Each student will be required to write a 1-2 page journal reflecting on individual chapters of the assigned readings. This is **not** a summary of the chapter but a reflection on interesting topics, an expansion of ideas, or other analytical thoughts and opinions. These journals should be completed prior to class and students should be prepared to share them to help facilitate classroom discussions. Students are required to complete 8 journals throughout the semester. Journals are due by 4:30 p.m. on the dates listed in the schedule below and should be submitted through Blackboard (via the Assignments tab). *If there is any*

problem with Blackboard, it may be emailed to the instructor by the due date with an explanation of the problem. The file name for your document should include your last name and journal number (For example: SMITH Journal 1.doc). Journals will be graded by content, thoughtfulness, and not on structure or grammar. This will be discussed further in class.

- A midterm examination - details provided in class.
- A final examination - details provided in class.
- Group project - Each student will participate, as a team member, in a Community Policing group project. The work group will be expected to do the following:
 - Each group will be given a community problem to thoroughly address.
 - Each group will be responsible for analyzing the problem and developing a plan to address it. This should include the methods discussed in class, the readings, and additional resources.
 - Each group will give a short ten-fifteen minute presentation to the class on the summary, research, and plan to address the problem.

The purpose of this project is to demonstrate a sufficient understanding of the concepts presented in the class lectures and reading assignments while applying them to real life community policing issues. This assignment will be discussed in much more detail in class. Characteristics of active/collaborative learning (groups) promote deep learning and develop higher order thinking skills (e.g. analysis, synthesis, and evaluation) and helps students build competencies (e.g. problem-solving, critical thinking, communication) as well as content knowledge. With that said, equitable contributions among group projects are very valuable. To help determine individual grades and ensure all group members contribute significantly, each group member will complete thorough group evaluations. This will allow members to evaluate themselves along with each other group member for the instructor. These evaluations will be confidential and only seen by the instructor.

Any extra credit opportunities will be discussed in class.

If you are having any problems in this class, please contact me as soon as possible to discuss and try to resolve them.

Tentative Schedule:

August 26 (Class 1):

Welcome and Introduction to course
Review of syllabus
Overview of Community Policing
Chapter 1: Evolution: The Geneses of Community Policing

September 2 (*School Closed for Labor Day)

September 9 (Class 2):

Chapter 6: Crime Prevention: Programs and Practices
Guest Speaker - Crime Prevention Specialist
Journal 1 due (Chapter 6)

September 16 (Class 3):

Chapter 5: Problem Solving: A Process Model
Guest Speaker - Neighborhood Patrol Unit Officers
Journal 2 due (Chapter 5)

September 23 (Class 4):

Chapter 7: Tools for Problem Solving: Using Information Technology
Chapter 2: Community Partnerships: Building Accord in a Time of Discord
Guest Speaker - Crime Analyst
Journal 3 due (Chapter 2 or 7)
*Group Project Inquiry **Due via email on Friday, September 27th**

September 30 (Class 5):

Chapter 3: Policing a Diverse Society
Chapter 4: Protecting the Homeland: An International Problem for Local Police
Review
Journal 4 due (Chapter 3 or 4)

October 7 (Class 6):

Exam #1

October 15 (This is a TUESDAY, Monday classes meet Tuesday due to Columbus Day - Class 7):**

Chapter 8: Changing Agency Culture: Toward Constitutional and Legitimate Policing
Chapter 9: Planning and Implementation: Keys to Success
Guest Speaker - Deputy Chief of Police
Journal 5 due (Either Chapter 8 or 9)

October 21 (Class 8):

Chapter 10: Training for Problem Solving: "Learning by Doing"
Chapter 11: Evaluating and Assessing Outcomes: Do the Responses "Measure Up"?
Computer Exercise
Journal 6 due (Either Chapter 10 or 11)

October 28 (Class 9):

Chapter 12: Problem Solving in Practice: "What Works" with Drugs, Youth Gangs and Violence, and Neighborhood Disorder
Journal 7 due (Chapter 12)

November 4 (Class 10):

Group Project Workshop/Field

November 11 (Class 11):

Chapter 13: Addressing Offenders and Victims: Mental Illness, Domestic Violence, Cyber Criminals, and Human Trafficking
Journal 8 due (Chapter 13)

November 18 (Class 12):

Chapter 14: Future Opportunities and Obstacles
Guest Speaker on Homeland Security and Community Policing

November 25 (Class 13):

Community Policing in the News

December 2 (Class 14):

Group Presentations
Review
Wrap up

December 9 (*Reading Day)

December 16 (Class 15 - 4:30 p.m. – 7:15 p.m.):

Final Exam

***Syllabus Revisions:**

I reserve the right to revise this syllabus at any time. While every effort will be made to adhere to this version as closely as possible, it is sometimes necessary that it must be modified. In the case that the syllabus is adjusted, I will announce the changes in class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student's responsibility to be in class so that any and all syllabus changes are received. Failure to obtain syllabus changes because of missing class does not constitute a defense against missed assignments, test dates, and other applicable changes.