

TEXAS STATE UNIVERSITY, SAN MARCOS SCHOOL OF CRIMINAL JUSTICE

Course: CJ: 7314 Policing (Spring, 2020)

Location: Hines 203 / 105

Dates: Wednesday's 6:30-9:20PM

Instructor: Dr. Adam Vaughan, office Hines 109

Instructor Email: a_v609@txstate.edu

Phone: 512.245.4868

Office Hours: By appointment

COURSE DESCRIPTION AND GOALS

This course examines current problems in American policing and the role of research in their examination and solution. Official crime and victimization statistics and measure of police performance are explained, with a focus on their collection, development, limitations, and utility. Methods and issues in policing research are explored.

The course has four main goals:

- 1) To explore contemporary issues that modern police officers face daily;
- 2) Gain knowledge on how police research is conducted and how to improve these studies/reports in the future;
- 3) Enhance your ability to disseminate information in the form of formal oral presentations;
- 4) Extend your academic prowess into conducting small research briefs/reports which may be extended in the future for consideration in a peer-reviewed journal.

REQUIRED TEXTBOOK AND READINGS

Moskos, P. (2008). *Cop in the Hood: My Year Policing Baltimore's Eastern District*. Princeton, NJ: Princeton University Press.

N.B. This book is an open source document available through the Texas State University library website. It is also available on abebooks.com or amazon for less than \$15.

SUGGESTED TEXTBOOK

Cockbain, E. and Knutsson, J. (eds) (2014). *Applied Police Research: Challenges and Opportunities*. Abingdon: Routledge.

CONTACTING YOUR INSTRUCTOR

Please consult your instructor during the stated office hours. In the event you must contact me electronically, use your Texas State email. In the subject line, write **CJ 7314**. Please keep your emails concise, professional, and sign your email with your name. Ensure you are checking your @txstate.edu account regularly as I will use this email if I need to contact you. Please allow me up to 48 hours to reply to your email. You are responsible for regularly checking your txstate.edu email account

From time to time it may be necessary to send emails to the entire class. In the event I do this, it will be through your student email address at Texas State University, I am assuming you will be checking your @txstate.edu email on a regular basis.

Given privacy legislation, I can only consult with you, the student about any questions/comments you may have about the course.

FORMAT OF CLASS

This course is seminar-based. As such, students are expected to attend all classes, read the assigned material, and actively participate in class-discussions.

ASSESSMENT

You will be assessed based on your performance on four, equally weighted course examinations.

Component	% of final grade	Date
Participation	30	Ongoing
Research note #1	20	Wednesday March 11, 2019
Research note #2	20	Wednesday April 29, 2019
Presentation #1	15	Wednesday March 11, 2019
Presentation #2	15	Wednesday April 29, 2019

Final grades fall into one of the five letter values:

A=90-100%

B=80-89.9%

C=70-79.9%

D=60-69.9%

F=59.9% and below

Withdrawals: Be aware that in each semester, there is a last day that you may drop this course to receive an automatic grade of a “W”

PARTICIPATION (30%)

In order to actively contribute to classroom discussions, you must read the assigned readings prior to class. Each week you will be required to read all assigned readings. In addition, you will be assigned one paper/book chapter/section to present at length. This presentation should be approached in the same way you would present a paper/chapter at a conference. **You will also be responsible for pulling in additional content to broaden the scope of your assigned reading. You can pull in an additional journal article or it can be a media piece.**

You are also responsible for guiding the class discussion as well as providing a brief one-page handout.

A handout. This is a single sided sheet which provides the main concepts covered in your presentation. Your handout should be formatted in APA style (i.e., 1-inch margins, 12pt Times New Roman font) and should contain one image/table/chart etc.

Note: You are not required to discuss/talk about every question/point that is raised in each presentation, but you are required to contribute to each class in a meaningful manner.

RESEARCH NOTES (2X20=40%)

Research notes are not full academic papers but seek to advance a new idea in a much more concise format. In some settings, research notes are used to explore a theoretical perspective, research program, or methodological approach.

For this course, your research notes will reflect small-scale research papers. They will have all the elements of a traditional paper, but at a much smaller scale. The intention here is to encourage clear and concise writing which is often what PDs want in terms of research reports. Along that line, research notes may follow a less strict paper outline but still needs to make a valuable contribution to the study of policing. That is, clarity and rhetoric are important qualities of a readable and intriguing research note. When writing a research note, it is important that the author(s) are clear on what kind of contribution they want to make to the field of policing, that they are capable of advancing an intelligible and solid argument in favor of a particular area, and that they bring in a novel view to readers' attention. To do this, you will need to provide some sort of evidence to support your paper. The role of the research note is thus to serve as a form of incubator or laboratory for new thinking in the field of policing.

I will provide you with an assortment of published research notes from health and CJ journals.

For this course, you will complete two research notes that are informed by evidence that comes in the form of secondary data and data that you collect on your own. My suggestion is that you pick a topic that is of interest to you and/or one that parallels what you want to do for your dissertation.

Research Note Format

Research notes are preferable between 3,000 and 4,000 words and are otherwise adhering to the traditional instructions that follow more formal research articles:

1. Title page

The title page should:

- Present a title that includes a clear description of what the manuscript reports
- List the full names, institutional addresses and email addresses for authors. For this project you will work independently from your colleagues, but this is the same format you'd use for a regular journal article.

2. Abstract

The abstract should not exceed 150 words. Please minimize the use of abbreviations and do not cite references in the abstract. The abstract must include the following separate sections:

- Objective: The purpose and objective of the research presented.
- Results: A brief summary of the main findings.

Keywords: Three to ten keywords representing the main content of the article.

3. Introduction/literature review

3a. Aim of the study

You will need a simple, straightforward and answerable research question. We will discuss these questions for the first few weeks of the semester to ensure you are on-track.

4. Methods

This section will depend on the type of research note that you are working on.

5. Results

Similar to the methods section, what you include in the results section will depend on the data you used. For quantitative papers, tables and figures are used whereas for qualitative papers, you'll want to include quotes/observational narratives.

Note: Please limit the number of tables and figures in your manuscript to 3 in order to be consistent with a note article type (i.e., short and sweet).

6. Discussion/limitations/conclusion

7. References

APA format

Research Note #1-Quantitative Study (secondary data)

N.B. IRB approval not needed

The first research note will use quantitative methodologies and secondary data analysis to explore a pertinent issue in policing. In order to save you time (and potential headaches), you must use a form of publicly available data. The open-source data portal is an excellent resource: <https://www.policedatainitiative.org/participating-agencies/>.

My suggestion to you is to try to not go down the rabbit hole of looking for the “perfect” data. Though you may want to do this in the future, for the purposes of a course (and your thesis to a lesser extent), looking for perfect data is like searching for big foot riding a unicorn next to a rainbow. Rather, let the data and your research questions guide you. This is not the ideal way of doing research whereby your research questions define the data and methodologies, but it offers you a more pragmatic approach to producing high quality research in a short amount of time. Long story short, the politics to getting access to police data often goes well-beyond the timelines of a university semester so you'll need secondary data to finish this project.

Research Note #2-Qualitative Study (field observation or interview)

****N.B. IRB approval needed****

The second research note will use qualitative methods through either observational data or interview data. For field observations, you will be asked to seek out a local PD and conduct a

ride along to observe front-line policing. For interviews, you will need to find a police officer to interview. In either case, you need to have a specific research question established that will inform your study. In other words, you are not going on a ride along for “something to do” but that you have a purpose. Perhaps you are interested in a “ride along” with San Marcos PD to see what it’s like to police downtown San Marcos on a Friday night. A researchable question would be “what are the challenges to nighttime weekend policework in a college town” or something along those lines. You may need to do more than one field observation to ensure that you have enough data/narrative to answer your research question.

For qualitative interviews, you will be asked to conduct a semi-structured interview with a police officer. Like the field observation option, you will need a researchable question. Furthermore, depending on your research question, your interviewee may be a current or former police officer. Some examples of police officers that you may consider interviewing include, but is not limited to: former/current chiefs of police, union representatives, investigators, recruiters, trainers, specialty unit members (e.g., K-9 team members). In most cases, it will be to your advantage to record and transcribe the interviews as this will allow you to analyze your data. You may interview more than one police officer, but this is not necessary.

Given that you will be collecting primary data for this research note, it is imperative that you identify a topic, research question, potential police agency as soon as possible. Do not select a topic such as “field observations of police brutality in Austin” as APD will not allow you to conduct this research. Try to pick a topic that will likely be appropriate for a time-sensitive and small-scale qualitative study. Your study must be framed in such a way that it is likely to have no issues with IRB.

You will need to familiarize yourself with the Kualii/IRB system.

<https://www.txstate.edu/research/osp/pre-award-support/preparing-a-proposal/kualii-research.html>

To ensure your IRB application is processed with enough time for you to conduct the study, your deadline to submit your IRB for this course is **Wednesday February 19, 2020**.

RESEARCH NOTES’ PRESENTATIONS (2X15=30%)

Much like the weekly presentations, you will present your findings from your two research notes to the class. The same expectations apply in that you will provide a 15-20-minute presentation followed by a question and answer period. You will also be expected to provide a one-page handout of your presentation as well. One-page handouts are often well-received by police administrators as they often do not want to wade through a 25-page journal article.

CLASSROOM DEMEANOR

Students are expected to attend class promptly and remain until the class is over, except in cases of personal emergency. Each student should be respectful during all interactions with one another. Examples of disrespectful behavior during class include checking your social media account(s), listening to music, talking with others, texting, or other non-class activities.

Behavioral disruptions that interfere with normal classroom activity or the learning of others will NOT be tolerated.

CLASS SCHEDULE

Week		Date	Tentative Topic	Readings
1	Wed	Jan 22	Introduction to the Course	--
2	Wed	Jan 29	President's Task Force (1/2) Discuss quantitative/qualitative topics	1. Pillar 1 2. Pillar 2 3. Pillar 3 4. Pillar 4
3	Wed	Feb 5	President's Task Force (2/2) Discuss quantitative/qualitative topics	1. Pillar 5 2. Pillar 6 3. Implementation 4. Appendix E
4	Wed	Feb 12	Focused topic #1: Discretion	1. Alpert et al., (2005) 2. Smith & Visher (1981) 3. Klahm & Tillyer (2015) 4. Buvik (2016)
5	Wed	Feb 19	Focused topic #2: Use-of-force DEADLINE TO SUBMIT IRB	1. Parent & Verdun-Jones (1998) 2. Paoline & Terrill (2007) 3. Cesario, Johnson, & Terrill, (2018). 4. Andersen & Gustafsberg (2016)
6	Wed	Feb 26	Focused topic #3: Citizen Attitudes Toward Police	1. Brandl et al., (1994) 2. Dowler & Zawilski (2007) 3. Mazerolle et al., (2013) 4. Parry et al., (2019)
7	Wed	Mar 4	Focused topic #5: Recruitment and retention	1. Wilson et al., (2010) (no individual presentations)
8	Wed	Mar 11	Quantitative Research Notes due Oral Presentations	N/A
9	Wed	Mar 18	SPRING BREAK	
10	Wed	Mar 25	ACJS-NO CLASS	
11	Wed	April 1	Cop in the hood (1/2)	Moskos (Ch 1-4)
12	Wed	April 8	Cop in the hood (1/2)	Moskos (Ch 5-7 & epilogue)
13	Wed	April 15	Focused topic #5: Policing vulnerable populations	1. IACP (2018) 2. Livingston et al., (2014) 3. McNamara et al., (2013) 4. Farrell et al., (2015) 5. Sun (2007)

14	Wed	April 22	Focused topic #6: Technology in Policing (A.I. and Body Worn Cameras)	1. Mohler et al., (2015) 2. Voigt et al., (2017) 3. Choi et al., (2014) 4. Marcum et al., (2010)
15	Wed	April 29	Qualitative Research Notes due Oral Presentations	N/A

REFERENCES

President's task force

1. President's Task Force on 21st Century Policing (2015). *Final report of the President's Task Force on 21st Century Policing*. Washington, DC: Office of Community Oriented Policing Services.

Focused topic #1: Discretion

1. Alpert, G., MacDonald, J., & Dunham, R. (2005). Police Suspicion and Discretionary Decision Making During Citizen Stops. *Criminology*, 43(2), 407-434. doi: 10.1111/j.0011-1348.2005.00012.x
2. Smith, D., & Visher, C. (1981). Street-Level Justice: Situational Determinants of Police Arrest Decisions. *Social Problems* 29(2), 167-78. doi: 10.2307/800422
3. Tillyer, R. & Klahm, C. (2011). Searching for Contraband: Assessing the Use of Discretion by Police Officers. *Police Quarterly*, 14(2), 166-185. doi: 10.1177/10986111111404178
4. Buvik, K. (2016). The hole in the doughnut: a study of police discretion in a nightlife setting. *Policing and society*, 26(7), 771-788. doi: 10.1080/10439463.2014.989157

Focused topic #2: Use-of-force

1. Parent, R. B., & Verdun-Jones, S. (1998). Victim precipitated homicide: Police use of deadly force in British Columbia. *Policing: An International Journal of Police Strategies and Management*, 21(3), 432-448. doi: 10.1108/13639519810228741
2. Paoline, E. & Terrill, W. (2007). Police Education, Experience, and the Use of Force. *Criminal Justice and Behavior*, 34(2), 179-196. doi: 10.1177/0093854806290239
3. Cesario, J., Johnson, D. J., Terrill, W. (2018). Is there evidence of racial disparity in police use of deadly force? Analyses of officer-involved fatal shootings in 2015-2016. *Social Psychological Personality Science*, 10(5), 586-595. doi: 10.1177/1948550618775108
4. Andersen, J. P. and Gustafsberg, H. (2016). A Training Method to Improve Police Use of Force Decision Making: A Randomized Controlled Trial. *Journal of Police Emergency Response*, 6(2), 1-13. doi: 10.1177/ 2158244016638708

Focused-topic 3: Citizen attitudes towards the police

1. Brandl, S. G., Frank, J., Worden, R. E., & Bynum, T. S. (1994). Global and specific attitudes toward the police: Disentangling the relationship. *Justice quarterly*, *11*(1), 119-134. doi:10.1080/07418829400092161
2. Dowler, K., & Zawilski, V. (2007). Public perceptions of police misconduct and discrimination: Examining the impact of media consumption. *Journal of Criminal Justice*, *35*(2), 193-203. doi: 10.1016/j.jcrimjus.2007.01.006
3. Mazerolle, L., Antrobus, E., Bennett, S., & Tyler, T. R. (2013). Shaping citizen perceptions of police legitimacy: A randomized field trial of procedural justice. *Criminology*, *51*(1), 33-63. doi: 10.1111/j.1745-9125.2012.00289.x
4. Parry, M. M., Moule, R. K., Jr., & Dario, L. M. (2019). Technology-mediated exposure to police—Citizen encounters: A quasi-experimental assessment of consequences of for citizen perceptions. *Justice Quarterly*, *36*(3), 412-436. doi:10.1080/07418825.2017.1374435

Focused topic #4: Recruitment and retention

1. Wilson, J. M., Dalton, E., Scheer, C., & Grammich, C. (2010). Police recruitment and retention for the new millennium: The state of knowledge (MG-959-COPS). Santa Monica, CA: RAND.

Post-spring break readings

1. Moskos, P. (2008). *Cop in the Hood: My Year Policing Baltimore's Eastern District*. Princeton, NJ: Princeton University Press.
2. Parks, R. B., Mastrofski, S. D., DeJong, C., & Gray, M. K. (1999). How officers spend their time with the community. *Justice Quarterly*, *16*(3), 483-518. doi: 10.1080/07418829900094241

Focused topic #5: Vulnerable populations

1. International Association of Chiefs of Police (2018). *Policing in Vulnerable Populations. Practices in Modern Policing*. Washington, DC: Office of Community Oriented Policing Services.
2. Livingston, J. D., Desmarais, S., Verdun-Jones, S., Parent, R., Michalak, E., & Brink, J. (2014). Perceptions and experiences of people with mental illness regarding their interactions with police. *International Journal of Law and Psychiatry*, *37*(4), 334-340. doi: 10.1016/j.ijlp.2014.02.003

3. McNamara, R. H., Crawford, C., & Burns, R. (2013). Policing the homeless: Policy, practice, and perceptions. *Policing: An International Journal of Police Strategies & Management*, 36(2), 357-374. doi: 10.1108/1363951131132974
4. Farrell, A., Pfeffer, R., & Bright, K. (2015). Police perceptions of human trafficking. *Journal of Crime and Justice*, 38(3), 315-333. doi: 10.1080/0735648X.2014.995412
5. Sun, I. Y (2007). Policing domestic violence: Does officer gender matter? *Journal of Criminal Justice*, 35(6) (2007): 581-595. doi: 10.1016/j.jcrimjus.2007.09.004

Focused topic #6: Technology and AI

1. Mohler, G. O., Short, M. B., Malinowski, S., Johnson, M., Tita, G. E., Bertozzi, A. L., & Brantingham, P. J. (2015). Randomized controlled field trials of predictive policing. *Journal of the American statistical association*, 110(512), 1399-1411. doi: 10.1080/01621459.2015.1077710
2. Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., ... & Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences*, 114(25), 6521-6526.
3. Choi, K. S., Librett, M., & Collins, T. J. (2014). An empirical evaluation: gunshot detection system and its effectiveness on police practices. *Police Practice and Research*, 15(1), 48-61. doi: 10.1080/15614263.2013.800671
4. Marcum, C. D., Higgins, G. E., Freiburger, T. L., & Ricketts, M. L. (2010). Policing possession of child pornography online: Investigating the training and resources dedicated to the investigation of cyber crime. *International Journal of Police Science & Management*, 12(4), 516-525. doi: 10.1350/ijps.2010.12.4.201

DISABILITY

Students with a documented disability and/or those that believe they have a legitimate disability, are strongly encouraged to arrange a meeting with me to ensure they receive appropriate accommodations; as set forth by the Office of Disabled Students. ***Student must contact the instructor within the first two weeks of the semester.*** If accommodations are needed, please contact the Office of Disabilities Services, as follows:

Office of Disability Services Suite 5-5.1, LBJ Student Center
 601 University Drive
 San Marcos TX 78666
 Phone: 512.245.3451
 Fax: 512.245.3452
 Office hours: Monday to Friday 8am -5pm Website: <http://www.ods.txstate.edu/>

ACADEMIC DISHONESTY

All students taking classes in Criminal Justice must subscribe to the Texas State University Honor Code (<http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>) and Code of Student Conduct (<http://www.dos.txstate.edu/handbook/rules/cosc.html>). Failure to adhere to any component of these documents may entail consequences ranging from serious (e.g. unexcused absences, zero points assigned for exam grades, etc.) to severe (a course grade of “F” or even dismissal from the University).

SAFETY

To promote safety on campus and as a courtesy to all students, faculty, and staff, the University Police Department (UPD) offers SafeRide and Bobcat Bobbies Service.

To request these services, you will need to download the TapRide app onto your mobile device by:

- Searching for TapRide on your mobile device via App Store or Google Play.
- Once downloaded, select “Texas State University” when prompted from the list.
- Log in to the app using your TXST NetID/Password.
- Select “Request a Ride,” then choose your pickup location and destination.

Please note that SafeRide and the Bobcat Bobbies are a safety escort service. SafeRide is only available from 10:30pm 7am, seven days/ week. The Bobcat Bobbies service is available from dusk until 1am, seven days a week.

Another resource is Bobcat Guardian, a free mobile app that creates a virtual safety network of friends and family. The app works by allowing your trusted contacts to check in on you during periods when you’ve set a safety timer (such as walking across campus after dark or going on a first date). If the timer runs out before you deactivate it, the app will notify UPD and your “guardians” using information that you’ve already chosen to provide, along with your GPS location. You can also instantly call UPD directly from the app.

Escorts carry a radio and so may contact the UPD in case of emergency.

This is a tentative syllabus and may change due to unforeseen circumstances. In the event that this does occur, a note will be placed on the TRACS site for this course at a minimum. I will likely make a point to note any changes during lecture.