

Policing and the Community: CJ 4333

Spring 2017

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Office Mon, Tues, Weds,  
Hours Thursday 10:00 am to  
12:00 pm

Generally, if you have a question about the class, emailing me will get a very quick answer.

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Notice – this class requires that you maintain and check your **Sul Ross Email Account**. All announcements for this course will go to your Sul Ross Email.

Text

“Community Policing: A Police-Citizen Partnership”

1<sup>st</sup> edition (January 12, 2011)

[Michael J. Palmiotto](#)

Routledge Publishing

**ISBN:** 978-0415889759

Description:

In this course we will review the ideas and ideals of Community Policing. We will look at topics such as Race, Gender, Economic Status, Rural vs. Urban, and many other sensitive topics. This is an upper level course, therefore, expectations for student performance is high.

Evaluation:

1. Mid-Term 25%
2. Presentation 25%
3. Discussion Board 25%
4. Final 25%

## Exams:

### Mid-Term

The mid-term will open on **March 20<sup>th</sup>**, 2014. The test will be placed on Blackboard and you will have 4 hours to complete the exam from the time you begin. The test will be a 50 question, multiple-choice exam covering the first half of the book and chapters

### Final

The final exam will open on **May 5<sup>th</sup>**, 2014. The test will be placed on Blackboard and you will have 4 hours to complete the exam from the time you begin. The test will be a non-comprehensive 50 question, multiple-choice exam covering the remainder of the text book.

## Video Presentations: The month of April

Each student will be assigned a video for their presentation during the Month of April. The presentation will consist of a review and critique of the assigned video. The student will relate the subject matter contained within the video with topics that have been discussed in the course.

Your presentations will be placed on the Discussion Boards on the thread assigned for you. This presentation is intended to simulate classroom discussion and each student is required to make comments on the presentations that are given. **All Video presentations must be completed by April 25<sup>th</sup> and all comments, must be completed by May 1<sup>st</sup>.**

## Discussion Board

In addition to the presentations and student comments there will be questions placed in the message boards to simulate classroom discussion. Each student is required to respond to these questions and answer any questions raised by other students. Make sure that you check the Message boards often to keep up with the discussion threads.

This is a large part of your grade, please note the following:

This is a “Discussion” Board, not a post a quick comment and leave board. Comments such as “I agree”, “Good Post”, or similar one liner are not going to be considered posts. Your post MUST stimulate a discussion. Additionally, using “texting” speak is not appropriate, and those posts will not be considered for grade. The “introductions” thread is just that. Just post something about yourself.

This is a upper level course, so you have the option of presenting a different view, even one you do not agree with! Mix it up. Present opposing points of view. Get after each other but KEEP IT CIVIL.

Get a discussion going, and get involved in that discussion.

The Discussion threads will stay open for only one week. If you do not post and miss the question, you have lost any credit for that posting.

## Tentative Outline

This may change depending on the development of the class over the Semester

Week of:

### January

16th Introductions

23 rd What is Community Policing?

### February

6th Who do the Police work for?

13th Who do the Police really represent?

20<sup>th</sup> Policing and the political climate

27<sup>th</sup> Police and the Media

### March

6th Police as your friend?

13th Spring Break

**20<sup>th</sup> Mid-term**

27th Traditional Policing

### April

3rd Representing Women in Policing

10th Race Relations

17th Police in your neighborhood?

24st What works? Last Class day

**28<sup>th</sup> Last Class**

### May

**5<sup>th</sup> Final Exam Week – exam will post**

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional

technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

#### ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

### **Undergraduate Criminal Justice Student Learning Objectives**

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories, and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System, and demonstrated knowledge in recognizing the political influences on the CJ system.

### **Undergraduate Homeland Security Student Learning Objectives**

UG-HS-SLO1: The student will be able to evaluate the organization, structure, and function of the homeland security framework at the federal, state, and local levels.

UG-HS-SLO2: The student will be able to analyze and evaluate the current state of cybercrime within the overall homeland security paradigm.

UG-HS-SLO3: The student will be able to analyze and evaluate constitutional and other legal issues that effect the homeland security framework.