



Sam Houston State University

Department of Criminal Justice and Criminology

CRIJ 4384 Syllabus

Course# & Title:	CRIJ 4384.02 Police Strategies <i>Designated an Academic Community Engagement (ACE) Course</i>
Semester:	Fall 2017
Delivery Mode:	Fully Online
Class hours:	Discretionary times – 3hrs per session
Office and Hours:	Virtual Online with Bb or Email Anytime
Professor:	Mark V. Denham
Telephone:	832-257-3394
E-mail:	mvd001@shsu.edu

Description & Objectives

I would like to welcome you to the distant learning class in Police Strategies. Our course, which will run for the next semester, will help to establish an understanding of strategic policing issues that you can utilize throughout the entire degree program. I hope you will enjoy the experience.

Over the coming weeks I want to share with you, and learn with you, because leadership is about learning every day.

During the semester, you will undertake a journey and explore just how police organizational strategies are developed and applied to the very real problems that exist in our society. So, besides developing an understanding about strategies – what they are - and what they are not – we will for the most-part be undertaking a series of case studies. This approach should make the subject much more dynamic. For the course I have tried to select texts you will find useful for the whole program and beyond. *In addition, you will be asked to engage with a community of practice to ground academic concepts you have acquired in class within a field setting. It is expected that part of your course grade will be reflective of the service provide to the community.*

I am going to set you some overall course objectives, some personal targets to achieve by working through our three hour on-line sessions.

I want you to:

1. Get a sound understanding of the nature of police strategies
2. Be able to categorize various types of strategy
3. Be able to identify both the benefits and constraints in strategic choices
4. Be comfortable and confident in discussions that analyze and synthesize the course material
5. Be able to offer scholarly explanations for contemporary strategic issues, and
6. Gain a more profound understanding through providing to others through service

Course Requirements

Each week we shall have a three hour online session. The sessions may include formal lectures – some long – but some quite short, which I like to refer to as “think pieces.” Each session covers major themes that contribute to the construction of our framework.

During the progression of the semester you will be asked to engage with an organization or group as a community partner regarding strategic policing practices; you will be engaged at a minimum of nine (9) hours of awareness/consulting/field observation/service presentation engagement with the community partner within this course/reflection paper. Further information will be provided at the beginning of the course to explain how we will accomplish this project as an online class.

A detailed schedule will be accessible from Blackboard. However, throughout the semester I will be providing reminders and other information to you using your **SHSU email address**. It will be ***your responsibility to stay connected*** to ensure that you are not missing important information. I encourage you to connect SHSU Outlook to your mobile device, if you possess one, to assist you in communications.

Textbook

There is only one required text for this course, but there will be other readings that I will post. Getting to grips with the reading will certainly make your online experience more rewarding.

Your required reading is:

“Spatial Policing: The Influence of Time, Space, and Geography on Law Enforcement Practices”

Charles E. Crawford (Author)

- Paperback: 232 pages
- Publisher: Carolina Academic Press (2010)
- Language: English
- ISBN-10: 1594605661
- ISBN-13: 978-1-59460-566-6
- Product Dimensions: 9 x 6 x 0.6 inches

About the book:

The ghetto, the block, neighborhood, community, and hot spot are all terms that capture a particular space or a familiar location for citizens and law enforcement officers. These spaces may appear welcoming to some, or send waves of fear into others who have to enter. What is it about an area of the city that makes it a hot spot for crime at night? Why do the police act, speak, and patrol so differently across segments of the city?

At their core these questions all show an awareness of the power of space. Spatial Policing is a fascinating look at how the contexts of space, location, and time influence law enforcement, which can result in differential treatment and controversial patrol practices. Each chapter in Spatial Policing, written by leading experts in law enforcement, spatial, and cultural issues in criminal justice provides a highly readable text, and offers an in depth discussion of theory, research findings, as well as real world examples of the most important spatial contexts for police actions.

Spatial Policing explores in rich detail the numerous contexts of space, from urban settings, to rural, to the space of minorities, and international borders to examine how each represents a unique challenge for individual officers, departments, and their patrol efforts in our society. Recognizing how space is used and defined as well as how it conditions the interactions between citizens and the police is at the heart of Spatial Policing. Ultimately, for law enforcement, space matters.

You may purchase from any bookstore including from Amazon or the [Sam Houston State University Bookstore](#). You will need to enter or choose the following information to purchase through this site:

Term: Fall 2017
Department: CRIJ
Course: 4384
Section: 02

The required readings represent a framework to guide us through the course. Reading outside this framework will enhance your experience and I encourage you to post links in the course *webliography* for any interesting journal articles you find. In that way we can all share.

Attendance & Participation

With the convenience of an online course, attendance and participation should not be an issue for students. Not participating during a session is the equivalent to being absent. **Only one excused absence will be allowed without prior approval. Any additional failure to attend class by not participating will require prior approve by me or a physician's note if illness occurred. The decision will be made regarding each specific case. Any additional failure to attend class without prior approval or a physician's note will result in one final grade reduction per occurrence.** Time management is crucial but I also understand that life happens. Therefore it is imperative to contact me ahead of time or during the session if an event is preventing you from participating. Communication is the key and should be originated by you!

Each week, the session will begin on Sunday at 12:01am and close at midnight on the following Saturday. Please do not leave it to the end of the week to contribute as this will disadvantage other

members of your class. **With that said, you are required to provide your *original posting* regarding the topic by midnight of each Wednesday. You are further required to engage in discussions by replying to at least *two* other student's original postings prior to the end of each week's sessions. Your contributions should be scholarly discussions with support of the reading assignments by highlighting the concepts and theories learned. Points will be deducted from each session if you do not participate with the aforementioned requirements.**




Most sessions I will initiate a discussion assignment which is listed in each Session's menu list. Everyone must participate in these discussions so it is important that you check daily to read and respond to your fellow students postings. To be a true discussion, you must be responsive to questions that your fellow student may ask or if their opinion of the reading assignment strongly differs from yours.

Your discussions will be evaluated based on the following criteria:

- 1) Responsiveness - Does your discussion accurately and fully focus on each of the issues raised in the assignment? Did you engage in a true discussion by responding to another student's strong opposing thoughts pertaining to the reading assignment or answering questions from another student?
- 2) Support - Do you rely on the assigned readings along with additional outside information to help inform your discussions?
- 3) Involvement - Do you (individually) contribute to the discussion in a clear and meaningful way?

Grading

Four products will count equally toward your final grade. This will include:

-  Demonstration of attendance and participation, carrying 25 points
-  The completion of a mid-term and final examination, each carrying 25 points
-  Participation in Academic Community Engagement (ACE) presentation and reflection paper, carrying 25 points

Make-up Exams and Extra Credit

Typically there is no need for make-up exams since students have an entire week to choose to best time for them to begin the process of taking the mid-term and final exams. Extra credit is not offered in this course.

Student Academic Policies

Student Expectations

Online courses require a special personal discipline to keep up with the work load and make the whole program an enjoyable and enlightening experience. You will not achieve this experience if the requisite

reading is not undertaken. The reading list contains *required* texts. Additionally, articles will be posted on the web which you will want to read. These may, or may not, have tests attached to them which you are expected to complete. These results go towards the demonstration of attendance and participation evaluation product. This does not mean that you have to read only the required texts and posted articles. During the course, you may be asked to find and post to the web certain articles that, for example, either support or reject a particular theory.

Students are expected to have read the assigned readings prior to each online class.

Academic Honesty

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

Spam Mail & Netiquette

Please do not use the collaboration tools in this course as an outlet for general mail messages. The purpose of these areas of communication is to facilitate collaborative learning among all students involved in the class. Use cautious discretion about what material you post or email to other students and make sure it pertains to the ongoing discussion or contributes to the general class discussion.

All initial emails should start with a form of salutation with minimally addressing the recipient by name, there after provide your communication, and concluding with your name. This does not have to be a formal business letter but please do not send a one line email asking a question without providing who the email is intended for and who is sending it at the completion of the communication. If several reply emails regarding this same topic occur then naturally you can then become more direct.

Please refer to <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html> concerning Attendance, Academic Honesty, Disabled Students, and Absences on Religious Holy days.

Online Resources

Newton Gresham Library

The [Newton Gresham Library \(http://library.shsu.edu/\)](http://library.shsu.edu/) has many resources you will want to use in this course. These include databases, reference materials, journals, digital collections, and Google Scholar. You will also find research information such as Citation Guides and research assistance and instruction in the use of library resources, especially the electronic resources, for SHSU students enrolled in SHSU Online courses. This instruction can be via [mail to: lib_ref@shsu.edu](mailto:lib_ref@shsu.edu), or telephone, (936) 294-1599 or 1-866-NGL-INFO (toll-free), what ever is most convenient for the student. To take advantage of these services you will need to register as a Distance Education student with the Library by filling out a registration form.

SHSU Writing Center

The <http://www.shsu.edu/~wctr/Distance.pdf> provides services including generating ideas for your term paper, identifying your target audience, organizing your paper, improving your writing style, identifying and correcting grammatical errors, and more. If you chose to use these services you will need to provide them the information about your paper found at <http://www.shsu.edu/~wctr/Distance.pdf> through email. Be aware that they will need 48 hours to review a paper.

Disabled Student Policy

“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720).

Any student in this class may request special learning assistance by submitting a written statement describing your particular need. If it is necessary, you will be directed to the University’s Counseling Center for additional assistance, however, most needs should be able to be accommodated directly through your professor. Please feel free to discuss any particular need you may have with your professor.

Services for Students with Disabilities

The SHSU Services for Students with Disabilities (SSD) is located in the Counseling Center, Lee Drain North Annex (next to the Farrington Building). SSD provides academic accommodations and auxiliary aids and services for otherwise-qualified students with mental or physical impairments that substantially limit their academic functioning. To be considered for accommodations, a student must submit documentation of his/her impairment to SSD and complete the disability intake process. The student may schedule an intake appointment by contacting the Counseling Center at (936) 294-3512 (TDD: (936) 294-3786). The Counseling Center email address is disability@shsu.edu and Web address is www.shsu.edu/disability. The hours of operation are 8:00 am to 5:00 pm, Monday through Friday.

Additional information on the procedure for requesting services and the SSD documentation requirements is available at the Counseling Center or at www.shsu.edu/~counsel/sswd.html. Decisions regarding accommodations are made on a case-by-case basis, as supported by the student’s documentation and self-report. Students requesting auxiliary aids and/or services that may require advance planning and coordination are advised to submit their requests to SSD in a timely manner. SSD recommends a minimum of two months advance notice for the provision of sign language/oral interpreting or real-time captioning for the deaf. One month notice is recommended for alternative text formats. Adaptive technologies are available at various locations on the SHSU campus, including the Counseling Center, the Newton Gresham Library, the Reading Center, and various Computer Labs. These technologies include CCTV video magnifiers, screen magnification and reader software, scan-read software, and assistive listening devices. Comparable technologies are available in the library and computer lab on the third floor of the LSC University Center in The Woodlands. A complete listing of the adaptive technologies and their locations on the SHSU campus is available at the above-noted web address. Any student who believes that he/she has been discriminated against on the basis of a disability by SHSU faculty, staff, or administration may file a grievance by contacting the ADA Student

Coordinator at the Counseling Center. Additional information on the grievance procedures, as well as institutional policy regarding students with disabilities, is detailed in the Academic Policy Statement 811006--Students with Disabilities. Students with disabilities may request assistance with the admissions or registration process by contacting, respectively, the Admissions Office at (936) 294-1828 or the Registrar's Office at (936) 294-1040. Telecommunication Device for the Deaf (TDD) locations are as follows with corresponding telephone numbers: • Dean of Students' Office: (936) 294-3785 • Counseling Center and Services for Students with Disabilities: (936) 294-3786 • University Police: (936) 294-3787 • Office of Undergraduate Admissions: (936) 294-3788 • Registrar's Office: (936) 294-3789.

Technology Requirements

Computer & Internet

Part of this class requires that you be able to regularly gain access to the World Wide Web. Some users may need to download special "plug-ins" to be able to use the discussion board and all students will be required to download and view *Microsoft Word documents*, *Excel* spreadsheets, and *PowerPoint* presentations. **Please be sure to contact the SHSU 24/7 helpdesk if you have any problems connecting or access materials or tools in this course (online@shsuonline.net or 1-877-870-9214)**

Document Formatting

Any material submitted to your professor for grading must be sent in a format compatible with *Microsoft Word 2007* version (ending with the suffix *.docx*). Students using any other word processor should select the option that allows them to save their material as a "Rich Text Format" (RTF) document before submitting it to your professor. You are advised to keep a "hard copy" as well as a back-up electronic copy of your material in case of technical problems.