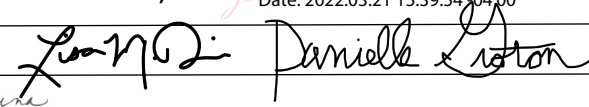


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Criminology and Criminal Justice College College of Social Work and Criminal Justice (To obtain a course number, contact erudolph@fau.edu)		
Prefix CJE Number 6057	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture ☐	Course Title History of Policing
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular ☒ Sat/UnSat ☐	Course Description (Syllabus must be attached; see Guidelines) Course provides students with a macro view of American policing, including historical interactions with vulnerable and minority populations. The course provides a forum to discuss the chronological evolution of policing, and to critique strategic and philosophical vestiges. Key events and turning points in American policing are also discussed, including the development of the FBI, relevant case law, oversight commissions, and more.	
Effective Date (TERM & YEAR) Fall 2023	Prerequisites N/A		
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.		Academic Service Learning (ASL) course ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		Corequisites N/A	Registration Controls (For example, Major, College, Level) Level: Graduate
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Hadden, S. (2001). Slave patrols. Harvard University Press.	
Faculty Contact/Email/Phone Lisa Dario/ldario@fau.edu		List/Attach comments from departments affected by new course	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Wendy Guastaferro, Ph.D. Digitally signed by Wendy Guastaferro, Ph.D. Date: 2022.03.21 15:39:54 +04'00' 	Date 3/21/22 3/21/22 1/11/23 3/22/2022 _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



Florida Atlantic University

Florida Atlantic University
School of Criminology & Criminal Justice
College of Social Work & Criminal Justice

CJE6057 History of Policing

Spring 2024
3 Credit Hours

Instructor:	Instructor Name
Class Meeting Time:	To be scheduled
Office Hours:	To be scheduled
Email:	Instructor Email

Course Description/Introduction

Course provides students with a macro view of American policing, including historical interactions with vulnerable and minority populations. The course provides a forum to discuss the chronological evolution of policing, and to critique strategic and philosophical vestiges. Key events and turning points in American policing are also discussed, including the development of the FBI, relevant case law, oversight commissions, and more.

Time Commitment per Credit Hour

This course has three credit hours. For traditionally delivered courses, not less than one hour of classroom or direct faculty instruction each week for approximately fifteen weeks per Fall or Spring semester, and a minimum of two hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Recognize and describe the foundational principles of American policing,
2. Develop foundational knowledge of key events in law enforcement history,
3. Critically analyze historical police interactions with diverse populations,
4. Articulate findings from relevant police oversight commissions,
5. Identify different eras and strategies of American policing, and
6. Demonstrate an understanding of the origins of law enforcement.

Course Delivery Mode

This is a hybrid course accessible through FAU's learning management system – Canvas – and Zoom. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. [Link to Office of Information Technology Help.](#)

Required Textbook(s)

- (1) Hadden, S. (2001). Slave patrols. Harvard University Press.

Technology and Computer Requirements

Minimum Technology Requirements for This Course

In this course you will need the following technology and computer requirements:

Hardware:

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software:

- Microsoft 365 Suite [Link to Download](#)
- Zoom App
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Mobile App: Instructions on how to download the Canvas App on an iOS device [Link for iOS Instructions](#) or Android device [Link for Android Instructions](#)

Internet Connection:

- Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

- Accessing Internet.

- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

Computer Requirements

- Basic computer specifications for Canvas [Link to Specifications](#)
- A computer that can run Mac OSX or Win 7.0 operating systems or higher.
- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. When a problem occurs, click the “Help” link. You will be able to report a problem and search Canvas guides.

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (3b-d above). Keep your instructor informed of the status.

Course Assessments, Assignments, Grading Policy, and Course Policies

Assessments/Assignments

Student grades will be determined based on 3 types of assessment tools.

1. Participation
2. Book Review
3. Final Paper

Grade Scale (Percentage)

A	100-95	C+	79-77
A-	94-90	C	76-73
B+	89-87	C-	72-70
B	86-84	D	69-66
B-	80-83	F	65-0

Late Assignments Policy

Students will not be penalized for absences due to participation in university approved activities, including: athletic or scholastics teams, musical and theatrical performances, and debate activities. I will allow students to make up missed work without any reduction in the student's final course grade, provided you give me advance notice and documentation. Reasonable accommodation will also be made for students participating in a religious observance.

Make-up Policy for Tests/Assignments

This syllabus is a contract between the student, professor, and university. Please refer to the "Late Assignments Policy" for information on make-up work.

Incomplete Grade Policy

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

[Plagiarism](#) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion posts and other written and oral presentation assignments. If in doubt, cite your source!

Online Attendance Policy

If the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussions, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Netiquette and Classroom Etiquette Policy

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the [FAU statement on Netiquette](#).

Classroom Etiquette/Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct: [Link to Student Conduct Policy](#)

Communication Policy

Expectations for Students

- Announcements: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- Email: You are responsible for reading all of your course email and responding in a timely manner.
- Course-Related Questions: Post course-related questions to the FAQ discussion forum. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

Instructor's Plan for Classroom Response Time & Feedback

- Email Policy: Except for Saturdays, Sundays, and holidays, instructor will typically respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion forum within the course.
- Assignment Feedback Policy: Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
- Course-Related Questions: Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

Support Services and Online Resources

Office of Information Technology Online Help Desk
FAU Libraries
Center for Learning and Student Success
University Center for Excellence in Writing
Math Learning Center
Office of Undergraduate Research and Inquiry
Student Accessibility Services
Office of International Programs and Study Abroad
Freshman Academic Advising Services

<https://helpdesk.fau.edu/>
<http://www.fau.edu/library/>
<http://www.fau.edu/class/>
<http://www.fau.edu/UCWE/>
<http://www.math.fau.edu/mlc/>
<http://www.fau.edu/our/>
<http://fau.edu/sas/>
<http://www.fau.edu/goabroad/>
<http://www.fau.edu/uas/index.php>

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise.

To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.

- To establish and enforce reasonable behavior standards in each class.
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Instructor reserves the right to adjust this syllabus as necessary.

Selected University and College Policies

Accessibility Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment.

Drops/Withdrawals

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](#)

****This syllabus is subject to change at the discretion of the professor.****

Course Schedule

Week 1: Introduction (1/12/21)

Reading:

- Hoover, L. T. (2005). From police administration to police science: The development of a police academic establishment in the United States. *Police Quarterly*, 8(1), 8-22.
- Lentz, S. A., & Chaires, R. H. (2007). The invention of Peel's principles: A study of policing 'textbook' history. *Journal of Criminal Justice*, 35(1), 69-79.

Week 2: Policing Eras (1/19/21)

Reading:

- Douthit, N. (1975). August Vollmer, Berkeley's first Chief of Police, and the emergence of police professionalism. *California Historical Quarterly California Historical Society Quarterly*, 54(2), 101-124.
- Kelling, G. L., & Moore, M. H. (1988). *The evolving strategy of policing* (No. 4). U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.
- Reichel, P. L. (1988). Southern slave patrols as a transitional police type. *American Journal of Police*, 7, 51.

Assignments:

- FP1 - Topic

Week 3: Slave Patrols: 1704-1877 (1/26/21)

Reading:

- Hadden, S. (2001). *Slave patrols*. Harvard University Press.

Assignments:

- Book Review

Week 4: Colonization of Native American Justice: 1874-1885 (2/2/21)

Reading:

- Ellis, M. R. (1999). Reservation Akicitas: The Pine Ridge Indian Police, 1879-1885. *South Dakota History*, 29, 185-210.
- Tate, M. L. (1977). John P. Clum and the origins of an Apache Constabulary, 1874-1877. *American Indian Quarterly*, 99-120.

Assignments:

- FP2 - Annotated Bibliography

Week 5: Chicago Police Department: Class and Conflict: 1850-1894 (2/9/21)

Assignments:

- Book Review

Week 6: Research Discussion (2/16/21)

Reading:

- Obert, J. (2017). A fragmented force: The evolution of federal law enforcement in the United States, 1870-1900. *Journal of Policy History*, 29(4), 640-675.
- Thacher, D. (2020). How law shapes policing: The regulation of alcohol in the US, 1750-1860. *Policing and Society*, 30(10), 1171-1190.

Assignments:

- FP3 – Outline

Week 7: The Lexow Commission: 1892-1895 (2/23/21)

Assignments:

- Book Review

Week 8: Research Discussion (3/2/21)

Assignments:

- FP4 – Rough Draft, Peer Review

Week 9: Spring Break – No Class (3/9/21)

Week 10: Osage Murders and the Birth of the FBI: 1910-1930 (3/16/21)

Reading:

- Grann, D. (2017). *Killers of the Flower Moon: The Osage murders and the birth of the FBI*. Doubleday.

Assignments:

- Book Review

Week 11: Boston Police Strike: 1919 (3/23/21)

Reading:

- White, M D., Dario, L. M., Shjarback, J. A. Assessing dangerousness in policing: An analysis of officer deaths in the United States, 1970-2016. *Criminology & Public Policy*, 18(1), 11-35.

Assignments:

- FP5 – Rough Draft

Week 12: Vice Patrol: 1930-1960 (3/30/21)

Assignments:

- Book Review

Week 13: Case Law (4/6/21)

Assignments:

- FP6 – UCEW

Week 14: The Rodney King Beating & the LA Riots (1991) (4/13/21)

Assignments:

- FP7 – Memorandum of Revisions

Week 15: Final (4/20/21)

Assignments:

- FP8 – Final Draft