

**Police Field Operations**  
**Theory meets Practice**  
**DSC –CJ 1390**  
Monday 5:15 PM to 7:45 PM  
**Spring Semester 2010**

3 Credits

**Instructor:** Bob Flowers

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Availability: By phone or email, before or after class or special arrangements.

**Course Description:**

This class is designed to be a comprehensive study of American Police Field Operations. This course will examine the history and development of police operations to contemporary times. The course examines the why, when and how, police organizations mold their operations to meet the contemporary public safety demands that society expects to be addressed. This course will also explore the theories behind the strategies of police field operations and compare the varying theories to actual practice. It uses a variety of teaching methods, including lecture, videos, guest lecturers and assigned text study.

**Pre-requisites:** Can be waived by Department Head

**Text:** "Fixing Broken Windows", by George L. Kelling and Catherine M. Coles. (The Free Press Publishing).

**Text:** "Police Field Operations, Theory meets Practice, Michale Birzer and Cliff Roberson, ( Allyn and Bacon Publishing).

### Course Goals and Objectives:

Police Field Operations: Theory meets Practice will provide the student an extensive knowledge of field operations within law enforcement agencies. The student will be able to identify the core components of police field operations and understand the justification for the strategies developed. This course will enhance the student's understanding of the relationship to theory and practice as it pertains to the complex issues that drive police field operations.

At the conclusion of this course, students will:

- Identify and explain the three eras of police field operations.
- Define Community Policing and identify three core components. Describe the theory behind the components.
- Discuss the relationship between theory and practice on three core components of contemporary police field operations.
- Identify two key Constitutional Amendments and explain their effects on patrol operations.
- Explain two differences between "ordinary" criminal acts and terrorists acts.
- Describe two changes that have occurred in patrol operations since September 11, 2001. Explain the theory behind the changes.
- Describe two behaviors that exacerbate police and minority relations and explain the effect on police operations short or long term.
- Explain one of the theories driving "Homeland Security" concepts, and describe the practice within police field operations supporting the theory.

### Grading Criteria:

A : 94-100	B+: 86-89	C+: 73-77	D+: 57-59	F: Below 50
A-: 90-93	B: 82-85	C: 65-72	D: 53-56	
	B-: 78-81	C-: 60-64	D-: 50-52	

Mid-term exam: 25%

Paper/project:	35%
Final:	20%
Assignments and Attendance:	<u>20%</u>
<b><i>Total Grade:</i></b>	<b><i>100%</i></b>

***\*\*Final Grades will be posted on your individual Banner Link within 48 hours after the final exam is completed.\*\****

### Expectations:

Classroom attendance and participation are a mandatory part of this class. All class assignments must be read ahead of time and the student should be prepared to be called on in class for discussion. This necessitates that all reading assignments be completed on a timely basis and in a thorough manner. Students are expected to bring their textbook to class. Class research assignments may also be assigned for class discussion and the research will be counted as part of your participation grade. Quizzes on the reading material may be given periodically and said grade will be included in the participation portion of your overall grade. Note taking and respect to discussion leader and/or students asking questions is a necessity. Interruptions during class may result in your being asked to leave the class and your participation grade being lowered. Cellular telephone calls and text messaging during class is strictly **PROHIBITED**. ***CELL PHONES MUST BE TURNED OFF DURING CLASS. They must be out of sight, so as to not be a distraction for the class. (Example: purse, backpack, or pocket)***. Guest speakers and video presentations may be used during the semester. Consequently, class discussions will not necessarily cover all the text material. However, the student is still responsible for all assigned reading for testing purposes, regardless of whether such material was discussed in class. The instructor may change assignments as needed to enhance the classes learning experience.

### Attendance/Missed Exams or Quizzes:

Prompt attendance is critical in the legal field. Attorneys, law enforcement, and witnesses have been sanctioned, fined or even jailed for not show up promptly at the designated time (Hey, it's tough out there!). Students must also understand, learn and abide by this policy of attendance and promptness. Students are expected to attend classes. Attendance will be excused for special or exceptional circumstances, and only with prior approval of the instructor. Unexcused absences and excessive tardiness will affect your grades. Make-up examinations may be given at the discretion of the instructor. The student will make arrangements with the instructor for the make-up test. The instructor is in no way obligated to allow students to make up a missed examination, especially if prior arrangements were not approved between the student and the instructor.

### **Absences related to College Functions:**

Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible for assuring that the instructor has been notified and for completing any missed assignments. Prior to the absence, students traveling with a club, team, or other group on a college-sanctioned activity must request leave from the instructor. Students involved in a club event or an activity related to another course or program requirement must provide written notification from the faculty or staff member supervising the activity that explains the nature of the activity. This notification should be provided in advance of the expected absence. By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. Students must arrange with the instructor to complete missed instruction and/or coursework.

### **Withdrawal Policy:**

Students may be administratively withdrawn from a class or from the College for the following reasons:

- Failing to attend class on the first day of class, without receiving special permission from the teaching faculty member.

- Failing to complete orientation within the first week of the semester in self-paced computer classes. Orientation is still required after the first week of classes for a limited period.
- Registering for courses for which they have not completed the prerequisites or in which they are not properly placed. (See Academic Assessment Policy 5-6.)
- Neglecting to pay tuition and fees for any given semester by the end of the third week of the semester. This type of administrative withdrawal has been referred to previously as a "purge".
- Registering for a class without following proper procedure when a "hold" has been placed on a student's registration for unacceptable academic performance. (See Scholastic Standards Policy 5-19.)
- Classes may be canceled due to low enrollment or other uncontrollable circumstances. In this case, students are notified and told that they need to register for an alternate class.

### **Student Responsibilities:**

All students are responsible for conducting themselves in an appropriate manner. Any behavior that the instructor deems to be disruptive, disorderly, lewd, indecent, defamatory or obscene will not be tolerated and may result in disciplinary action.

Disruptive behavior in class may also lead to an administrative withdrawal.

Disruptive behavior is defined as any behavior that interferes with the teacher's ability to teach or with the learning of other students. You will be notified of your withdrawal in this way:

1. A verbal request to comply with behavioral expectations of the class.
2. One written 'warning' informing you that you have not made the required behavioral adjustment.
3. Administrative withdrawal.

### **Academic Integrity:**

Law enforcement is society's safe guard for integrity in following society's laws and rules. Therefore, law enforcement is often times held to a high standard by the court and society with regard to honesty. Courts deal with dishonesty in a

precise punitive manner, often times leading to jail time or fines. As criminal justice students, you must understand that the cheating will not be tolerated. No form of academic dishonesty will be tolerated. Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class. **Don't cheat! If you are caught cheating, the instructor will throw your test away with no discussion. Remember that the student conduct code permits the instructor to recommend that you be dismissed from the college completely for cheating.**

### **3-34 ACADEMIC DISCIPLINE**

34.1 **Cheating**: Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie State College may discipline students proven guilty of academic dishonesty by:

34.1.1 Giving a failing grade on the specific assignment where dishonesty occurred,

34.1.2 Failing the student in the entire course,

34.1.3 Immediately dismissing and removing the student from the course, and/or

34.1.4 Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

34.2 **Disruptive Behavior**: Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.

34.3 Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)

**Disability Statement:**

If you are a student with a medical, psychological or a learning difference and are requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center **within the first two weeks** of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability.

You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.

Our office is located in the **Student Services Center, Room #201 of the Edith Whitehead Building**

**Dmail Statement:**

We wanted to notify you that we have transitioned your email account on rebelmail.dixie.edu to dmail.dixie.edu. This new system, powered by Google, will provide Gmail to our school, as well as a suite of other Google products that will enable our organization to better communicate, share, and collaborate.

**What do I need to do?**

Nothing. Your old email address will continue to work, but all messages will be delivered to your NEW dmail account at <http://dmail.dixie.edu>. You will still have access to your old messages and address book on the rebelmail server at <http://rebelmail.dixie.edu>.

**What will I get?**

\*Gigabytes of email storage. No more worries about having to delete mail.

\*Instant messaging from right within your mailbox & free PC-to-PC voice calls.

\*Google Calendar to schedule meetings, create events, and share calendars with others.

\*Google Docs to create and share documents, spreadsheets and presentations online.

\*Your own personalized Start Page, where you can access all these services.

\*Access to your information from anywhere with an internet connection. You can also access your email with a mobile device.

### **Important Date/Deadlines:**

Please note the following important dates or deadlines:

Jan 11	Classwork Starts
Jan 13	Last Day to Add Without Signature
Jan 18	Martin Luther King Jr. Day
Jan 19	Drop fee begins (\$10 per class)
Jan 26	\$50 Late Registration/Payment Fee
Feb 2	Pell Grant Census
Feb 2	Last Day for Refund
Feb 2	Last Day to drop without receiving a "W" grade
Feb 3	Courses dropped for non-payment
Feb 5	Last Day to ADD Classes
Feb 15	President's Day
Feb 22	Mid-Term Grades Due
Mar 5	Last Day to DROP/AUDIT Classes
Mar 8-12	Spring Break
Apr 2	Last Day for Complete Withdrawal
Apr 12	Fall registration open to Seniors (90+ credits)
Apr 13	Fall registration open to Juniors (60+ credits)
Apr 14	Fall registration open to Sophomores (30+ credits)
Apr 15	Fall registration open to all students
Apr 29	Classwork Ends
Apr 30	Final Exams
May 3-6	Final Exams
May 7	Commencement

**Library:**

Hours of operation are posted online at <http://library.dixie.edu/info/hours.html>

**Writing Center:**

Writing assistance is available free of charge at the Writing Center. The Writing Center is available for writing assignments in (all) courses. The center is located in the first floor of the Browning Bldg. You may obtain information on the Writing Center by typing in the following link in your browser:

[http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

There is an Online Writing Lab website for information on a variety of issues related to writing and for numerous links to relevant web-sites. To reach the page, type the following link in your browser: <http://dsc.dixie.edu/owl/>, or go to the DSC home page, scroll to “Academics”, and select “Online Writing Lab”.

**Testing Center:**

The Testing Center will not be used for this course. All tests will be given during class. For information on the Testing Center go to: <http://new.dixie.edu/testing>

**Tutoring Center:**

Hours of operation are posted online at <http://dsc.dixie.edu/tutoring/>

**DMail Statement:**

Important class and college information will be sent to your DMail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a DMail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select “DMail” for complete instructions. You will be held responsible for information sent to your DMail email, so please check in often.

**Disclaimer:**

Information contained in this syllabus may be subject to change with advance notice, as deemed appropriate by the instructor.

## Class Schedule

### **January 11**

First Week:

1. Introduction to the class
2. Discussion on “Theory” and “Practice”
3. Discussion on Policing in America historically and up to contemporary times.
4. Introduction to the required text: *Fixing Broken Windows – Restoring order and reducing crime in our communities.*
  - a. Theory and Practice discussion: What do you know?
  - b. The development of public safety organizations – specifically field operations – How do public safety agencies organize themselves and does the actually theory meet the practice? Specifically, we will begin to examine the theory that police patrol as the backbone of American policing, (that is the theory as presented in the text, and do YOU agree?).
  - c. Begin the discussion of Community Policing Theory popular in American police organizations.
5. Discuss research ideas and project.

Assignments:

1. Read Chapters 1, 2, 3, of *Fixing Broken Windows* – be prepared to discuss the topics specifically the “failure of past policing strategies (Discussion of strategies - Theories and Practices will be a common theme in this class). For example: Patrolling the beat – What is the theory behind it – does the practice demonstrate a relationship to the theory?
2. Read Chapter 1 of *Police Field Operations*, theory meets practice. Be prepared to discuss:
  - a. The English influence on the U.S. system

- b. The different eras, i.e.: Political, Reform, and Community Policing eras.
- c. Police Department as bureaucracies – How are they organized? Why? Does theory meet practice? (If you have chosen not to purchase this text, then research out these topics in library, internet, or other acceptable academic research methods. Be able to cite your sources)
- d. The selection process of police officers – Are they looking a “Few Good Men” or the officer that reflects the community, what is the theory and what is the actual practice?

If you choose not to get a copy of this text, then research these topics and be prepared to defend your sources.

### **January 18**

#### 1. Review

Be prepared to discuss the reading topics – Examine closely the theories behind police operations and the evolution of public safety organizations.

#### 2. The officer as part of field operations

- a. The mission of the police
- b. Becoming a patrol/police officer – The processes from recruitment to selection
- c. Operations is only as effective as the officer on the street

#### 3. Theory and Practice: The public trust, ethics, corruption

#### 4. Discussion of paper topics and expectations – must have it approved by me; submit it to me by week four.

Assignments for January 25th:

1. Read Chapter 4 and 5 of the text “Fixing Broken Windows”

2. Chapter 3 of the text “Police Field Operations” The chapter will examine Police Operations in a Community Policing Environment.
3. Websites and Other Resources: [www.communitypolicing.org](http://www.communitypolicing.org), [www.cj.msu.edu/-people/cp/webpubs.html](http://www.cj.msu.edu/-people/cp/webpubs.html), [www.popcenter.org](http://www.popcenter.org), There are many websites that can be researched to gain an understanding of the theories of Community Police that has become the contemporary approach to crime fighting.

### **January 25**

1. Discussion on the theory of Community Police and Patrol Operations. This discussion will compare and contrast community policing and traditional policing strategies. We will discuss community policing in Washington County, or the community from where you are from. We will also begin the discussion on the ways that community policing can assist (or does it – there is that theory thing again!) police with terrorism prevention.

#### Assignment for Week Four:

1. Research an actual community policing project. Be prepared to discuss the “Theory” behind the Community Policing Philosophy and police operations. As part of the research be prepared to discuss if the “Practice” gets the results as described by the “Theory”. You will be required to present it to an attentive class.

### **February 1 and 8<sup>th</sup>**

**We will use some of the time to ensure we have covered the previous subjects adequately.**

1. The presentations on your research project idea! This will be fun and enlightening. You only have to talk for 10 to 15 minutes.

2. You should have chosen a topic for your paper and submitted to me by now.

Assignments for 15<sup>th</sup> of February:

1. Chapter 8 – Police and Field Operations.
2. Research legal constraints that impact police operations. Research and be prepared to discuss the Fourth Amendment. We will be discussing “Probable Cause”, the issuing of warrants by Magistrates, and other important legal issues.
3. Research and be prepared to discuss the Fifth Amendment.
4. Use of force in making arrests will also be part of the discussion. Start to examine police department’s policy and procedures that address use of force issues (Attempt to examine the “Theory” behind the policy).
5. Research a police department’s website for policy and procedures regarding the Fourth and Fifth Amendment.

## **February 15**

We will examine and discuss the legal constraints that impact police operations. This discussion will prove to be thought provoking. We will have an expert present in this class, hopefully an attorney from the County Prosecutors Office.

Assignments for 22<sup>nd</sup> of February:

1. Chapter 12 in Birzer - Police and Field Operations.
2. Research police operations in culturally diverse communities. We will be re-examining previous topics such as hiring and community policing philosophy. We will delve into racial profiling issues and police-minority relations today.
3. websites and other resources that may be researched:  
[www.splcenter.org](http://www.splcenter.org), [www.adl.org/default.htm](http://www.adl.org/default.htm), [www.usdoj.gov/crs/](http://www.usdoj.gov/crs/)

4. Research a police department's website for recruitment and hiring. Examine required qualifications.

## **February 22**

We continue to discuss Police Operations in culturally diverse environments. We will examine race relations in American and its effect on police operations. We will discuss the "Theory" that if police department personnel reflect the cultural diversity of the community then in "Practice" law enforcement organizations can better serve their communities. As part of this discussion we will look at community policing as described in the text "Fixing Broken Windows" and how this philosophy could be transforming police relations and operations in cities and communities.

Video – Matters of Race

Assignments for March 1<sup>st</sup>: Prepare to present and lead a short discussion on your paper topic. (depending on number of students)

## **March 1**

Students will present and lead a short discussion on their chosen paper topics to the class. Goal to get feedback from fellow students.

Assignment for March 15<sup>th</sup>:

1. Chapter 6 and 10 of Police and Field Operations: Handling calls for service, and police communications.
2. Be prepared to discuss how police agencies handle, prioritize, and report police calls for service.

3. Understand the different functions of operations and the responsibilities of each.
4. Be prepared to discuss the “Theory” of SARA Problem-Solving Model

### **March 8<sup>th</sup> Spring Break (Have fun!)**

### **March 15<sup>th</sup> (Welcome back)**

Discussion/Analysis of field operations in the context of responding to the wide range of calls for service. We will discuss the theory behind SARA Model in addressing community issues.

1. Panel of law enforcement professional may be invited to talk about police operations in their agencies.

Assignments for March 22<sup>nd</sup>:

1. Chapters 5, 6, and 7 of the text Fixing Broken Windows.
2. Be prepared to discuss the theory in the book concern the metaphor “Fixing Broken Windows” as it pertains to patrol operations.
3. Review Chapter 3 and 14 of Birzer text.

### **March 22<sup>nd</sup>**

Discussion: Community Policing Philosophy:

1. Examining Theories (Remember first night discussion?)
2. Examine local practices

Panel of Professionals from local area maybe present.

Good time to present your research theories and discoveries and get expert opinion.

Assignments for March 29<sup>th</sup>:

1. Birzer text: Chapter 14 (Hot spot theories and terrorism)
2. Research the Department of Homeland Security (use web)
  - a. Examine theories behind creation
  - b. Form an opinion on it how it effects contemporary patrol operations.

### **March 29th**

Discussion on terrorism and law enforcement: Be prepared to discuss the goals of terrorism and it's effects on American law enforcement.

1. What has changed?
2. How has it changed?
3. Is the theory behind the change sound?
4. Costs vs. benefit? Is it worth it?

Assignments for April 5<sup>th</sup>:

1. Work on Research project – it is due on the 5<sup>th</sup>.
2. Birzer - Chapter 15 - Ethics and Police Operations

### **April 5<sup>th</sup>**

We will examine Ethics and Police Operations. We will again discuss the three eras that law enforcement has moved through and look at ethics as a driving force in the profession. We will examine philosophical values in leadership that may exist in law enforcement organizations and discuss the effects on police operations. We will examine the theory that all organizations have values. The values are expressed through the actions of the organization, we will discuss the effects of values on patrol operations.

Turn in final projects for review and presentation

Assignments for April 12<sup>th</sup>

Be prepared to present your project to class on the 12<sup>th</sup> and lead a discussion on your findings, ie: Theories and actual practices.

**April 12<sup>th</sup>**

Class presentations on projects for first half of class. Then discussion on what has been discovered.

**April 19<sup>th</sup>**

Complete presentations on projects and subsequent discussion.

Discussion on what has been discovered through listening to project presentations and discussion.

**April 26**

**The last class will be used to review the objectives of the class and review for the final exam.**