

CRIM 4211:

POLICE DEVIANCE

**DEPARTMENT OF CRIMINOLOGY
THE UNIVERSITY OF WEST GEORGIA**

INSTRUCTOR INFORMATION

INSTRUCTOR: Patrick Brady, PhD
OFFICE: Pafford Building 313
PHONE: 678.839.3775 (Office)
678.839.5199 (Criminology Department)
EMAIL: pbrady@westga.edu
OFFICE HOURS: Monday & Wednesdays, 10AM to 11:30AM, or by appointment

COURSE INFORMATION

TITLE: Police Deviance
CATALOG ID: CRIM 4211.01
CREDIT HOURS: 3
SEMESTER: Spring 2018
DELIVERY: Online
CLASS TIME: Online
ROOM #: Online

REQUIRED READINGS & COURSE MATERIALS Fitch, B. D. (2014). Law Enforcement Ethics. *Sage Publications*. ISBN: 978-1-4522-5817-1.
In addition to these required texts, specific journal articles or other readings may be required for specific topics. Please see the course outline for all required readings by lecture topic.

COURSE CONTENT

COURSE DESCRIPTION: From the grainy home footage of the Rodney King beatings to the conviction of Daniel Holtzclaw, an Oklahoma police officers who sexually assaulted 13 women of color, society has followed the misdeeds of police with a complex mixture of disgust, fear, and concern. The advent of technology and the media's hyper-focused attention on police use of force, particularly among people of color, has shaped the manner in which communities and agencies control, prevent, and handle police deviance.

This course delves into the dark side of policing with the intention of instilling an understanding of the factors that influence and prevent police deviance and misconduct. Most importantly, this class is *not* an anti-policing course where we spend the semester hating on police officers. Police officers have a difficult and highly emotional job that requires them to make split second decisions between life or death. Because of their unfettered discretion and high-profile incidents of use of force, we need to have solution-based discussions about evidence-based practices that curb deviance and misconduct from recruitment to retirement.

This course is divided into three units: Unit 1 covers the definitions of police deviance, as well as the factors that shape misconduct among officers; In Unit 2, we will explore different types of police misconduct, including off-duty deviance, racial profiling, and excessive use of force. Finally, Unit 3 focuses on preventing and controlling deviance and misconduct.

TEACHING METHODS: This course will be delivered online and will include notes, readings, power points, videos, and exams.

LEARNING OBJECTIVES

By the end of the semester, you should be able to:

1. Identify key individual, organizational, and societal factors that shape officer misconduct
2. Identify major types of police deviance/misconduct and distinguish among perspectives on what is considered deviance by different groups
3. Locate and summarize relevant current events and policy debates over police conduct

CLASS CONTENT WARNING

This course will touch on some topics and issues which may be offensive or disturbing to some individuals. This may include, but is not limited to, violence, sexual violence, offensive/foul language, controversial laws, practices, or treatments, and cases of fictional or real events. Students are expected to act and speak professionally when these topics are discussed. Additionally, students are expected to respect the opinions, experiences, and lifestyles of the other students in the class. Anyone who does not act professionally and respectfully will be dealt with accordingly, and may be subject to University conduct policies.

We cannot talk about police deviance without discussing victimization. It is important to keep in mind that victimization is something that affects millions of people nationwide. It is likely that students in our class may have had experiences with or know someone who has experienced some form of victimization. As we discuss and explore police deviance, the content may illicit discomfort and/or emotional responses. Clinical psychologists call these “triggers.” Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly.

COURSE FORMAT

This course is fully online. Thus, you are not required to come to campus during the semester. You are, however, required to use CourseDen throughout the semester to support faculty-to-student and student-to-student interaction, including – but not limited to – attendance verification, discussion boards, exams, coursework submissions, etc. If you are unfamiliar with CourseDen or need additional assistance, please refer to the UWG’s ‘student help’ website at <https://uwgonline.westga.edu/students.php>

My approach for this online course is to provide as much information as I would for the in-class version of this course. The fact that this is an online course makes this difficult and I will try to use technology judiciously and to your advantage. However, in an online course, students actually bear much more responsibility for their own learning than in a face-to-face course.

Without face-to-face contact, it is difficult for me to gauge whether or not the course is working for you. Therefore, it is your responsibility to contact me with any concerns, questions, comments, or frustrations you may have with the course. If you don't, I will have no way of knowing how to improve your educational experience. Also, because there are no lectures to attend, you bear much of the responsibility for learning the information on your own. To this end, it is in your best interest to read each assigned chapter and supplemental reading materials.

Given the unique nature of the online environment, it is crucial for you to view the content and keep up with the posted PowerPoint slides and notes. In addition, you are also expected to read the assigned readings, complete the assignments, and take the exams. The homework assignments and exams are designed in accordance with the content covered in the chapters and online video-lectures. If you have questions about the course content, please feel free to e-mail me (pbrady@westga.edu).

You will be informed of the class updates, changes, and new developments by means of mass e-mails and class announcements. It is important for the students to check the course website and your UWG e-mail accounts for the updates on a regular basis.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in this class:

- Access to a personal computer (PC or MAC) with speakers
- High-speed internet service (DLS, Cable, etc.) is strongly recommended. Completion of course requirements will be difficult and cumbersome without high-speed internet.
- Software requirements: *Microsoft Office 2007 or higher* (Available through UWG ITS); Adobe Reader (or any PDF reader);

TECHNICAL SUPPORT

For questions about D2L or technical issues with videos, assignments, or tests, please contact the UWG Online Help Desk:

Online Help Desk

Phone: 678.839.6248 or 1.855.933.8946

E-mail: online@westga.edu

Dedicated Personnel Available:

Monday - Friday

8:00am – 5:00pm EST

24/7 – 365 D2L Help Center

<http://D2Lhelp.view.usg.edu>

COURSE REQUIREMENTS

SYLLABUS QUIZ

Within the first week of class, you will be required to complete one (1) quiz over the syllabus. The syllabus is a very important document that is pertinent to your success in this class. Not only does the syllabus contain the information you need to navigate the course, but it also acts as a blueprint for the

course expectations, requirements, readings, assignments, and exams. It is your responsibility as a student to read and understand all the material covered in the syllabus.

I hate to be “that guy” who gives a quiz during the first week of school, but I have found that if I do not assign the syllabus as homework – students tend to ignore it. Please do not stress over this quiz. Simply go over the syllabus, read it, and take the quiz. This will be listed on CourseDen. **Note: This quiz is not timed and you may use your syllabus while taking the quiz.**

DISCUSSION BOARD POSTS

You will complete four (4) discussion board posts this semester. For each discussion post, you will be provided with a set of instructions (e.g., view a link to a video and write a response to a set of questions). In preparing your discussion posts, make sure that you are writing with an academic voice, are thorough in your points, and are making an intellectual contribution. Cite your work and do not make statements that you cannot provide evidence for. Your response posts must contain observations that are substantively relevant to the topic in order to get credit. Additional instructions, along with the grading rubric will be posted on CourseDen.

EXAMS

You will complete three (3) exams in this course. Each exam will consist of 50 multiple choice/true false questions. **Exams will be closed book and closed note.** You will be given a three-day window in which you can take your exam. The exam is timed and you will be given 1.5 hour (90 minutes) to complete the exam. You will only have one attempt to take the exam. Technical difficulties will not be accepted as an excuse for missing an exam. Study guides will be posted on CourseDen around one week prior to each exam.

CRITICAL THINKING ASSIGNMENTS

You will be required to complete three (3) critical thinking exercises during the semester. The scenario-based assignments are designed to help you gain a better understanding of the difficult ethical situations police officers experience on a regular basis. These assignments also assist you in developing problem-solving skills that are wicked valuable in many disciplines and not just in the area of criminal justice.

The assignments are not intended to be lengthy in nature. However, one-sentence responses will not be sufficient. The best method to obtaining full credit is to answer each question as thoroughly as possible, then ask yourself, “Why?”. Your responses should consist of complete sentences that are free of grammatical and spelling errors. Welcome to college! **You will submit these assignments via CourseDen.**

WRITING ASSIGNMENTS

You will be required to complete two (2) short writing assignments. For each assignment, you will watch a documentary (Rodney King & The Seven Five) and provide responses to a series of questions. More information will be provided via a handout prior to the due date. **You will submit these assignments via CourseDen.**

SUBMITTING COURSEWORK

Homework assignments will be submitted to me via CourseDen. I already get too many e-mails and I have a very short attention span. It is likely that I will not remember you submitting something via e-mail, and thus, submissions via e-mail will not be ignored.

COMMUNICATION POLICY & E-MAIL ETIQUETTE

I anticipate that you will have questions and concerns for me to address outside of class times. Your best option is to e-mail me at pbrady@westga.edu. Please note that I may not respond right away, but it is my policy to reply within 48 hours Monday through Friday.

You should be aware of what you are writing. You need to be professional and practice sending e-mails in proper form. When you enter the workforce, you will need to know how to do this to communicate properly and professionally. To get an e-mail response from me, please use the following guidelines:

- **Put something relevant to your topic in the subject line.** Keep it brief, but let me know what you need from me. For example: Missing Class or Assignment Question
- **Address me properly.** Your best bet is to begin your e-mail with Dear, or Hi Dr. Brady.
- **Remind me who you are.** I have a ton of awesome students, so I would prefer you be as specific as possible and include your name, student ID #, along with the days of the course and the course number. For example, "My name is Pat Brady (Student ID# 000540099), I am in your online Police Deviance course CRIM 4211)."
- **Keep it simple.** You wouldn't believe how many people blow my e-mail up (I'm looking at you, Groupon), so please keep things as short and to the point as possible. If you have more than one question, use numbers or bullet points so I can be sure to address everything. If you have a very long question or a concern about the course, you would be better off making an appointment with me or seeing me during my office hours.
- **Answer me.** If I send you an answer to your question or send you some sort of attachment, please let me know that you received it. Otherwise I have no idea if I helped you or if you even got what I sent.
- **Add your signature.** At the end of your email, please be sure you include an ending of some kind ("Sincerely" works well), your name, and what class you are in. I teach several courses a semester and it can be difficult for me to know what class you are in, especially at the beginning of the semester.
- **Grammar, spelling, and punctuation all matter.** Double check your email for mistakes. It is hard for me to take you seriously if your email hardly makes sense. Do not use all capital letters in anything, as that is designed to convey anger or other strong emotions. Make sure words are capitalized that should be, and those should not be, are not. Your spell checker is helpful but does not catch everything, so be aware of what you are writing.

GRADING METHOD AND SCALE

COURSE BREAKDOWN:

In addition to attendance and participation points, grading will be based on one (1) syllabus quiz; three (3) critical thinking assignments; four (4) discussion board posts; two (2) writing assignments; and three (3) exams. The point distribution is as follows:

Measurements of Progress	Points	Total Points
1 Syllabus quiz	10 points	10 points
3 Critical thinking assignments	10 points each	30 points
4 Discussion board posts	25 points each	100 points
2 writing assignments	30 points each	60 points
3 Exams	100 points each	300 points
	TOTAL	500 points

FINAL GRADES:

Final course grades are calculated based on total points earned across all assignments outlined above:

448 – 500 points	90 – 100%	=	A	☺
398 – 447 points	80 – 89%	=	B	
348 – 397 points	70 – 79%	=	C	
298 – 347 points	60 – 69%	=	D	
297 & below	59% or less	=	F	☹

STUDENT ACADEMIC POLICIES:

Information on your privacy rights as a student at the UWG can be found at:

<https://www.westga.edu/administration/policy/assets/docs/UWGProcedure8.3.1-FERPA-signed8.3.16.pdf>

UNIVERSITY POLICIES & ACADEMIC SUPPORT

Please carefully review the following Common Language for all university course syllabi here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

This document contains important material about university policies and responsibilities. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

STUDENT CONDUCT

Appropriate classroom behavior is expected from all students. We are all professional adults and I expect professional, courteous communication.

- Appropriate behavior in the online environment includes asking questions; answering instructor's questions, participating in discussions, being polite, using appropriate language, and good netiquette skills.
- Inappropriate behavior in the online environment includes, but is not limited to, using bad language, using inappropriate symbols, shouting (e.g., using all caps), using texting language, using threatening language, harassing others, making insensitive comments related to gender, sexual orientation, social status, race/ethnicity, or religion.

ATTENDANCE & PARTICIPATION

Since this is an online class, attendance will not be taken. However, participation in the discussion boards will be considered as part of course attendance. It is important to understand that this is not an entirely self-paced class. There are important deadlines and students are expected to make routine progress. It will be increasingly more difficult to learn the material in this class if you devote only a single day to the class and tried to cram a week's worth of material into a single day. Please make a strong attempt to work on the class material and to log into the class throughout the week. You'll probably learn the material more effectively and you may have a more enjoyable experience with the class.

Regular and ongoing participation in this course is required. You are expected to check the course throughout the week. Among other things, this means that exams must be completed during the scheduled time and that assignments must be completed within the specified time. Makeup exams and quizzes will NOT be given unless the student notifies the professor *prior* to the due date. Assignments will not be accepted after the due date unless the student notifies the professor *prior* to due date. Rare situations arise in which it is impossible to notify the instructor in advance. If this occurs, the student must provide the instructor with a typed description of the reason for not being able to make the deadline, as

well as something to verify your absences (e.g. doctor's note, police report, etc.). This must be provided to the professor **within five school days of the absence**. Verbal excuses will not be accepted. Want extra credit? E-mail me a picture of a dinosaur or your favorite meme by 11:59pm on 1/21 and I will award you 5 extra credit points.

MAKEUPS & LATEWORK

In this course, late work is simply unacceptable. However, this should not dissuade you from not completing an assignment. You will be deducted 10% per day (including weekends) for any assignments that are turned in late without an email and/or an excused absence from me. Only under extreme circumstances will I provide a make-up exam to a student who has notified me *prior* to missing the exam. If you are unable to contact me prior to missing the exam, you must notify me in writing within 5 days of the absence. Verbal excuses will not be accepted. **As the instructor, I reserve the right not to accept or deduct points from any late quiz/test or homework. Additionally, giving a make-up exam is at the instructor's discretion.**

ACADEMIC HONESTY

The academic community operates on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when academic dishonesty occurs, either inadvertently or deliberately. Academic dishonesty will NOT be tolerated and is regarded as a VERY serious matter. You assume full responsibility for the content and integrity of the academic work you submit. The guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Academic Dishonesty includes, but is not limited to:

- Cheating: intentionally using or attempting to use unauthorized material, information, or study aids in any academic exercise; copying or allowing someone to copy any portion of a required assignment; turning in work previously completed for another course.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: knowingly copying any portion of another's work without proper citation (this includes paraphrasing or summarizing others' work without citing them).
- Interference: changing, stealing, impeding, or destroying another student's work.
- Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All assignments will be submitted to Turnitin. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see <http://www.westga.edu/handbook/>

STUDENTS WITH SPECIAL NEEDS

If you are student with a disability or special need(s) - as defined under the Americans with Disabilities act - and you require assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

It is important that you contact UWG Accessibility Service immediately to discuss and identify the exact accommodations that are necessary for you to succeed in this course. Please consult the following link

for more details regarding accessibility for this course, including contact information for those with accessibility needs:

Office Location: 123 Row Hall
Hours of Operation: Monday-Friday, 8:00 AM to 5:00 AM
Telephone: 678.839.6428
 678.839.6429 (TDD)
E-mail: counseling@westga.edu
Website <https://www.westga.edu/student-services/counseling/accessibility-services.php>
After-hours psychological crisis hotline: 678.839.6428

TITLE IX: SEXUAL HARASSMENT & DISCRIMINATION POLICY - RESOURCES

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

The UWG is committed to creating an educational and learning environment free from discrimination based on sex and supports members of the campus community by providing resources to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. The Title IX Coordinator has been charged with monitoring and ensuring compliance with these regulations. Questions regarding Title IX or concerns about and complaints of non-compliance that include complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator. Complaints will be addressed using the College’s complaint procedures (<https://www.westga.edu/administration/vpsa/ocs/index.php>). More information about this policy can be found at <https://www.westga.edu/hr/title-nine.php>

RESOURCES

Resource	Phone	E-mail/Location
Title IX Coordinator - Claudia Lyerly	678.839.2981	clyerly@westga.edu Human Resources – Aycock Hall
UWG Counseling Center	678.839.6428	123 Row Hall
UWG Advocacy Crisis Line	470.215.9946	–
Advocacy Services	678.839.6452	–
UWG Health Center	678.839.6452	Round building across from the University Community Center
University Police	678.839.6000	Aycock Hall
Carrollton Police Department	770.834.4451	115 W Center St. Carrollton
Prevention Advocacy Resource Center (PARC) (advocacy center for victims)	770.834.7273	http://www.wgaparc.org/ 128 West Center St. Carrollton
Carroll County Emergency Shelter	770.834.1141	–
Georgia Crisis and Access Line	1.800.715.4225	–
Tanner Behavioral Health 24-hour Help Line	1.800.836.9551	–

National Sexual Assault Hotline	1.800.656.HOPE (4673)	www.rainn.org Rape, Abuse, & Incent National Network
National Suicide Prevention Lifeline	1.800.273.8255	www.afsp.org American Foundation for Suicide Prevention
National Domestic Violence Hotline	1.800.799.SAFE (7233); or 1.800.787.3224 (TTY)	www.ncadv.org National Coalition Against Domestic Violence

CRIM 4211 COURSE OUTLINE: SPRING 2018

This is the tentative course outline for the semester. Chapters may extend into additional weeks, thus requiring revisions of this course outline. I, as the instructor, reserve the right to alter any aspect of the course, including assignments, grading distributions, and course outlines throughout the semester. You will, however, be notified when changes are made.

DATES	CRIM 4211 TOPIC, READINGS, AND ASSIGNMENTS
Week 1 1/8 – 1/14	Topic: Introductions & Syllabus
UNIT #1: DEFINING POLICE DEVIANCE & UNDERSTANDING THE FACTORS THAT SHAPE MISCONDUCT	
Week 2 1/15 – 1/21	<p>Topic: What is police deviance and police misconduct?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Fitch CH 1: Law enforcement ethics & misconduct <p>Due by 11:59pm on Sunday (1/21) via CourseDen</p> <ul style="list-style-type: none"> • Syllabus Quiz • Discussion Board Post #1
Week 3 1/22 – 1/28	<p>Topic: What individual-level factors shape police deviance/misconduct?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Kappeler et al: The ideology and culture of police • Kane & White (2009): Bad cops: A study of career-ending misconduct among New York City police officers. (Available on CourseDen)
Week 4 1/29 – 2/4	<p>Topic: How do organizational-level factors shape misconduct?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Kappeler et al: The working environment – organizing and structuring police deviance (Available on CourseDen) • King (2009): Police officer misconduct as normal accidents: An organizational perspective (Available on CourseDen)
Week 5 2/5 – 2/11	<p>Topic: Bad apples or bad teachers? Is police deviance and misconduct learned?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Fitch CH 7: Social learning theory as a paradigm for understanding law enforcement misconduct <p>Due by 11:59pm on Sunday (2/11) via CourseDen</p> <ul style="list-style-type: none"> • CTE #1: Fringe Benefits (Available on CourseDen)

<p>Week 6 2/12 – 2/18</p>	<p>EXAM #1 Readings from weeks #2, 3, 4, & 5 Opens: Monday (2/12) at 12:01AM Closes: Wednesday (2/14) at 11:59PM</p>
<p>UNIT #2: TYPES OF POLICE DEVIANCE AND MISCONDUCT</p>	
<p>Week 7 2/19 – 2/25</p>	<p>Topic: Crime and corruption</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Fitch CH 7: The Tarnished Badge: Police off duty misconduct <p>Due by 11:59pm on Sunday (2/25) via CourseDen</p> <ul style="list-style-type: none"> • CTE #2: Public duty or brotherhood
<p>Week 8 2/26 – 3/4</p>	<p>Topic: Police sexual misconduct</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Maher (2003): Police sexual misconduct: Officers’ perceptions of its extent and causality • Stinson et al. (2015): Police sexual Misconduct: A national scale study of arrested officers <p>Due by 11:59pm on Sunday (3/4) via CourseDen</p> <ul style="list-style-type: none"> • Discussion board post #2
<p>Week 9 3/5 – 3/11</p>	<p>Topic: Racial Profiling</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Rojek et al. (2012): Policing race: The racial stratifications of searches in police traffic stops • Smith & Alpert (2007): Explaining police bias: A theory of social conditioning and illusory correlation <p>Due by 11:59pm on Sunday (3/11) via CourseDen</p> <ul style="list-style-type: none"> • Rodney King assignment

<p>Week 10 3/12 – 3/18</p>	<p>Topic: Use of force</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> James et al. (2016): The reverse racism effect: Are cops more hesitant to shoot black than white suspects? Nix et al. (2017): A bird’s eye view of civilians killed by police in 2015 <p>Due by 11:59pm on Sunday (3/18) via CourseDen</p> <ul style="list-style-type: none"> Discussion board post #3
<p>Week 11 3/19 – 3/25</p>	<p>NO CLASS: SPRING BREAK!!</p>
<p>Week 12 3/26 – 4/1</p>	<p>MIDTERM EXAM Readings/content from weeks #7, 8, 9, & 10</p> <p>Opens: Monday (3/26) at 12:01am Closes: Wednesday (3/28) at 11:59pm</p>
<p>UNIT #3: PREVENTING & CONTROLLING POLICE DEVIANCE/MISCONDUCT</p>	
<p>Week 13 4/2 – 4/8</p>	<p>Topic: Recruiting and training ethical officers</p> <p>Readings:</p> <ul style="list-style-type: none"> Fitch CH 7: Psychological evaluations of law enforcement applicants: The search for ethical officers <p>Due by 11:59pm on Sunday (4/8) via CourseDen</p> <ul style="list-style-type: none"> CTE #3: Recruiting diversity
<p>Week 14 4/9 – 4/15</p>	<p>Topic: Cop Watch - Public and media roles in holding officers accountable</p> <p>Readings:</p> <ul style="list-style-type: none"> Fitch CH 18: Public information in the Age of YouTube: Citizen journalism and expanding the scope of police accountability <p>Due by 11:59pm on Sunday (4/15) via CourseDen</p> <ul style="list-style-type: none"> Discussion board post #4: Policing the police
<p>Week 15 4/16 – 4/22</p>	<p>Topic: Picture this: Body-worn cameras and accountability</p> <p>Readings:</p> <ul style="list-style-type: none"> Coudert et al. (2015): Body-worn cameras for police accountability: Opportunities and risks (Available on CourseDen) Zima (2017): Research shows police body-worn cameras reduce misconduct and cost for Las Vegas (Available on CourseDen)

<p>Week 16 4/23 – 4/29</p>	<p>Topic: From the inside-out: Internal and external controls for deviance and corruption</p> <p>Readings:</p> <ul style="list-style-type: none"> • Kappeler et al: Influencing police deviance and corruption (Available on CourseDen) <p>Due by 11:59pm on Sunday (4/29) via CourseDen</p> <ul style="list-style-type: none"> • 'The Seven five' assignment
<p>Week 17 4/30 – 5/6</p>	<p style="text-align: center;">FINAL EXAM</p> <p style="text-align: center;">Readings/content from weeks #7, 8, 9, & 10'</p> <p style="text-align: center;">Opens: Monday (4/30) at 12:01am Closes: Wednesday (5/2) at 11:59pm</p>