

## Intro to Policing Group Research Project/Presentation

### Purpose:

The purpose of assigning a presentation is so the student may gain experience in public speaking and working within a group context to complete an objective.

### Presentation Format:

There is no set format. You should have a well-polished presentation prepared, but exactly how you do it is up to you. You can have handouts, overheads, graphs, etc. Feel free to be as original as you like, within the bounds of what is appropriate in a classroom setting during a professional presentation. If you have an idea and are unsure about its quality, run it by me first.

### What I expect:

Have a presentation outline typed and ready to distribute at the start of class. Your presentation should be thorough, and cover the important issues discussed by experts in your research topic. **Each presentation should be no less than 15 minutes and no more than 20 minutes in length, followed by a 5-minute question and answer period.** You should speak clearly, slowly, and loud enough for everyone to hear. Be sure to coordinate efforts between the other presenters in your group. Each of you should pull your own weight, and no particular presenter should dominate the presentation. Feel free to give us your own take on what you have read and researched: what did you find interesting or surprising? Are there parts of the issue that are problematic or confusing? Overall, where does the research stand on this topic? Be critical—it is much more interesting for your audience.

After each panel presentation is finished, we will have a Q&A period with the panel. Audience members are encouraged to ask questions and this will count towards class participation for the day.

Furthermore, I will distribute an evaluation form to select audience members so that presenters can receive feedback about their presentation.

To assist you in your presentation, a number of assignments are due throughout the semester. Each assignment should list the group members, the chosen topic, and the date.

1. After the groups have been assigned by the instructor, the group must choose a topic. A brief summary of your topic must be **submitted in writing** no later than the start of class on **23 September**. I will either give the group an okay, or will work with the group to narrow or adjust the topic as necessary. Ideas for topics are listed below. If there is a topic that your group would like to cover but is not on the list, run it by me. How you decide on a topic is up to your group, but it is first-come, first-serve. No group may present on the same topic as another.
2. The group must research their chosen topic. A bibliography must be submitted to the instructor by the start of class on **7 October**. The bibliography must include at least five sources, which preferably should be academic in nature (i.e., from academic journals or recognized experts in the field). Do not use internet sources unless they are from government agencies or police groups (e.g., NIJ or the Police Foundation). I will provide the group feedback on the bibliography, and suggest additional or more relevant reading as appropriate.
3. After the bibliography is developed, each group must read and then provide written summaries of each reading on the bibliography. These summaries are due at the start of class on **30 October**. The format of these summaries is up to you, but must include

members' names, the citation of the source that is summarized, and a detailed review of the material covered in the reading. Please note which group members did what summaries.

4. Two items are due the day of your group's presentation: (a) an outline of your presentation; (b) a "contribution list" which states what each student did to contribute to the presentation and the various assignments around this presentation. The list must be signed by all of the group's members, confirming that the list is accurate.

**Possible topics:**

- Discrimination in enforcement/racial profiling
- Police response to domestic violence
- The "Ferguson Effect"
- Problem officers and/or Early Warning systems
- Administrative interventions in police use of firearms
- "Militarization" of the police
- Responses to police corruption or scandals
- The NJ State Police racial profiling study
- Effects of supervisors or organizational setting on police behavior
- Women and/or minorities in policing
- New York City's "Stop and Frisk" program
- Police educational requirements and policies
- Citizen attitudes towards police
- Police use of force in minority encounters
- Police pursuit policies
- Police arrest decisions
- Citizen participation/involvement/"coproduction" of public safety
- Police body cameras
- Street-level drug enforcement
- Should a separate entity/organization be responsible for enforcing traffic laws?
- Patrol deployment/allocation (e.g., directed patrol)

**Grading:**

Students will be graded both as a group and individually, based on their overall contribution to the presentation specified on the contribution list. Ideally, each student should contribute about the same amount to the presentation. If this is not the case, students should expect to be graded based on the proportion to which they contributed to the presentation. Thus, students who contribute nothing to the presentation can expect to fail, while students who contribute the most can expect to receive a much better grade. So, be sure to keep careful track of the work you do, and add it to the contribution list.

**Important: Please keep in mind the due dates of the various assignments related to your presentation. Late work will penalize the entire group.**