

POLICE AND SOCIETY
CRIM 244
Fall 2009

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COURSE DESCRIPTION:

Policing is a job and occupation which delivers a public service thought by many to be essential for the maintenance of order, safety and justice. This course will discuss the history, functions, organization, behavior and cultures of the police in the United States and will deal, as well, with selected issues that affect the quality and effectiveness of policing. The goal is a clearer understanding of the factors which determine the goals for policing; shape the organization, work and performance of the police; establish accountability of the police; and set the limits for police reform.

In this course we will discuss policing in the United States, now and in the past. In order to understand policing in the United States you have to keep the complexity of policing in mind, and you have to remember that policing developed in the United States over time, in different forms, in response to different social pressures, and will continue to change.

Policing in the United States is done by many agencies at the federal, state, and local levels; and private groups. The focus of this course is on local police forces in urban areas and, more specifically, on patrol officers – the police most people come in contact with.

COURSE GOALS:

At the end of the course you should be able to describe, analyze and discuss the following main points and themes in some depth and detail:

- Understand the societal forces which have shaped, and continue to shape, the development of policing in the United States.
- Be able to explain the nature of the job:
 - Know what is expected of the police;
 - Know what their roles and tasks are;
 - Know what they actually do when they work;
 - Be able to discuss the legal and organizational frameworks which constrain the work of the police; and
 - Understand the basic concepts of police culture, discretion, encounter behavior, use of force, and misuse of powers
- Be able to describe the basic organization and management tasks of a typical police department: recruiting, training, managing, and disciplining; and be able to talk cogently about the issues which each of these tasks raises.

- Be able to analyze the basic issues which arise in the interactions between the police and their communities; and be able to discuss the policies pursued by the police and by communities to ensure that policing is done in an effective as well as fair manner.

REQUIRED READING:

Roberg, R., Novak, K., & Cordner, G. (2009). Police and society. (4th Ed.), New York, NY: Oxford University Press. ISBN: 978-0-19-537035-5

Miller, S. (1999). Gender and community policing: Walking the talk. Boston, MA: Northeastern University Press. ISBN: 1-55553-413-9

Carlson, D. (2005). When cultures clash: Strategies for strengthening police-community relations. (2nd Ed.), Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-113797-2

Additional readings may be assigned as determined by the instructor.

GRADING:

Grades are based on a 600-point system. Your grade in the class will be based on three written assignments, one class presentation, a cumulative final exam, and attendance/participation. Make-up exams are only allowed for approved absences, medical and/or personal emergency situations, and the instructor should be given two days notice when possible.

*****The instructor may give pop quizzes at any time and syllabus is subject to change.**

Grading Breakdown

3 written assignments (100 points each)	300
Final Exam	150
Class Presentation	75
Class Participation/Attendance*	<u>75</u>
Total Points Possible	600

*Non-preparation or non-participation will be considered non-attendance for grading purposes.

Grading Scale:

A = 550-600	B+ = 530-539	C+ = 470-479	D+ =410-419
A- = 540-549	B = 490-529	C = 430-469	D =370-409
	B- = 480-489	C- = 420-429	F =369 or below

- **Written assignments** must be typewritten, double-spaced, use Times New Roman font, have one-inch margins and use APA format. You will be graded on your ability to relate the weekly assignment to class readings and lectures and to provide some thoughtful insight into your work. The assignment must be turned in on time and be free of typographical errors in order to receive full credit. Late assignments will be accepted with an automatic 50% point deduction.

- For your **Class Presentation**, you are to find a newspaper article, a scholarly journal article (**NOT a Google or Wikipedia search**), a TV show, song, video clip or movie that relates to the readings for the day you are assigned. You should evaluate the content of your selected reading or media using the knowledge you have acquired from class and course readings. The oral presentation (including possible visual accompaniment) should be 8-10 minutes in length with at least 4-5 minutes dedicated to YOUR analysis of how your chosen item relates to course readings/lectures.

CODE OF CONDUCT:

1. All students must wait two days after receiving an assignment to discuss their grade.
2. Treat others as you would want to be treated. No demeaning and disruptive comments.
3. Cheating and plagiarism will absolutely NOT be tolerated. Anyone caught cheating or plagiarizing will receive an automatic zero.
4. Class discussions are welcome but talking while your classmates or I am talking is NOT all right.
5. You are expected to participate in classroom discussions and conduct yourself in a professional manner. Private discussions with other students, passing notes, reading newspapers, disruptive eating, sleeping, and persistently arriving late or leaving early constitute inappropriate classroom behavior. If you demonstrate such behavior you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal action will be taken.
6. Expectations for student assignments and exams are stated in this course syllabus and are not negotiable. Students who decline to fulfill these expectations should select another course.
7. Absolutely no phones or personal laptops in class.

ACADEMIC DISHONESTY:

Academic dishonesty is strictly prohibited. “Academic dishonesty includes cheating, falsification, fabrication, multiple submission, plagiarism, complicity, or misconduct in research.” Cheating robs honest students and disrespects the entire academic process. Do not cheat! Plagiarism is knowingly representing the work of another as one’s own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one’s own work the work of a ‘ghost writer’ or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources. Examples of plagiarism also include failure to appropriately use quotation marks or footnotes.

STUDENTS WITH DISABILITIES: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please notify me during the first week of class of any accommodations needed for this course. Once you provide written documentation, I will work with you and the staff of Disability Support Services to provide reasonable accommodations.

COURSE OUTLINE

Introduction

- September 1** - Review of syllabus and professor's expectations
- Introduction: Overview of police and society

Development of Policing in America

- September 3** - Police History - **Roberg et al Ch.2**
- September 8** - Neighborhood Police Officers (NPO) - **Miller Ch. 1 & 2**
- September 10** - The Job of a Police Officer - **Carlson Ch. 1 & 2**
- September 15** - Community Policing - **Roberg et al Ch.3**
- September 17** - Gender and Community Policing - **Miller Ch. 3**

The Work of the Police

- September 22** - Police in a Democracy - **Roberg et al Ch.1**
- September 24** - The Roles & Tasks of the Police - **Roberg et al Ch.7**
- September 29** - Behavior and Misconduct - **Roberg et al Ch.8**
- October 1** - Competing Police Roles - **Miller Ch. 4**
- October 6** - Police Culture and Safety - **Carlson Ch. 3 & 4**
- October 8** - Police Discretion - **Carlson Ch. 5** ****Assignment 1 Due**
- October 13** - Stress and Officer Safety - **Roberg et al Ch.13**
- October 15** - Response to Stress - **Haar, R., & Morash, M. (1999). Gender, race and strategies of coping with occupational stress in policing. *Justice Quarterly*, 16, 2, 303-336.** (This article is available on the library website in the proquest database).
- October 20** - Neighborhood Officers v. Patrol Officers - **Miller Ch. 6**

**The
Organization
and
Management
of Policing**

- October 22** - Police Management - **Roberg et al Ch.4**
- October 27** - Police Organization and Change - **Roberg et al Ch.5**
- October 29** - Selection and Development - **Roberg et al Ch.6**
- November 3** - Cultural Diversity - **Roberg et al Ch.12** ****Assignment 2 Due**
- November 5** - Management Failure - **Carlson Ch. 6**
- November 10** **NO CLASS – ASSESSMENT DAY**

**The Power of
Policing**

- November 12** - The use of force and coercion by the Police **Roberg et al Ch.9**
- November 17** - Holding the Police Accountable for Their Actions - **Roberg et al Ch.10**
- November 19** - Legal Issues - **Roberg et al Ch.11**
- November 24** - Policing the Police - **Carlson Ch. 7 & 9**
- November 26** **NO CLASS - THANKSGIVING BREAK**
- December 1** - Accountability with COP – **Worrall, J., & Marenin, O. (1998). Emerging liability issues in the implementation and adoption of community oriented policing. Policing, 21, 1, 121-135.** (This article is available on the library website in the proquest database).
- December 3** - Class Discussion on Police Supreme Court Cases- **Miller Ch. 5**
- December 8** - Police and Community - **Carlson Ch. 8 & 10** ****Assignment 3 Due**
- December 10** - Future of Policing - **Roberg et al Ch.15; Miller Ch. 7; Carlson Ch.11**
- December 15** - **Final Exam 9 to 11 AM**