

Fall Semester 2004

CRIM 4277 -- Police and Society

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Texts: Police and Society, 2nd Edition, Roy Roberg, John Crank, and Jack Kuykendall (R,C &K)

Forces of Deviance: Understanding the Dark Side of Policing, 2<sup>nd</sup> Edition, Victor E. Kappeler, Richard D. Sluder, and Geoffrey P. Alpert (K, S & A)

Police in a Multicultural Society: An American Story, David E. Barlow & Melissa Hickman Barlow (B & B)

The Criminal Justice System in Georgia, Sandra S. Stone (S)

NOTE: All proceeds from the sale of The Criminal Justice System in Georgia will be donated to the Soc/Crim department's agency account to support department and student activities.

#### Goals of Course:

1. To examine the role of the police in a democratic society. How much power and authority should police have in the balance of individual freedom vs. group safety/security?
2. To explore the impact of the media and politics on policing, and how external factors influence the discrepant view police have of themselves versus how others see them.
3. To learn about the historical development of policing in the United States and how we have come to the current emphasis on police-community relations.
4. To examine the persistent problems that have plagued policing since its inception in this country, particularly the issues of discretion, excessive use of force and corruption.
5. To examine the role of police management and other avenues of police oversight and control -- who polices the police?
6. To examine new challenges for the police in contemporary society, in particular, a growing multicultural population, an increasing number of serious juvenile offenders, an increasing number of elderly people, people who are homeless and/or mentally ill and/or substance abusers, increasing complaints of domestic violence, and the persistent problems of drugs, violence and gangs.
7. To explore the impact of more women and minorities in law enforcement.
8. To explore the future of policing in the 21st century.

#### Student Learning Outcomes:

1. Explain the role of police in a democratic society, identifying the inherent conflicts between individual rights and public safety (supports program learning outcomes 1, 4, 5).
2. Analyze the influence of politics on the role of the police, policing operations, police behavior, and media coverage of police activities (supports program learning outcomes

- 5, 6).
3. Describe the history of policing in the United States, including the conflicts between the police and various communities or sub-populations and the different strategies that have been developed to address them. Analyze the effectiveness of such strategies and recommend alternatives that might be more productive in building police-community relationships (supports program learning outcomes 3, 4, 5, 6, 7).
  4. Identify common problems and/or themes that have been and continue to be issues for the police to address, including police misconduct, examine strategies that have been developed to address them, and analyze why these strategies have or have not been effective (supports program learning outcomes 3, 5, 6, 7, 11).
  5. Describe general organizational structure of police organizations in the U.S. and prevailing management strategies that have traditionally guided police operations. Analyze the pros and cons of these structures and management strategies and recommend alternatives that might improve police organizations and functions (supports program learning outcomes 1, 3, 4).
  6. Identify most pressing challenges for police in today's society and analyze whether traditional police organizations are equipped to handle these challenges effectively. Recommend ways police organizations might improve to better meet the needs of contemporary society (supports program learning outcomes 4, 5, 6, 7).
  7. Examine traditional recruiting, training, promotion and retention practices in police organizations and analyze the pros and cons of those practices for hiring officers today, especially women and minorities (supports program learning outcomes 1, 5, 6, 10).
  8. Explore what policing might look like in the future and identify elements of current organizational structures and practices that would need to change and how those changes might look (supports program learning outcomes 1, 4, 5, 6, 7, 9, 10, 11).

### Criminology Program Learning Outcomes

1. Know the basic structure and functions of the main components of the CJ system
2. Know the main theories in criminology that explain why people commit crime.
3. Know the basic research methods in the social sciences.
4. Know how the major CJ institutions respond to crime, criminals and victims.
5. Be able to ask relevant questions and engage in research to explore special issues in criminology and the criminal justice system and their effects on the larger society.
6. Know the roles of race/ethnicity, class and sex in criminal behavior and societal response to crime.
7. Be able to apply criminology theories, principles and concepts to "real life" problems and situations in the criminal justice field.
8. Demonstrate strong written and oral communication skills.
9. Be able to utilize appropriate technology in the study of criminology/criminal justice issues.
10. Know career options in criminology/criminal justice.
11. Be able to engage in ethical behavior in a professional work setting.

Assessment of learning outcomes will be accomplished through a combination of class discussion, in and out of class assignments, exams, and a project/paper. Students will practice

written and oral communication skills throughout the course with written assignments and class discussion. Students will also demonstrate basic computer proficiency through class assignments. Classroom activities will present opportunities to discuss ethical behavior in policing, and invited guest speakers will address a variety of career options in law enforcement.

#### Requirements:

1. Attend class. You will be allowed one absence during the semester with no penalty. Ten points will be deducted from your final grade for each unexcused absence over one. If you do miss class, it will be your responsibility to get class notes from one of your classmates.
2. Behave respectfully in class. That includes arriving on time and remaining for the entire class period; not wandering in and out of the room during class; treating others in the classroom in a respectful manner even if you disagree with them; turning off cell phones during class; not carrying on side conversations when the professor, a classmate, or a guest speaker is talking; not engaging in any other behavior that may be disruptive and distracting for the professor or your classmates. Persistent disruptive behavior may result in your being administratively dropped from the course roll. You may eat and drink in the room as long as you do it quietly.
3. Read the required material and be prepared to discuss it in class. I expect you to actively participate in class discussions and other assigned class activities. This is critical. This class will be conducted in somewhat of a seminar fashion, and if each person is not prepared to be an active participant, the class will not be nearly as interesting for either me or you. Class participation is worth 50 points.
4. Complete all in and out of class assignments. These will be worth 100 points.
5. You will need to take the exams. There will be four exams including the final, which will not be cumulative. Each of these will be worth 100 points. Unless you have made other arrangements with me ahead of time, if you do not show up to take a test, you will get a 0.
6. You will be required to spend at least one 8-hour shift riding with a law enforcement officer during the semester and write up (typed, double-spaced) a brief summary of your experience and how it relates to class. This will provide you some reality testing for what we are discussing in class. There are numerous law enforcement agencies you can choose from in the immediate vicinity. This assignment will be worth 50 points.
7. You will be required to write a brief (5 – 10 pages) paper on a research question or research project of your choice as long as it is related to something we are covering in class. You must use at least 5 references, and no more than 2 can be from the Internet unless you are accessing academic journal articles via the Internet. These will be due December 1st and will be worth 100 points. I will take off points for excessive writing errors (more than 5 per page), so please proofread your work carefully. Papers should be typed, double-spaced, and in 12-font type.
8. Extra credit may be allowed for activities/events that directly relate to class.
9. All students are expected to abide by the UWG Honor Code. The complete code and pledge can be found in the undergraduate catalog on p. 97, and in the *Connection and Student Handbook*, Appendix E, Academic Dishonesty. In essence, the code requires that students do not lie, cheat, steal or engage in plagiarism in the pursuit of their studies

and that they confront and/or report others who do engage in such activities.

Grading:

Four exams @ 100 points each	400
Class assignments	100
One ride-a-long and write-up @ 50 points	50
One short paper @ 100 points	100
Class participation @ 50 points	50
TOTAL POSSIBLE POINTS	700

A= 90% or above	630 – 700
B= 80% - 89%	560 – 629
C= 70% - 79%	490 – 559
D= 60% - 69%	420 – 489
F= less than 60%	0 – 419

Course Outline:

- 8/25 Introduction to course; critical thinking activity; general discussion of police  
Assignment for 9/1 – interview someone from another country and ask about the role of police in that society. See if you can find any additional information about the police in the country of the person you interviewed. Write a brief (about a page – no more than 2 pages) report on what you found out. Include the sources you used.
- 9/1 What is the Role of the Police in a Democratic Society?  
R,C & K – Chapter 1  
K, S & A – Chapter 1  
B & B – Chapter 1  
S – Chapter 1  
Assignment for 9/8 – look up information on the Patriot Act, passed by the U.S. Congress in the aftermath of the terrorist attacks on 9/11. Write a brief (see above) analysis of how the allowances in that act fit or do not fit with the role of police in a democratic society.
- 9/8 Historical Perspective on Policing in the United States  
R, C & K – Chapter 2  
K, S & A – Chapter 2  
B & B – Chapter 2  
S – Chapter 2  
Assignment for 9/15 – look up information on and an example of neighborhood oriented policing, community policing, or problem oriented policing. Write a brief analysis of whether or not it was effective and why.
- 9/15 Class will not begin until 6:30 – There will be a guest on campus, Paul Loeb, who will be speaking from 4:30 – 6:30 in the lower level of Z-6 on civic engagement. You will receive extra credit for attending and writing up a brief summary of his talk and how it

relates to our class.

Police-Community Relations

R, C & K – Chapter 3

B & B – Chapters 3, 4, and 5

S – Chapters 1 and 2

9/22 Police-Community Relations (Con't)

R, C, & K – Chapter 3

K, S, & A – Chapters 6 and 7

B & B – Chapters 6, 7, 8 and 9

9/29 EXAM

Structure and Administration of Police Organizations

R, C, & K – Chapters 4 and 5

K, S, & A – Chapter 3

S – Chapter 2

Assignment for 10/6 – interview a police officer or someone else who works in a police related position (ex: probation/parole officer, correctional officer, security officer, etc.).

Ask them why they were motivated to go into policing, the type of training they had to go through to do their current jobs, and the types of activities they typically engage in.

Write a brief report on your findings.

10/6 Police Officer Selection and Training; Police Operations

R, C & K – Chapters 6 and 7

B & B – Chapters 10, 11 and 12

S – Chapter 2

10/13 I will be away at a conference; however, there will be a Presidential Debate airing on television that night. There will be a special program on campus to bring people together to watch the debate and have discussion afterward. Your assignment is to watch the debate either on campus or at home (since it will air after our regular class time) and pay special attention to the candidates' views on public safety related matters. Write a brief report of what they say about public safety and how it relates to what we have been discussing in class to turn in on 10/20.

10/20 EXAM

Police Culture and Police Behavior

R, C & K – Chapter 8

K, S & A – Chapters 4 and 5

B & B – Chapters 10, 11 and 12

S – Chapter 2

Assignment for 10/27 – find an article from a newspaper or other current events source that reports on some type of police misconduct – bring a copy to class.

- 10/27 Police Deviance  
R, C & K – Chapter 9  
K, S & A – Chapters 6, 7, 8 and 9  
S – Chapter 2  
Assignment for 11/3 – look for a state or federal law that has been put in place to control police behavior and write a brief argument for why you do or do not support the law.
- 11/3 Controlling Police Behavior  
R, C & K – Chapter 10  
K, S & A – Chapters 10 and 11
- 11/10 EXAM
- Current Issues in Recruiting, Training and Retaining Quality Police Officers  
R, C & K – Chapters 11 and 12  
B & B – Chapters 10, 11 and 12  
Assignment for 11/17 -- choose an issue or special population that is requiring new skills and strategies on the part of police officers and organizations in order to address it/them. Write a brief analysis of why this issue or population is a problem and why traditional approaches are not working. Based on our readings and class discussions, recommend something different the police could try.
- 11/17 Current Issues in Police Operations and in Police Interactions with Other CJ Agencies  
R, C & K – Chapter 14  
K, S & A – Chapter 11  
S – Chapters 3, 4 and 5
- 11/24 NO CLASS – THANKSGIVING BREAK  
Assignment for 12/1 – bring any questions or topics you hoped would be answered/covered in class but have not been. Also, turn in your project/paper.
- 12/1 Officer Stress, Safety and Health Concerns  
R, C & K – Chapter 13  
Assignment for 12/8 – you should have done your ride-a-long by now. Write up your experience (see earlier section on requirements) and turn in.
- 12/8 Catch-up, Address Leftover Topics/Questions, Wrap-up
- 12/15 EXAM