

12-30
AP 9/4

Senate Info - 10/9/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: CRIM 205 Law Enforcement and the Community

Instructor(s) of Record: Jonathon A. Cooper, PhD

Phone: 724-357-2335 Email: jon.cooper@lup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Kate Hamahan 8-30-12
Signature of Department Designee Date

Endorsec: Mary E. Sweeney 8/31/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Erin Sedquist 9-5-12
Signature of Committee Co-Chair Date

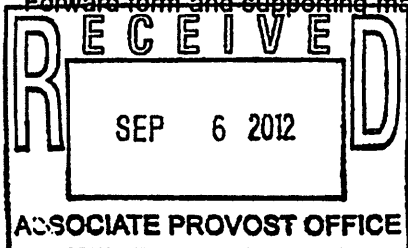
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

David W. Johnson 9/7/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received
SEP 5 2012
Liberal Studies

Received
AUG 31 2012
Liberal Studies

A1. How is the instructor qualified in the distance education delivery method as well as the discipline?

The instructor (Dr. Cooper) developed and delivered three undergraduate distance education courses for the School of Criminology and Criminal Justice at Arizona State University: CRJ 201 Criminal Justice Crime Control Policies and Practices, CRJ 302 Research Methods, and CRJ 306 Race, Ethnicity and Justice. Additionally he delivered the course CRJ 225 Introduction to Criminology via distance education. He also developed five graduate distance education courses for the School of Criminology and Criminal Justice at Arizona State University: CRJ 501 Seminar on the Criminal Justice System, CRJ 503 Research Methods, CRJ 512 Seminar on Policing, CRJ 518 Seminar on Race-Ethnicity Crime and Justice, and CRJ 519 Seminar on Victimization. For the same institution, he delivered one graduate course via distance education, CRJ 503 Research Methods. At Boise State University, he developed and delivered the undergraduate course CJ 497 Special Topics: Race, Ethnicity and Justice via distance education for the Department of Criminal Justice. At ASU, Dr. Cooper was part of the team that developed the online master's program. He has received training in several online learning management programs. He uses online learning management tools regularly with all of his classes as a way to augment the learning experience and the exchange of information for his students.

A2. How will each objective in the course be met using distance education technologies?

Course objectives. Students will:

1. Recognize and apply fundamental law enforcement concepts, theories, and organizational philosophies to real-world situations.

To accomplish this objective, students will read material from the assigned book and articles. For each book chapter, there are a series of discussion questions that will be made available through the online learning management program. These questions will form the basis for class discussion delivered via a discussion board/forum.

The students will be placed in small groups of about five. Discussions will occur in these groups, including the instructor's participation. The discussion questions will provide the basis for the group discussion, but it is expected that these questions will lead to other related discussion.

Understanding the relationship between the police and society requires an understanding of the social contract and other philosophical and theoretical frameworks. Students will be introduced to these in the first week of the course. Throughout the semester, all discussions of police behavior and organization as it relates to society will be related back to these philosophies and theories.

2. Offer general critiques of recent research articles and theoretical assumptions in police practice.

As mentioned above, the class discussion via discussion boards/forums will provide an outlet for students to offer general critiques both of recent research and theoretical assumptions of police

practice. In addition, this objective will be accomplished by requiring students to write three papers throughout the semester, delivered via Google docs, critiquing recent research and theoretical assumptions. These papers will be written on research articles that students will be assigned to read.

3. Demonstrate their ability to think critically about the relationship between police work and American culture including, but not limited to, race, class, sex, age, sexuality, and disability.

This objective will be accomplished as described above: via discussion boards and papers. As these are the groups that compose society and with whom the police regularly work, they are integral to both the discussion questions and the topics for the students' papers. Further, a final exam will assess the students' mastery of the material which will focus on the relationship between the police and American culture.

4. Formulate logical, persuasive arguments in discussion and debate situations.

Both the discussion boards and the papers provide a venue for students to demonstrate mastery of this objective: In discussion boards, they will engage in civil discourse and debate in light of current research and theory. The papers will also provide them the opportunity to demonstrate their ability to formulate logical and persuasive arguments regarding the relationship between police and society.

A3. How will instructor-student and student-student, if applicable, interaction take place?

As discussed above, there will be a great deal of both student-student and instructor-student interaction throughout the course. Specifically:

Student-instructor interaction will include the following: The instructor will participate and oversee the discussion board activity described above. In addition, a discussion board called "Hallway Conversations" will be created where students can post general questions about the course. All students will have access to this forum regardless of the group to which they belong. The instructor will regularly monitor this board to respond to questions. Additionally, virtual office hours will be held using the appropriate tool in the online learning management program (eg, Wimba for Moodle or LiveRoom for D2L). Further, the instructor will provide weekly podcasts students can listen to (they will have access to the podcast via both streaming media and downloadable media) where the instructor will give class feedback and introduce the week's material. Finally, all written work will receive comments from the professor that will be available to students in real time (via Google docs).

Student-student interaction will include the following: First, through the regular discussion boards within their groups. In addition, students will be able to interact with one another during virtual office hours. In addition, students can respond to general questions from their peers in the Hallway Conversations discussion board. Finally, students will have the option to work with one other person on their papers.

A4. How will student achievement be evaluated?

Students will be evaluated in exactly the same manner as the on-campus course. Students will be graded on their papers, the final exam, and their participation in the group discussions. The expectations for this component (A4) are detailed in the accompanying syllabus.

A5. How will academic honesty for tests and assignments be addressed?

The instructor does recognize the concern about academic honesty in a distance education course. However, he submits that this concern exists in an on-campus course of this nature, as well. Regarding the student papers: both on- and off-campus the concern is that students will not do their own individual work. As with on-campus courses, the following are methods to combat against this: 1. Observe the voice of each paper to make sure that it is consistent between papers and that it is consistent with a student's discussion board posts. 2. Remind students about IUP's academic integrity policy. 3. Google docs tracks every change on any given document. This will provide an opportunity to observe voice changes within the document if the concern should arise. 4. Make use of online search engines to check the authorship of any phrases that seem suspicious. One other assignment, the final exam, could raise concern about academic integrity. To address this, the exam will be timed. Any instances of academic dishonesty will be dealt with according to University Policy.

Criminal Justice 205
Law Enforcement and the Community

Jonathon A. Cooper Department of Criminology Wilson Room G20 Office phone: (724) 357-2335 Cell phone: (602) 492-7651 Email: jon.cooper@iup.edu Virtual office hours: #####	CRIM 205 Required reading: Roy Roberg, Kenneth Novak, Gary Cordner, and Brad Smith (2011). <i>Police & Society</i> , 5 th Edition. Oxford University Press
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Course Catalog Description:

Introduces students to the history, function, and role of law enforcement in American society. The multi-dimensional work of policing is emphasized with particular attention to strategies employed to combat and prevent crime through computer technology and advancements in non-lethal and lethal methods. Organizational and personal factors of policing, such as work-related stress and personnel selections, also are covered, as these are intimately connected to the structure and composition of the communities serviced. Practical and critical approaches to law enforcement are undertaken to explore prevailing and dissenting perspectives on the issues covered in the course.

Course Description:

This class is designed to explore policing in the United States through the lenses of social science. This means that we will examine policing in terms of its history, its impact on society, as well as the influence of society on policing. This course is divided into three sections, which coincide closely with the text book: policing foundations, police behavior, and police organization and contemporary issues facing policing. The theme of this class is *policing in a democracy*.

Course Objectives:

Students will:

1. Recognize and apply fundamental law enforcement concepts, theories, and organizational philosophies to real-world situations.
2. Offer general critiques of recent research articles and theoretical assumptions in police practice.

3. Demonstrate their ability to think critically about the relationship between police work and American culture including, but not limited to, race, class, sex, age, sexuality, and disability.
4. Formulate logical, persuasive arguments in discussion and debate situations.

It is the goal of this class that each student leave with an appreciation for the complex nature of policing in American society, and the challenges inherent to law enforcement as faced both by police and citizens in a 21st century democratic society.

Pace of the Course

This course lasts for three weeks. That means that each week, which typically represents three hours of class time, represents about 15 hours of class time per week. This means that, with reading and homework, you should expect to put in between 20 and 30 hours a week into this course. We will be moving quickly, and it is expected that you will create and follow a schedule that allows you to maintain participation in the discussion boards and to turn your papers on time.

In order to help you keep things straight and on course, I will be uploading a weekly podcast. This podcast will provide timely feedback for the class generally, and introduce the material for that week. The intent of the podcasts is to give you a framework with which to organize your week. Further, I suggest the following weekly time frame: have your reading done by Wednesday of each week, and work on the discussion boards and your paper the second half of the week.

Grading

Grades are allotted according to points earned. For example, in order to receive an A, you will need to earn at least 396 points (see grade outline below). The distribution of points is as follows:

- 1 exam at 80 points totaling 80 points.
- 3 weeks of discussion board participation at 20 points each totaling 60 points.
- 3 papers at 100 points totaling 300 points.

Total: 440 points.

There are no extra credit opportunities for this class.

<i>Points</i>	<i>Grade</i>
>395	A
352-395	B
308-351	C
264-307	D
<264	F

Course Requirements

A note on the exam: For the exam, you will have three attempts to complete it. These attempts are provided not so you can better your grade, but as a way to deal with the Internet's annoying habit of kicking students off during exams. If you are kicked off while you are taking the final (or your Internet drops, or your browser crashes, etc.), you may use another attempt to retake the exam. If, in the rarest of rare occasions, something like this happens three times, and you are unable to complete the exam even once, contact me a.s.a.p., and I will reopen the exam for you.

The Final Exam The final exam will consist of between 40 and 60 questions, and be worth 100 points. You have one hour to complete the exam, and the exam must be completed in one sitting - in other words, you will not be allowed to save your answers and return to them later. The exam will remain open for one 24 hour period.

Question formats may consist of multiple guess, true/false, matching, or short answer. Exam material will be gleaned from required readings, podcasts, discussions, and any other information presented during the course. The final is cumulative.

A make-up exam only will be given in the rare event of personal illness or family emergency. Your instructor must be notified of an exam date absence prior to the exam date. All make-up exams will be administered at the discretion of the instructor.

Discussion boards Each week you will have a series of critical thinking questions. You are to respond to these questions in the discussion board to which you are assigned. Students are assigned to discussion boards in groups of about 5. The questions will be available at the start of the week, so it is expected that you will keep them in mind while you read the material. You must post your response to at least one critical thinking question by Wednesday. It is then expected that you will post a response to another student's answer by Thursday, and a second response by Friday. You will then be graded according to your posts.

To be clear: participating is *answering questions, asking questions, engaging in the ongoing discussion, and generally becoming regularly and fully involved and immersed in the dynamics of class* will earn you maximal points. It also must be kept in mind that there is a ***strong qualitative*** aspect to participation. In other words, "just saying stuff" is not considered to be effective and appropriate participation. This relates back to being prepared, which necessitates doing the reading, devoting some critical thought to what you have read, and preparing answers to the discussion questions. It also relates to paying close attention to the views and perspectives of one's peers and really hearing what they are saying. You can earn up to **20 points per week** for participation.

Papers Students are required to complete three papers for this course. Details can be found under "Papers" on our course site. In general, each week's paper will be about an article that you are assigned to read for that week. Your papers must be turned in electronically via Google docs. You must have a Google account. You can sign up for one free at docs.google.com.

The team option For your writing assignments you may, if you want, work with *one* other student. This option *only* applies to the writing assignment. The following stipulations apply:

- You may only work with one other student
- You will each receive the same grade for the writing assignment
- I will not, at any time, step in and mediate any problems within your partnership: this is YOUR responsibility
- Consequently, I will assume that both team members put in an equal amount of work
- If this is an option that appeals to you, it is your responsibility to find a teammate. I will not find one for you.

If you and another student wish to work together, *you must make this known to me by Wednesday of the first week*. One of you must e-mail me (and this must be e-mail so that it is documented) informing me that this is something you and your classmate would like to do. Include your partner's name and e-mail address. I will then e-mail you and your partner back to confirm that this is what both of you would like to do.

Just to be clear: this is optional and it only applies to the written assignment. However, once you decide to do this, you are committed to complete the paper as a team - no backing out!

Finding the articles Students are required to make use of the IUP Libraries' website in order to find articles. From the libraries' main page (www.iup.edu/library) click on the link "Article Databases" under "Find Information". At the top of the next page, click on the link EBSCOhost. You will have to sign in with your network username and password. Choose the database called "Academic Search Complete." Search for the article by title – make sure that the issue and year are correct. When you click on the title, you will find a link to full text on the page. For more information, consult the following websites:

- <http://www.iup.edu/page.aspx?id=77153>
- <http://answers.lib.iup.edu/>

Classroom Policies:

Communicating with the instructor This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

- Course syllabus
- News and announcements on our course site
- The "Hallway Conversations" discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps me from answering similar questions or concerns multiple times.

If you cannot find an answer to your question using the syllabus or in any class announcements, please first post your question to the “Hallway Conversations” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature, such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email, phone, or text message. I will usually respond to email and phone messages from 8am to 5pm on weekdays, but allow 24 hours for me to respond. ***When texting or emailing me, please be sure to identify yourself and that this is in regards to CRIM 205.***

In addition, please note that I do hold virtual office hours via Wimba/LiveRoom. My office hours are #####. At this time, you can log on to ask me general questions about the course, or anything else that is not of a private nature.

If you have a question about the technology being used in the course, please contact the IT Support Center for assistance (See the ‘ Technical Support Contact Information’ below).

Late or missed evaluations All assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and provides an opportunity for the student to submit his/her assignment late, the student will receive a 0 for that assignment.

Student code of conduct Students are required to adhere to the behavior standards listed in Student Code of Conduct, which can be accessed here:

<http://www.iup.edu/studentconduct/>

Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course.

As this is a class about the administration of justice, geared towards students contemplating working for the criminal justice system, it behooves each of you to seriously consider the importance of ethical behavior.

Technical support I do not offer IT assistance. For all technical assistance, please see the IT Support Center: <http://www.iup.edu/itsupportcenter/>

IT Support Center
Delaney Hall, Suite G35
950 Grant Street

Indiana, PA 15705
Phone: 724-357-4000
it-support-center@iup.edu

Office Hours
Monday through Friday
7:30 a.m.–5:30 p.m.
8:00 a.m.–4:30 p.m. during summer sessions and breaks, and when classes are not in session

Accessibility statement Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. ***This should be done by the first day of class.***

Please also consult with Disability Support Services.

Advising and Testing Center
Pratt Hall, Room 216
201 Pratt Drive
Indiana, PA 15705
Phone: 724-357-4067
Fax: 724-357-2889

Office Hours
Monday through Friday
8:00 a.m. – 4:30 p.m.

Tentative course outline and reading assignments:

(The following outline may be slightly modified during the semester at the instructor's discretion. Please note that all time is given using the 24 hour clock.)

Week 1: Policing Foundations

Chapter 1 - Police in Democracy

Chapter 2 - Police History

Chapter 7 - Selection and Development

Chapter 12 - Diversity

Article: Zhao, J., Ling, R., & Lovrich, N. (2012). Political culture versus socioeconomic approaches to predicting police strength in U.S. police agencies: Results of a longitudinal study, 1993-2003. *Crime & Delinquency*, 58, 167-195.

Paper 1 due on Friday by 2359 EST

Week 2: Police Behavior

Chapter 8 - Field Operations

Chapter 13 - Stress and Officer Safety

Chapter 3 - Legal Issues and Chapter 9 - Behavior and Misconduct

Chapter 10 - Force and Coercion

Chapter 11 - Accountability and Ethics

Article: Wesiburd, D., Telep, C. W., Hinkle, J. C., & Eck, J. E. (2010). Is problem-oriented policing effective in reducing crime and disorder? *Criminology & Public Policy*, 9, 139-172.

Paper 2 due on Friday by 2359 EST

Week 3: Police Organization and Contemporary Issues

Chapter 5 - Police Management

Chapter 4 - Community Oriented Policing

Chapter 6 - Organization and Change

Chapter 15 -Emerging Issues

Article: Kane, R. J. & White, M. D. (2009). Bad cops. *Criminology & Public Policy*, 8, 737-769.

Paper 3 due on Friday by 2359 EST

FINAL EXAM is open all day FRIDAY

I. Catalog Description

CRIM 205 Law Enforcement and the Community	3 class hours
	0 lab hours
Prerequisites: CRIM 101 and 102	3 credits
	(3c-0l-3cr)

Introduction to the history, function, and role of law enforcement in American society. The multi-dimensional work of policing is emphasized with particular attention to strategies employed to combat and prevent crime through computer technology and advancements in non-lethal and lethal methods. Organizational and personal factors of policing, such as work-related stress and personnel selections, also are covered, as these are intimately connected to the structure and composition of the communities serviced. Practical and critical approaches to law enforcement are undertaken to explore prevailing and dissenting perspectives on the issues covered in the course.

II. Course Objectives

Students will:

1. Recognize and apply fundamental law enforcement concepts, theories, and organizational philosophies to real-world situations.
2. Offer general critiques of recent research articles and theoretical assumptions in police practice.
3. Demonstrate their ability to think critically about the relationship between police work and American culture including, but not limited to, race, class, sex, age, sexuality, and disability.
4. Formulate logical, persuasive arguments in discussion and debate situations.

III. Course Outline

A. An Introduction to Law Enforcement and Community (4 lectures)

Great Expectations: Reciprocal Expectations of Police Officers, Administration, and the Public

B. The History of Policing in the United States (5 lectures)

Establishing Legitimacy: The Functions of Police: Past and Present

The Role of Police: Officer Friendly, Crime-Fighters, Partners with the Community

C. Administrative Policing Approaches: Applied Philosophies (7 lectures)

Community Patrol Strategies: Quality Circles and Response
Fear of Crime
Team Policing
Problem-Oriented Policing
Community-Oriented Policing

D. Citizen and Media Perceptions of Police (5 lectures)

Police Technology: Lethal and Non-lethal Methods
Computer Aided Crime-Fighting: UCR, NIBRS, G.I.S.
[Crime Statistics and Mapping]
Public Relations

Midterm Exam

E. Police Productivity and Accountability (6 lectures)

The Control Process: Internal Control--Policy and Review
External Control--The Citizen Review Model
Officer's Bill of Rights

F. Stress in Police Work: Internal and External Contingencies (4 lectures)

Occupational and Personal Stressors: The Consequences of Stress
Stress-Reduction Models

G. Police Personnel: Recruitment, Selection, Promotion, and Budgeting (3 lectures)

H. Regional Variation in Police Work: Rural versus Urban Policing (2 lectures)

I. Policing and the Criminal Justice System (5 lectures)

Final Exam

IV. Evaluation Methods

The final grade for this course will be determined on a point system basis* in the following manner:

Examinations: Two examinations (mid-term and final) consisting of multiple choice, true/false, fill in the blank, and a choice short essay question. 100 points each

Quizzes: Periodic unannounced quizzes, varying in content and format, on the material covered in previous classes and/or assigned readings. 10 points each

Group

Assignments: Periodic announced, applied in-class group assignments covering the material in the course. Assignments will be evaluated in terms of report, teamwork, comprehensiveness, logic, and critical analysis of the course topic. 20 points each

Oral

Presentations: Presentation of in-class group assignments and readings. Grade is based on basic presentation style, clarity and persuasiveness of argument. 30 points each

Class Participation and Discussion:

Each student will be encouraged and expected to both attend class regularly and *actively* participate in the course discussion. Evaluation includes taking class roll, noting students' attentiveness and commentary (questions, ideas about the topics, arguments and critiques). 50 points

*To calculate the final percentage grade for the course, the student is to divide the total points she/he has earned, by the total points possible for the course and then multiple by 100. A standard grade scale is used for the course: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% or below = F

V. Attendance Policy

Individual faculty will denote an attendance policy on specific course syllabi.

VI. Required Textbook, Supplemental Books, and Readings

Textbook:

Walker, Samuel. (1999). *The Police in America: An Introduction*. (3rd Ed.). New York: McGraw-Hill College.

Supplemental Books and Readings:

Chamelin, Neil and Kenneth R. Evans. (1995). *Criminal Law for Police Officers*. (6th Ed.). Englewood Cliffs: Prentice Hall.

Gosney, John. (2001). *24 Hours to the Law Enforcement Exams*. United States: ARCO: Thomson Learning.

VI. Bibliography

Anshel, Mark H. (2000). A Conceptual Model and Implications for Coping with Stressful Events in Police Work. *Criminal Justice and Behavior*, 27(3): 375-400.

Bittner, Egon. (1999). The Functions of Police in Modern Society. In L. Gaines and G.W. Corder (Eds.), *Policing Perspectives: An Anthology* (pp. 14-31). Los Angeles: Roxbury Publishing Co.

Corder, Gary W. (1999). Elements of Community Policing. In L. Gaines and G.W. Corder (Eds.), *Policing Perspectives: An Anthology* (pp. 137-149). Los Angeles: Roxbury Publishing Co.

Johnson, Leonor Boulin. (1991). Job Strain Among Police Officers: Gender Comparisons. *Police Studies*, 14:12-16.

Shaw, Thomas. (1992). The Evolution of Police Recruit Training: A Retrospective. *FBI Law Enforcement Bulletin*, January 2:1-6.

Weitzer, Ronald and Steven A. Tuch. (1999). Race, Class, and Perceptions of Discrimination by the Police. *Crime & Delinquency*, 45(4):494-507.

Sample Unit - This Unit Aligns with Objective 1 on the syllabus: Recognize and apply fundamental law enforcement concepts, theories, and organizational philosophies to real-world situations.

Please note: Below is a simulation of how the information will be presented to students. The format may differ, but the organization and information will be consistent. As a general rule, modules will be grouped by power point so that information is presented in an easily digestible manner. For example, for this unit, students would first read the text associated with PPT 1a, then they would navigate to the text associated with PPT 1b.

Essentially, each chapter will include a set of notes from the instructor that students will be required to read in addition to their chapter readings, as well as accompanying power points. The power points are in outline form in order to provide students a template with which to take and organize their notes. The power points for this unit are also attached to this proposal.

Chapter 1: Police and Democracy

PPT 1a: Power and authority

Your textbook starts out with “The police have power and authority.” Before we get into what the police use that power and authority for, let’s ask ourselves *why*. Why do we endow police with power and authority?

We can understand anything a codified society does using two theoretical frameworks: the conflict and consensus models. A codified society is a society that, essentially, has a government. Generally speaking, it is what we call “a state.” The sociologist Max Weber defined a state as any aggregate social entity with an interest in preserving its borders, and in keeping the peace within its borders.

Clearly, when it comes to the police, their role in society is made somewhat more clear in the very definition of a state: a social aggregate with an interest in preserving its borders and peace within its borders. The police are employed in maintaining that peace, both in the abstract and quite literally. The conflict and consensus models help us understand the behavior of these societies in terms of government, economy, and other cultural elements, and they also help us understand why we have the police.

Both models have a very long intellectual and scientific history. We can trace the conflict model of society initially back to Plato, then to Augustine, to Machiavelli, Rousseau, and Marx. Conflict theory starts with the proposition that in order to survive, human beings need three resources: food, clothing, and shelter. It contends that these resources are *limited*, and society has historically been defined by different groups controlling access to these resources. Thus, society is best defined by conflict, with different groups vying for these necessary resources.

Where would the police, then, fit into this picture? A good example is protests: police, in the past, have been used to put protests down. The Democratic National Convention in 1968 is an example of this: During this convention, there was a number of protests which police violently

put down. In fact, this sparked a national debate on police-minority relations that ultimately resulted in a number of policing reforms. But the point is that the police were asked to suppress a minority population in support of a majority population. We'll see this pattern emerge when we get to the history of police, particularly in colonial policing and during the time of Jim Crow.

Consensus, theory, on the other hand is based on the idea that all parts of society function together in harmony. Whether resources are limited or not is irrelevant: the idea is that we all agree on how best to distribute them. As with conflict theory, consensus theory has a very long history, starting with Aristotle, moving to Aquinas, then Hobbes, Locke, and culminating in Durkheim. Under the theory of consensus, a society emerges under a social contract: faced with constant conflict for resources, people come together and agree to give up certain rights - particularly the right to harm others -, and in exchange, the government that they establish agrees to protect their remaining rights.

What role do the police therefore fulfil in a consensus society? Under the consensus theory, police are the literal manifestation of the state's obligation to protect its citizens. We see this in the generic police motto of "to serve and to protect" and also in modern day protests, where, even though society and the police themselves may not agree with what is being stated in the protest, they are typically there to ensure the rights of the protesters. You can think of the protesters from the Westborough Baptist Church out of Kansas who show up at the funerals of fallen soldiers - although they have to maintain a respectful distance, they have a constitutional right to be there, and that right is almost always enforced by the local police.

So if we return to our initial question, *why do the police have such power and authority*, we can answer it in two contradictory ways, and yet still be correct. This paradox demonstrates just how complex the role of the police is: it is difficult to explain to everyone's satisfaction *why* we have the police, let alone to describe *what* they ought to be doing. According to the conflict model, they are given power and authority to support the group of people who control necessary resources; according to the consensus theory, they are given power and authority to pursue the state's part of the social contract. Both theories are correct, depending on our own individual values, but also, objectively, on the specific circumstance.

Critical thinking question: Can you think of other examples that demonstrate the utility of *both* the conflict and consensus models in explaining the behavior of the police and their relationship to society? Describe them and discuss why they are best explained by the appropriate model..

PPT 1b: Power and authority

Whatever theoretical perspective it taken, however, one thing is constant between the two: the police do possess power and are given the authority to wield this power. This statement is quite obvious to most of us, but it suggests a paradox that we will return to again and again this class. The "logic" of the paradox goes like this:

- In a democracy, we share the same rights, privileges, liberties, and responsibilities, by common consent.
- It is the government's duty to protect these rights, privileges, liberties, and responsibilities. They do so largely through the police.

- In order to protect these things, on behalf of the government, the police are endowed with the right to use coercive force, including the taking of life. In only the most extreme of circumstances do citizens ever have the right to take life; even in self defense, taking life is not typically an option.
- In other words, in order to protect and sustain liberties, the police must curtail and preclude the exercise of certain liberties.

This paradox plays out in a number of ways in the criminal justice system and law; most obviously, is the question of what is more exigent: controlling crime at the expense of liberties, or increasing liberties at the risk of public victimization. We will be revisiting this paradox and these themes throughout the semester, because for the police, this is where the rubber meets the road: It is one thing for a legislature to pass a law that curtails freedoms in the name of public safety, it is quite another for a police office to effectively enforce that law.

Critical thinking question: Although we will be revisiting this topic throughout the course, take some time now to consider the question of individual liberties and public safety. In what ways do you think does this paradox affect the behavior of the police? What about their job satisfaction? Finally, in what ways can it affect their relationship to non police officers?

PPT 2: The Rule of Law

Let's talk about that for a moment: In the United States, where does law come from? Law comes from legislatures, which are composed of men and women and who are voted in as representatives of constituents. So, in a sense, laws come from the body politic. In practice, they come from those who comprise the houses of legislatures. This is an important point, because it means that those individuals endowed with the power and authority to enforce the law do *not* get to create it. Indeed, they also do not get to decide the *outcome* whenever the law is invoked: That belongs to the judicial branch of our government. The police are part of the executive branch. Why is this separation of powers so important?

Among other reasons, it is important precisely *because* police have such power - in a constitutional sense, they have the power to deprive citizens of their life and liberty through arrest, something that is constitutionally protected. In addition, they are the *only* ones endowed with that power in most situations. You have to remember that prior to the establishment of the United States, European laws, from which our own laws developed, were capricious and geared towards upholding the rights of a very few select and wealthy men. The government was a tool to keep them in power; part of the purpose of the creation of the United States was to make sure that this was no longer the case, that the highest authority was not the capriciousness of a sovereign man, but of the written law.

This is the rule of law. The legitimacy of a government comes from one of two sources, essentially: In the person, such as a ruler or dictator, or in a document, such as a constitution. In cases of the latter, this is the rule of law. The rule of law simply states that all people are accountable to the same set of rules and laws - even those who are the rulers. In the other system, the person in charge is not held accountable to rules and laws. The rule of law developed in the

western world, among other places, through Britain starting especially with the Magna Charta in the 1200s, and culminating with the American constitution.

The constitution itself is not a body of laws, *per se*. Indeed, within the entire constitution only a handful of laws are spelled out (treason being the most important). The constitution does exactly what its name suggests: It constitutes the government, outlining what the government is comprised of and what the duties of each part of the government are. Importantly, prior to the passage of the Bill of Rights, this is *all* that the constitution did. The assumption was that if it wasn't spelled out, the government could not do it. Just to be safe, they ended up passing a series of amendments, the first ten, which would be known as the Bill of Rights, that explicitly spell out our liberties and when and how the government can undertake to suppress those liberties.

Understanding the rule of law is paramount to understanding the police and their function in American society, and renders them unique even from their British predecessors. The legitimacy of the police is found in a document supported by the citizens whom they both serve and protect and whose rights they lawfully curtail. It is within the constitution. How the police can carry this activity out is spelled out in the Bill of Rights, and a handful of other Amendments, especially the 14th amendment. The fourth, fifth, and 14th amendments are the most important for the police in delineating exactly how and under what circumstances they can take the life and liberty away from a person on US soil.

Critical thinking question: Read the fourth, fifth, and 14th amendments to the US Constitution. What are the guidelines presented here for when the police can deprive someone of their life and liberty? How do these processes play out on the street level - that is, what do they look like in practice?

PPT 3. The role of the police

So we've talked about the fact that police have power and authority, and even touched on why they have this power and authority and how they wield it. Let's talk about their role in our democratic society. We have talked about this indirectly, but it is important to spell it out so that we're all on the same plane. Saying that they are here to serve and protect is true, but it is not always clear exactly what that means. Just like with the question *why* do they have power and authority, the answer to the question *what is the role of the police* is complex.

One way to understand the role of the police is to consider their defining characteristic, that we have already talked about. Unlike you and me, they are allowed to forcefully make people do things that, otherwise, they would not normally do, something we call social control.

Your textbook cites the following passage from Bittner, one of the greatest police scholars: the police role is "the distribution of non-negotiable coercive force employed in accordance with the dictates of an intuitive grasp of situational exigencies." Bittner had another way of saying this: folks call the police when presented with a problem

that-ought-not-to-be-happening-now-and-about-which-somebody-had-better-do-something-now

Their role, therefore, is best defined by the fact that they can and will use force. This lends them an air of finality, and authority, and leads people to depend on them. The key question here, of course, is force to what end?

This quote from the President's Commission in 1967 gives us a bit of a hint:

Police officers deal with people when they are both most threatening and most vulnerable, when they are angry, when they are frightened, when they are desperate, when they are drunk, when they are violent, or when they are ashamed.

What is between the lines here: what kinds of activities or scenarios are being described in this paragraph?

Among other things, police (including municipal police, county Sheriff's, and state police) engage in the following behaviors:

- traffic stops
- arrests
- evictions
- first responders
- social services
- jails and booking
- crime labs
- crime analysis
- task forces
- community crime prevention
- SRO's

But all of these are only effective because police have authority, granted by the rule of law, and predicated on their ability to use force. Even being first responders, they are expected to know how to help because people will listen to them - think of a traffic accident. In addition, they are involved in community crime prevention because it is their job to prevent crime: they are the authority. But their ability to prevent crime, more often than not, is predicated on their ability to make arrests which are, again, an issue of force.

Some of these behaviors are somewhat contradictory, however. Taking again our example of community crime prevention, it has sometime been the case that the community members with whom the police were working to prevent one crime were also committing another. That makes it difficult to work together in an atmosphere of mutual trust. The reason for these paradoxical behaviors is due largely because of where they are coming from. Recall that the police are members of the government who are endowed with the capacity to use force, a power that no one else possesses. But, for all intents and purposes, they are placed in this position *by* the very people against whom they will use that power.

This creates a situation where their duties are being spelled about from different groups. How they should go about doing their job is defined by several sources: the law, the agency for which they work, the community whom they serve, and their own ethics and morality. Sometimes,

these sources can conflict with one another. We will revisit this topic again when we discuss corruption but also when we discuss occupation stress.

Critical thinking question: Discuss the implications of the following statement: The police often have to help those who do not want their help.

PPT 4a. What the police are doing

[Please note that bullet points with statistics, such as those below, would be presented in graphical form using Google docs. These graphs would be interactive, allowing students to explore the numbers rather than simply being presented with the numbers in list form.]

Let's take a look at some of the numbers to get a general idea of exactly what police officers are typically doing. In terms of incidents:

- 29% are crime related
- 24% are related to traffic
- 23% are nuisances, disputes, or dependent persons
- and 24% are "other"

In terms of time spent with non-police officers:

- 57% interviewing witnesses *or* a person requesting assistance
- 40% interrogating a suspect
- 29% conducting a search or inspection
- 28% lecturing or threatening (ie, not using physical force)
- 27% giving information
- 23% giving reassurance
- 14% using force *or* the threat of force
- 11% giving assistance
- 9% giving a ticket
- 8% using persuasion
- 5% making an arrest
- 2% giving medical help

So that activity with which we most associate the police only occurs 5% of the time, the second least frequent. In addition, these numbers are somewhat misleading because they imply that police are *always* doing something. Much of a shift for a patrol officer is spent in their car and filling out paperwork.

PPT 4b. What the police are doing

With all this behavior, therefore, what *should* the police be trying to do with their use of force (or at least the power to use that force)? PERF had an answer to this:

- reduce crime, and subsequently victimization
- call offenders to account
- reduce fear of crime
- increase personal safety

- ensure civility in public spaces
- use force when appropriate
- give just service

We'll have much more to say on all of these over the next few weeks, but I want to end by focusing in on that last one: *give just service*. I was once in a doctoral dissertation defense on community policing, when an outside committee member asked the following question: *can you give a speeding ticket and still do community policing*. In other words, can you give someone a fine for their behavior, yet have them leave satisfied? We'll have an opportunity to answer that question later, but for now, the key is *why even ask this question?* Why would the police care if someone leaves feeling satisfied after getting a ticket for, say, speeding?

The answer has to do with legitimacy. Recall why this country was founded: The founders felt that the government of the Kingdom of Britain was no longer legitimate, and therefore they felt that they had a right to, for all intents and purposes, break the law by seceding from the Crown and creating their own country. A law can be followed only if it is perceived to be legitimate. Just think of how often people speed and why: largely because we do not think that that speed limit, at least in that moment, is legitimate.

But legitimacy comes from another source: from how the law is administered. Research tells us time and again that if people believe that the police are not treating them justly, that they cease to find the law legitimate, and then they cease to abide by it.

There is a strong message there about the power of police. It is not only in their power to use force, including deadly force, but there is something symbolically important there about the relationship between society and the law and the intervention of the administrators of that law - again, it is something that we will consider throughout this semester.

Critical thinking question: Compare and contrast what the police *are* doing with what PERF suggests they *should* be doing. Is there a consensus between the two, or a gap? Provide some examples from your readings to support your position.

Module: Critical Thinking Questions

Please note: In addition to the modules above, there will be another module that will be an index of all of the critical thinking questions, as a point of reference for students. Redundancy in distance education classes, particularly those delivered via the internet, benefit greatly from having the same information in multiple (yet linked) sources.

Critical thinking question 1a: Can you think of other examples that demonstrate the utility of *both* the conflict and consensus models in explaining the behavior of the police and their relationship to society? Describe them and discuss why they are best explained by the appropriate model..

Critical thinking question 1b: Although we will be revisiting this topic throughout the course, take some time now to consider the question of individual liberties and public safety. In what

ways do you think does this paradox affect the behavior of the police? What about their job satisfaction? Finally, in what ways can it affect their relationship to non police officers?

Critical thinking question 2: Read the fourth, fifth, and 14th amendments to the US Constitution. What are the guidelines presented here for when the police can deprive someone of their life and liberty? How do these processes play out on the street level - that is, what do they look like in practice?

Critical thinking question PPT 3: Discuss the implications of the following statement: The police often have to help those who do not want their help.

Critical thinking question PPTs 4a and 4b: Compare and contrast what the police *are* doing with what PERF suggests they *should* be doing. Is there a consensus between the two, or a gap? Provide some examples from your readings to support your position.

Police and Democracy

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Lectures 1
Dr. Andrew A. Cooper

1a. Power and authority

the police have power and authority

Conflict

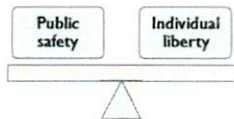
Consensus

- | | |
|---|--|
| <input type="checkbox"/> From Plato to Marx | <input type="checkbox"/> From Aristotle to Durkheim |
| <input type="checkbox"/> Competition for limited resources | <input type="checkbox"/> The social contract |
| <input type="checkbox"/> Police become the tool of those in power | <input type="checkbox"/> Police are the manifestation of state obligations |

1b. Power and authority


▶ The paradox of police in a democracy

- 1) We all share the same liberties by common consent
- 2) It is the government's job to protect these liberties
- 3) To accomplish this, the police are given the right to use coercive force
- 4) In order to achieve (2), the police must curtail (1)



2. The Rule of Law

▶ Everyone is accountable to the same set of rules and laws – including and especially those who create them

	<p>Constitution</p> <ul style="list-style-type: none"> • Constitutes the government • What the police can do (curtail liberties) 	<p>Bill of Rights</p> <ul style="list-style-type: none"> • 4, 5, 6, and 14 amendments • How the police can go about curtailing liberties
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3. The role of the police

the distribution of non-negotiably coercive force employed in accordance with the dictates of an intuitive grasp of situational exigencies

or

folks call the police when presented with a problem "that-ought-not-to-be-happening-now-and-about-which-somebody-had-better-do-something-now."

The potential to use force = air of finality and authority

4a. What the police are doing

Typical incidents	Time spent with nonLEOs
29% are crime related	57% interviewing witnesses or a person requesting assistance
24% are related to traffic	40% interrogating a suspect
23% are nuisances, disputes, or dependent persons and 24% are "other"	29% conducting a search or inspection
	28% lecturing or threatening (ie, not using physical force)
	27% giving information
	23% giving reassurance
	14% using force or the threat of force
	11% giving assistance
	9% giving a ticket
	8% using persuasion
	5% making an arrest
	2% giving medical help

4b. What the police are doing

- › According to PERF, what the police *ought* to be doing includes:
 - reduce crime, and subsequently victimization
 - call offenders to account
 - reduce fear of crime
 - increase personal safety
 - ensure civility in public spaces
 - use force when appropriate
 - give just service

›

What follows is an example of a written assignment. The paper will focus on an article that the students will be required to read (this refers to Objective #2: *Offer general critiques of recent research articles and theoretical assumptions in police practice*). Students are to complete these written assignments using Google docs. Using google docs allows for immediate and timely feedback to students in real time.

Week 1 Paper

Article: Zhao, J., Ling, R., & Lovrich, N. (2012). Political culture versus socioeconomic approaches to predicting police strength in U.S. police agencies: Results of a longitudinal study, 1993-2003. *Crime & Delinquency*, 58, 167-195.

For this paper, you are to discuss Zhao, Ling, and Lovrich's article, *Political culture versus socioeconomic approaches to predicting police strength in U.S. police agencies*. In this article, Zhao and colleagues discuss and empirically investigate why some police departments have more officers than others. As you will see, they explore two competing explanations: one based on the political setup of the city in which the police department is situated, and one based on sociodemographic predictors, such as race and inequality.

In your paper:

- Summarize the authors' key findings
- Now, give some thought to the study's implications for the police as they relate to society. What does the study say about the police and society, and in what ways can this be used to guide their behavior?

Half your paper should be focused on the first bullet point, and the other half on the second bullet point.

Technical details:

- 3-5 pages. You do not need a title page, but do give your paper a title in the first line.
- Double space, Times New Roman, .12 font
- 1 inch margins all around
- APA format (see <http://owl.english.purdue.edu/owl/resource/560/01/>)
- Name your paper in the following manner: "CRIM 205 YOUR LAST NAME PAPER 1".
- No direct quotes from any source whatsoever are allowed: I am interested in your work.

Turn your paper in by Friday, 2359 EST, by adding me on as an editor. To do this, click on "SHARE" in the top right hand corner, and type the following address under "Add people": ccjetc@gmail.com. Once I receive notification that you have added me on as an editor, your paper is considered to be turned in, and no further changes are allowed. I will grade your paper by Wednesday of next week, so that you might integrate any general comments I have into the following paper. While I am grading your paper, you are welcome to log in and observe any comments I make and ask questions.