

**California State University, Sacramento**

Criminal Justice Division

Criminal Justice 167

Police and Society

Spring Semester 2008

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Office hours: Wednesdays, 6:00pm to 7:00pm, Alpine Room 114

**SYLLABUS**

**Required Text**

Policing in America: A Balance of Forces by Langworthy and Travis, 4<sup>th</sup> edition.

**Course Description**

Examination of the origins, philosophy, objectives and priorities of the police service in the U.S. A holistic analysis of political, social, economic, legal and other factors impacting the relationship between the police and the society they serve. Police use of discretion, police roles, police and minority groups, police and protest groups, police brutality, and police ethics are also studied.

**Prerequisite:** CRJ 001. Restricted to declared majors and minors, or instructor permission.

**Goals and Objectives**

1. To provide the student with an understanding of the complex inter-relationship between our history, economics, culture and politics and our form of policing.
2. To provide students with the capacity to identify ethical issues in policing and to identify the complex origins of these issues.
3. To develop the student's capacity for analytical thinking.
4. To develop the student's capacity to apply theory to complex social phenomenon.
5. To develop the student's capacity to write coherent explanatory essays.

**Learning Outcomes**

1. Capacity to describe the antecedents that shaped policing in the US and link these to the intervening processes which shaped policing.
2. Ability to describe the historical evolution of the policing process and explain the key influences on this process.
3. Capacity to explain the nature and origins of moral issues inherent in policing.
4. Capacity to explain the influence of race, class and gender on the history of policing.
5. Ability to explain the role of discretion and ambiguity in the policing process and to explain the interaction of these two components.
6. Ability to explain the conditions and influences that foster police misconduct and the nature of potential responses.
7. Demonstrate familiarity with technology to express one's findings and observations using the appropriate software programs, such as PowerPoint and MS Word or similar programs.

## Method of Instruction

This course explores the topics required to meet the learning objectives using a combination of lectures, videos, discussions, and assigned readings. These assignments will usually cover current events that illustrate issues covered in the text.

I do expect students to complete reading assignments **before** the lecture dates and to participate in discussions. Be prepared to do this. I encourage the expression of views and opinions supported by analysis, synthesis and integration of course materials. I strongly encourage questions, and I reward discussion, analysis and critical thinking. I do invite guest lecturers. *Please note that video material and guest lecturer topics are likely to appear on exams.*

## Course Requirements

- Attendance is required. Students with more than two absences may have their grades reduced.
- Classroom participation in group discussions, role playing and oral presentations are required.
- Both a mid-term and final examination will be taken on days scheduled by instructor. Exams may consist of true/false, multiple-choice questions and essay questions.
- Two essays, subject matter to be determined by the instructor, will be required. These essays must be typed, double space, and 12-point font, and no more than five pages in length. You will be graded on the content of your essays, command of the topic, your ability integrate ideas, evidence of original thought or analysis, and the logic of your ideas. Papers will not be accepted late. Plagiarism will result in a failing grade. For information see the University Policy Manual on Plagiarism.
- There are no extra-credit options for this course.
- Cell and laptop use during class time is disturbing to fellow students. Please refrain from cell phone use and non-class related laptop use. I have a wife, five grown children, three grandchildren, and many responsibilities, and yet I still manage to go a couple hours without communication with friends, family and work. You can too!

## Grading Policy

Attendance/Participation	10%
Written Assignment 1	20%
Written Assignment 2	20%
Midterm Examination	25%
Final Examination	25%

## Grading Scale

	B+ 87-89	C+ 77-79	D+ 67-69
A 93-100	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62

## Course Calendar

Week 1	January 30, 2008	Class Orientation "Understanding the Police"
Week 2	February 6, 2008	"Early History of Policing" "English Roots of American Policing"
Week 3	February 13, 2008	"The Evolution of Policing in America"
Week 4	February 20, 2008	"Federal and State Police" <b>Essay Assignment #1</b>
Week 5	February 27, 2008	"Private and Special Police"
Week 6	March 5, 2008	"Police Organizations" <b>Essay Assignment #1 Due</b>
Week 7	March 12, 2008	"Police Officers"
Week 8	March 19, 2008	"Police and Community"
Week 9	March 26, 2008	<b>Midterm Examination</b>
Week 10	April 2, 2008 SPRING BREAK	<b>NO CLASS – SPRING BREAK</b>
Week 11	April 9, 2008	"Law Enforcement and Police" <b>Essay Assignment #2</b>
Week 12	April 16, 2008	"Service and Police"
Week 13	April 23, 2008	"Order and Police" <b>Essay Assignment #2 Due</b>
Week 14	April 30, 2008	"Community Policing"
Week 15	May 7, 2008	"Controlling Police"
Week 16	May 14, 2008	<b>Semester Review</b>
Week 17	May 21, 2008	<b>Final Examination – 7:30 to 9:30pm</b>

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Essay Grading Rubric

I. Structure (25%)

A. Excellent:

1. Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
2. Paragraphs begin and end with transitions and focus on single concept or idea.
3. Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
4. Arguments and conclusions are internally consistent and always supported with evidence or logic.
5. Writer makes frequent and effective use of examples to support his/her underlying argument.
6. Closing paragraph sums up writer's points and links back to opening.
7. Overall the essay reflects conscious use of structure and organization, which facilitates the reader's understanding.

B. Acceptable:

1. Opening paragraph addresses a purpose.
2. Writer makes paragraph breaks in appropriate places.
3. Body of essay stays on general topic introduced in essay.
4. Writer makes some use of logic and evidence.
5. Writer makes some use of examples to support his/her argument.
6. The essay reflects some overall structure and organization.

C. Unacceptable:

1. Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
2. Writer fails to break writing into paragraphs at appropriate places.
3. Body of essay wanders among topics without apparent purpose.
4. Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
5. The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random.

II. Language Usage (25%)

A. Excellent:

1. Writing contains no grammar, punctuation, or spelling errors
2. Writer makes extensive use of active voice.
3. Writer consistently uses appropriate tense.
4. Writer uses varied sentence structures. Worker appropriately uses a rich vocabulary and varied vocabulary.

5. Writer appropriately uses a rich vocabulary and varied vocabulary.

B. Acceptable:

1. Writing contains some minor grammatical, punctuation or spelling errors.
2. Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
3. Writer sometimes uses present tense to describe past events or other errors in tense.
4. Writer repeatedly uses simple sentence structure.
5. Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.

C. Unacceptable

1. Writing contains numerous grammatical, punctuation or spelling errors.
2. Writer never uses active voice.
3. Writer demonstrates no awareness of tense, mixes tense in sentences.
4. Writing contains sentence fragments.
5. Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

III. Content and analysis (50%)

A. Excellent

1. The essay directly addresses the question or assignment.
2. Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
3. The writer demonstrates innovative and original analysis of the issue.

B. Acceptable

1. The essay primarily addresses the question or assignment, but misses some aspects of the question.
2. Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
3. The essay describes more than it analyzes.

C. Unacceptable

1. The essay is not responsive to the question or assignment.
2. The facts or conclusions are erroneous.