

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Criminal Justice Division

Criminal Justice 167-03
Police and Society
Spring Semester 2009
Office Hours: TR 09:45-10:15A & 1:45-2:45P
Class Days and Hours: TR 10:30-11:45A
Room: Douglas Hall 209

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SYLLABUS

DESCRIPTION OF THE COURSE:

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 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.

GOALS OF THE COURSE:

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. Examine selected problems and issues faced by the police.
3. To develop a perspective in which to analyze and evaluate police in America.

LEARNING OBJECTIVES:

1. Capacity to describe the antecedents that shaped policing in the United States and to 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 in the process.
3. Capacity to explain the nature and origins of the 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 describe and explain the interface between police and crime, various crime control strategies and recent developments in police interventions.
7. Ability to define currently relevant and emerging issues in policing including community interaction and homeland security.

8. Ability to explain the conditions and influences that foster police misconduct and the nature of potential responses.

METHODS OF INSTRUCTION:

Lecture, discussion, and small group discussions: a lecture-discussion format will be employed *with shared responsibility between the instructor and the student*. In addition, the student will be presented with audio visual materials on appropriate subjects throughout the course.

COURSE REQUIREMENTS:

Students will be expected to demonstrate their understanding of the course material through examinations, papers, discussions and presentations.

1, Participation in class and group discussion is required. Group discussion can occur on any given day. Depending upon the importance of the discussion/exercise, it may or may not result in points.

2. This course will provide the student both midterm and final examinations in which all exams are required of the student. The exams may include some or all of the following type of questions: essay, short answer essay, true-false, multiple choice and/or matching. I will review the test in advance with you, including the material to be covered and the type of questions.

3. Term paper; each student will be responsible for submitting a term paper. It must be typed, double spaced, 12 point type. I use Carole Slade's book FORM & STYLE for reference. It includes information on Chicago Style, MLA and APA. You may use any of the citation styles. Slade's book has information on how to research and write reports. I urge you to use her book or any other appropriate reference to assist you. I believe you should be able to complete research projects/reports before you graduate. It can do wonders for your career!

We will discuss and develop the subject of your report in the next few weeks, including length, style, grading, etc. You will have the opportunity to ask questions.

The report for this class should be your own original work. It is not acceptable to turn in a paper for this class that has been or is being used for another class.

PLAGIARISM *The report must reflect your own effort and work; **plagiarism will result in a failing grade.** For information see the University Policy Manual on Plagiarism. Detailed information on plagiarism is on the Library's website.*

4. Additional written assignments will be required of each student. Depending on the subject material and class response and participation, additional writing assignments will be made during the semester. All assignments will require some degree of research and will pertain to the subject material discussed. Reports must be typed, 12 point, and double spaced. Reports will be due in 7 to 14 days. I will advise you of the assignment and due date.

5. Students may also be expected to make oral presentations. You shall be notified in the first few weeks if oral presentation will be required.

6. The topic, format and requirements for 3, 4 and 5 will be discussed in class.

7. Assignment and test date policy; to evaluate your course progress, each student will be responsible for the successful completion of all course requirements. The respective dates for each of the above are as follows:

TERM PAPER AND OTHER ASSIGNMENTS:

- a. Paper No. 1 Tuesday March 3, 2009
- b. Paper No. 2 Tuesday April 14, 2009
- c. Other assignments TBA in class

EXAMS:

- a. Midterm exam 1 Tuesday March 17, 2009
- b. Final exam Thursday May 21, 2009 10:15A – 12:15P

As a matter of policy, paper not submitted on the due date will not be accepted. If you are having problems, see me early. If you wait to the last minute, it is too late. Moreover, any test that the student might miss is excusable only on hospitalization, military duty, jury duty, or prior approval by the instructor. I should be advised as soon as possible and prior to the day of the exam. Any exceptions may include a penalty (point reduction). If you are permitted to make up an examination, it will be administered at the Testing Center. You should contact the testing center and make an appointment, preferably the same week as the exam. I do not administer make-up exams.

CURRENT EVENTS:

I review current events relating to criminal justice and this course. When I find an article of interest, I will bring it to class for information and/or discussion. As can be expected, this may alter our daily/weekly schedule. Nevertheless, it is important to understand how these events can influence and impact our subject matter.

STUDENTS WITH DISABILITIES:

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6995. Please discuss your accommodations with me during my office hours early in the semester.

OFFICE HOURS:

I am here to assist you. If you have any problems or special needs, please contact me. My office hours, phone number, and email are listed above. I do return phone class and email. I do not discuss student's individual problems or provide personal assistance during class. Class time is reserved for teaching and discussing class related issues. If you miss class

ATTENDANCE:

I expect you to attend class and be on time. I take roll to assist me in learning your names and document your attendance. I understand that circumstances occasionally cause a student to miss class. I will not count the first three class hours against you (equivalent to one week of class). I consider tardiness as disruptive behavior in that it disrupts the class and the instructional process. If you are late try to sit on the side of the class nearest the door; thus, not walking in front or behind me. Tardiness like absences can influence your grade. If you miss class, it is your responsibility to obtain the subject material discussed in class. You should make prior arrangements with other students to cover any material you might miss.

CELL PHONES, PAGERS AND LEAVING EARLY:

You should turn off your cell phone/pager while in class. Laptop and cell phone regulation: No photography, recording or text messaging is allowed without permission of the instructor.

Please advise me in advance if you have to leave class early; sit on the side of the class nearest the door. I do not appreciate students who come and go during class. It disrupts the class and the learning process. Try to take care of your personal needs before class. Thank you!

DISCUSSIONS:

This is a lecture driven class. In that I mean the lectures and presentation will consist of material based on the course description and learning objectives. We will cover considerable material that may or may not be covered in your text book. In addition, I expect you to read other sources to expand and enhance the subjects we will discuss in class. At time, you may be required to submit typed reports on selected material.

When you come to class, you should have read the subject material and be prepared to discuss it. Failure to do so can result in a point reduction.

COURSE GRADING:

Examinations (50, 50)	100 points
Reports (50, 50)	100 points
Other assignments, reports and Class Participation	up to 50 points
Total	up to 250 points

GRADES:

A	93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%		

DEFINITION OF GRADES:

- A *Exemplary* achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.

- B *Superior* achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course objectives.

- C *Satisfactory* achievement of the course objectives. The student is now prepared for advance work of study.

- D *Unsatisfactory* achievement of the course objectives, yet achievement of a sufficient level proportion of the objectives so that it is not necessary to repeat the course objectives unless required to do so by the academic department.

- F *Unsatisfactory* achievement of course objectives to an extent that the student must repeat the course to receive credit.

REQUIRED TEXTS:

Wadman, Robert & Allison, William, To Protect and To Serve, A History of Police in America, Pearson Prentice Hall, 2004.

THE CONSTITUTION OF THE UNITED STATES

READING ASSIGNMENTS:

Week: WADMAN/

ALLISON

Chapters

1-27 Introduction
2/3 1
2/10 2
2-17 3
2-24 4
3-3 5
3-10 6
3-17 7
3-31 Spring Break
4-7 8
4-14 9

CONSTITUTION

Constitution

Amendments I through X

Amendments XI through XXVII

COURSE OUTLINE:

The following is a tentative outline and schedule; it is subject to revision and alteration during the semester. The lectures will run parallel with the reading assignments. The content can overlap and/or be independent. We will follow the dates listed in the reading schedule.

The lectures and readings will examine the origins, philosophy, objectives and priorities of the police service in the U.S.

The text provides a good overview of the development of the police and police organizations. We will pay close attention, in the lectures and readings, to the police and use of discretion, police roles, police and minority groups, police and protest groups, police brutality and police ethics.

Lectures and/or presentations will exam the political, social, economic, legal and other factors impacting the relationship between the police and the society they serve, i.e. population, immigration, migration, development and growth of cities, social change and disorder, industrial revolution, labor, riots, segregation, prohibition, organized crime, supreme court decisions, and terrorism.

WRITING STANDARDS:

The following writing standards will be used to grade your papers.

A – EXCELLENT (90-100) – A paper in this category:

- Address the assignment thoughtfully and analytically, setting a challenging task
- Displays awareness of and purpose in communicating to an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and sophisticated organization; makes effective connections between ideas.
- Provides clear generalizations with specific detail; compelling support and cogent analysis
- Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
- Displays superior, consistent control of syntax (i.e. arrangement of words in sentences and paragraphs, sentence variety, word choice of convention of Standard English).

B – STRONG (80-89 Percent) – A paper in this category:

- Address the assignment clearly and analytically, setting a meaningful task.
- Addresses audience needs and expectations
- Establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effect support and analysis
- Cites relevant sources, effectively integrating them into text when appropriate.
- Displays consistent control of syntax, sentence variety, word choice, and convention of Standard English

C – ADEQUATE (70-79 Percent) – A paper in this category:

- Addresses the assignment with some analysis
- Addresses most audience needs and expectations.
- Establishes a controlling idea.
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations
- Cites appropriate sources, adequately integration them into text.
- Displays adequate control of syntax, sentence variety, word choice, and convention of Standard English; errors do not slow the reader, or seriously undermine the authority of the writer.

D – SERIOUSLY FLAWED (60-69 Percent)

- Addresses the assignment inadequately.
- Shows insufficient awareness.
- Strays from the controlling idea or the idea is unclear.
- Displays formulaic, random or confusing organization.
- Lacks generalizations, or provides generalizations with inadequate support or analysis.
- Fails to cite sources or cites and/or integrates them inappropriately.
- Shows deficient control of syntax, word choice, and convention of Standard English.; errors impede understanding

F – FUNDAMENTALLY DEFICIENT (Under 60 Percent) – A paper in this category:

- Fails to address assignment.
- Demonstrates a lack of audience awareness.
- Lacks a controlling idea.
- Lacks organization or organizes illogically.
- Displays inability to generalize, analyze or support ideas.
- Fails to use outside sources or misuses the text of others.
- Shows inadequate control of syntax, word choice, and convention of Standard English