

**Law Enforcement & Society**  
**Sociology 354.001**  
**Fall 2022**  
**Stadium 1216**  
**TR 3:30-4:45pm**

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Using the Final Report of the President's Task Force on 21<sup>st</sup> Century Policing as a roadmap, this course will take on a research-informed approach to some of the qualities most important in effective policing today. These include police legitimacy, policy, technology, community policing, professionalization, and officer wellness. Overall, we will use empirical research to examine what "good" policing should look like.

### **Course Objectives**

- Review and contextualize the recommendations that came from the Task Force report.
- Explore some of the theoretical and empirical literature on issues in policing and law enforcement.
- Learn and/or further develop the ability to read, interpret, and apply empirical research, with an emphasis on research methods.
- Craft and support theoretical arguments having to do with issues in policing and law enforcement, both orally and in writing.
- Develop policy recommendations to improve the functioning of policing and law enforcement, based on theoretical and empirical research findings.

### **Prerequisites**

Students enrolled in this course are expected to have completed either SOC 100 or SOC 105 and SOC 253.

## Required Reading

The following book is required for the course:

Deuchar, R., Crichlow, V.J., & Fallik, S. W. *Police-community relations in times of crisis: Decay and reform in the post-Ferguson era*. Bristol Press.

White, M. D. & Fradella, H. F. *Stop and frisk: The use and abuse of a controversial policing tactic*. New York Press.

Optional Books:

Alpert, G. P., Dunham, R. G., & Stroschine, M. S. (2015). *Policing: Continuity & Change*. 2<sup>nd</sup> Edition. Waveland Press.

Lum, C. M., & Koper, C. S. (2017). *Evidence-based policing: Translating research into practice*. Oxford: Oxford University Press.

Provine, D. M., Varsanyi, M. W., Lewis, P. G., & Decker, S. H. (2016). *Policing immigrants: Local law enforcement on the front lines*. University of Chicago Press.

In addition, several articles will be placed online.

## Assignments

**Group Paper Assignment (60 pts).** In this course, you will be asked to complete a group assignment related to Policing. The topics available for this assignment are: 1) Police Legitimacy; 2) Policy & Oversight; 3) Technology; 4) Community Policing; 5) Training & Education; 6) Officer Wellness; 7) Police Militarization; 8) Police Misconduct; 9) Police Discretion; and 10) Police Culture (topics 7-10 subject to change). Each Group Paper should have three parts. The first part will identify a problem facing police agencies related to the chosen area. The second part will review the relevant policing research. The third part will present a strategy that agencies could use to address the problem. As a very general guideline, each group paper should be around 10-pages double spaced, but some will be shorter, others may be longer.

**Policing Presentation (20 pts).** In addition to submitting a Group Paper, each group will present their paper to the class. These presentations will occur during the week of November 28<sup>th</sup>.

**Reading Quizzes (40 pts).** Most weeks in this course, we will have at least one quiz assignment. Each assignment will be worth four points. Quizzes will be posted on Canvas and due by the Friday night at 11:55pm. The questions will generally take the form of a broad question regarding the reading material. There will be approximately twelve (12) quizzes throughout the semester, with the final two serving as extra credit. For this reason, late quizzes will not be accepted.

**Exams (80 pts each, 240 pts total).** We will have three exams in this course. The exams will be short answer & essay format. You will generally have an option in the essay portion. Exams will be taken on Canvas and are due by the date specified in the syllabus.

**Participation (40 pts).** You will also be assessed on your level of engagement and participation in the course. Participation will be assessed in two ways: 1) submitting small-group responses to in-class discussion questions and 2) a discretionary measure of your active participation in the course. Attending class is a necessary, but not sufficient condition to receive a high participation score. You are expected to ask questions, answer questions, and show overall engagement. Participation will also be used to make decisions in borderline cases. Please note that these are not “free” points – if you are not closely engaged and participating on a regular basis, you should expect a poor participation grade. Repeated class disruption will result in a 0 for your participation grade for the entire semester.

## Grading Scale

<u>Points</u>	<u>Letter Grade</u>
97%+	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70-76%	C
60-69%	D
60%>	F

## Other Issues

The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code.

Be proactive. If you have a personal issue that is preventing you from doing well in the course, please come and talk to me as soon as possible. The longer you wait, the less I will be able to help you.

Late assignments are strongly discouraged. For each day that an assignment is late, 10% of the assignment’s value will be deducted from your score.

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs.

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- o Emergency Response 911
- o Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- o Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Anyone caught cheating and/or plagiarizing will receive a zero on the assignment and will be turned over to university officials.

## **COVID-19**

**Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.**

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each

situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

## **Course Calendar**

### **Week 1: Syllabus & Welcome**

August 23: Syllabus & Welcome

August 25: President's Task Force Report: Executive Summary & Introduction (pp. 1-8)

### **Week 2: Legitimacy & Trust**

August 30: Task Force Report Pillar 1: Building Legitimacy & Trust (9-18)

September 1: Procedural Justice (Nagin & Telep, 2020)

### **Week 3: Legitimacy & Trust**

September 6: Symbolic Representation (Theobald et al., 2008)

September 8: Immigration Federalism (Varsanyi et al., 2012)

### **Week 4: Legitimacy & Trust**

September 13: Competition & Hispanic Employment in Police Forces (Alozie & Ramirez, 1999)

September 15: Recruitment, Selection, Retention, and Policewomen (Cordner & Cordner, 2011)

### **Week 5: Policy & Oversight**

September 20: Task Force Report Pillar 2: Policy & Oversight (pp. 19-30)

September 22: De-Escalation (Todak & James, 2018)

### **Week 6: Policy & Oversight**

September 27: Stop & Frisk (White & Fradella, Ch. 1-3)

September 29: Stop & Frisk (White & Fradella, Ch. 4-6)

### **Week 7: Exam #1**

Exam #1 Due on Canvas by Friday 10/7 at 11:59pm

### **Week 8: Technology & Social Media**

October 11: Task Force Report Pillar 3: Technology & Social Media (pp. 31-40)

October 13: Body Worn Cameras (Lum et al., 2019)

### **Week 9: Community Policing & Crime Reduction**

October 18: Task Force Report Pillar 4: Community Policing & Crime Reduction (pp. 41-50)

October 20: Community Policing Meta-Analysis (Gill et al., 2014)

### **Week 10: Police-Community Relations**

October 25: Police-Community Relations (Deuchar et al., Ch. 1-5)

October 27: Police-Community Relations (Deuchar et al., Ch. 6-8)

**Week 11: Exam #2**

Exam #2 Due on Canvas by Friday 11/4 at 11:59pm

**Week 12: Training & Education**

November 8: Task Force Report Pillar 5: Training & Education (pp. 51-60)

November 10: Academy Training & Recruit Integrity (Blumberg et al., 2016)

**Week 13: Officer Wellness & Safety**

November 15: Task Force Report Pillar 6: Officer Wellness & Safety (pp. 61-68)

November 17: No Class

**Week 14: Fall Recess**

November 22: No Class

November 24: No Class

**Week 15: Presentations**

November 29: Presentations

December 1: Presentations

**Week 16: The Future of Policing**

December 6: Wrap-Up

December 8: No Class

**Policing Papers Due (12/9)**

**Final Exam Due: Thursday, December 15 (On Canvas)**