

Law Enforcement & Society
Sociology 354.001
Fall 2021
TR 3:30-4:45pm

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This course will examine the rise and development of policing as a societal reaction to crime. Areas of emphasis will include the police role in society, the history of policing as a profession, the socialization of police officers, characteristics of police organizations, and contemporary issues in policing such as race/ethnicity, gender, and immigration enforcement.

Course Objectives

- Learn about the development, historical context, and social function of police and other law enforcement entities.
- 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:

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.

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., & Stroshine, M. S. (2015). *Policing: Continuity & Change*. 2nd Edition. Waveland Press.

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

In addition, several articles will be placed online.

Assignments

Evidence-Based Policing Paper (60 pts). In this course, you will be asked to complete a group assignment related to Evidence-Based Policing (EBP). Evidence-Based Policing is about the practice of bridging empirical research with police operations. Scholars at George Mason University have created an EBP Matrix that sorts experimental research most applicable to police strategies. You can find the Matrix here: <https://cebcp.org/evidence-based-policing/the-matrix/>. You will see that the Matrix is divided across three axes: Focus (X), Scope (Y), and Proactivity (Z). Each circle in the Matrix represents a study at the intersection of these three axes. As you can see, some of these intersections contain several studies, while others contain very few, if any. For this assignment, I will ask you, in small groups, to choose one intersection (I will provide the available intersections) and collectively write a three-part paper. The first part will identify a problem facing police agencies related to the chosen intersection. The second part will review the relevant evidence-based policing research. The third part will present a strategy that agencies could use, informed by the evidence-based research. As a very general guideline, each group paper should be around 10-pages double spaced, but some will be shorter, others may be longer.

Evidence-Based Policing Presentation (20 pts). In addition to submitting an EBP group paper, each group will present their paper to the class. These presentations will occur during the week of November 29th.

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 24: Syllabus & Welcome

August 26: Police & the Criminal Justice System

Week 2: History of the Police

August 31: Development of American Police (Uchida)

September 2: Police Militarization (Bieler, 2016)

Week 3: Community Policing

September 7: Broken Windows Theory (Wilson & Kelling, 1982)

September 9: Community Policing & Crime Reduction (Gill et al., 2014)

Week 4: Policing Immigrants

September 14: Policing Immigrants Ch. 1-4

September 16: Policing Immigrants Ch. 5-7

Week 5: Police Recruitment & Selection

September 21: Competition & Hispanic Employment in Police Forces (Alozie & Ramirez, 1999)

September 23: Recruitment, Selection, Retention, and Policewomen (Cordner & Cordner, 2011)

Week 6: Exam #1

Exam #1 Due on Canvas by Friday 10/1 at 11:55pm

Week 7: Police Socialization & Organization

October 5: Police Socialization

October 7: Police Organizations

Week 8: Police Corruption

October 12: Social Bonds & Police Misconduct (Donner et al., 2016)

October 14: No Class

Week 9: Police Discretion

October 19: Out of Place (Carroll & Gonzalez, 2014)

October 21: Body Worn Cameras (Lum et al., 2019)

Week 10: Stop & Frisk

October 26: Stop & Frisk Ch. 1-3

October 28: Stop & Frisk Ch. 4-6

Week 11: Exam #2

Exam #2 Due on Canvas by Friday 11/5 at 11:55pm

Week 12: Police Hazards & Stress

November 9: Assaults on Police Officers (Willits, 2014)

November 11: Gender & Police Stress (He et al., 2002)

Week 13: Race, Gender, & Policing

November 16: Symbolic Representation (Theobald et al., 2008)

November 18: POLICEWomen or PoliceWOMEN? (Rabe-Hemp, 2009)

Week 14: Fall Recess

November 23: No Class

November 25: No Class

Week 15: Evidence-Based-Policing Presentations

November 30: EBP Presentations

December 2: EBP Presentations

Week 16: The Future of Policing

December 7: Wrap-Up

December 9: No Class

Evidence-Based Policing Papers Due (12/10)

Final Exam Due: Monday, December 13 (On Canvas)