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Fall '09
Office Hours:

JS 209 Seminar Police & Social Control

Course Description

An examination of the development, significant changes, and future trends regarding police theory and practice; emphasis is focused on identifying central issues regarding policing a democracy, social control, and security. Contemporary research findings are reviewed in an effort to determine the most effective and efficient police policies and practices.

Course Objectives

The course objectives are to critically analyze contemporary policies and practices regarding the police in a democratic society and to write a policy paper on a significant police issue.

Textbooks and Articles

Roberg, R., Novak, K, and Cordner, G. (2009). *Police & Society*, 4e. Los Angeles, CA: Roxbury.

Skogan, W.G., ed. (2004). *To Better Serve and Protect: Improving Police Practices*. AAPSS. Thousand Oaks, CA.: Sage.

Skogan, W.G., ed. (2004). *Community Policing: Can It Work?* Belmont, CA.: Wadsworth/Thomson.

Course Requirements

1. Read the assigned materials and come to class prepared to discuss and critique the materials.
2. Complete an in-class reading critique.
3. Prepare and present a policy research paper evaluating a critical police issue; present the paper in class.

Student Evaluation

Research Paper/Presentation	50%
In Class Essay	25%
Class Participation	25%

Class Participation

The class will be conducted in a seminar style; therefore, it is a requirement that you **actively** participate in class discussions. Attendance per se is not considered to be participation, and does not factor into the grade. In class comments indicating **knowledge of the subject matter and/or asking probing questions** is considered to be participation. Assigned materials, therefore, must be read and digested prior to each class meeting; to this end, it is strongly recommended that you prepare (write or type) 2-3 **Most Important Topics** (MITs) for each assigned reading, briefly explaining **why** each is important. For instance, you may believe that a certain "topic" (e.g., theory, model, procedure, research study) is crucial to solving a problem, to promote change, or perhaps, even "off target." In other words, you need to explain why you feel these are the most important topics in the chapter.

In addition, class participation--and by definition the MITs--are crucial to building the foundation of knowledge for the In Class Essay. It is unlikely that one could well on the essay without staying abreast of the materials in each of the chapters assigned.

Participation Grading: Levels of participation will be assessed on a weekly basis with an overall grade determined based on a class curve. Assessments will be based on **pertinent, knowledgeable, and insightful comments** with respect to chapter materials, and **follow-up comments** regarding other student/instructor comments. Weekly scores will be assigned on a plus, check-plus, plus, or no credit

basis. A plus is based on 3 or more pertinent comments; a check-plus is based on 2-3 comments; a check is based on 1 to 2 comments; no credit is based on no comments or being absent from class.

In Class Essay

An in class essay will be completed based on the course readings in the three texts. The essay will be timed (90 minutes) and will be based on a conceptual theme determined the week prior to the essay.

Policy Paper

A policy paper on a "significant" contemporary police related topic (*one on which you have not previously written*) is required. The paper will summarize the existing literature on the topic, and will analyze the topic from a "what works" policy perspective. In other words, based on the current empirical evidence, are contemporary policies and practices adequate, and, if not, what should replace them? Once a topic area has been chosen—in consultation with the instructor—it cannot be changed without instructor approval.

The **goal of the paper** is to review research-oriented journals for empirical articles which **establish relationships between and among independent and dependent variables and to draw conclusions and policy implications** based on these empirical relationships.

Paper Requirements

1. **Length:** The paper must be **no less than 3,000 words** or 12 double spaced pages in length, and no longer than 3,250 words (13 pages), not including end matter (references and appendix). **Required format: Times New Roman** with a **12 font** (where 250 words equals one page).
 2. **Sources: Three (3) empirical references** within the last **five years** (2004) are required, with a **minimum of eight** total sources. Accordingly, a minimum of three of the sources **must be from contemporary high level research journals**.
- It is strongly suggested that sources be taken from the **Criminal Justice Abstracts**, which can be accessed on the SJSU library website. Internet sources should not be used.
3. **No plagiarism or prior work** on topic.
 4. **No paraphrasing**, the research must be completely in your **own words** and not the author(s); also, use **no quotes**.
 5. **Reference Style:** The American Psychological Association (APA) 5th edition reference style is required. This includes all internal cites as well as a **References Cited** section at the end of the paper containing **all the sources** used in the paper.
 6. **Writing Style:** The paper must be written in formal English (i.e., avoid contractions and abbreviations, etc.), using proper punctuation, grammar, tenses, and spelling. Please **proofread** several times prior to turning in.
 7. **Organization:** The paper **must be organized** according to the **Paper Format section** discussed below (see, *Parts I, II, and III*).
 8. **Paper Title:** The title of the paper must be concise and **state the relationships between or among the variables** you are studying. For example, "The relationship among race, class, and police violence;" or, "The impact of higher education on police promotions."
 9. **All empirical research articles** (3) are to be handed in with the paper.

Paper Grading: Failure to meet requirements 1, 2 or 9 will result in a failing grade for the **paper**. Failure to meet requirements 3 or 4 will result in a failing grade for the **course** and possible referral to the **Judicial Affairs Office** (for more information on academic integrity refer to

the University Catalog). In addition, **grade point deductions** will be assigned if there are numerous errors relating to the other requirements.

Common Paper Errors/ NOTE: 1. APA format is not followed (in paper or References Section); 2. cites in the paper do not match those found in the References Section; 3. inadequate description of the empirical studies; 4. policy implications are not adequately explained; 5. policy implications do not match the research findings reviewed, and 6. paper titles do not specify relationships between/among independent and dependent variables.

Paper Format

The paper **must be organized** according to the following format:

Part I: Introduction

This section includes a relatively brief introduction to the topic, which may include relevance, concepts, definitions, history, and current policies.

Part II: Review of Literature

This section describes the empirical research which has been reviewed on the subject, and focuses on defining the major relationships (statistical) between and among independent and dependent variables.

First, introduce each of the three empirical studies by **author(s)**, **purpose**, and **type of study** (i.e., survey; experimental; quasi-experimental; observational, etc.). **Note:** Do not list author affiliation, title of article, or name of journal in this section, but only in References section).

Second, describe the **research methodology** of each study with respect to:

- **Sample** (number of subjects and how chosen)
- **Variables measured**
 - Independent and Dependent
 - Control (e.g., age, race, gender) and/or Intervening (e.g., motivation, officer style)
- **Findings** (statistically significant relationships found between/among study variables)
- **Limitations** (sampling; variables not controlled)

Note: Not all empirical research is created equally; that is, more **valid and reliable** research (i.e., the better controlled studies), are found in **high quality academic journals** (e.g., *Policing; Police Quarterly*), whereas, practitioner journals (*Police Chief; Law Enforcement Bulletin*) generally include only program descriptions or non-scientific research. Further, **relatively short articles** (7-8 pages), even in research journals, should be avoided, since they are unlikely to provide valid and reliable research findings.

Part III: Summary and Policy Implications

The final section will provide a brief overview or summation of the empirical research findings (the three studies), and **based on these findings, and the other research reviewed**, recommendations regarding new or revised policies and practices are made. Such changes and revisions should be based on a realistic assessment of what can be accomplished with respect to budget, time, resources, and organizational change processes and constraints (e.g., civil service requirements).

Due Dates

Final papers and research articles are due on **the last class meeting** (see schedule). Papers can be late only if **excusable and documented due to serious illness or tragedy**. **One grade point** per day late will otherwise be deducted.

Paper Presentation

A **formal presentation** of approximately 20-25 minutes is required. The presentation will be from note cards (4 X 6 are best) and your prepared outline from the podium; **you may not have your paper at the podium**. A **brief outline** (approximately 2 pages) and **references cited page** of sources used will be

distributed to the class prior to the presentation. The purpose of the presentation is to inform your classmates of the research (especially, methodology, findings, and limitations) and policy implications. The outline will include three parts: **Part I**; introduction (brief); **Part II**: research methodology of three empirical studies (as described in review of literature section of paper); and **Part III**: policy implications of the research.

A **Q & A period** will follow the presentation; queries regarding the research and policy implications will be asked by the class and instructor (note: these queries count toward one's **participation grade**).

Presenation Grading: In general, the presentation will not be graded unless it significantly exceeds graduate standards (where up to one-half of a grade point or + .50 will be added to your paper grade) or is significantly below graduate standards (where up to one-half of a grade point or -.50 will be subtracted from your paper).

**Class Schedule
Meeting**

Activity

Aug 25	Introduction: participation requirements; take-home class critique; policy paper: topics/delimitation/format; CJ Abs.
Sep 1	RNC: 1 & 3 Skogan (CP): 1 Paper Topics Discussion
Sep 8	RNC: 5 & 6 Skogan (CP): 2 & 3 Paper Examples
Sep 15	RNC: 7 & 8 Skogan (CP): 4, 5 & 6
Sep 22	RNC: 9 Film: Shield for Abuse Determine Individual Meeting Times
Sep 29	Individual Meetings Required: De-limited title and two empirical references (which must be accepted prior to start of paper)
Oct 6	Individual Meetings
Oct 13	Individual Meetings (Follow-up re: article selection)
Oct 20	RNC: 10, 12 & 13 Skogan (CP): 7, 8 & 9
Oct 27	RNC: 14 & 15 Skogan (A): Preface; M/K; W/E & S/M
Nov 3	Skogan (A): T; M; K; W; S Essay Discussion/Handout
Nov 10	Essay Returned Presentation order determined Paper Discussion/Examples
Nov 17	Paper Presentations Begin Outline & References page distributed
Nov 24	Research Day
Dec 1	Paper Presentations Continue Outline and References
Dec 8	Paper presentations continue Final Papers Due

Policy Paper Subject Searches

1). Abstracts—2nd floor

CJ Abstracts: HV6001.C67

(Current references on-line; SJSU library website; my office/office hours)

Social Sciences Index H1s64x

2). Interlibrary Loan

ILL—no direct access; must use online

www.sjsulibrary.org

5). JS Reference Librarian

Nyle Monday (408) 808-2041

6). APA Style, see 5th edition manual and

<http://slibrary.org/services/literarcy/infocomp/citing.htm> and

<http://.sjsu.edu/orgs/pkp/resources.htm>

7). Writing Assistance: Writing Center, Clark Hall, Suite 126 (408) 924-2308
(www.sjsu.edu/writingcenter). **Note:** Do not wait until the end of the semester to make reservations at the WC for writing assistance.