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Fall '07
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 contemporary 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 contemporary police issue.

Textbooks and Articles

Roberg, R., Novak, K, and Cordner, G. (2005). *Police & Society*, 3e. 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.

Roberg, R. and Bonn, S. (2004). "Higher Education and Policing: Where Are We Now," *Policing: An International Journal of Police Strategies & Management*, 27: 469-486.

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 Critique		25%
Class Participation:	25%	

Class Participation

The class will be conducted in a seminar style; therefore, it is a requirement that you 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; *some note-taking is encouraged* to remind one of important points or concepts.

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, credit, no credit basis. A plus is based on 3 or more pertinent and knowledgeable comments; credit is based on 1 to 2 comments; no credit is based on no comments or being absent from class.

In Class Critique

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

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 current 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 a *minimum* of 14 pages and should run no longer than 16 doubled spaced pages in length, not including end matter (references and appendix). A typical page is 250 words in length, which means that the paper must be *no less than 3500 words*.

Required format: Times New Roman with a 12 font.

2. **Sources:** At least five (4) references must be **empirical** in nature, with two (2) published within the last five (5) years (2002) and two (2) within the last ten (10) years (1997); a *minimum of ten* (10) total sources is required. Accordingly, a *minimum* of four of the sources **must be from 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. Please note that journals outside of the law enforcement field may need to be used to adequately cover a topic (e.g., psychology, sociology, social work, public administration).

3. There must be **no plagiarism or paraphrasing** in the paper. In other words, the paper must be written completely in your **own words** (of course, direct quotes of three lines or less—which should be few—must be in quotation marks).

4. **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.

5. **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** carefully prior to turning in.

6. **Organization:** The paper must be organized according to the *Paper Format* section discussed below (see, *Parts I, II, and III*).

7. **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.”

8. **All four research articles** are to be handed in with the paper.

Paper Grading: Failure to meet requirements 1, 2, or 8 will result in a failing grade for the **paper**. Failure to meet requirement 3 will result in a failing grade for the **course** and possible

referral to the **Judicial Affairs Office**. Grade point deductions will be assigned if there are numerous errors relating to the other requirements.

Common Paper Errors: 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; and 5. policy implications do not match the research findings reviewed, and 6. paper titles that do not specify relationships between/among independent and dependent variables.

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 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* (1-2 pages) and *references cited page* of sources used will be distributed to the class prior to the presentation. The purpose of the summary presentation is to inform your classmates of the research (especially, methodology, findings, and limitations) and policy implications.

In general, the presentation will not be graded unless it far exceeds standards (where a one-quarter grade point or +.25 will be added to your paper grade) or is far below standards (where a one-quarter grade point or -.25 will be subtracted from your paper).

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**).

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 primarily 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 four empirical studies by **author(s)**, **purpose**, and **study design** (i.e., Smith and Jones (2007); the impact of higher education on police officer behavior; survey; experimental; quasi-experimental; observational, etc.).

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** (statistical significant relationship 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), is found in **academic journals** (e.g., *Policing* or *Police Quarterly*), whereas, practitioner journals (*Police Chief* or *Law Enforcement Bulletin*) generally include only program

descriptions or non-scientific research. Further, relatively short articles (3-5 pages) 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 (four studies), and ***based on these findings*** establish the need for new or revised policies and practices. Such changes and revisions should be based on a realistic assessment of what can be accomplished with respect to budget, time, resource constraints, and organizational change processes.

Class Schedule

<i>Meeting</i>	<i>Activity</i>
Aug 28	Introduction: participation requirements; in class critique; Policy paper overview: topics/delimitation; format; CJ Abs. Collect Names, phone numbers and e-mails
Sep 4	Paper Discussion; Q & A RNC: 1, 3 & 6 (review 5 if no JS 204) Skogan (CP): 1 & 2
Sep 11	RNC: 8, 9 & 10 Skogan (CP): 3, 4 & 5
Sep 18	RNC: 12, 14 (Roberg & Bonn) & 15 Skogan (CP): 6, 8 & 9
Sep 25	Skogan (AAPSS): Preface; M/K; W/E; SM; T & M Determine Individual Meeting Times
Oct 2	Individual Topic Meetings Begin (Required: Working de-limited title and two empirical references)
Oct 16	Individual Meetings Continue
Oct 23	Individual Meetings Continue
Oct 30	Skogan (AAPSS): K; W & S Film: KQED—Shield for Abuse Critique Discussion
Nov 6	In Class Critique Limited Paper Review (intro. & one empirical study)
Nov 13	Paper Presentations Begin (Outline & References page distributed)
Nov 20	Thanksgiving Week Research Day
Nov 27	Paper Presentations Continue (Required: Outline and References)
Dec 6	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)

Social Sciences Index H1s64x

2). Interlibrary Loan

ILL—no direct access; must use online

www.sjsulibrary.org

5). JS Reference Librarian

Susanne Liu (408) 808-2088

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

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

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