

Police Systems and Practices (CRIJ 2328)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: None

Course Description

This course examines the establishment, role and function of police in a democratic society. It will focus on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority.

Required Textbook and Materials

1. *Policing: A Text/Reader* by Carol A. Archbold, 2013 edition. Sage Publishers.
 - a. ISBN number is 9781412993692.

Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the types of police agencies and explain the role of police in America within the context of a democratic society.
2. Describe means and methods utilized to ensure police accountability
3. Explain the historical development of policing
4. Describe the selection process for police officers
5. Compare and contrast organizational structures, policies, strategies and tactics employed to ensure police effectiveness, efficiency and equity

Course Outline

- A. Welcome to the Course
 1. Introduction of faculty and students
 2. Instructor Resume and Experience
 3. Overview of this course?
 4. Comments
- B. SECTION 1: The History of the Police (Law Enforcement)
 1. The Beginning of American Policing
 2. The English Influence
 3. Policing in Colonial America
 4. Policing in the United States
 - a. 1800s-1970s
 - b. 1900s-1970s
- C. SECTION 2: Progressing Beyond Traditional Policing
 1. Team Policing
 2. Problem-Orientated Policing
 3. Broken Windows
 4. Community Policing
 5. Zero-Tolerance Policing
 6. Intelligence-Led Policing
- D. SECTION 3: The Scope of American Law Enforcement
 1. Defining *Law Enforcement and the Police*
 2. Law Enforcement Agencies in the United States
 3. Levels of Law Enforcement
 - a. Local Level
 1. Municipal Police
 2. County Sheriff
 - b. State Level
 1. State Highway Patrol (TDPS)
 2. University Police

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3. Wildlife Conservation/Game and Fish
4. Alcohol Beverage Commission
4. Federal Level
 - a. Federal Law Enforcement and the Department of Justice
 1. FBI
 2. ATF
 3. DEA
 4. U.S. Marshall's Service
 5. Homeland Security
 5. Private Security
 6. Law Enforcement in Rural America
 7. Fragmentation of Police Service
- E. SECTION 4: Police Officers and Police Culture
 1. Police Culture
 2. Women in Policing
 3. Racial/Ethnic Minority Police Officers
 4. Gay/Lesbian Police Officers
 5. Impact of Diversification of Police Agencies
- F. SECTION 5: Career Paths of Police Officers
 1. Choosing a Career in Policing
 2. Recruitment
 3. Common Requirements for Hiring Police Officers
 - a. Age/Citizenship/DL/
 - b. Education
 - c. Height/Weight/Vision
 - d. Criminal Record
 4. Selection Process
 - a. Written Exam
 - b. Physical Agility Exam
 - c. Oral Interview
 - d. Medical and Psychological Exams
 - e. Record Checks/Background Investigation
 - f. Polygraph Examination
 - g. Assessment Centers
 5. Training
 - a. Police/Sheriff's Academy Training
 - b. FTO/RTO Programs
 - c. In-Service Training
6. Promotion/Retention
- G. SECTION 6: Police Organization and Leadership
 1. The Evolution of Police Organizations
 2. Organization Theories: Understanding Structure and Function of Police Organizations
 - a. Systems Theory
 - b. Contingency Theory
 - c. Institutional Theory
 - d. Resource Dependency Theory
 - e. Altering Police Organizations
 1. Community Policing
 2. COMPSTAT
 3. Civil Service System
 4. Police Unions/Associations
 5. Accreditation
 3. Police Leadership
 - a. Police Chiefs
 - b. Sheriff's
 - c. Police Field Supervisor
 - d. Mnemonic Devices
 - e. Improving your handwriting
 - f. Managing Personnel Issues
 1. Stress
 2. Job Satisfaction
 3. Cynicism
 4. Morale
- H. SECTION 7: Patrol, Investigation, and Innovations in Technology
 1. What Do Police Do With Their Time?
 - a. Patrol
 1. Motorized Patrol
 - a. Patrol Strategies
 2. Foot Patrol
 3. Other Types of Patrol
 - b. Calls for Service
 - c. Civil Disobedience
 - d. Crisis Situations
 - e. Criminal Investigations
 1. The Criminal Investigation Process
 2. Clearance of Criminal Cases

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- f. Technology and Police Activities
- I. SECTION 8: Police Effectiveness
 - 1. What is Effectives?
 - 2. How Do the Police Impact Crimes and Citizen's Fear of Crime?
 - 3. General Crime-Control Strategies
 - a. Adding More Police Officers
 - b. Routine Preventive Patrol
 - c. Rapid Response Time
 - d. Generalized Arrest Strategies
 - e. Mandatory Arrests
 - 4. Focused Crime-Control Strategies: Crimes, Places and People
 - a. Hot Spot Policing
 - b. Crackdowns
 - c. D-Runs
 - d. Person-Focused Strategies
 - 5. Community Policing
 - a. Neighborhood Watch
 - b. Home Visits
 - c. Community Meetings
 - d. Storefront Offices
 - e. Foot Patrol
 - f. Problem-Orientated Policing
- J. SECTION 9: Police Liability and Accountability
 - 1. Understanding Police Liability
 - 2. Lawsuits Filed Against the Police
 - 3. Impact of Litigation on Police Officers
 - 4. Impact of Litigation on Police Organizations
 - 5. Police Accountability
 - a. Accountability within the Police Organizations
 - 1. Supervision
 - 2. Performance Evaluations
 - 3. Investigations of Police Misconduct
 - 4. Department Policies
 - 5. Risk Management
- b. Police Accountability Mechanisms Outside of Police Organizations
 - 1. Accreditation
 - 2. Citizen Groups
 - 3. Media
 - 4. Courts
 - 5. Civilian Review Boards
- K. SECTION 10: Citizens and the Police Perceptions and Interactions
 - 1. History of Police and Citizen Relationship
 - 2. Citizen's View of the Police
 - 3. Factors That Influence Citizen's Perceptions of the Police
 - 4. Citizen Characteristics/Contact with Police and Location and Community Context
 - 5. Police View of Citizens
 - 6. Consequences of a Strained Relationship
 - 7. Improving the Police-Community Relationship
- L. SECTION 11: Discretion and the Police
 - 1. What is discretion?
 - 2. Use of Discretion by Police Administrators and Police Officers
 - 3. Abuse/Misuse of Discretion
 - 4. Controlling discretion
 - a. By Supervision
 - b. Early Warning Signs
 - c. Training
 - d. Department Policies
 - e. Court Case Control of Discretion
 - f. Legislative Actions
 - g. Civilian Review of the Police
 - h. Public Scrutiny
 - i. Lawsuits against the Police
- M. SECTION 12: Police Deviance and Ethics
 - 1. History of Police Deviance in the U.S.
 - 2. Types of Police Deviance
 - 3. Deviance That Results in Personal Gain
 - a. Corruption of Authority
 - b. Kickbacks

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- c. Protection of Illegal Activities
- d. Opportunistic Thefts
- e. Traffic Fix
- f. Crime Fix
- g. Involved in Criminal Activities
- h. Payoffs
- i. Shakedowns
- 4. On Duty Deviance
 - a. Perjury
 - b. Sleeping while on Duty
 - c. Sex while on Duty
 - d. Consuming Alcohol/Drugs on Duty
 - e. Police Brutality
 - f. Deadly Force
- 5. Causes of Police Deviance
- 6. Impact on the Community and Police
- 7. External/Internal Control
- 8. Police Ethics
- N. SECTION 13: Policing in the Present and Future
 - 1. The Police and the Economic Downturn
 - 2. Policing and the Elderly
 - 3. Policing the Mentally Ill
 - 4. Policing the Homeless
 - 5. Policing and Immigration
 - 6. Policing and Terrorism
 - 7. The Future of Policing
 - a. Issues Related to Hiring and Personnel
 - 8. Police Technology

Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

- 1. Tests 60%
- 2. Assignments 40%

Course Policies

- 1. No food, drinks, or use of tobacco products in class.
- 2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
- 3. Do not bring children to class.
- 4. No late assignments will be accepted.
- 5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
- 6. Additional class policies as defined by course instructor.

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Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

[https://help.blackboard.com/en-](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy)

[us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/015_Browser_Support_Policy). A

functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

Starfish

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

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