

CRIM 510 Policing in a Democratic Society

Stephen Mastrofski
Department of Criminology, Law & Society
Email: smastrof@gmu.edu
Office: 703-993-8313

Fall 2016
Office: Enterprise 304
Office hours: Tues & Wed. 1-4 pm

Course Purposes and Instructional Philosophy

This course presents theory and research on public policing. It will assist in understanding policies and practices, doing research, and managing police organizations. By the end of the course students should be well versed in fundamental issues concerning policing, should be capable of addressing a wide range of questions about policing, and be capable of preparing a thoughtful, well-researched critique of contemporary proposals to improve policing in America.

The course is designed to help students develop skills valuable in using and conducting research. Students will learn how to sift through large amounts of written material in a relatively short time by focusing on key issues. Students will gain experience in leading class discussions and in offering and using constructive criticism. Opportunities to strengthen written and verbal communication skills will be provided.

The highest priority for this course is to think about policing. Intellectual development requires engaging important and difficult issues. Growth requires effort individually, but we learn much more by engaging each other's ideas and work products. Hence, the course requires that students do the readings and *share* their insights with each other. Creativity, innovation, and daring are useful to our intellectual growth, as well as the virtues of discipline, logic, and empirical rigor.

Prerequisites

CRIM 740 is recommended, but not required.

Course Format

Active participation in seminar sessions is essential. Although some seminar time may be devoted to rehashing the content of assigned readings, students should not rely upon the seminar time for a detailed review of the content of readings. Assigned readings are intended to serve as departure points for discussion. The goal is not only understanding the readings, but finding ways to apply them and think critically about them.

Here are some guidelines on participation. The student and the class will benefit most when the student:

- Delivers a concise and thoughtful account of important points made in the readings,
- Provides an insightful synthesis of different readings or makes useful comparisons between them,
- Applies the material usefully to theoretical and practical problems,
- Offers constructive criticism of the material and the presentation of other class participants,
- Responds constructively to comments made by others in the class,
- Raises useful questions about the topic for the session, and
- Promotes a positive, healthy learning environment (encourages and stimulates participation by others, is helpful to others and considerate of them)

Course Requirements and Grading

40% 2 discussion essays and discussion leadership (due as assigned individually)
10% In-class presentation/discussion of review and commentary on President's 2015 Task Force Report (12/7)
50% Written review and commentary on Task Force Report (due electronically Wed. 12/14 at 5:00 pm)

Discussion papers and discussion leadership

Students are expected to come to class having prepared the readings for the topic assigned for that week. At the beginning of the semester, each student will be assigned **2 class sessions** for which he/she will be responsible for

writing a short discussion paper. In addition, the student will lead class discussion of the topic of his/her paper. The time allotted for each presentation and subsequent discussion will be about 60 minutes. Both the paper and the discussion leadership (weighted equally) will serve as the basis of the student's grade for this course element.

Students should begin their paper with a succinct statement of the question or issue the paper will address. The paper should NOT be used simply to describe one or more of the readings. It is appropriate to focus on a specific issue in some depth, rather than try to cover several superficially. Here are some examples of how to focus your efforts:

- Write a critique or comparison of one or more readings, discussing their strengths and limitations for a particular purpose..
- Suggest a way to synthesize or integrate diverse claims or findings across the readings.
- Discuss the theoretical implications of the work.
- Discuss the policy or practical implications of a theory or findings.
- Present an alternative perspective to what is available in the readings.
- Identify interesting questions and methods for future research.

These papers are not expected to be “definitive” statements, but they are expected to offer thoughtful reflections that stimulate a useful exchange of ideas in the classroom setting. The paper should be approximately 5-7 typewritten double-spaced pages (12 point font, 1-inch margins). To stimulate class discussion and a valuable educational experience, students are encouraged to consider a variety approaches: posing questions for discussion, role plays, exercises, group work, etc. *In class, don't spend a lot of time describing what was in your paper, but use it as a launching point for stimulating class discussion or to inform an exercise, group work, etc.*

Students should email their in-class discussion papers to the instructor and classmates 24 hours before the class session at which they will be discussed. This will allow all students and the instructor an opportunity to read the paper in advance and will help to facilitate the discussion.

Review and Commentary on President's Task Force Report

The Final Report of the President's Task Force on 21st Century Policing offers analysis of contemporary American policing and a set of recommendations for improving it. The president's charge to the committee was to identify “best practices and recommendations to promote effective crime reduction while building public trust” (p. 1). The Task Force was given only 90 days to accomplish this by inviting and assessing input from a wide range of community leaders, police, and researchers. Your assignment is to write a review and critique of one of the report's many recommendations. The following questions are pertinent to such a review:

- Is the recommendation's goal appropriate? Justify your argument in terms of the roles and functions of the police and guiding values.
- What does the available scientific research have to say about the issue you have selected for discussion? Does the available evidence support the Task Force's analysis and recommendation? How strong is the evidence and how much confidence should policy makers and practitioners place on it?
- Should policy makers and practitioners follow the Task Force's recommendation? Has your research identified particular ways that seem best to do or not do it?
- What sort of research would provide the sort of evidence that is needed in the future to improve decisions about the Task Force's analysis and recommendation regarding the issue you selected?

The paper should offer clear descriptions and arguments that are supported with reference to readings assigned in this course, plus relevant materials that are identified by the student's personal research efforts. A substantial review of the relevant scientific and policy literature regarding the selected issue is expected. The student is expected to develop a well-reasoned commentary and critique on the part of the Task Force's work selected for examination. The student's judgment may be positive, negative, or both. But all arguments should be well-reasoned and well-supported with explicit reference to evidence.

Students are cautioned to think carefully about which Report recommendation they will select for evaluation. The important thing is to select something that is interesting, but that is doable within the time and space available. **Each student will give a 15-minute presentation to the class on his/her paper on December 7.** Each presentation

will be followed by questions, comments, and discussion from the audience. Prof. Laurie Robinson, co-chair of the President's Task Force, has agreed to attend these presentations and will offer comments on each.

Written research proposals are due to the instructor no later than 5:00 pm on Wednesday, December 14.

Proposals must be prepared using Microsoft Word software (not Adobe Acrobat) and must be delivered in **electronic form**. The instructor will acknowledge receipt electronically.

Grades

Final grades will be determined by assigning the highest of the following grade categories that the student's weighted grades meets or exceed: A+, A, A-, B+, B, B-, C, or F.

Academic Integrity

The University has established policies about academic integrity through its Honor Code, which covers cheating, attempted cheating, plagiarism, lying about academic work, and stealing. You are responsible for knowing the Honor Code (<http://oai.gmu.edu/the-mason-honor-code-2/>) and understanding it. Academic dishonesty will be referred to the Office of Academic Integrity and treated as a serious violation of university policy. Students may collaborate in studying and discussing course topics, but their written course work must be entirely their own – without outside assistance except that approved explicitly and specifically by the instructor.

Plagiarism is the most common source of integrity problems in graduate courses. Here are two web sites with valuable information about what constitutes plagiarism and how to avoid it:

<http://plagiarism.org/plagiarism-101/what-is-plagiarism> ; <http://oai.gmu.edu/the-mason-honor-code-2/plagiarism/>

Miscellaneous

If you have a disability that requires accommodation, please consult the University's Disability Resource Center to begin the process. The instructor cannot make accommodations until the Center has authorized them.

Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. If you have not already activated your university email account, you should do so immediately. The instructor will communicate with you using that address. You should check your email daily for messages. If you use another email address, you should arrange to have your GMU email forwarded to that address.

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may result in disciplinary action.

If you are absent from class, that means that you are unable to participate in classroom discussions, which are a key part of participation. Sometimes absences are unavoidable due to health problems, emergencies, or other unforeseen problems. However, numerous absences will degrade the quality of your educational experience and the contributions you make to others' education.

Assigned Readings

The following notations are used in the list of readings below, each indicating how the reading can be obtained:

- **No notation:** Published textbook available at student book store and directly through online vendors (Amazon.com): William K. Muir, Jr., *Police: Streetcorner Politicians*. University of Chicago Press. 1977.
- **At-sign (@):** Readings available through the GMU E-journal library service. These journals can be accessed online and downloaded. Go to <http://library.gmu.edu/> and click on "Articles and more" option. Then select "full text electronic journals." Enter the name of the journal of the assigned reading. If prompted, enter your GMU username and password, select the volume and number of the journal for that reading, find the reading, and download it (pdf version is recommended). You can either read articles on your computer or print them out.

- **Asterisk (*):** Readings available through library's e-reserves. Simply log into the course on Blackboard, select the e-reserves option, and the readings will be available there to read or download.
- **Pound sign (#):** Available free online at the indicated website.
- **Percent sign (%):** Distributed by instructor.

Students are **strongly** advised to download and print articles at the start of the semester, rather than to wait until a short time before they are to be discussed.

Seminar Topics and Reading Assignments

8/31 Introduction to the course

#Final Report of the President's Task Force on 21st Century Policing. May 2015.
http://www.cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf

9/7 Role and function of the police [Instructor-led discussion]

*Egon Bittner, "Florence Nightingale in Pursuit of Willie Sutton: A Theory of Police." In Herbert Jacob, ed., *The Potential for Reform of Criminal Justice* (Beverly Hills, CA: Sage, 1974, pp. 17-44.

@William Bratton and George L. Kelling, "Cops Count, Police Matter: Of Tactics and Strategy," *The Police Chief* 79(December 2012):54-59. [Click on the "Freely Accessible Social Science Journals" option. Then enter "Cops count" in the Advanced search window at the top of the *Police Chief* web page, which will take you to the article. Select the printer-friendly version and print or copy and paste into a Word document.].

@Herman Goldstein, "Improving Policing: A Problem-oriented Approach." *Crime and Delinquency*, vol. 25 (April) 1979:236-258.

9/14 The culture of the police [Discussion papers]

@Eugene A. Paoline, III. 2003. "Taking Stock: Toward a Richer Understanding of Police Culture." *Journal of Criminal Justice* 31(3):199-214.

*Richard L. Wood, Mariah Davis, and Amelia Rouse. "Diving into Quicksand: Program Implementation and Police Subcultures." In Wesley G. Skogan, ed. *Community Policing: Can It Work?*. Belmont, CA: Wadsworth/Thomson (2004):136-161.

@David H. Bayley and Egon Bittner, "Learning the Skills of Policing." *Law and Contemporary Problems* 47(Autumn 1984):35-59.

@Eugene A. Paoline III & William Terrill, "Listen to Me! Police Officers' Views of Appropriate Use of Force." *Journal of Crime and Justice* 34(3) 2011:178-189.

@Willis, James J. and Stephen D. Mastrofski. 2016. "Understanding the Culture of Craft: Lessons from Two Police Agencies." *Journal of Crime and Justice*, DOI:10.1080/0735648X.2016.1174497

9/21 A theory of good policing [Instructor-led discussion]

William K. Muir, Jr., *Police: Streetcorner Politicians*. Chicago: University of Chicago Press (1977), pp. 1-147.

9/28 Good policing - continued [Discussion papers]

Muir, pp. 149-224.

#Mark H. Moore. 2003. *The "Bottom Line" of Policing: What Citizens Should Value (and Measure!) in*

Police Performance. Washington, DC: Police Executive Research Forum. **Pages 17-25 only** (“Seven Dimensions of Value in Police Performance”).
http://www.policeforum.org/assets/docs/Free_Online_Documents/Police_Evaluation/the%20bottom%20line%20of%20policing%202003.pdf

#Lawrence W. Sherman, *Evidence-based Policing*. Ideas in American Policing. Washington, DC: Police Foundation. Go to: <http://www.policefoundation.org/> Click on Publications. Click on Ideas in American Policing. Select pdf for No.2.

10/5 Street-level discretion and behavior [Discussion papers]

@Robert E. Worden, “Situational and Attitudinal Explanations of Police Behavior: A Theoretical Reappraisal and Empirical Assessment.” *Law & Society Review* 23(4) 1989:667-711.

@Mastrofski, Stephen D., Michael Reisig and John D. McCluskey. 2002. “Police Disrespect Toward the Public: An Encounter-Based Analysis.” *Criminology* 40:519-552.

@Stephen D. Mastrofski and R. Richard Ritti, “Police Training and the Effects of Organization on Drunk Driving Enforcement.” *Justice Quarterly* 13(1996):291-320.

@Richard E. Sykes and E. E. Brent. 1980. “The Regulation of Interaction by Police: A Systems View of Taking Charge.” *Criminology* 18(2):182-197.

@Heidi S. Bonner. 2016. “The Decision Process: Police Officers’ Search for Information in Dispute Encounters.” *Policing and Society*. Listed under “Latest articles.” Scroll down past quite a few articles.

10/12 Controlling police discretion and behavior [Discussion papers]

Research proposal topic approval by instructor required by this date.

*Egon Bittner, “Legality and Workmanship: Introduction to *Control in the Police Organization*. Ch. 1 in Maurice Punch, ed., *Control in the Police Organization*, pp. 1-11. Cambridge, MA: MIT Press (1983).

%JOAL Comprehensive Exam Response, Feb. 2013. This is an essay written by a CLS graduate student in response to a comprehensive exam question. It addresses the difference between bureaucratic and professional systems of discretion control in the justice system. It also assesses the extent of the adoption and impact of each. **Distributed electronically by the instructor, with the student’s permission.**

@Tom R. Tyler, Patrick E. Callahan, and Jeffrey Frost, “Armed, and Dangerous (?): Motivating Rule Adherence among Agents of Social Control.” *Law and Society Review*:457-492 (2007).

Muir, ch. 12.

*Carl B. Klockars, “A Theory of Excessive Force and Its Control.” Chapter 1 (pp. 12-29) in William A. Geller and Hans Toch, eds., *And Justice for All: Understanding and Controlling Police Abuse of Force*. Washington, DC: Police Executive Research Forum (1995).

10/19 Criminal investigations [Discussion papers]

*Carl B. Klockars, “Shaping the Police Vocation: The Detective” in Carl B. Klockars, *The Idea of Police* (Newbury Park, CA: Sage, 1985) ISBN 0-8039-2179-9, pp. 63-91

#Ted Conover. 2012. “A Snitch’s Dilemma. *New York Times Magazine* June 29.
http://www.nytimes.com/2012/07/01/magazine/alex-white-professional-snitch.html?_r=3&pagewanted=all

#Anthony A. Braga, Edward A. Flynn, George L. Kelling and Christine M. Cole. 2011. "Moving the Work of Criminal Investigators Towards Crime Control." *New Perspectives in Policing*. Harvard Kennedy School/National Institute of Justice, pp. 1-13.
http://www.hks.harvard.edu/var/ezp_site/storage/fckeditor/file/pdfs/centers-programs/programs/criminal-justice/ExecSessionPolicing/NPIP-MovingtheWorkofCriminalInvestigatorsTowardsCrimeControl-03-11.pdf

*David Simon, *Homicide: A Year on the Killing Streets* (Boston: Houghton-Mifflin, 1991), pp. 204-220.

#Drake Bennett. 2015. "The Dark Science of Interrogation: How to Find Out Anything from Anyone." *Bloomberg Business*. <http://www.bloomberg.com/graphics/2015-dark-science-of-interrogation/>

10/26 **Police impact on crime and disorder [Discussion papers]**

@David Weisburd and John E. Eck, "What Can Police Do to Reduce Crime, Disorder, and Fear?" *The Annals of the American Academy of Political and Social Science* 593(May) 2004:42-65.

@Cody W. Telep and David Weisburd. 2012. "What Is Known About the Effectiveness of Police Practices in Reducing Crime and Disorder?" *Police Quarterly* 15(4):331-357.

@David Thacher, "Research for the Front Lines." *Policing & society* 18(1) 2008:46-59.

11/2 **Police misbehavior and integrity [Discussion papers]**

#Tim Newburn, *Understanding and Preventing Police Corruption: Lessons from the Literature*. Police Research Series Paper 110. Barry Webb, ed. Home Office, Policing and Reducing Crime Unit, Research, Development and Statistics Directorate (1999):1-49.
http://www.popcenter.org/problems/street_prostitution/PDFs/Newburn_1999.pdf

@Robert E. Worden, Christopher Harris, and Sarah J. McLean. 2014. "Risk Assessment and Risk Management in Policing." *Policing: An International Journal of Police Strategies & Management* 37(2):239-258.

#Carl B. Klockars, Sanja Kutnjak Ivkovich, William E. Harver, and Maria R. Habersfeld, "The Measurement of Police Integrity." Washington, DC: National Institute of Justice (May 2000).
<http://www.ncjrs.gov/pdffiles1/nij/181465.pdf>

@Scott E. Wolfe and Alex R. Piquero, "Organizational Justice and Police Misconduct." *Criminal Justice and Behavior* 2011 38(4):332-353.

Muir, pp. 270-282.

#Cato Institute. No date. "Civilian Review Boards." Cato Institute's National Police Misconduct Reporting Project. <http://www.policemisconduct.net/explainers/civilian-review-boards/>

11/9 **The police and the public [Discussion papers]**

@Wesley G. Skogan, "Concern About Crime and Confidence in the Police: Reassurance or Accountability?" *Police Quarterly* 12(3):301-318.

#Wesley G. Skogan, "Representing the Community in Community Policing." In Wesley G. Skogan, ed., *Community Policing: Can It Work?* Belmont, CA: Wadsworth (2004):57-75. Available at http://www.skogan.org/files/Representing_the_Community_in_Community_Policing.pdf

@Tom R. Tyler, "Enhancing Police Legitimacy." *The Annals of the American Academy of Political and*

Social Science 593 (May 2004):84-99.

%Robert E. Worden and Sarah J. McLean. Forthcoming. "Research on Police Legitimacy: The State of the Art." *Policing: An International Journal of Police Strategies and Management*. Special Issue on Police and Legitimacy.

@Rod K. Brunson. 2007. "'Police Don't Like Black People'" African-American Young Men's Accumulated Police Experiences." *Criminology and Public Policy* 6(1):71-102.

11/16 No class: American Society of Criminology Meeting

Students attending the ASC meeting are encouraged to attend one or more panels on policing. Students not attending the ASC should use the class time to work on their research paper and presentation.

11/30 Police organizations: Yesterday, Today, and Tomorrow [Discussion papers]

#George L. Kelling and Mark H. Moore. 1988. *The Evolving Strategy of Police*. Perspectives on Policing (November). National Institute of Justice and the Program in Criminal Justice Policy and Management, John F. Kennedy School of Government, Harvard University, pp. 1-15.
<https://ncjrs.gov/pdffiles1/nij/114213.pdf>

@David H. Bayley. 2016. "The Complexities of 21st Century Policing." *Policing: A Journal of Policy and Practice*. Listed under "Latest Articles." Pp. 1-8.

#David Weisburd and Peter Neyroud. 2011. "Police Science: Toward a New Paradigm." *New Perspectives in Policing*. Washington, DC: National Institute of Justice. Pp. 1-18.
<https://www.ncjrs.gov/pdffiles1/nij/228922.pdf>

#Malcolm K. Sparrow. 2011. "Governing Science." *New Perspectives in Policing*. Washington, DC: National Institute of Justice. Pp. 1-27. <https://www.ncjrs.gov/pdffiles1/nij/232179.pdf>

@Peter Neyroud and David Weisburd. 2014. "Transforming the Police Through Science: The Challenge of Ownership." *Policing: A Journal of Policy and Practice* 8(4):287-293.

@James J. Willis and Stephen D. Mastrofski. 2014. "Pulling Together: Integrating Craft and Science." *Policing: A Journal of Policy and Practice* 8(4):321-329

12/7 In-class presentations of review and commentary on President's Task Force Report

12/14 Written research proposal due to instructor electronically by 5:00 pm