

CJ8203 Issues in Law Enforcement Syllabus Spring semester, 2009

Course code: 084993

Course overview

This course is designed to help Criminal Justice graduate students develop an understanding of the core effectiveness theories that underpin policing so that they have a theoretical toolkit to help with comprehensive exams and in their future role as leaders and researchers in the field of criminal justice. Masters students are permitted to take this course, but all students are expected to perform at the *same* level of competency. A background in the study of policing is not strictly necessary, however if you have no prior study of policing you should see me before the class starts for a course of introductory readings. Making contact with me and completing these readings is your responsibility.

At the end of the course students should be able to:

1. Explain a number of different policing movements and their implications for police practice,
2. Discuss the pros and cons of a number of these movements and their applicability to reducing specific crime problems,
3. Relate these policing movements or paradigms to the larger body of police research beyond police effectiveness.

The purpose of this course is to give you a feel for the domain of policing research. Policing is a huge field, and to cover the whole thing would end up being a whirlwind introduction that would not have the chance to go into any topics in any great depth. If you want a whirlwind tour of policing, feel free to sit in on my CJ2101 *Introduction to Law Enforcement* undergraduate class (along with about 100 undergraduate students). In that class we cover a topic each week, and it will give you a flavor of the general subject area. However this course recognizes that you need an understanding of certain fundamental areas to get past the comp examinations and that you will also need to complete a dissertation at some point. We will therefore avoid a broad overview of policing and jump straight into some key areas of police effectiveness that are likely to be of use to you.

The Instructor

My office can be found on the 5th floor of Gladfelter Hall, room 525. Telephone number is 215 204 7702. This coming semester I can usually be found in the department on Mondays and Thursdays. I don't have specific office hours for graduate students, and maintain an open door policy. Feel free to come and speak anytime that I am around. If you can't find me, start with e-mail to jhr@temple.edu.

Please bear in mind that because I work with a number of police agencies both in the US and overseas, I may not respond instantly to your enquiry or e-mail. Do NOT leave anything (assignments, class changes etc) to the last minute.

The class

Locations and times

Most of the formal lecture sessions will be held in the main seminar room of the Criminal Justice department (room GH553).

Class times: **Mondays, 3pm to 5.30pm.**

The first class will be on **Monday 26th January 2009.**

I use the Blackboard system to occasionally post additional information, assignment details and additional readings that you may need to complete assignments. You should therefore familiarize yourself with this system as soon as possible. Late return of assignments will not be acceptable because you left it to the last minute and then found you could not log on!

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Prior to speaking to me however, you should also contact Disability Resources and Services at 215-204-1280 (they are at 100 Ritter Annex near the subway station). They may be able to provide support and resources that can assist in all of your classes, and not just this one.

Required texts

- Weisburd, D. and Braga, A.A. (Eds.) (2006) **Police Innovation: Contrasting Perspectives** (Chicago: Cambridge University Press).

David Weisburd and Anthony Braga pulled together an impressive group of proponents of various policing strategies, and pitted their chapters against measured critiques of the same strategies. This is an exception book for understanding and evaluating the foremost and current policing strategies that are prevalent or at least discussed in the United States. There is one significant omission: intelligence-led policing.

- Goldstein, H. (1990) **Problem-Oriented Policing** (New York: McGraw-Hill).

Goldstein's book is a revolution in crime reduction thinking, and one of the most influential and articulate discussions of the role of policing in effecting *long-term* crime prevention. The view is also unique, not having been derived from previous policing reform movements.

- Ratcliffe, J.H. (2008) **Intelligence-Led Policing** (Cullompton, Devon: Willan Publishing).

Given the absence of intelligence-led policing in the Weisburd and Braga book, this is also a reading. In the interests of full disclosure, the book is available on Amazon for about \$28, which means that I make less than \$2 per copy after tax. Thus if

you therefore feel that the only purpose of the book on the reading list is to make my fortune, you might consider yourself mistaken. The book is included because it covers a review of other policing strategies, and includes research addressing criminal intelligence and intelligence-led policing that is not available anywhere else at this time. And you might as well have something that is up-to-date and new.

Class outline with reading assignments

The class outline shown below is provisional and I reserve the right to change it as we go. For the first couple of weeks, I have provided some questions to guide your reading. Thereafter you should be able to actively read the readings list appropriately for the forthcoming discussion. Meetings with the police are dependent on operational conditions and can change depending on what is happening in their various cities/townships. The following is therefore **strictly** provisional:

Wk	Topic	Readings	Questions
1	1 / The fundamental tension with the role of the police	<ol style="list-style-type: none"> Weatherburn, D. (2001) 'What causes crime?' Contemporary Issues in Crime and Justice (NSW Bureau of Crime Statistics and Research):54, pp. 12. Morgan, R. and Newburn, T. (1997) 'The role of the police'. In; <i>The Future of Policing</i> (Oxford: Oxford University Press) pp. 74-103. Bayley, D.H. (1994) 'What do the police do?' In; <i>Police for the Future</i> (New York: Oxford University Press), pages 29-41. Weatherburn, D. (2004) 'What can the police do?' In; <i>Law and Order in Australia: Rhetoric and Reality</i> (Sydney: Federation Press) Chapter 4; pages 81-115. 	<p>What causes of crime can police influence?</p> <p>What impact can the police have on crime?</p> <p>What is the role of police?</p> <p>What are the key themes of the 'fundamental tension' within policing?</p> <p><u><i>Reading notes for Morgan and Newburn</i></u></p> <p><i>ACPO stands for the Association of Chief Police Officers (like a more exclusive version of IACP or PERF); HMIC is Her Majesty's Inspectorate of Constabulary, a department of government that audits police departments in the UK and maintains standards; the Home Office is the central administrative body of the British government that administers the police. There is no formal local control of police in the UK, though the local force chief officers maintain autonomy over their area and do confer with local officials regularly.</i></p> <p><i>Lord Scarman (p. 83) was appointed to investigate the causes and background to race riots that took place in</i></p>

			<p>South London (Brixton) in the 1980s. See http://news.bbc.co.uk/2/hi/programmes/bbc_parliament/3631579.stm. Also, search Wikipedia for the term '1981 Brixton race riot'</p>
2	2 / How we've always done it	<ol style="list-style-type: none"> 1. Weisburd, D. and Braga, A.A. (2006) 'Introduction: Understanding police innovation', in D. Weisburd and A.A. Braga (Eds) <i>Police Innovation: Contrasting Perspectives</i> (Chicago: Cambridge University Press) pp. 1-23. 2. Weisburd, D. and Eck, J. (2004) 'What can police do to reduce crime, disorder, and fear?' <i>The Annals of the American Academy of Political and Social Science</i>, 593:1, pp. 43-65. 3. Eck, J.E. and Maguire, E.R. (2000) 'Have changes in policing reduced violent crime? An assessment of the evidence', in A. Blumstein and J. Wallman (Eds) <i>The Crime Drop in America</i> (Cambridge: Cambridge University Press) pp. 207-265. 4. Kelling, G.L., Pate, T., Dieckman, D. and Brown, C.E. (1974) 'The Kansas City Preventative Patrol Experiment: A Summary Report' (Washington DC: Police Foundation). 5. P.W. Greenwood, J.M. Chaiken and J. Petersilia (1977) 'The investigative function', in P.W. Greenwood, J.M. Chaiken and J. Petersilia (Eds) <i>The Criminal Investigation Process</i> (Lexington, MA: D.C. Heath) pp. 9-13, 225-235. 	<p>What has driven police change and innovation?</p> <p>What is the difference between a policing tactic and a strategy?</p> <p>What is the standard model of policing?</p> <p>What do Weisburd and Eck have to say about the key tenets of the standard model?</p> <p>How would you summarize the evidence for the effectiveness of community policing (without problem-oriented policing) to reduce crime and disorder and fear of crime and disorder?</p> <p>And how would you summarize the effectiveness of police patrols on 1) crime, 2) fear of crime?</p> <p><u>Optional readings</u></p> <ul style="list-style-type: none"> • <i>Marvell, T.B. and Moody, C.E. (1996) 'Specification problems, police levels, and crime rates', Criminology, 34:4, pp. 609-646.</i> • <i>Weatherburn, D., Hua, J. and Moffatt, S. (2006) 'How much crime does prison stop? The incapacitation effect of prison on burglary', Contemporary Issues in Crime and Justice (NSW Bureau of Crime Statistics and Research):93, pp. 12.</i> • <i>Kelling, G.L. and Moore, M.H. (1988) 'The Evolving Strategy of Policing', Perspectives on Policing, 4: November 1988, pp. 1-15.</i> • <i>Chaiken, J.M., Greenwood, P.W. and Petersilia, J. (1977) 'Criminal Investigation Process - A Summary Report', Policy Analysis, 3:2, pp. 187-217.</i>

3	3 / The research role in policing	<ol style="list-style-type: none"> Christy A. Visher and David Weisburd, 1998. "Identifying what works: Recent trends in crime prevention." <i>Crime, Law and Social Change</i> 28: 223-242. Bayley, D.H. (1998) 'Policing in America: Assessment and prospects' (Washington DC: Police Foundation). Laycock, G. (2001) 'Research for police: Who needs it?' <i>Trends and Issues in Crime and Criminal Justice</i>, No. 211, pp. 6. 	<p>Consider and evaluate the three distinctive features of American policing, according to Bayley.</p> <p>How does Bayley's contention about the diversity of approaches in the US, and that new innovative strategies are often not new, sit with other readings so far in the class?</p> <p>Laycock and Bayley have differing views on the interest in research from the police. Who is right?</p> <p>What are your overall impressions on the adoption of research findings by police? Why?</p> <p>How can non-police researchers best work with police?</p> <p><u>Optional readings</u></p> <ul style="list-style-type: none"> Beckman, K., Gibbs, J., Beatty, P. and Canigiani, M. (2005) 'Trends in police research: A cross-sectional analysis of the 2002 literature', <i>Police Practice and Research</i>, 6:3, pp. 295-320. Pawson, R. and Tilley, N. (1994) 'What works in evaluation research?' <i>British Journal of Criminology</i>, 34:3, pp. 291-306.
4	4 / Community policing	<ol style="list-style-type: none"> Skogan, W.G. (2006) 'The promise of community policing', in D. Weisburd and A.A. Braga (Eds) <i>Police Innovation: Contrasting Perspectives</i> (Chicago: Cambridge University Press) pp. 27-43. Mastrofski, S. (2006) 'Community policing: a skeptical view', in D. Weisburd and A.A. Braga (Eds) <i>Police Innovation: Contrasting Perspectives</i> (Chicago: Cambridge University Press) pp. 44-73. Skogan, W.G. and Hartnett, S.M. (1997) <i>Community Policing, Chicago Style</i> (New York: Oxford University Press), pages 5-12, 237-246. Crank, J.P. (2003) 'Institutional theory of police: a review of the state of the art', <i>Policing: An International Journal of Police Strategies & Management</i>, 26:2, pp. 186-207. 	<p>How is CP defined?</p> <p>What is the relationship between CP and punishment and justice?</p> <p>How important is police legitimacy?</p> <p>What are the central criteria for success?</p> <p>What is the role of crime-fighting within CP?</p> <p>What does Skogan have to say about accountability in relation to CP?</p> <p>How much has changed within policing, as a result of the CP movement?</p> <p>Is it possible that some police departments engaged in CP more</p>

			<p>through institutional pressure than technical need?</p> <p><u>Optional readings</u></p> <ul style="list-style-type: none"> • Renauer, B.C. (2007) 'Is neighborhood policing related to informal social control?' <i>Policing: An International Journal of Police Strategies & Management</i>, 30:1, pp. 61-81. • Fielding, N.G. (2005) 'Concepts and theory in community policing', <i>Howard Journal of Criminal Justice</i>, 44:5, pp. 460-472. • Tilley, N. (2004) 'Community policing and problem solving', in W.G. Skogan (Ed) <i>Community Policing (Can It Work?)</i> (Belmont, CA: Wadsworth) pp. 165-184.
5	5 / Broken windows, zero tolerance	<ol style="list-style-type: none"> 1. Sousa, W.H. and Kelling, G.L. (2006) 'Of "broken windows," criminology, and criminal justice', in D. Weisburd and A.A. Braga (Eds) <i>Police Innovation: Contrasting Perspectives</i> (New York: Cambridge University Press) pp. 77-97. 2. Taylor, R.B. (2006) 'Incivilities reduction policing, zero tolerance, and the retreat from coproduction: weak foundations and strong pressures', in D. Weisburd and A.A. Braga (Eds) <i>Police Innovation: Contrasting Perspectives</i> (Chicago: Cambridge University Press) pp. 98-114. 3. Bratton, W.J. (1998) 'Crime is down in New York City: Blame the police', in N. Dennis (Ed) <i>Zero Tolerance: Policing a Free Society</i> (London: IEA) pp. 29-42. 4. Dixon, D. (1999) 'Beyond zero tolerance' <i>Proceedings of the Australian Institute of Criminology's Third National Outlook Symposium on Crime in Australia</i> (Canberra: AIC). 	<p><u>Optional readings</u></p> <ul style="list-style-type: none"> • Wilson, J. Q., & Kelling, G. L. (March 1982). <i>Broken Windows: The police and neighborhood safety. The Atlantic Monthly</i>. Pp. 29-38. • Kelling, G. L. (1999). "Broken Windows" and Police Discretion (Research Report No. NCJ 178259). Washington DC: NIJ.
6	6 / Evidence-based policing	<ol style="list-style-type: none"> 1. Sherman, L.W. (1998) 'Evidence-based policing' (Washington DC: Police Foundation). 2. Welsh, B. C. (2006). Evidence-based policing for crime prevention. In D. Weisburd & A. A. Braga (Eds.), <i>Police</i> 	<p><u>Optional readings</u></p> <ul style="list-style-type: none"> • Eck, J. E. (2006). <i>When is a bologna sandwich better than sex? A defense of small-n case study evaluations. Journal of Experimental Criminology</i>, 2(3), 345-362.

		<p>Innovation: Contrasting Perspectives (pp. 305-321). New York: Cambridge University Press.</p> <p>3. Moore, M. H. (2006). Improving police through expertise, experience, and experiments. In D. Weisburd & A. A. Braga (Eds.), <i>Police Innovation: Contrasting Perspectives</i> (pp. 322-338). New York: Cambridge University Press.</p>	<ul style="list-style-type: none"> • <i>Sherman, L. W. (2002). Evidence-based policing: Social organisation of information for social control. In E. Waring & D. Weisburd (Eds.), Crime and social organisation: Essays in honour of Albert J. Reiss Jr. (pp. 217-248). New Brunswick: Transaction Publishers.</i> • A shorter list this week so that you can read the two upcoming books
7		Spring Break	
8		Provisional date for police chief visit (TN)	
9	7 / Problem-oriented policing	<p>1. Goldstein, H. (1990). Problem-Oriented Policing. New York: McGraw-Hill. (book)</p> <p>2. Eck, J. E. (2006). Science, values, and problem-oriented policing: Why problem-oriented policing? In D. Weisburd & A. A. Braga (Eds.), <i>Police Innovation: Contrasting Perspectives</i> (pp. 117-132). New York: Cambridge University Press.</p> <p>3. Braga, A. A., & Weisburd, D. (2006). Problem-oriented policing: The disconnect between principles and practice. In D. Weisburd & A. A. Braga (Eds.), <i>Police Innovation: Contrasting Perspectives</i> (pp. 133-152). New York: Cambridge University Press.</p>	<p><u>Optional readings</u></p> <ul style="list-style-type: none"> • <i>Braga, A. A., Weisburd, D. L., Waring, E. J., Mazerolle, L. G., Spelman, W., & Gajewski, F. (1999). Problem-oriented policing in violent crime places: A randomized control experiment. Criminology, 37(3), 541-580.</i> • <i>Goldstein, H. (2003). On further developing problem-oriented policing: The most critical need, the major impediments, and a proposal. In J. Knutsson (Ed.), Problem-Oriented Policing: From Innovation to Mainstream (pp. 13-47). Monsey, NJ: Criminal Justice Press.</i> • <i>Clarke, R. V. (2004). Technology, criminology and crime science. European Journal on Criminal Policy and Research, 10(1), 55-63.</i>
10	8 / Intelligence-led policing	<p>1. Ratcliffe, J. H. (2008). Intelligence-Led Policing. Cullompton, Devon: Willan Publishing. (book)</p>	<p><u>Optional readings</u></p> <ul style="list-style-type: none"> • <i>Wardlaw, G., & Boughton, J. (2006). Intelligence-led policing: The AFP approach. In J. Fleming & J. Wood (Eds.), Fighting Crime Together: The Challenges of Policing and Security Networks (pp. 133-149). Sydney: University of New South Wales Press.</i> • <i>More to follow...</i>
11		Provisional date for police chief visit (ST)	

12	9 / Compstat	Readings tbd	
13		Provisional date for police chief visit (CR)	
14	10 / Hotspot policing	Readings tbd	
15	11 / Review	PowerPoint presentations this class	

Assessment

Assessment at University, is (as the police have also been described) a “necessary evil”. There are two main written products in this course. The first is a paper on one of the topics in the second column of the table above. This **specific topic paper** can be an expansion on the subject, with additional readings (additional readings researched by the students are mandatory). It is an opportunity for you to take one specific topic and expand your knowledge on that area as well as dig deeper into its theoretical foundations (if they exist!).

The **individual crime problem paper** is a combined theoretical and practical paper that is designed to outline a crime problem of your choice (residential burglary, drunk driving, drug gangs, public order etc) and examine the validity of various crime effectiveness strategies (from the list above) as mechanisms to control the crime problem. Therefore one paper looks at a single strategy in depth, while the other looks at a number of them in addressing a single crime problem.

You are required to clear the topic with the instructor prior to tackling it. Deadlines will be negotiated in class.

Item	Contribution to final grade
Class participation	15%
Specific topic paper	35%
Individual crime problem paper	40%
PowerPoint presentations	10%

Attending and contributing

For graduate classes, attendance is compulsory and I expect to be informed in advance if you will be absent (jhr@temple.edu or at 215-204-7702). Missing more than two classes will draw into question your commitment to the class and will place your grade in severe doubt. If you miss two or more classes, or any of the police chief visits (essential parts of the course), I reserve the right to grade you entirely as I see fit. Also, your attendance grade is related to your contribution in class. No point attending if you don't say anything! Have an opinion, even if you make it up on the spot! If asked for a view on something, a shrug and an 'I don't know' are not allowed in my classes 😊

Assessment policy

Please read this section carefully. It describes my general assessment policy.

1. Please be aware that completion of all the assessed items is **compulsory** (unless stated otherwise in the syllabus). Failure to attend and take any required examinations or failure to submit any assessed work in a timely manner will result in you failing the course.
2. Non-attendance at any test, multiple-choice test or otherwise (if due to medical or other compelling reason) must be advised to the instructor **prior to the test**, and accompanied by documentation (such as a medical note from a doctor). The instructor reserves the right to accept (or not) the offered explanation.
3. Missing a test without informing the instructor will result in a fail for the course.
4. It is the student's responsibility to bring a pencil to any multiple choice tests.
5. Unless otherwise advised, there are no make-up tests or extra credit for any class.
6. Any evidence of cheating or plagiarism is rewarded with an instant F. See the Blackboard site for this course for Temple University's policy on cheating and plagiarism.
7. Many students taking my courses are interested in further careers within the legal profession or law enforcement. If you are required to produce a brief of evidence for court, or to submit a statement for a prosecution, you will have to produce these items on time – no excuses. This is the reality of the working world into which many of you will move. To prepare you for this, I take a dim view of written work submitted late, and grade accordingly.

8. The secret to avoiding any problems is of course to complete the work early. If this happens, any last minute traumas that may affect your life will at least not affect your University career. I cannot stress this enough – follow the five P's: Prior Preparation Prevents Poor Performance.
9. With regard to undergraduate written assignments, there is always a deadline which will be posted on the assignment and on Blackboard.
10. Assignments that are submitted late will lose a minimum of 5% of the final mark for each 24 hours (or part thereof) of a working day that the assignment is late, often more. This includes days where I am not in attendance and where the class is not sitting. If I am unavailable in my office to receive your assignment, then you must rush it in person to the main office (Room 512) of the Criminal Justice Department and leave it for me, after asking one of the office staff to note the date and time on the assignment, and initial it.
11. Unless advised otherwise, written assignments that are more than one week late will not be graded and you will be deemed to have failed not just the assignment but also the course.
12. For graduate requirements see the instructor.
13. Undergraduate classes are usually based on assignment to a bell curve of student grades, combined with a minimum standard level. In other words, if everybody performs really badly and below what I deem to be a minimum standard, then grades will reflect this. The more positive reverse is also possible. On a more positive side, prior to any final examination I will review everyone's grades and post the grading scheme for the final exam **in advance**. This means that students with a borderline grade can see what they must achieve prior to the test, to go up to the next level (if possible).
14. Graduate student assignments are marked on the basis of a reasonable expectation of good graduate students at one of the better graduate programs in criminal justice in the US.

Study guides

It goes without saying that your written work will have to be of a high standard. To aid you in the preparation of your written submissions, I have prepared two documents that outline general techniques for the writing of assignments, and referencing. I expect you to read these documents, especially the referencing guide. Academic writing requires close attention to detail and you will lose marks for referencing that does not adhere to the style outlined in the guide.

Both of these guides are available on Blackboard, and I also have a number of other guides at www.jratcliffe.net.

Relevant University policies

Joining the class

You should have already signed up to the class to get this syllabus. The class number is capped and the class is usually fully subscribed. If you are therefore not on the class list, you cannot join until someone drops out. If they don't drop out, you don't get to join the class.

All of this can be done through your student advisor. **I do not sign slips to join the class**, as I would not be in a position to determine if the class is full or not. You must speak to your student advisor.

Joining the class after 2 weeks: This requires both a space to be available, and my permission, which will **not** be given unless there are extraordinary circumstances (such as you were not at Temple in the first two weeks of classes due to a documented spell in hospital).

Withdrawal from class in the first two weeks

During the first two weeks of a session, a student may withdraw from a course with no record of the class appearing on the transcript. Withdrawal is accomplished with a Schedule Revision (Drop/Add) form, which the student must obtain, and which is processed through a registration office.

Withdrawal from class in weeks three to nine

From weeks three to nine, a student may withdraw from a course with the permission of an advisor. The course will be recorded on your transcript with appropriate notation. Withdrawal is accomplished with a Schedule Revision (Drop/Add) form, which the student must obtain, and which is processed through a registration office. It is best to speak to the student advisor of the criminal justice department before making any rash decisions. Withdrawing from classes can have negative implications for grades, for GPAs, and for your studies generally. Always seek advice from a student advisor before making any potentially significant decisions.

This document was last updated on Monday, January 26, 2009, and is compliant with Presidential Policy on Course Syllabi, #02.78.13 (effective September 1, 2003).

Dr J H Ratcliffe, Professor, Department of Criminal Justice.