George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ___X___ NEW  _____ MODIFY  _____ DELETE

Local Unit: Public & International Affairs  Graduate Council Approval Date:

Course Abbreviation: JLCP  Course Number: 510

Full Course Title: Policing in a Democratic Society

Abbreviated Course Title (24 characters max.): Policing Democratic Society.

Credit hours: 3  Program of Record: Justice, Law, & Crime Policy

Repeatable for Credit?  ___ D=Yes, not within same term  Up to hours
                                           ___ T=Yes, within the same term  Up to hours
                                           _X_ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)
                                           ___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ___X_ Seminar (SEM)

Catalog Credit Format  3:3:0  Course Level:  GF(500-600)  ___X_ GA(700+)

Maximum Enrollment: 20  For NEW courses, first term to be offered: Fall 2005

Prerequisites or corequisites: None

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.: JLCP 510 Policing in a Democratic Society (3:3:0). Fundamental issues in policing a democratic society: police mission, subculture, performance measurement, moral hazards, discretion, impact on crime and disorder, legitimacy, community policing, and other reforms.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:
Description of modification:

APPROVAL SIGNATURES:
Submitted by:  ________________________________ email: smastrof@gmu.edu
Department/Program:  ________________________________ Date: __________________
College Committee:  ________________________________ Date: __________________
Graduate Council Representative:  ________________________________ Date: __________________
GEORGE MASON UNIVERSITY  
Course Coordination Form

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ____________________________ Date: __________

Graduate Council representative: ____________________________ Date: __________

Provost Office representative: ____________________________ Date: __________
Course Purpose

This course introduces the student to theory and research on public policing, material that will assist the student in assessing policies and practices and managing police organizations. By the end of the course students should be well versed in fundamental issues concerning police policy and practice, should be capable of exercising independent thought about these topics, and should be capable of communicating effectively on these issues.

Prerequisites

None.

Course Format

Active participation in seminar sessions is essential. The key function of the seminar sessions is to raise important questions in the stated topic area and to discuss answers. Although some seminar time may be devoted to rehashing the content of assigned readings (especially those that are difficult to comprehend), students should not rely upon the seminar to review 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.

Discussion Questions

The course outline provides thought questions for each class session in a text box. These questions are designed to help students think about the topic for the class and the assigned readings. They by no means constitute all of the useful questions that might be asked on this topic or the readings, but they are a beginning. Some questions can be answered by merely carefully looking in one or more readings to see what the author said, but most require additional analysis, and some may require students to think about issues that are not directly addressed in the readings. Students are encouraged to raise other questions about the topic and the readings.

Readings

The reading load for this class is not light. I recommend that you read each assigned reading with the idea that you identify the following:

- Most important points that the author makes
- How do these points compare to those made in other readings?
- What are the strengths and weaknesses of the reading?

The Two-Minute Drill

During class sessions students will be asked to engage in a “2-minute drill.” That is, a student will be given 2 minutes to summarize a specific assigned reading, stating the most important things worth noting about the reading that are relevant to the particular matter being discussed. This is not a lot of time. You do not want to ramble around and deal with minor issues or points that are not relevant. Preparing for the 2-minute drill requires careful thought about what the author has written and its implications.

Students are encouraged to write brief notes to assist them when asked to perform the 2-minute drill. These notes should not be read, but only contain enough information to stimulate the student’s memory – typically what you can fit on a 3”x 5” note card. Students are expected to prepare their own notes and not share their written notes with other students. They may discuss them with other students outside of class (and indeed are encouraged to do so), but sharing written notes will be considered a violation of the Honor Code. These notes can serve as very useful references, not only for class discussion, but when writing the take-home examination.
Performance on the 2-minute drills will be taken into account in the assignment of a class participation grade. The standards for good performance on this will be raised as the semester progresses.

**Outside the Classroom**

Students are encouraged to communicate frequently with each other outside of class to discuss course materials. The more sharing of this sort that goes on, the more that each student can gain from the class, and the better prepared the student will be for discussions and the final examination. Students are encouraged to study together to prepare for exams, but of course, once the exam is delivered to the class, all collaboration must cease (see academic integrity section).

**Course Requirements and Grading**

The final course grade will be determined by the following weights:

- 40% Class participation
- 30% Final exam (take home). Due no later than NOON, Monday, May 10.
- 20% Book review due no later than beginning of class on April 5.
- 10% Presentation in class of book review on May 3

**Class Participation**

The instructor will give each student a score for class participation for each class meeting, except the first and last class meetings (12 meetings total). The score will range from 0-4 points and will be based on the extent to which the student:

- X Contributes to the class’s understanding of the material,
- X Applies the material usefully to problems,
- X Offers constructive criticism of the material,
- X Raises useful questions about the topic for the session, and
- X Promotes a positive, healthy learning environment (is encouraging and considerate of others)

The point scale is as follows: 4 very good, 3 good, 2 marginal, 1 poor, 0 very poor. Students who do not participate at a given class session will automatically receive a score of zero for that session. Obviously with this system, students must come to class having read and thought about the material, and they must share their ideas with the class. Students are expected to participate without being asked to do so. All students will be given an opportunity to participate. Students are expected to engage in disagreement and debate, but it must always be done with civility and respect. Points are not given for “winning” debates, but for helping all of us develop our understanding of the topic.

The professor will endeavor, whenever possible, to email each student his or her points for a given class session within 48 hours of the session.

*Students absent from class (for any reason) will receive a score of zero for that class*, because they contributed nothing to the class discussion. Each student’s participation score will be tallied at the end of the semester and the following grading scale will be used:

- 44-48 points A+
- 42-43 points A
- 40-41 points A-
- 38-39 points B+
- 34-37 points B
- 32-33 points B-
- 30-31 points C
- 29 & below F

**Final Examination**
The final exam will be a take-home exam. Students will be asked to answer up to two essay questions that require addressing broad issues raised during the course. Students are expected to draw on assigned readings and class discussions to answer the questions. References to assigned readings are expected with an appropriate citation method used. Grades will be assigned according to how well the student addresses the question, marshals appropriate course materials to support points made, organizes the answer in a logical fashion, and uses effective writing skills. Poorly written answers, no matter how useful the insights, will receive a markedly lower grade. Check for organization, grammar, spelling, syntax, and punctuation.

The final examination will be handed out on May 3 and will be due in the instructor’s hands NO LATER THAN noon May 10. Exams may be emailed to the instructor, but the student may not assume that the instructor has received them unless the student receives an emailed acknowledgment from the instructor.

Book Review

Each student must review a book for this course, delivering it in both written and oral forms. The written book review should be 10-12 pages (double-spaced, 12 point font, 1 inch margins) – not counting reference section). The book you select should be relevant to the course topic, and you may NOT use a book that has been assigned or used in another course. Your book selection must be approved by the instructor no later than March 1. On March 15 you should bring a copy of a book review to share with the class, selecting one that you think offers a good model for the kind of review you will write. The review you bring to class need not be about policing; it merely needs to be a good example. The written review is due at the beginning of class on April 5. The oral review will be delivered in class on May 3.

Book reviews are NOT book reports. Book reports merely summarize the contents of a book. If that is all you do for your review, you will receive a low grade. Like book reports, book reviews do describe the book’s contents, but that is only a small piece of what the review should do. Consequently, you need to summarize concisely and focus on specific aspects of the book that are most relevant to what else you have to say about the topic. The “what else” part should relate the author’s points to what others are writing about this topic and compare it to alternative perspectives where relevant. That means that you should draw on other references in writing your review.

The book review should be critical. That is, it should offer judgments about the author’s purpose, methods, and conclusions. Some of the best book reviews being written today may be found in the New York Review of Books. Students are encouraged to read a sampling of these to get ideas on how to write a good review. Being critical does not mean being negative, but rather, using high standards to judge the book’s merits. Students should use a standard citation method to refer to other works used in the book review. Examples are given in the Klockars and Mastrofski text book.

The oral presentation of your book review should be planned to take 8-10 minutes. You can use notes or powerpoint to do your presentation, but you should avoid reading it.

Students should be sure to retain a copy of all written work they turn in to the instructor. Written work may be submitted by email, but the student cannot assume that the instructor has received it until he or she receives an email message noting receipt of written work.

Grades will be assigned to each graded piece of work with the following point equivalents:

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<td>A+</td>
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<td>A</td>
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<td>A-</td>
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The overall grade for each of the course requirements will be weighted by the percentage indicated in the course requirements section. A final grade point average for the course will be calculated. Final grades will be determined by rounding up or down, depending upon which university-assigned letter grade for graduate students is closest to the student’s grade point average: A, A-, B+, B, C, or F.

Academic Integrity

All graded course work must be done independently. Students are bound by the George Mason University Honor Code. Violations will be referred to the University Honor Committee. 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. Once the final examination is handed out, all discussion and collaboration regarding course material must cease. For the final (take home) examination, students may consult assigned course materials or other published materials. Appropriate citations must be given when using these materials to render appropriate credit for quotations, paraphrasing, or ideas used by the student in the examination.

Required Readings

The following reading materials are required:

Carl B. Klockars and Stephen D. Mastrofski, *Thinking About Police: Contemporary Readings* (2nd ed.).

William K. Muir, Jr., *Police: Streetcorner Politicians*.

Wesley Skogan, ed., *Community Policing: Can It Work?*

Photocopied readings will be made available in a packet of readings for this course at the student bookstore.

Seminar Topics and Assigned Readings

Seminar sessions are scheduled for the dates indicated. Students should have read and thought about the readings assigned to a class before attending the class. The reading load is lighter for some sessions than others. Students are encouraged to use the light-load sessions to begin readings for future sessions where the load is heavier.

Readings noted with an asterisk (*) are found in the packet of photocopied readings. Those without an asterisk are found in the published books listed as assigned texts or will be handed out by the instructor (where indicated).

1/26  Course introduction

2/2  Police role and function in contemporary society

1. What is the police role in contemporary society?
2. What should the police role in contemporary society be?
3. How can we determine how well police fulfill a particular role?
4. Should the police role change if society changes, and *how much* change is good?

Klockars and Mastrofski, pp. 35-51, pp. 480-494.

The culture of the police

1. Is there a distinctive occupational culture pervading American police that distinguishes them from other occupations?
2. Where do cultural influences come from in police organizations?
3. Is the police culture monolithic, or does it vary from organization to organization – or even within the same organization?
4. What are the consequences of police culture for what police do and accomplish?
5. Can police culture be changed, and if so, how could it be changed? Should it be changed?

Defining and measuring good police performance

1. What is the definition of good performance for a police officer?
2. What are the implications of this definition for how a police officer should do his/her daily work?
3. How can the police organization and the public obtain information on how well officers are performing? That is, what is a reasonable way to measure their performance?

Officer discretion and behavior

1. Why do police have discretion to vary their behavior, and is this a good thing?
2. What are the police behaviors we should care about and why?
3. What are the most important influences on how police exercise their discretion?
4. How, if at all, can scientific knowledge about police discretion be made useful for improving police policies and practice?
Your selection for the book review must be approved by this date.

1. What are the important causal processes that produce desirable and undesirable police behavior?
2. What are the mechanisms of behavior control available to the police organization, and how effective are they in producing the desired results? What, if anything, would make them more effective?
3. To what extent can and should police be controlled by professional structures and processes? By bureaucratic ones? By legal ones? By popular democratic ones (direct citizen participation)? How compatible are these different modes of control?

Klockars and Mastrofski, pp. 433-476.

Muir, pp. 149-269.
Moral dimensions of policing and police integrity

Discussion of good book reviews (bring at least one to class).

1. What are the different ways in which police officers can be placed at risk morally?
2. What are the proper ethical or moral guides that officers can use to keep from acting immorally or unethically?
3. What relationship does police integrity have with police corruption?
4. What are the causes of police corruption, and what can be done to prevent, minimize, and correct it? What are the causes of police integrity and what can be done to promote it?
5. How can police organizations be judged in terms of police integrity?

Managing police organizations

1. Compared to other forces that influence the police organization’s performance, how important are the actions of the top police leader?
2. How much influence does the police leader exert on the organization’s image?
3. What are benefits and limitations of Compstat as a means of managing a police organization?

Police impact on crime and disorder

1. How much impact can the police have on crime and disorder?
2. What strategies are most and least promising?
3. What, if any, are the risks of the most promising and the benefits of the least promising?

4. How, if at all, would policing change if police organizations were held strictly accountable for their performance in reducing crime and disorder? Would this be a good or bad development?

Klockars and Mastrofski, pp. 131-240.


4/5 **Community policing – part 1**

Book review due.

1. What is community policing? Is the concept useful for the purposes of social science and policy?

2. How, if at all, are police changing? Are these changes important and “real” or mostly just symbolic?

3. Are they valuable?

4. What is the nature of public involvement under community policing? Are these developments good?

5. Are there any negative aspects or risks? What consequences is this involvement having for what police do, how they do it, and what they accomplish?

Skogan, pp. xvii-xxxiii, 3-75.

Klockars and Mastrofski, 494-542.

4/12 **Community policing – part 2**

1. How are rank-and-file police officers responding to community policing reforms? What are the long-term prospects for significant changes in the practices of these officers?

2. Is community policing changing the fundamental way that officers behave on the street? What are the obstacles to change?

3. Is the police subculture successfully resisting community policing reforms, or is it being changed?

4. How well does community policing promote the capacity of police to solve problems? What, if anything, can be done to enhance the problem-solving capacity of police?

5. What impact is community policing having on the quality of life in neighborhoods? What are its future prospects, and what needs to happen for it to succeed?

Skogan, pp. 79-161, 185-227.

4/19 **Police legitimacy and public support**
What is legitimacy, and why is it important for the police to have it?

What are the ways that police can promote their legitimacy? What are the ways that police legitimacy is reduced?

What are the ways that the public can demonstrate support for the police, and what are the factors that most powerfully influence that support?

How much influence can police exert on public support, and how much is beyond their control?

What are the most effective ways that police can increase their legitimacy with the most alienated segments of American society?

What, if any, are the dysfunctional aspects of police dependence on legitimacy and public support?


4/26 New directions for policing

1. What is evidence-based policing, and is this the best model for American police organizations to follow? Why or why not? What changes must take place to bring evidence-based policing about? Is it feasible?

2. How is the structure of policing changing, and what are the forces that are bringing these changes about?

3. What are the implications of the restructuring of policing for the public police?

4. Is the Bayley/Shearing argument about the restructuring of policing convincing? Why/why not?

5. How is the recent concern about the threat of terrorism in the United States affecting the structure and practice of American policing? Are these developments a good or a bad thing? What is the best way to structure American policing in these times?


5/3 Book review presentations

Each student will present his/her book review to the class, followed by questions and comments.

Catalog Copy