

**CONTEMPORARY LAW ENFORCEMENT: POLICING A FREE SOCIETY
SOCIOLOGY 297
Moravian College
Fall 2014
Ashley Heiberger, J.D.**

“The police are the people and the people are the police.”

**-Sir Robert Peel
Founder, Metropolitan Police**

"Anyone who has had to challenge strangers on the rooftops and in the alleys of this city, who has confronted the furtive or forthright menace of sudden movement by half-seen hands knows that instant of decision when gunshots can echo through a lifetime -- whether that lifetime will last for moments or decades."

**-Edward Conlon
Detective Second Grade, NYPD (Ret.)**

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OFFICE HOURS: Office hours are by appointment

RESOURCES: Roy Roberg et al., Police and Society, 6th edition, Oxford University Press, 2015.
Edward Conlon, Blue Blood, Riverhead Books, 2004.
Additional material will be provided throughout the semester.

OVERVIEW and GOALS: This semester, we will study modern law enforcement in our society. We will discuss the fundamentals of constitutional policing as well as the challenges facing contemporary law enforcement agencies. We will explore the ethical and legal aspects of balancing crime control and civil liberties. Students will learn about the foundations of law enforcement (its history, legal issues, and policing strategies), police administration (officer selection and development, agency management, and organizational change), police behavior (its subculture, use of force, ethics, and accountability), and contemporary issues (diversity, stress, and education). Students will gain an increased understanding of the many ways in which police carry out the law enforcement function in a free society.

ATTENDANCE: Since each evening class meeting is the equivalent of an entire week of day class meetings, attendance is vital to the learning process. Therefore, students are urged to attend classes regularly. I do not formulaically lower grades based on lack of attendance. However, students are responsible for all material covered in class, not merely what is contained in the required resources, so students who attend class regularly usually perform better on the evaluation instruments.

EVALUATION INSTRUMENTS and GRADING

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|---------------------------------|-----|
| 1. Quiz Average (3) | 25% |
| 2. Mid-term examination | 20% |
| 3. Book Review and Presentation | 25% |
| 4. Final examination | 30% |

EVALUATION INSTRUMENT GUIDANCE:

1. Quizzes-The quiz format will be primarily short answer questions, which may include definitions, lists, etc. There will NOT be any true/false or matching questions.
2. Mid-term and Final examinations – The examination format will be primarily essay and short answer questions.
3. The Final examination will contain material covered throughout the entire semester, however, the emphasis will be on material covered after the Mid-tem examination.

ACADEMIC HONESTY: The College’s Academic Honesty policy can be found in the Student Handbook. Students are required to comply with this policy.

ACCOMMODATIONS: Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling 610.861.1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

CLASS SCHEDULE AND AGENDA

Occasional modifications may be necessary.

8-27: Introduction and Opening Discussion

9-03: Roberg Chapters 1-2
Blue Blood Chapters 1-2

9-10 Roberg Chapter 3
Blue Blood Chapter 3

9-17 QUIZ Roberg Chapters 1-3, Blue Blood Chapters 1-3
Book Review Selections Deadline
Roberg Chapter 4-5
Blue Blood Chapter 4

9-24 Roberg Chapter 6
Blue Blood Chapter 5

10-01 MID-TERM EXAMINATION

Roberg Chapters 1-6

Blue Blood Chapters 1-5

10-8 Roberg Chapters 7-8
Blue Blood Chapters 6

10-15 BOOK REVIEW AND PRESENTATIONS

Roberg Chapters 9

Blue Blood Chapters 7-8

10-22 Roberg Chapter 10
Blue Blood Chapter 9

10-29 QUIZ Roberg Chapters 7-10, Blue Blood Chapters 6-9

Roberg Chapter 11

Blue Blood Chapter 10

11-05 Roberg Chapter 12
Blue Blood Chapter 11

11-12 QUIZ Roberg Chapters 11-12, Blue Blood Chapters 10-11

Roberg Chapter 13

Blue Blood Chapter 12

11-19 Roberg Chapter 14
Blue Blood Chapter 13-14

11-26 NO CLASS – Thanksgiving Recess

12-03 Roberg Chapter 15
LAPD Rampart
Closing Discussion

12-10 FINAL EXAMINATION

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You will select a non-fiction book about policing in the United States, and provide me with the title and author in written form not later than the beginning of class on **September 17**. You have wide latitude regarding your selection, however, I reserve the right to ask you to select another book. For that reason, I encourage you to advise me of your selection as early as possible.

After reading the book, you will prepare a written review, which will be 3-5 full, double-spaced, standard pages. Your review may address any aspect of the book, however, ensure that you address the issues on the list below. I will evaluate the objective quality of your review, not your subjective opinion of the book or author. I will not grade specifically for spelling, grammar, etc, but will lower the grade for reviews which do not generally conform to standard conventions in these areas.

The reviews are due at the beginning of class on **October 15**. During that class meeting, you will present your review to the class. These presentations will last between two and three minutes, and no electronic support will be used. You will tell us the title, author, and primary topic of the book. After providing that information, you may address the issues listed below, or any other areas you found significant. If you do not speak for at least two minutes, the class may ask you questions about the book. If your classmates do not question you, I may do so. Again, I will evaluate the objective quality of your review, not your subjective opinion of the book or author. I realize that some people are more polished at speaking in front of an audience, and I will not lower grades for visible discomfort or “stage fright.” However, I will lower grades for presentations which indicate a weak or incomplete grasp of the material.

The List

1. Identifying information-title, author, primary topic, and date of publication
2. What is the author’s profession or affiliation, if he or she is not primarily a writer?
3. Why did you choose this book?
4. What is the main premise of the book?
5. How is the main premise addressed (how is the book structured)?
6. Summarize the contents
7. Identify three things you learned from the book.
8. Do you agree with the author’s position(s)? Why or why not?
9. Did the book raise or lower your opinion of policing in the United States? Why?
10. Would you recommend it to others? Why or why not?