

ITT Technical Institute  
**CJ456**  
**Controversial Issues in Law**  
**Enforcement**  
**Onsite Course**

**SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 40 (40 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisite: GE217 Composition II or equivalent

**Course Description:**

This course presents two sides of controversial law enforcement issues to spark debate and critical thinking.

# Syllabus: Controversial Issues in Law Enforcement

Instructor:	_____
Office hours:	_____
Class hours:	_____

## Major Instructional Areas

1. Selection, recruitment, and training of law enforcement personnel
2. Evolving law enforcement philosophies and strategies
3. Issues related to management and operations
4. Police misconduct
5. The future of policing

## Course Objectives

1. Explore the history, associated issues, and controversies related to the recruitment and selection process of law enforcement officials.
2. Examine the contemporary issues associated with various phases of police training.
3. Explore the development of the Professional Policing Model.
4. Explain contemporary policing philosophies and strategies.
5. Examine the current organization of police agencies.
6. Examine the current crime and order maintenance issues in the field work of the police.
7. Explore police misconduct and accountability.
8. Explore the possible technological advancements in policing in the future.
9. Research hotly debated topics on issues and controversies in policing using the ITT Tech Virtual Library.

## SCANS Objectives

SCANS is an acronym for Secretary’s Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Identify relevant facts and analyze information in a logical manner after locating and verifying information using resources and computers.
2. Identify common goals and examine all possible options for problem solving.
3. Demonstrate the ability to utilize authentic resources available, including the Internet, knowledge libraries, or other sources.
4. Locate, understand, and interpret information obtained from a variety of sources.
5. Identify the need for data; select, retrieve, and analyze information; and communicate the results of information analysis in the written, graphical, and pictorial formats.
6. Compare and contrast two theories or alternatives to arrive at the best solution.
7. Apply procedures, tools, and equipment—including computers and related technologies—whenever required.
8. Evaluate alternatives and choose the best alternative for a situation.

## Course Outline

Unit	Activities
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<b>Unit</b>	<b>Activities</b>
1—Recruitment and Selection of the Police	<ul style="list-style-type: none"> <li>• Content Covered: <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 1, “Recruitment and Selection,” pp. 1–24</li> </ul> </li> <li>• Writing Assignments: 1 and 2</li> </ul>
2—Training of the Police	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 2, “Training the Police,” pp. 31–57</li> </ul> </li> <li>• Analysis: 1</li> <li>• Writing Assignment: 1</li> </ul>
3— Development of the Professional Policing Model	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 3, “Development of the Professional Policing Model,” pp. 67–88</li> </ul> </li> <li>• Writing Assignment: 1</li> </ul>
4— Contemporary Policing Philosophies and Strategies	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 4, “New Policing Philosophies and Strategies,” pp. 93–122</li> </ul> </li> <li>• Writing Assignment: 1</li> <li>• Course Project Part 1: Submit</li> </ul>
5—Current Organization of Police Agencies	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 5, “The Police Organization,” pp. 128–156</li> </ul> </li> <li>• Analysis: 1</li> <li>• Writing Assignment: 1</li> </ul>
6—Field Work of the Police	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 6, “Police Field Work,” pp. 164–195</li> <li>○ Chapter 7, “Measuring Police Performance,” pp. 207–223</li> </ul> </li> <li>• Exam 1</li> <li>• Writing Assignment: 1</li> </ul>
7—Police Misconduct	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 8, “Police Misconduct,” pp. 237–261</li> </ul> </li> <li>• Writing Assignment: 1</li> <li>• Course Project Part 2: Submit</li> </ul>
8—Police Accountability	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 9, “Police Accountability: Internal Mechanisms,” pp. 269–288</li> <li>○ Chapter 10, “Police Accountability: External Mechanisms,” pp. 295–320</li> </ul> </li> <li>• Writing Assignments: 1 and 2</li> </ul>
9— Technological Advancements in Policing	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 11, “Technology and the Police,” pp. 327–347</li> </ul> </li> <li>• Analysis: 1</li> <li>• Writing Assignment: 1</li> </ul>
10—Future Trends in Policing	<ul style="list-style-type: none"> <li>• Read from <i>Current Issues and Controversies in Policing:</i> <ul style="list-style-type: none"> <li>○ Chapter 12, “Next Steps and Challenges for Police,” pp. 353–363</li> </ul> </li> <li>• Writing Assignment: 1</li> </ul>
11—Review and Final Presentation	<ul style="list-style-type: none"> <li>• Course Project Part 3: Submit</li> <li>• Exam 2</li> </ul>

## Instructional Methods

The course—Controversial Issues in Law Enforcement—covers in detail the current and emerging controversial issues in law enforcement. This course examines major issues and controversies facing police officers and provides a comprehensive understanding of the current state of policing in the U.S.

The main aim of the course is to make you well-versed with changes in policing and the issues that shape the policing community. Each unit places issues in historical context, traces how these issues evolved over time, and discusses the resultant current challenges related to that issue.

The course consists of writing assignments that have been envisioned to help assess how well you have understood the major issues and controversies facing police officers in the present times. A course project that consists of three parts has been designed based on major issues and controversies facing police officers nowadays.

In the class analyses, assessments based on videos of major issues and controversies that face police officers in the present times are also used. These assessments will evaluate your ability to analyze a situation, for example, your ability to critically analyze a video on the use of Taser by police officers.

There are two exams—Exam 1 and Exam 2—in the course. Exam 1 will be held in Unit 6 and will be based on content covered in Units 1–5. Exam 2 will be held in Unit 11 and will be based on content covered in Units 6–10.

The overall assessment strategy for this course includes Writing Assignments, Analyses in class assessments based on videos, a Course Project, Exam 1, and Exam 2.

## Instructional Materials and References

### Student Textbook Package

- Allyn & Bacon. (2005) *Themes of the times for introduction to law enforcement* (1st Ed.) Upper Saddle River, NJ: Prentice Hall.
- White. (2007) *Current issues and controversies in policing* (1st Edition) Upper Saddle River, NJ: Prentice Hall.

### References

#### ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

#### Books

You may click “Books” or use the “Search” function on the home page to find the following books.

#### Ebrary

- Archbold, Carol A. *Police Accountability, Risk Management, and Legal Advising*. New York, NY, USA: LFB Scholarly Publishing LLC, 2004.
- Mawby, R. I. *Policing Across the World: Issues for the Twenty-First Century*. London, UK: Routledge, 1999.
- McCluskey, John D. *Police Requests for Compliance: Coercive and Procedurally Just Tactics*. New York: LFB Scholarly Publishing LLC, 2003.

- Novak, Kenneth. *Police Behaviour*. Emerald Group Publishing Limited, 2005.
- Skogan, Wesley G., and Kathleen Frydl. *Evidence on Policing: Fairness and Effectiveness in U. S. Law Enforcement*. Washington, D.C.: National Academy of Code Administration, 2003.
- Terrill, William. *Police Coercion: Application of the Force Continuum*. New York, NY: LFB Scholarly Publishing LLC, 2001.

### Other References

The following resources can be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

#### Web sites

- **Cowboys: A Problem Solving Initiative**

This article explains how the development of a cooperative partnership between the police department and the management of the Cowboys club helps deal with problems associated with the club.

<http://www.popcenter.org/Library/Goldstein/1998/98-03.pdf> (accessed on October 5, 2007)

- **Mission of the Center for Problem-Oriented Policing**

This article explains how the mission of the Center for Problem-Oriented Policing is to advance the concept and practice of problem-oriented policing in open and democratic societies. It does so by making accessible information about ways in which the police can more effectively address specific crime and disorder problems.

<http://www.popcenter.org/> (accessed on October 5, 2007)

- **Problem Solving Partnerships using the SARA model**

This article elaborates on how the problem-solving process developed to build problem-solving partnerships which consists of a four step, decision-making model—Scanning, Analysis, Response, Assessment (SARA).

<http://www.iaca.net/Articles/POPandSARA.pdf> (accessed on October 5, 2007)

- **The Center for Problem-Oriented Policing**

This article explains how the Center for Problem-Oriented Policing is a non-profit organization funded by the Community Oriented Policing Services (COPS) Office to advance problem-oriented policing. The center consists of affiliated police practitioners, researchers, and universities dedicated to the advancement of problem-oriented policing.

<http://www.cops.usdoj.gov/> (accessed on October 5, 2007)

- **The Legacy of Community Policing—Dr. Herman Goldstein: History of Major Developments**

This article contains a record of some of the major developments in policing.

<http://www.ipsp.us/pdfs/goldstein.pdf> (accessed on October 5, 2007)

- **The Police Foundation**

This article explains how the police foundation has done research that has led to the questioning of the traditional model of professional law enforcement and movement toward a new view of policing—one emphasizing a community orientation—that is widely embraced today.

[http://www.policefoundation.org/docs/commun\\_police.html](http://www.policefoundation.org/docs/commun_police.html) (accessed on October 5, 2007)

- **The Society of Police Futurists International (PFI)**

This article explains how PFI—an organization of law enforcement practitioners, educators, researchers, private security specialists, technology experts, and other professionals—is dedicated to improving criminal and social justice through the professionalization of policing.

[http://www.policefuturists.org/about\\_pfi.htm](http://www.policefuturists.org/about_pfi.htm) (accessed on October 5, 2007)

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

## Course Evaluation and Grading

### Evaluation Criteria

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Writing Assignments	30%
Course Project	25%
Analyses	15%
Exam 1	15%
Exam 2	15%
<b>Total</b>	<b>100%</b>

### Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

*(End of Syllabus)*