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Sociology of Law Enforcement (CRCJ3111)

Section one: Historical perspectives

1.1. Foundations of Policing

1.1.1. What is policing?

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1.1.1. What is policing?

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History vindicates that the growing number of cities in **Britain** decided that the constable night watch system of **law enforcement was inadequate**

As a result, **paid daytime police forces** were created.

Four theories have been suggested to explain the development of police departments

The **disorder –control theory** explains development in terms of the need to suppress mob violence.

The **crime control theory** suggests that increases in criminal activity resulted in a **perceived need for a new type of police.**

Threats to **social order**, such as **high way robbers and violent pickpockets**, created a **climate of fear.**

The **class – control theory** regards the development of the police as a result of class-based economic exploitation.

Its advocate note that **urban and industrial growth coincided with the development of the new police.**

The last view, **urban-dispersion theory**, holds that many municipal police departments were created because other cities had them, not because there was a real need.

Vigilance Committee

Another form of policing that was impotent during the **nineteenth century** was the private, organized group known as a vigilance or **vigilante** committee.

The word **vigilante** is of Spanish origin and means “**watchman**” or “**guard.**” Although the term vigilante has several possible meanings, one definition of a **vigilante group** is a **voluntary association of men** (they rarely include women)

1.3. Policing in the Three Eras

1.3.1. Modern policing in the world appeared with **seven dimension classified as point of emphasis**

Authorization (where the police derive their power and legitimacy within the)

Function (the role police play within society and the goals of they have)

Organizational design (how the police are bureaucratically structured)

Relationship to Environment (social distance from the public the police control)

Demand (how police services and activities are managed)

Tactics (programs, activities, and output the police use to achieve their goals)

Outcomes (measures of success and failures)

The Political Era

From about the middle of the eighteenth century to the 1920s, local policing was dominated by politics; consequently, this era saw the development of what was essentially a political **model of policing** oriented to special interests.

Politics influenced every aspect of **law enforcement during this period:**

who was employed,

who was promoted,

who was the chief of police, and

who was appointed to the **police commission**, a group of citizens appointed to run the police department in a manner approved by **elected officials.**

To some degree even police arrest practices and services were determined by political considerations

Police development

Political and economic corruption was commonplace in police departments during this period.

Although some officers were honest and responsible, a large number were neither.

Police work during this period became decentralized and neighborhood oriented.

Individual officer had a great deal of discretion and tended to handle minor violations of the law on personal basis.

The nature of the offense, whether the suspect treated the officer with 'respect,' what was known about the person's family, and prior activities were all taken into consideration. \

Standards of enforcement often varied within cities, and local politicians played a more important role in determining enforcement priorities than did the chief of the police.

Criticisms in the Political Era

As cities began to grow larger and become more difficult to manage, the politically dominated, often corrupt police departments came under increasing criticisms.

This criticism applied not only to the police but also to all city services.

All problems attendant to large cities appeared to become important during this period: an increase in crime, population congestion, inadequate housing, health problems, waste disposal and so on.

The Reform Era

Attempts to reform local policing – and, to some degree, state and federal law enforcement – were beginning to have an impact.

The 1920s and the 1960s are the most significant period in the development of policing in the world because it establishes the foundations of professionalization of law enforcement.

Professionalization in this regards the police, like other professions, attempt to improve police behavior, and performance by adopting a code of ethics and improving selection, training, and management of police departments.

The Reform Era (also called the professional, bureaucratic, legalistic, quasi – or semi-military model) of policing began to dominate thinking about police work.

Essentially, it means that the police – community relationship should be based on law and departmental policy because police (both as organizations and as individuals) should not be unduly influenced by politics or personal considerations when making decisions.

One of the most important aspects of the legalistic model is related to the mission of the police.

Advocates of this model thought that crime fighting should be the primary purpose of the police.

They used this idea to mobilize support for their reforms and to improve the public image of the police.

Section Two : Personnel System

2.1. Recruitment

The initial step in the selection process is **recruiting** qualified *candidates*

The relationship of the number of applicants to those who qualify (or meet standards) **for positions is often a major factor in the quality of the personnel selected.**

Recruitment Method

The most commonly reported recruitment methods in the Ethiopian police survey were **(1) newspapers (2) career fairs (3) the internet**

2.2. Selection

Following recruitment, the selection process attempts to determine which candidates are best suited to the needs of the department.

To make such judgements, various selection criteria are used, including preemployment standards and preemployment testing, to establish a ranking system from which candidates are hired.

It is crucial that these standards and tests be valid and reliable indicators of job performance.

Validity is a degree to which a measure actually assesses the attribute it is designed to measure.

For example, are the physical strength and agility criteria traditionally used for selection to the ability to perform the job satisfactorily ?

If not, they are not valid criteria for selection.

Reliability is a measure's ability to yield consistent results overtime.

In the physical strength and agility example, the measure would be reliable if a candidate taking the test on more than one occasion received the same or similar score.

2.3. Development

- Development of a police department's human resources for successful careers in police work begins with the **training of the newly hired recruits, moves to a second phase of field training and evaluation, and continues into a third phase of long-term development or career growth**

Recruit Training

The initial training of the recruit generally conducted through a police **training** academy, where the program content is determined by a **state standard organization**, of known as:

Police Officers Standards and Training (POST)

Some departments provide substantially more training than is minimally required.

Some countries owe the training academies teaching partly the **police professions**.

As a result, the **department hires an already trained employee and doesn't have to pay for the cost of the training including the recruits to salary while attending the academy.**

Some of the more important considerations in the **design and delivery** of a recruit training program include **program orientation, philosophy and instructional methods, course and field training**

Program Orientation

One of the important issues in police training is whether the orientation should be **stressful** or **non stressful**.

Stressful training is like a **military boot camp or basic training**; **non stressful training** has a more **academic environment**.

Given the trend toward **community policing,**
problem solving, and **higher educational**
requirements, a **stress oriented** approach is likely
to be **counterproductive** and should be eliminated
from training programs replaced by a more
academic approach.

Philosophy and Instructional Methods

The **philosophy** of a program revolves around two primary approaches: **training and education.**

Training can be defined as the process of **instructing the individual** how to do the job by **providing relevant information about the job;**

Education can be defined as the process of **providing a general body of knowledge on which decisions can be based as to why something is being done while performing the job.**

Training deals with specific facts and procedures, where as education is broader in scope and is concerned with theories, concepts, and analytical reasoning.

A strict reliance on this approach is problematic, because so much police work requires analysis and reasoning instead of application of specific procedures that supposedly fit all circumstances.

Therefore, many academies are attempting to increase the percentage of time spent on an educational approach by employing professionals in the social sciences, especially, criminal justice and criminology, psychology, and sociology, as instructors.

Andragogy and Pedagogy

Another important aspect of the program development is the type of **instructional** methods to be used.

In large part, this is determined by what teaching philosophy is going to be emphasized; **two contrasting philosophies are pedagogy and andragogy.**

Pedagogy involves a one way transfer of knowledge, usually in the form of **facts and procedures, from the instructors to the student.**

Cognitive and Problem Based Learning

Cognitive can be defined as training that goes beyond learning a specific skill or task and instead focuses on the *process that establishes valid thinking patterns.*

The primary concern is to **promote “absolute solutions” to particular situations.**

An alternative teaching philosophy, which promotes the mutual involvement of students and instructors in the **learning process and stresses analytical and conceptual skills, is known as andragogy.**

In general, **pedagogy is the art and science of teaching children and andragogy is the art and science of helping adults learn.**

The objective of cognitive training is getting the officer to “understand how to speak , reason with, and listen to people and learn to use communications skills to manage a wide range of problematic situations.

Physical tactics and tools, though readily available, are secondary to the *primary response of communication.*

A relatively recent approach to recruit training, which incorporates a cognitive perspective is known as problem based learning (PBL)

PBL incorporates adult training (andragogic) principles in attempting to help students develop problem solving, critical thinking, and self directed skills with respect to subject matter; PBL also typically occurs in a collaborative environment where communication skills are stressed.

Curriculum Development and Content

Police recruit training program and curricula should be developed based on criteria:

first the program should incorporate the *mission statement* of the department and *ethical considerations*, and **second**, training should be based on what an **officer actually does on a daily basis**.

The subject matter should be based on a **job task analysis** if it is to be a **valid indicator of the work performed by the recruits**.

Topics covered in basic recruit training can be various topics of **Firearm Skills, Self Defense Skills, Health and Fitness, and Patrol, Investigations, and Emergency Vehicle Operations**

Nearly all academies also provided basic **first aid, report writing, and use of nonlethal weapons**

Training in the areas of **criminal law and constitutional law** was provided in all academies.

Nearly all academies included **instruction on cultural diversity and human relations, ethics and integrity, basic community policing strategies, and mediation and conflict management**

Nearly all academies also provided specialized training in **domestic violence, juveniles, domestic preparedness and hate crimes**

Community Policing Training

The training which deals with community policing focuses on:

identifying community problems, assessing response effectiveness, creating problem solving teams, training on environmental causes of crime, prioritizing crime problems, using problem solving models, and organizing/mobilizing the community

Terrorism Related Training

Overall, sizable increase of terrorism related training increased **since decades.**

The training attempt to aware of the trainees about the nature of:

terrorism and the role of different institutions counteracting the acts of groups in terrorizing the public in general.

Ethics and Integrity

Since **ethics** and **integrity** are the heart of fair and just police practices, as well as democratic ideals, it is crucial that training academies not only devote the proper of time to this topic, but also, perhaps more importantly, incorporate it throughout the **academy curriculum**.

Section Three

Organization and Management

Management is directing individual to achieve organizational goals in an **efficient** and **effective** manner.

The functions carried out by police managers in the **society** include **organizing, leading, planning and controlling** how well these functions are performed determines, to a large degree, how successful a department will be

The Managerial Process of Law Enforcement

Although managers perform each of the functions described above, the time involved in each one varies according to the **manger's level in the department.**

People at **higher levels**, such as **assistant chiefs**, spend a greater proportion of their time in **organizing and planning**; those at **lower levels**, such as **sergeants**, spend more time on **supervision**, which focuses on **primarily on leading and controlling**.

The four major functions of the **managerial** process are briefly described below:

Organizing is the process of **arranging personnel and physical resources to carry out plans and accomplish goals and objectives.**

Organizational design or structure, job design, group working arrangements, and individual work assignments are subject to the organizing process.

Leading is motivating others to perform **various tasks that will contribute to the accomplishment of goals and objectives**

Planning is the process of **preparing for the future by setting goals and objectives and developing courses of action for accomplishing them**

Controlling is the process by which managers determine how the **quality and the quantity of departmental systems and services can be improved**, whether **goals and objectives are being accomplished**, whether **operations are consistent with plans**, and whether **officers follow departmental policies and procedures**

Both *efficiency* (the relationship between resources and outputs) and *effectiveness* (the degree to which goals and objectives are accomplished) are key concepts in **this phase of management.**

The Development of Police Management

The theory and practice of police management have evolved through three major developmental perspectives — **classical, behavioral, and contemporary**

Classical Police Management

Following the introduction of the bureaucratic model, a number of writers started to develop what have become known as **classical principle** of organization, which were believed to be **universal**.

Some of Weber's administrative principles that reflect this approach include:

specialization (division of work); authority and responsibility (the right to command and require obedience);

discipline, (necessary for effectiveness);

unity of command (employees are to receive orders from only one superior);

scalar chain (hierarchy or authority); and centralization (the extent to which decision making is retained by the top organizational levels)

Behavioral Police Management

A considerable amount of behavioral research had also been completed on what **police actually do on the job, indicating that the majority of police work was not directly related to law enforcement, but rather to maintaining order and providing social services**

Contemporary Police Management

The increased level of sophistication and findings from behavioral science research led to the development of **system theory and contingency theory** and the movement toward **private sector influence, including corporate strategy, total quality management, and reinventing government.**

The Change Process

Organizational change occurs when an **organization adopts new ideas and behaviors**

Usually an innovative idea, **such as a new patrol strategy or job design, is introduced and employee behavioral changes are supposed to follow**

Consequently, the ultimate success of any organizational change effort depends on how well the organization can alter the behavioral patterns of its personnel – that is, **change old behavior patterns to new behavioral patterns to “fit” the new strategy method.**

Of course, the greater the degree of change required, the more significant will be the behavioral changes required.

For instance, community policing requires a substantial change in the role and job design not only of police officers, but also of their supervisors and managers.

Police Job Redesign

Just as police departments have been criticized for overreliance on **traditional, paramilitary organization, so too has the traditional design of police jobs.**

Historically, many agencies have stressed a narrow perspective **on the role of the police and the community and have consequently design their jobs from a narrow, legalistic perspective.**

However, as the complexity of the police role has been recognized, the police have become better educated, and community policing approaches have developed, it has become clear that traditional job designs are not meeting the needs of many police personnel, the department, or the community.

Section Four: Police Operations

Evolving Strategies of Policing

Social upheaval and the drawbacks of the reform model of policing, especially its legalistic orientation and its tendency to isolate the police from the public, continued to be of concern to many police, political leaders and academics in the 1970s and 1980s.

Landmark Studies of Police Effectiveness

During the past several decades, however, a significant amount of research has been conducted on various aspects of police operational and police strategy, much of it yielding important policy implications.

Patrol Studies

Traditionally, most police departments had routinely tried to ensure that a **certain percentage of an officer's time was devoted to random patrol, normally 40 to 60 percent**, based on the expectation that such **patrolling both deterred crime and increased the chance of intercepting crimes in progress.**

Response Time Studies

The assumption of the response time studies is to realize the extent to which the **police responds to calls, the more satisfied citizens would be and the more likely that suspects would be apprehended.**

Based on these assumptions, police departments spent considerable money attempting to reduce response times by introducing new technology (the telephone number, vehicle locator system, and computer aided dispatching) and sophisticated methods of patrol location and employment.

Criminal Investigation Studies

The Criminal Investigation Study will be conducted to understand the following

- How many percent of serious crimes have been solved
- When serious crimes are solved, it is usually through information obtained from victims rather than through leads developed by detectives

- How many of **cases** has eventually been **solved**, the **suspect's identity** is known or easily determined at **the time the crime is reported to the police**
- the majority of detective time is devoted to **reviewing reports, documenting files, and attempting to locate and interview victims for cases with low probability of ever being solved;**
- How many of the evidences subject for **forensic investigation** are **carefully gathered and transported to the labs for examination**

Strategic Development

In the contemporary practice of enforcing law in the society, carrying out revisions to improve their basic operational strategies have become concerns

Improving Crime Control Effectiveness

In the **modern era**, many chaos including different riots and movements have been a cause to repeated social unrest in most of the world countries

Looking at the better policing strategies has become the major concerns of policing to bring change on the **preventive patrols, rapid response, and detective investigations.**

Improving Police – Community Relations

Improving police – community relations basically relies upon building the relationships based on trust between **police and the community at large**

In a free society that prides itself on government “**of the people**” , **by the people, and for the people**”.

Positive police – community relations are important in their own right – a telling reflection of social harmony and democracy.

Ultimately, police can only be successful if they are seen by the public as legitimate.

If the community sees the police as an occupying army or a band of heavy-handed strangers, every aspect of policing becomes more difficult

Strategic Alternatives

The strategic alternative are coalesced around four contemporary strategies

- Community Policing
- Problem Oriented Policing
- Intelligence Led Policing
- Predictive Policing

- Community Policing
 - Partnership
 - Problem solving
 - Proactive

The three dimensions of community policing are as follows

The philosophical dimension

The philosophical dimension includes the central idea and beliefs underlying COP.

Three of the most important of these are **citizen input, broad function, and personalized services**

The strategic dimension

The strategic dimension of community policing includes the key operational concepts that translate philosophy into action

The tactical dimension

The tactical dimension of community policing ultimately translates ideas, philosophies, and strategies into concrete programs, practices and behaviors

Problem Oriented Policing

The process of problem oriented policing consists four steps

1. careful identification of the problem
2. careful analysis of the problem
3. a search for alternative solutions to the problem
4. implementation and assessment of a response to the problem

Intelligence Led Policing (ILP)

This policing strategy emphasizes the use of real-time crime analysis, but it also incorporates intelligence analysis in the deployment of specialized units and regular police officers

These four steps are commonly abbreviated as
scanning, analysis, response and assessment
(SARA)

Predictive Policing

The newest police strategy is **predictive policing**, a kind of spin-off from intelligence led policing.

The aim of predictive policing is **anticipation**, - using data not only to react to incidents and patterns more quickly, but also to **predict them in the hope of taking preventive or preemptive action.**

Prediction has been the ultimate objective of crime analysis for many years, but the current argument is that modern technology and data systems made more than just a dream

Section Six: Police Use of Force

Use of force is the most controversial aspect of the legal authority of the police. Yet its necessity is inescapable.

It is a skill and a means to an end – the preservation of orderly social relations in accordance with societal laws and norms.

Consequently, police use force should be considered in the broader context of how it contributes to **democratic relations among citizens**

What does the right to use force come from?

How can society reconcile the use of force with the democratic principles of freedom and equality?

Police – Citizens Interactions

How often do encounters **between police and citizens become situations in which force is used?**

Information is provided by a number of scholarly studies, including a recent series of surveys conducted by different **bureau of justice statistics**

Context of Force

Over all police officers infrequently made arrests, and when they did, they rarely used physical force.

There three approaches to interacting with citizens, which they referred to as method of regulation or supervision:

1. Definitional: Officer asks questions or makes accusations.

Serves to define the situation as an officer of chooses by **compelling citizens to focus on officer's questions or accusation.**

Can also divert citizens attention as a form of "cooling off".

2. Imperative : Officer gives order. Officer acts in commanding way and **“his force is in his grammatical form, his tone of voice, his emphasis”**

3. Coercive : Officer threatens or uses force. For example display of readiness, drawn weapon, holding someone back, or actual use of force.

National Estimates on Police Use of Force

The Police – Public Contact Survey (PPCS)

In this kind of surveys held in different countries reported that citizens felt that the force used against them was excessive, although large number of people who experienced police use of force reported provoking the officer (e.g., arguing, threatening or resisting arrest).

Learning to Use of Force

Training

Most officers are trained a **continuum of force, from the least to the greatest, to match the intensity of a suspect's resistance.**

The following are use-of-force-continuum applied in most of the police departments

1. Mere presence. At the lowest level of force, the simple presence of an officer is **usually enough to control most situations.**

- 1. Mere presence.** Operates on the assumption that the visible authority of the state is sufficient to deter criminal wrongdoing.
- 2. Verbalization.** This stage is sometimes called verbal force. When officers speak, they are taught to do so persuasively.

Officers verbalize their commands in **“adult – to adult “ communications.**

That is, they communicate on the presumption that they are talking to adults who will understand and comply with their requests.

Example, **Sir, would you please step out of the car.”**

Command voice. Command voice is more vibrant and is issued in the form of an order.

For example: Sir, I asked you for vehicle papers once.

Now I'm ***telling*** you to give them to me now.

Firm grips. Physical grips of the body direct a suspect when and where to move.

They are intended to control a suspect's physical movements but not intended to cause pain.

They can be restraining, holding, or lifting,
Example Two people are attempting to fight.

An officer grabs one person to hold him back, or two or more officers working as a team may separate the two people or swarm one person.

Areas of Training

Fire arms

OC spray (Oleoresin Spray)

Conducted Energy Devices

Self Defense

Other survival

Flashlights

Canines

Police Culture and the Use of Force

The use of force is also **affected by informal standards of police culture.**

Police organizational culture refers to the assumptions police have developed in **learning to cope with the problems they confront, including when and how to use force.**

Inappropriate Force

In a democracy, police authority is **constrained by democratic ideas of fair play.**

On the one hand, due process laws **provide the legalized means that police are permitted to use to pursue suspected criminals and to deal with citizens and suspects.**

Brutality and Excessive Force

Police brutality is difficult to define. It means different things to different people.

Two common approaches to defining brutality distinguish between brutality and excessive force.

Excessive force is as violence “of a degree that is more than justified to effect legitimate police function

Police brutality is excessive force, but to a more extreme degree, and includes violence that does not support a legitimate police function.

An officer who beats a suspect who has already been handcuffed, for example, is committing police brutality.

Frequency of Excessive Force and Brutality

How widespread is **extralegal police violence and aggression?**

Based on various studies carried out in the world, it was able to learn that more **than 40% of the police officers use excessive force.**

Officers tended to believe that **lying in court (committing perjury), sleeping on duty, and having sex or drinking on duty** were more serious forms of deviant police behavior than **the use of excessive force.**

This was particularly true when the excessive force was used against person in custody.

Deadly Force

The term deadly force is defined as that force used with the intent to cause great bodily injury or death.

Such deadly force used with the intent to cause great bodily injury or death

Category 1: Death

Category 2 : Injury

Category 3: Noninjury

Section Seven: Police Culture and Behavior in the Society

Police Culture

Police culture include machismo and adventure, coercive power and control, heterosexism, solidarity and group, loyalty, sexism, physical conflict resolution, glorification of violence, desire for action, and excitement and danger

As the earlier review of the research on the performance of policewomen indicated women not only **perform satisfactorily on patrol, but also tend to be exemplary in the less aggressive, nontraditional aspects of the role (e.g., interacting with citizens, handling domestic disturbances).**

Perspective of Police Behavior

Police behavior may be described from **universalistic or particularistic perspectives.**

Universalistic perspectives look at the ways **officers are similar.**

Particular perspective emphasizes how **police officers differ one from the other**

Universalistic Perspectives

A wide variety of research has sought to explain police behavior in universalistic terms

This research has been conducted from three perspectives: **sociological, psychological and organizational**

Sociological Perspective. The sociological perspective emphasizes the **social context in which police officers are hired and trained and in which police – citizen reaction occurs**

Police officers, as a result of **their training and work experience, tend to view situations in a certain manner and act accordingly.**

Psychological Perspective. The psychological perspective is concerned with the nature of **the “police personality.”**

Officers may have a certain type of personality **prior to employment, or their personality may change as a result of their police experience.**

Organizational Perspective. The organizational perspective suggests that organizational (departmental) factors – **formal, informal (cultural), and institutional** – play an important role in police behavior.

Particularistic Perspectives

In stead of emphasizing similarities among police, particularistic perspectives focuses on **decision-making differences among officers.**

Socialization Versus Predisposition

Policing is in the midst of **broad** change. The most visible changes are **occurring under the umbrella of community policing, which emphasizes police discretion, problem solving, decentralization of authority, and community involvement.**

Socialization Theory. Beginning in the 1960s, as the body of **knowledge about police behavior increased, social scientists suggested that police- behavior was determined more by work experience and peers than by pre-employment values and attitudes.**

Predisposition Theory. In recent years there has been a renewed of interest in the predisposition theory, which suggests that the behavior of a police officer is **primarily explained by the characteristics, values, and attitudes that that the individual had before he or she was employed.**

- **Comments and Questions!!!**

- **The End!!!**