

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
THE CITY UNIVERSITY OF NEW YORK**

**COMPARATIVE POLICE SYSTEMS – CRJ 80600**

**FALL 2002**

**Wednesdays- 6:30-8:30**

Dr. Maria (Maki) Haberfeld  
Dept. of Law, Police Science, and Criminal Justice Administration  
Room 422 T, Office number 6  
Office phone: 212-237- 8381  
e-mail: [mhaberfeld@jjay.cuny.edu](mailto:mhaberfeld@jjay.cuny.edu)

Office hours:  
Mondays and Wednesday s: 5 – 6 P.M.  
Other times: by appointment

**SYLLABUS AND COURSE REQUIREMENTS:**

CRJ 79612 is designed to overview two issues in policing that appear to transcend borders and cultures and are equally relevant to police organizations and the people they police, irregardless of their place on the map of the world. Those two issues are police integrity and community oriented policing. The public, or the community, subjected to a service of a given police organization seem to express a uniform desire to be policed by a force free from accusations of any type of misconduct and, when and if such misconduct come into sight, voices demanding external control and accountability appear to be louder and stronger than ever before, in the history of law enforcement. On the other end of the spectrum, the police organizations seem to bend to political pressures in an attempt to implement a new philosophy, orientated towards the communities they police, coined as “Community Oriented Policing”.

Comparative Police Systems will examine a number of police forces around the world, while concentrating on a systematic comparison of the two major issues: developments and implementations of the Community Oriented Policing and problems related to police corruption and integrity. The comparison of the modalities of Community Oriented Policing will be based on the most recent empirical research endeavors undertaken in 10 countries, ranging from the Caribbean through the eastern, western, central, and northern Europe, the Middle East, and North America. The integrity and corruption struggles will be analyzed based on the use of one research instrument, a survey distributed in 12 countries, including Japan, various European countries, and South Africa. The two main themes will be compared and contrasted both internally in a given country, and externally, with a cross-cultural component during discussions of similar and different approaches embarked on by various nations.

The desired outcome of this course is to provide the students with some analytical and critical skills in the field of comparative police research, and to highlight the importance of a global approach to local problems. The goal of the course is to develop a base line of understanding of the problems police forces face around the world, and contrast the findings against the same problems faced by the American law enforcement. In essence the theme of this course is: one nation (in blue) under God.

## REQUIRED TEXTS:

1. M. Haberfeld (guest editor) (2002). Special issue of the Journal of Policing. "Community policing: an international perspective". Volume 25, issue number 1.
2. Carl B. Klockars, Sanja Kutnjak Ivkovich, and Maria R. Haberfeld (eds.) (2002). Contours of Police Integrity. Thousand Oaks, CA: Sage Publishing. (Forthcoming November 2002).
3. M. R. Haberfeld (2002). Critical Issues in Law Enforcement Training. Upper Saddle River, NJ: Prentice Hall Publishing Company.

**In addition, some topic-related handouts will be distributed in class.**

## METHODS OF EVALUATION:

1. Two papers/presentations - 50% (25% each paper)
2. Final examination - 20%
3. Class participation - 30%

## COURSE CALENDAR:

DATE:	TOPIC:
9/4	<b>Introduction and course orientation</b>
9/11	<b>Historical Overview of Present Day Policing</b> 1. Haberfeld, chaps 1, 2, 2. Manning, Journal of Policing,
9/18	<b>Canada - Between a rock and a hard place</b> 1. Clark, Journal of Policing 2. Haberfeld, chap. 3, pp. 35-36, chap. 14, pp.284-291
9/25	<b>Denmark – Personalized policing</b> 1. Holmberg, Journal of Policing 2. Handouts will be distributed in class
10/2	<b>Germany - Training and education</b> 1. Feltes, Journal of Policing 2. Haberfeld, chapter 14, pp 269-271
10/9	<b>The Netherlands – Dutch “COP”</b> 1. Punch et al., Journal of Policing 2. Haberfeld, chapter 14, pp 276-279
10/16	<b>Israel – Resistance and change</b> 1. Weisburd et al., Journal of Policing

**\* FIRST PAPER IS DUE\* - OCTOBER 23<sup>rd</sup>**

**10/23**

**Northern Ireland - The reform of the R.U.C.**

1. Smyth, Journal of Policing
2. Handouts will be distributed in class

**10/30**

**The Caribbean – Context, community and police capability**

1. Deosaran, Journal of Policing

**11/6**

**Poland - Not making the dream work**

1. Habermeld et al., Journal of Policing
2. Klockars et al., - Habermeld's chapter
3. Habermeld, chapter 14, pp 282

**11/13**

**Belgium – Keeping up appearances**

1. Van den Broeck, Journal of Policing
2. Handouts will be distributed in class

**\* SECOND PAPER IS DUE\* – NOVEMBER 20<sup>TH</sup>**

**11/20**

**Finland – Policing through Networks and Sustaining Integrity**

1. Virta, Journal of Policing
3. Klockars et al., Puonti et al., chapter
4. Habermeld, chapter 14, pp. 279-282

**11/7**

**Japan - Police Integrity**

1. Klockars et al., Johnson's chapter
2. Habermeld, chapter 14, pp. 293-294

**12/4**

**South Africa – Out of Step – Police Integrity in S.A.'s Police**

1. Klockars et al., Newham's chapter

**12/11**

**United States – Contours of Police Integrity**

1. Klockars et al, Klockars et al, chapter
2. Habermeld, chaps. 4, 9, 10

**12/18**

**FINAL EXAMINATION**

**NOTE:**

1. You are required to read the relevant chapters *in advance of class*. My lectures will build upon the information contained in the readings, and will be supplemented by additional sources. Therefore, I assume that your pre-class preparation will cause you to bring a level of comprehension to each class.
2. You will be required to write essay-format papers with proper paragraph structure. The last page of each paper must be a properly-constructed reference page listing works in standard A.P.A. format. Papers are to be double-spaced (typed or word processed), with standard margins of one inch on either side and top and bottom, using standard 10-12 font size. The length of the paper should exceed 20 pages, excluding bibliography.  
I shall provide you with the topic/s for your papers and I shall not accept or grade any paper that does not adhere to these requirements.

All students must know and follow the College's Policy on Plagiarism:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

3. Students will be expected to attend all classes, on time, and to remain for the duration of the class. If you cannot commit yourself to staying in class for its duration, you should not take this course. Leaving the class during our lectures is not only disruptive to me but also to your fellow students, and impedes a serious academic exchange of ideas. If there is an emergency, of course you may leave. Bear in mind that I shall not tolerate chronic absences from class lectures. More than two absences will lead to a lower grade, usually an A will become an A-, etc. After six absences you will be given a grade of "WU".

Knowledge is gained not only by reading textbooks and preparing for examinations, but also by interacting with your instructors and your fellow students.

4. Make an appointment to see me if anything in class irritates or upsets you and is unsuitable for resolution in class.
5. I reserve the right to change the syllabus, in accordance with class progress. I shall give you as much notice as is practicable, and it is your responsibility to learn of changes and prepare accordingly.