



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

**B:** Department / **CRIMINOLOGY** Revision  New Course   
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **C, J**  
 Date of Previous Revision: **APRIL 2002**  
 Date of Current Revision: **APRIL 2004**

**C: CRIM 1120 D: INTRODUCTION TO POLICING E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: This course covers the historical development of policing as a component of the total justice system. Specific topics examined include: the police function, police community roles, authority, police stress, and the organization and structure of policing in Canada. Key issues including the use of force, corruption, accountability and the political dimension of police work are examined in detail.	
Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b>  Number of Contact Hours: (per week /semester for each descriptor)  <b>Lecture: 4 hrs. per week / semester</b>  Number of Weeks per Semester: <b>15</b>	<b>H:</b> Course Prerequisites:  <b>NONE</b>	
	<b>I:</b> Course Corequisites:  <b>NONE</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>CRIM 2220</b>	
	<b>K:</b> Maximum Class Size:  <b>35</b>	
<b>L: PLEASE INDICATE:</b> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M: Course Objectives / Learning Outcomes:**

At the conclusion of the course the successful student will be able to:

1. Understand the function and role of the police in society.
2. Appreciate the place of the police in the criminal justice system.
3. Develop in the student an understanding of the legal and moral authority of police.
4. Be familiar with the historical evolution of the police and contemporary approaches to police work.

**N: Course Content:**

1. History of Policing
  - Policing in the Agricultural Era
  - The effects of the Industrial Revolution
  - Sir Robert Peel and police reform
  - Policing in the Informational Era
2. Police Development in Canada
  - The beginnings
  - The NWMP
  - Provincial Police
  - Municipal policing
3. The Structure of Policing in Canada
  - Federal policing and the function of the Department of the Solicitor General
  - The function of the Ministry of Justice
  - RCMP and the National Police Services
  - Provincial Police
  - Municipal Police
  - Private policing
4. The Police Function
  - Introduction
  - Cultural development
  - Functional perspective
  - Conflict perspective
5. The Police Role
  - Order maintenance
  - Law enforcement
  - Service
6. Accountability
  - Politics and the police
  - Role of the Civilian Governing Authority
  - Oversight
7. Authority
  - Moral authority
  - Legal authority of police and the citizen (arrest and search)
8. Use of Force
  - Legal authority of police and citizen
  - Use of Force Model

**Course Content Cont'd.**

- 9. Discretion
  - Police discretion
  - Discretion criteria
  - Stereotyping
  
- 10. Police Deviance
  - Corruption
  - Legal aspects
  - Corruption prevention
  
- 11. Police Stress
  - Police stress and stressors
  - Stress management
  
- 12. Community Policing
  - Concept and origin
  - Creative solutions
  
- 13. First Nations Policing

**O: Methods of Instruction:**

Lectures, small group and class discussion will be employed. Police practitioners may be utilized when appropriate.

**P: Textbooks and Materials to be Purchased by Students:**

Texts will be updated periodically. Typical examples are:

McKenna, Paul F. (1998). Foundations of Policing in Canada. Prentice-Hall, Canada Inc.

**Q: Means of Assessment:**

The evaluation will be carried out in accordance with Douglas College policy. At the beginning of the semester the instructor will provide a written course outline with specific evaluation criteria. Evaluation may be based on some combination of the following:

- 1. Short answer tests
- 2. Exams
- 3. Research paper
- 4. Library assignment

An example of a possible evaluation scheme would be:

Exam 1	30%
Exam 2	30%
Research Paper	20%
Library Assignment	10%
Final Quiz	<u>10%</u>
	100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

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Course Designer(s): Randy Mackoff

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Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar