



**POLICE CORRUPTION**

(2025\_SPRG\_21098\_CJ\_4334  
W01\_Police Corruption)

**Type: Online**

**Start Date:** 01/15/2025 **End Date:** 04/30/2025

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**Office Hours:** Tuesday MORNING by appointment

**Campus Office:** MAB 109D

**COURSE MATERIALS**

*The following course materials are required:*

Walker, S. E., & Archbold, C. A. (2018). *The New World of Police Accountability* (3rd ed.). SAGE Publications, Inc. (US).

American Psychological Association. (October 2019). *Publication Manual of the American Psychological Association* (7th ed.). Retrieved from <https://apastyle.apa.org/products/publicationmanual-7th-edition-spiral>

Additional resources, including supplementary readings, videos, and other materials, will be made available on Blackboard throughout the semester.

**SRSU LIBRARY SERVICES**

The Sul Ross Library provides free resources and services for the entire SRSU community, including books, articles, and online databases accessible at [www.library.sulross.edu](http://www.library.sulross.edu). Off-campus access requires your LoboID and password. Librarians are available for assistance via email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), phone (432-837-8123), or in person.

Logging into your Sul Ross Blackboard account connects you directly to the library webpage, where you can explore online databases and access articles on the reading list.

Please note, the syllabus is subject to updates. Regularly check course announcements for changes. The instructor reserves the right to modify the syllabus as necessary.

**COURSE DESCRIPTION**

This course offers a critical examination of the historical development and enduring challenges within law enforcement, with a particular emphasis on the phenomenon of police corruption and deviance. Drawing upon a range of theoretical frameworks and empirical case studies, the course delves into the structural, cultural, and organizational dynamics that contribute to the emergence and persistence of corrupt practices within police institutions. A central focus will be the development and application of early warning systems designed to detect and mitigate police deviance before it escalates into systemic corruption. Students will engage with both historical and contemporary perspectives, exploring the role of institutional culture, accountability mechanisms, and oversight structures in combating misconduct. The course will also scrutinize the evolving nature of police corruption in the context of global and national events, encouraging critical reflection on potential reforms aimed at safeguarding public trust. Through this multidimensional approach, students will gain a deeper understanding of the systemic factors influencing police conduct, while also considering practical strategies for early intervention and long-term reform in policing.

**STUDENT LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

- **Identify and Analyze Core Issues:** Understand the structural, cultural, and systemic factors contributing to police corruption and deviance in U.S. law enforcement.
- **Conduct Scholarly Research:** Research a specific law enforcement issue, focusing on early warning systems for mitigating police misconduct.
- **Critique and Evaluate Policy Proposals:** Assess and critique reform proposals, emphasizing early warning systems to prevent police deviance.

- **Develop and Present Policy Recommendations:** Create and present evidence-based policy proposals focused on early intervention strategies to prevent corruption. **Graduate-Level Instruction and Facilitation:** Design and present an instructional module on police corruption, engaging peers in critical discussions using current research and case studies.

### **Course Instructional Methods**

This online course will employ a variety of instructional methods tailored for a virtual learning environment. Content will be delivered through pre-recorded lectures, interactive video discussions, and assigned readings. Students will engage in asynchronous small group discussions, followed by synchronous virtual sessions where key topics are discussed and critically analyzed. Oral presentations will be delivered via video or live webinars, with opportunities for peer feedback and group discussions. Throughout the course, students will engage in critical analysis and collaborative learning, enhancing their understanding of ethical issues in criminal justice through interactive online formats.

### **Online Course Policies:**

Students are encouraged to actively engage in all course activities, participate in online discussions, and respectfully share their thoughts and questions. Disruptive behavior, such as irrelevant comments or distractions during live sessions, will not be tolerated. While students are welcome to have beverages, food is not permitted during synchronous sessions.

Students are expected to come prepared to discuss assigned readings, and may encounter surprise quizzes or assessments. Electronic devices should not interfere with learning, and participants should ensure that phones and notifications are set to silent or turned off during live sessions.

The guiding principle for this course is the "Golden Rule": Treat others as you wish to be treated. Respectful communication and collaboration are essential for a productive online learning experience.

### **SRSU Distance Education Statement**

Distance education students have full access to academic resources, including library services, online databases, and technology support. Visit the SRSU website for details.

Students must use their Sul Ross email and submit assignments via Blackboard, which requires secure login. All students are expected to follow academic honesty and conduct policies outlined in the student handbook. Web-based course participants must maintain the necessary equipment and software as specified on the SRSU website. Instructions for filing complaints are also available in the student handbook.

### **Course Assessment**

#### **Attendance Policy (100 Points)**

Attendance reflects maturity, responsibility, and commitment to learning. Regular and punctual attendance is essential. Attendance will be taken daily, and absences cannot be made up. Students should arrive on time and stay for the entire class. Latecomers must confirm their attendance with the instructor after class.

Per SRSU policy, students missing 9 hours of class (6 sessions) will be dropped with an "F." Notify the instructor in advance of any University-related absence; failure to do so will result in an unexcused absence.

#### **Attendance Grading:**

- Full attendance: 20 points
- 1 missed class: 16 points
- 2 missed classes: 12 points
- 3 missed classes: 8 points
- 4 missed classes: 4 points
- 5 missed classes: 0 points
- **6 missed classes: Final grade = "F"**

### **Academic Integrity**

Students are responsible for reviewing and adhering to the Sul Ross Student Handbook. Both the university and the instructor prioritize academic integrity and strictly enforce institutional guidelines and course policies.

Students must exhibit scholarly behavior, including punctuality, preparedness, and meaningful participation. Academic dishonesty, including but not limited to the following, will not be tolerated:

Submitting work used for another course or professor as original.

Presenting another's work as one's own.

Using professional works or online sources without proper citation.

Collaborating on assignments or exams when prohibited.

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. You should also be aware that as a member of the academic community, it is your responsibility to turn in all suspected violators of the honor system. Plagiarism will not be tolerated. This includes but is not limited to: inappropriate citations of sources, "padding" your references, purchasing and/or copying a paper from the internet or friend, copying and pasting from a resource, and so on. Plagiarism of assignments will result in a grade of 0 and will be reported. The use of AI sources is also prohibited unless explicitly permitted. Violations may lead to failing grades on assignments or the course, and further disciplinary action. Academic dishonesty undermines the value of higher education.

### **APA Style**

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### **Student Support Services**

Sul Ross State University offers various programs to help students succeed, including advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of services, visit Student Support Services. For more information, contact SSS at (432) 837-9118 or visit Ferguson Hall, Room 105.

**Counseling Services:** Sul Ross students have access to nine free counseling sessions through TimelyCare. For 24/7 support, visit TimelyCare/SRSU. In-person counseling is also available in Ferguson Hall, Room 112 (Alpine campus), and via telehealth for remote and RGC students.

### **Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at

432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine. Texas, 79832.

### **Late Assignment Submission Policy**

Students are expected to complete coursework on time and submit assignments by the specified deadlines. Late work is generally not accepted, as students are informed of deadlines at the beginning of the term. If an assignment or exam is missed, students must provide a valid, university-recognized excuse. It is the student's responsibility to plan accordingly and stay aware of deadlines by regularly reviewing the syllabus.

### **Departmental Bachelor's Degree Program Marketable Skills**

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are

valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called “employability skills” in other countries, or “transferable skills” here in the states. They include both technical and soft skills.

The marketable skills of Homeland Security and Criminal Justice BS Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing to Crime.
7. Students Know Legal Codes & Procedures and Safety.

### **Classroom Climate of Respect**

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of SRSU to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Support for Students with Disabilities**

If you have, or think you may have, a disability (including an invisible disability such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services. This instructor will be as flexible as possible to accommodate the needed services. Any student who has a concern or needs to make special arrangements for meeting the requirements of the course is encouraged to speak with the instructor.

### **ATTENDANCE POLICY**

Class Attendance is required. Per school policy, I will be taking attendance daily. You are allowed three unexcused absences in this course. It is your responsibility to make up scheduled work because of officially excused absences. Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course or receive a failing grade in the course.

### **MAKEUP AND LATE WORK**

The scheduled dates of all exams and written assignments are clearly indicated in this syllabus. No make-up exams or late papers will be accepted without my **prior approval**.

### **GRADING**

**ASSIGNMENTS:** Students will be required to submit three assignments during the semester. The assignment needs to be about one page in length and follow the format that will be discussed in class. Further details about the rules of this assignment will be given in class.

**DISCUSSION QUESTIONS:** For each chapter, I will post four questions that are geared to help students think about the topics discussed in the chapter and to help facilitate discussion in class. Each student is required to answer ALL four questions for each of the four chapters they will be assigned over the course of the semester. Each question should be answered in about one paragraph or 150 words (1/2 page), and should be typed and double spaced. Students are also responsible to help guide discussion on their particular chapter; therefore, points will be deducted if the student is not in attendance for their assigned chapter discussion. Further details about the rules of this assignment will be given in class.

**QUIZZES:** Students will be given four surprise quizzes throughout the course relating to chapter content.

**EXAMS:** There will be two exams: a midterm and a final. Each will be a combination of identification, short answer, and essay questions. The exams are designed to test your familiarity with the lecture material, reading assignments, and your independent ability to apply what you have learned.

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16 Quizzes	400 points
1 Midterm Exam	200 points
1 Final Exam	300 points
Attendance	100 points
<b><u>Total</u></b>	<b><u>1000 points</u></b>

<b>Final Grading Scale</b>
<b>A 1000 - 901</b>
<b>B 900 - 701</b>
<b>C 700 - 501</b>
<b>D 500 - 301</b>
<b>F 300 &amp; below</b>

**Quizzes and Discussion Board Questions:** Every week, there will be a quiz and discussion board questions posted for each Module. Please submit your answers by Sunday night of each week. All responses must be submitted by midnight on Sundays **and release new Module content every Monday afternoon.**

**COURSE SCHEDULE**

This schedule is subject to change at the discretion of the instructor. Please check Blackboard regularly for any updates.

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SESSION & DATE	PREPARATION:	TOPICS:
#1 Jan 15-Jan 19	Buy textbook(s)	
	ASSIGNMENTS: --	<b>Introduction to Course</b>
#2 Jan 20-Jan 26	Read Chapters 1	
	ASSIGNMENTS:	<b>A National Police Crisis</b>
#3 Jan 27-Feb 2	Read Chapters 2	
	ASSIGNMENTS:	<b>The Accomplishments and Limits of Traditional Police Reforms</b>

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#4 Feb-3- Feb 9	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 3  <b>The “Heart of The Matter”: Controlling Police Officer Use of Force</b>
#5 Feb-10- Feb 16	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 4 Assignment # <b>Controlling Critical Incidents</b>
#6 Feb-17- Feb 23	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 5  <b>Public Complaints and Police Accountability</b>
#7 Feb-24- Mar 2	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 6  <b>6. Early Intervention Systems</b>
#8 Mar 3-Mar 9	PREPARATION: ASSIGNMENTS: TOPICS:	Study Chapters 1–6 – <b>*MIDTERM EXAM*</b>
#9 Mar 3-Mar 9	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 7  <b>7. External Review of the Police</b>
#10 Mar 10-Mar 16	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 8 Assignment # <b>8. Increasing Accountability with Risk Management</b>
#11 Mar 17-Mar 23	PREPARATION: ASSIGNMENTS: TOPICS:	<b>Spring Break (No Class)</b>
#12 Mar 24-Mar 30	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 9  <b>9. Police Accountability and Technology</b>
#13 Mar 31-April 6	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 10  <b>10. The Future of Police Accountability</b>
#14 April 7- April 13	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 11 Assignment <b>11. Police Deviance</b>
#15 April 14- April 20	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 12  <b>12. Police Misconduct</b>
#16 April 21- April 27	PREPARATION: ASSIGNMENTS: TOPICS:	Study Chapters 9–13 -- <b>13. Police Integrity</b> <b>*FINAL EXAM*</b>

**\*\*\*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed\*\*\***