EIGHTH EDITION

AN INTRODUCTION TO POLICING

JOHN S. DEMPSEY
LINDA S. FORST

with contributions by
STEVE CARTER

AN INTRODUCTION TO POLICING

EIGHTH EDITION

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

AN INTRODUCTION TO POLICING

EIGHTH EDITION

John S. Dempsey

Captain, New York City Police Department (Retired)
Professor Emeritus of Criminal Justice,
Suffolk Community College
Mentor in Criminal Justice and Public Administration,
SUNY-Empire State College

Linda S. Forst

Captain, Boca Raton Police Department (Retired)
Professor of Criminal Justice, Shoreline Community College

CENGAGE Learning®

Australia • Brazil • Mexico • Singapore • United Kingdom • United States

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

CENGAGE Learning®

An Introduction to Policing, 8th Edition
John S. Dempsey, Linda S. Forst

Product Director: Marta Lee-Perriard
Product Manager: Carolyn Henderson-Meier
Content Developer: Margaux Cameron
Media Developer: Jessica Alderman
Product Assistant: Stephen Lagos
Marketing Manager: Kara Kindstrom
Content Project Manager: Rita Jaramillo
Art Director: PMG, Brenda Carmichael
Manufacturing Planner: Judy Inouye
Production Service: Integra, Alverne Bell
Photo Researcher: Hemalatha Dhanapal
Text Researcher: Pinky Subi
Copy Editor: Nina Taylor
Text and Cover Designer: Lumina Datamatics
Compositor: Integra Software Services Pvt. Ltd.
Cover image credit: justasc/Shutterstock

© 2016, 2014 Cengage Learning

WCN: 02-200-203

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706.

For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions**.
Further permissions questions can be e-mailed to
permissionrequest@cengage.com

Library of Congress Control Number: 2014939369

ISBN-13: 978-1-285-86273-6

Cengage Learning
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/global**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit **www.cengage.com**.

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**.

Printed in the United States of America
Print Number: 01 Print Year: 2014

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

DEDICATION

To my family: Marianne, John, Donna, Cathy, Diane, Danny, Nikki, Erin, and John, and in memory of Anne Marie (1970–2002); also, in memory of James J. Fyfe and Patrick J. Ryan. —J.S.D.

This book is dedicated to my late husband, Captain James E. Duke, Jr. (pictured below), and our beautiful daughters, Brynn and Juleigh, as well as my new son-in-law, Taylor. —L.S.F.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

HONORING THE MEMORY AND CELEBRATING THE LIFE OF JOHN S. DEMPSEY (JACK)

Jack Dempsey, senior author of *An Introduction to Policing, Introduction to Investigations, Introduction to Private Security,* and *POLICE* died on Sunday, August 3, 2014, in New York at the age of 68. Jack was a member of the New York Police Department from 1964 to 1988, rising through the ranks of police officer, sergeant, lieutenant, and captain. He received his BA from John Jay College of Criminal Justice, his Masters in criminal justice from Long Island University, and his Masters in public administration from Harvard University, John F. Kennedy School of Government.

Upon his retirement from law enforcement, Jack dedicated his time and efforts to teaching and mentoring students at Suffolk Community College and State University of New York, Empire College and across the country. He was awarded the prestigious "Who Made a Difference Award" from Suffolk Community College for his dedication to his students.

Jack's commitment to professional law enforcement was visible in everything he did. It is impossible to know just how many students and police officers he influenced and educated as his books are widely read across the nation. Jack had a magnetic personality and a lot of charisma, making it easy for him to share his beliefs in ethical and professional law enforcement as well as his unending desire to serve his community and students in any way that he could.

He was also devoted to his family and was so happy to spend time relaxing with his wife, children, and grandchildren. He always had pictures to show, stories to tell and we all knew he was the "Grand Dude." He was well known for his infectious laugh, sense of humor, and New York accent!

Law enforcement is more professional, police officers are safer, and society has benefited due to Jack's efforts. For those of us lucky enough to know him personally, he impacted our lives tremendously and we will be forever grateful for his friendship, kindness, generosity, support, and mentoring. Jack's legacy will live on for generations.

Linda Forst

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

BRIEF CONTENTS

PART I

Police History and Organization

1 Police History | 2
2 Organizing Public Security in the United States | 39
3 Organizing the Police Department | 71

PART II

The Personal Side of Policing

4 Becoming a Police Officer | 104
5 The Police Role and Police Discretion | 133
6 Police Culture, Personality, and Stress | 161
7 Minorities in Policing | 193
8 Police Ethics and Police Deviance | 226

PART III

Police Operations

9 Patrol Operations | 260
10 Investigations | 298
11 Police and Their Clients | 328
12 Community Policing | 363
13 Police and the Law | 394

PART IV

Critical Issues in Policing

14 Computers, Technology, and Criminalistics in Policing | 458
15 Homeland Security | 525

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

About the Authors | xvii
Preface | xix

PART I
Police History and Organization | 1

CHAPTER 1
Police History | 2

Early Police | 3
English Policing: Our Heritage | 4
- Early History | 4
- Seventeenth-Century Policing: Thief-Takers | 5
- Henry Fielding and the Bow Street Runners | 6
- Peel's Police: The Metropolitan Police for London | 6

American Policing: The Colonial Experience | 9
- The North: The Watch | 9
- The South: Slave Patrols and Codes | 9

American Policing: Eighteenth and Nineteenth Centuries | 10
- The Urban Experience | 10
- The Southern Experience | 15
- The Frontier Experience | 15

American Policing: Twentieth and Twenty-First Centuries | 17
- Policing from 1900 to 1960 | 17
- Policing in the 1960s and 1970s | 20
- Policing in the 1980s and 1990s | 26
- Policing in the 2000s | 29

CHAPTER 2
Organizing Public Security in the United States | 39

The U.S. Public Security Industry | 40
Local Law Enforcement | 42
- Metropolitan Law Enforcement | 43
- County Law Enforcement | 45
- Rural and Small-Town Law Enforcement | 46
- Indian Country and Tribal Law Enforcement | 48
- Campus Law Enforcement | 49
- Local Law Enforcement and Illegal Immigration | 50

Law Enforcement in the Era of Reduced Budgets | 51
State Law Enforcement | 55
Federal Law Enforcement | 56
- Department of Justice | 56
- Department of the Treasury | 61
- Department of Homeland Security | 62
- Department of the Interior | 62
- Department of Defense | 63
- U.S. Postal Service | 63
- Other Federal Enforcement Agencies | 63
- Joint Federal and Local Task Force Approach to Law Enforcement | 66

International Police | 66

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

CHAPTER 3

Organizing the Police Department | 71

Organizing the Department: Managerial Concepts | 72
- Division of Labor | 72
- Managerial Definitions | 72
- Managers, Supervisors... or Leaders? | 74
- Ethical Leadership | 75
- Traditional Organizational Model and Structure | 75
- Chain of Command | 78
- Span of Control | 82
- Delegation of Responsibility and Authority | 82
- Unity of Command | 82
- Rules, Regulations, and Discipline | 82

Alternative Organizational Models and Structures | 82

Organizing by Personnel | 84
- The Civil Service System | 84
- Sworn and Nonsworn (Civilian) Personnel | 85
- Rank Structure | 86
- Other Personnel | 89
- Lateral Transfers | 91
- Police Unions | 91

Organizing by Area | 93
- Beats | 93
- Precincts/Districts/Stations | 93

Organizing by Time | 95
- The Three-Tour System | 95
- Tour Length: 8 Hours, 10 Hours, or 12 Hours | 95
- Tour Conditions | 96
- Steady (Fixed) Tours | 97

Organizing by Function or Purpose | 97
- Line and Staff (Support) Functions | 97
- Police Department Units | 98

PART II

The Personal Side of Policing | 103

CHAPTER 4

Becoming a Police Officer | 104

Finding Information on Jobs in Policing | 106

Standards in Police Selection | 107
- Physical Requirements | 107
- Smoking | 107
- Age Requirements | 108
- Education Requirements | 108
- Prior Drug Use | 110
- Criminal Record Restrictions | 111

The Recruitment Process | 111

The Job Analysis | 113

The Selection Process | 114
- Characteristics of Good Police Officers | 115
- Written Examination | 116
- Physical Agility Test | 117
- Polygraph Examination | 118
- Oral Interview | 118
- Background Investigation | 120
- Psychological Appraisal | 120
- Medical Examination | 121

The Police Training Process | 121
- Recruit Training | 122
- The Police Academy | 122
- Field Training | 123
- Probationary Period | 127
- Firearms Training | 128
- In-Service, Management, and Specialized Training | 128

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

CHAPTER 5

The Police Role and Police Discretion | 133

The Police Role | 134
- Crime-Fighting Role | 134
- Order-Maintenance Role | 136

Ambiguity of the Police Role | 136
- The Police Role in the Aftermath of 9/11 | 137

Goals and Objectives of Policing | 140
- Primary Goals and Objectives | 140
- Secondary Goals and Objectives | 140

Police Operational Styles | 140

Police Discretion | 142
- What Is Discretion? | 143
- How Is Discretion Exercised? | 144
- Why Is Discretion Exercised? | 144
- What Factors Influence Discretion? | 144
- How Can Discretion Be Controlled? | 147
- CALEA Standards | 148

Police Shootings and the Use of Deadly Force | 149
- Police Use of Force | 150
- Number of Citizens Shot by the Police | 151
- Do Police Discriminate with Their Trigger Fingers? | 151
- Departure from the "Fleeing Felon" Rule | 152
- Firearms Training | 154
- Less-than-Lethal Force | 155

CHAPTER 6

Police Culture, Personality, and Stress | 161

The Police Culture or Subculture | 162
- The Blue Wall of Silence | 164

The Police Personality | 165
- What Is the Police Personality? | 165
- Is the Police Personality Innate or Learned? | 166
- Police Cynicism | 167
- The *Dirty Harry* Problem | 167

Police Stress | 168
- What Is Stress? | 169
- Nature of Stress in Policing | 169
- Factors Causing Stress in Policing | 171
- Effects of Stress on Police Officers | 174
- Stress and Police Families | 176
- Police Departments Dealing with Stress | 176

Police Suicide | 178

Police Danger | 181
- Officers Killed in the Line of Duty | 181
- Officers Assaulted in the Line of Duty | 183
- Police and Contagious Diseases | 183

CHAPTER 7

Minorities in Policing | 193

Discrimination in Policing | 194
- Discrimination Against Women | 194
- Discrimination Against African Americans | 196

How Did Women and Minorities Strive for Equality? | 197
- The Civil Rights Act of 1964 | 198
- The Omnibus Crime Control and Safe Streets Act of 1968 | 198
- The Equal Employment Opportunity Act of 1972 | 199
- The Civil Rights Act of 1991 | 199
- Federal Courts and Job Discrimination | 199
- Affirmative Action Programs | 200

White Male Backlash | 201

Minorities Proving Themselves on the Job | 203
- Academic Studies | 203

Minorities in Policing Today | 208
- Female Representation | 208
- African American Representation | 210
- Hispanic Representation | 211
- Asian Representation | 212

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Muslim Representation | 213
Gay and Lesbian Representation | 213
Challenges Persist for Minorities in Policing | 215
Challenges for Women | 215
Challenges for African Americans | 220
Challenges for Other Minorities | 221

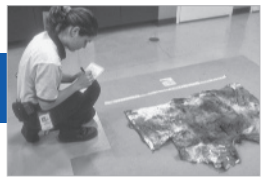
CHAPTER 8

Police Ethics and Police Deviance | 226

Ethics and the Police | 227
The Dilemma of Law Versus Order | 229
Review of the Police | 229
Police Corruption | 231
Corruption Makes Good Books and Films | 231
Examples of Police Corruption | 232
Reasons for Police Corruption | 233
Types and Forms of Corruption | 234
Noble Cause Corruption | 235
Effects of Police Corruption | 236
Other Police Misconduct | 238
Drug-Related Misconduct | 238
Sleeping on Duty | 238
Police Deception | 238
Sex-Related Misconduct | 239
Domestic Violence in Police Families | 241
Biased-Based Policing | 243
Police Brutality | 246
Responses to Police Corruption | 247
Investigations | 247
Discipline and Termination | 248
Preventive Administrative Actions | 248
Citizen Oversight | 250
Police Civil and Criminal Liability | 251
State Liability | 252
Federal Liability | 252
Reasons for Suing Police Officers | 253
Effects of Lawsuits on Police Departments and Officers | 254
The Emotional Toll of Police Lawsuits | 254

PART III

Police Operations | 259



CHAPTER 9

Patrol Operations | 260

Traditional Methods of Police Work | 261
Police Patrol Operations | 261
Activities of the Patrol Officer | 262
The Legacy of O. W. Wilson | 262
Evaluating the Effectiveness of Police Work | 262
Random Routine Patrol: The Kansas City Study | 263
Rapid Response to Citizens' 911 Calls | 264
Academic Studies of the Police Patrol Function | 265
From the Foot Beat to the Patrol Car | 266
One-Officer Versus Two-Officer Patrol Cars | 268
Return to Foot Patrol | 269
Patrol Innovations: Working Smarter | 270
Evidence-Based Policing | 270
Predictive Policing | 270
Smart Policing | 271
Personnel Deployment | 272
Directing Patrol Efforts | 272
Differential Response to Calls for Service and the 911 System | 273
Reverse 911 | 274

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Smart911 | 275
Allocation of Resources | 275
Personnel | 275
Vehicles | 276
Alternative Strategies | 277
Tactical Operations | 277
Specialized Policing Responses to Individuals with Mental Illness | 279
Decoy Vehicles | 281
Alternative Vehicle Deployment | 282
Police Traffic Operations | 284
Video Camera Traffic Enforcement | 286
The Challenge of Distracted Drivers | 286
Efforts Against Drunk Drivers and Impaired Drivers | 287
Fighting Aggressive Driving | 288
Police Automobile Pursuits | 289
Other Police Operational Units | 291
SWAT Teams and Police Paramilitary Units | 292
K-9 Units | 293

CHAPTER 10

Investigations | 298

Retroactive Investigation of Past Crimes by Detectives | 299
Detective Operations | 300
The Investigative Process | 300
What Detectives Do | 301
The Detective Mystique | 302
Alternatives to Retroactive Investigation of Past Crimes by Detectives | 303
Improved Investigation of Past Crimes | 304
Managing Criminal Investigations (MCI) | 304
Mentoring and Training | 305
Crime Analysis and Information Management | 305
Crime Analysis | 305
Information Management | 306
Multiagency Investigative Task Forces | 307
Repeat Offender Programs (ROPs) | 309
Internet Registries | 312
Global Positioning System (GPS) Technology, Smartphones, and Social Media | 313
Surveillance Cameras | 314
Cold-Case Squads | 315
Proactive Tactics | 316
Decoy Operations | 316
Stakeout Operations | 317
Sting Operations | 318
Cybercrime Investigations | 320
Undercover Operations | 320
Police Undercover Investigations | 321
Federal Undercover Investigations | 321
Drug Undercover Investigations | 321
Entrapment | 323

CHAPTER 11

Police and Their Clients | 328

The Need for Proper Police–Community Relationships | 329
Human Relations, Public Relations, Community Relations | 330
Public Opinion and the Police | 333
Police and Minority Communities | 334
Multiculturalism | 334
African Americans | 335
Hispanic Americans | 335
Asian Americans | 336
Native Americans | 336
Arab Americans and Muslims | 337
Jews | 338
Women | 338
Gays and Lesbians | 339
New Immigrants | 339
Police and Special Populations | 341
The Physically Challenged | 341
The Aging Population | 342
Young People | 343
Crime Victims | 347

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Victims of Domestic Violence | 348
The Mentally Ill | 350
The Homeless | 351
Community Crime Prevention Programs | 352
Neighborhood Watch Programs | 352
National Night Out | 353
Citizen Patrols | 353
Citizen Volunteer Programs | 353
Home Security Surveys and Operation Identification | 355
Police Storefront Stations or Ministations | 355
Crime Stoppers | 355
Mass Media Campaigns | 355
Chaplain Programs | 357
Citizen Police Academies | 357
Other Police-Sponsored Crime Prevention Programs | 358
Police and Business Cooperation | 358

CHAPTER 12

Community Policing | 363

Corporate Strategies for Policing | 364
The Philosophy of Community Policing and Problem-Solving Policing | 365
Community Policing | 367
Problem-Solving Policing | 370
Successful Examples of Community-Oriented Policing | 372
Community Policing Today | 373
Resident Officer Programs: The Ultimate in Community Policing? | 376
The Federal Government and Community Policing | 379
The Crime Bill | 379
Office of Community Oriented Policing Services (COPS) | 379
Some Accomplishments of Community Policing | 382
The Debate Continues on Community Policing | 383
Homeland Security and the Future of Community Policing | 388

CHAPTER 13

Police and the Law | 394

Crime in the United States | 395
The Judicial Process | 395
How Do We Measure Crime? | 396
How Much Crime Occurs in the United States? | 397
Arrests in the United States | 398
Crime and Punishment | 398
The Police and the U.S. Constitution | 399
The Bill of Rights and the Fourteenth Amendment | 402
The Role of the Supreme Court in Regulating the Police | 403
The Exclusionary Rule | 403
The Police and Arrest | 407
Probable Cause | 408
Reasonable and Deadly Force in Making Arrests | 410
Police Traffic Stops | 411
The Police and Search and Seizure | 414
Canine Sniffs | 416
The Warrant Requirement and the Search Warrant | 417
Exceptions to the Warrant Requirement | 421
The Police and Custodial Interrogation | 432
The Path to *Miranda* | 432
The *Miranda* Ruling | 434
The Erosion of *Miranda* | 435
The *Dickerson* Ruling and Beyond | 441
Police and Surreptitious Recording of Suspects' Conversations | 445
Police Eyewitness Identification Procedures | 446
Lineups, Showups, and Photo Arrays | 446
Other Identification Procedures | 448

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

PART IV

Critical Issues in Policing | 457

CHAPTER 14

Computers, Technology, and Criminalistics in Policing | 458

Computer Technology in Policing | 459
- Computer-Aided Dispatch (CAD) | 460
- Automated Databases | 463
- Automated Crime Analysis (Crime Mapping) | 464
- Computer-Aided Investigation (Computer-Aided Case Management) | 465
- Computer-Assisted Instruction | 467
- Administrative Uses of Computers | 467
- Computer Networks and the Internet | 469
- Mobile Technology | 469

Fingerprint Technology | 472
- Basic Categories of Fingerprints | 473
- Automated Fingerprint Identification Systems | 475
- Automated Palm Print Technology | 478

Less-than-Lethal Weapons | 478
- Chemical Irritant Sprays | 479
- The Taser and Other Stun Devices | 479
- Safety and Effectiveness of Less-than-Lethal Weapons | 479

Surveillance Technology | 482
- Surveillance Vans | 482
- Vehicle Tracking Systems | 483
- Night Vision Devices | 483
- Global Positioning Systems | 484
- Surveillance Aircraft | 484
- Electronic Video Surveillance | 485
- Cell Phone Monitoring | 487

Advanced Photographic Techniques | 488
- Digital Photography | 488
- Aerial Photography | 488
- Mug Shot Imaging | 488
- Age-Progression Photographs | 489
- Composite Sketches | 489

Modern Forensics or Criminalistics | 490
- The *CSI* Effect | 492
- The Modern Crime Lab | 493
- Crime Lab Accreditation | 497
- Computer/Digital Forensics | 498

DNA Profiling | 501
- The Science of DNA | 502
- The History of DNA in U.S. Courts | 504
- Current Technology | 506
- DNA Databases | 506
- Other Current DNA Issues | 507

Biometric Identification | 509

Videotaping | 511

Robotics | 511

Concerns About Technology and Civil Liberties | 512

CHAPTER 15

Homeland Security | 525

Homeland Security | 526

Terrorism | 527
- International Terrorism | 528
- Domestic Terrorism | 532

Methods of Investigating Terrorism | 537
- Proactive Methods | 537
- Reactive Methods | 537

Post-9/11 Response to Terrorism and Homeland Defense | 540
- 9/11 Commission's Review of Efforts for Homeland Security | 541

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Federal Law Enforcement Efforts for Homeland Security | 543
Department of Homeland Security (DHS) | 543
Federal Bureau of Investigation (FBI) | 545
Secure Communities: DHS and FBI | 546
Office of the Director of National Intelligence (ODNI) | 547
Other Federal Agencies | 547
State and Local Law Enforcement Efforts for Homeland Security | 549
Security Versus Civil Liberties | 557

Glossary | 569
Index | 581

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

ABOUT THE AUTHORS

JOHN S. DEMPSEY was a member of the New York City Police Department (NYPD) from 1964 to 1988. He served in the ranks of police officer, detective, sergeant, lieutenant, and captain. His primary assignments were patrol and investigations. He received seven citations from the department for meritorious and excellent police duty. After retiring from the NYPD, Mr. Dempsey served until 2003 as Professor of Criminal Justice at Suffolk County Community College on Eastern Long Island where he won the college's prestigious "Who Made a Difference Award" for his teaching and work with students. In 2005, he was designated Professor Emeritus by the college. Mr. Dempsey also serves as a mentor at the State University of New York, Empire College, where he teaches criminal justice and public administration courses and mentors ranking members of law enforcement and criminal justice agencies.

In addition to this book, Mr. Dempsey is the author of *Introduction to Investigations*, Second Edition (Thomson Wadsworth, 2003), *POLICE2* (Delmar/Cengage Learning, 2013), and *Introduction to Private Security*, Second Edition (Wadsworth/Cengage Learning, 2011).

Mr. Dempsey holds A.A. and B.A. degrees in behavioral science from the City University of New York, John Jay College of Criminal Justice; a master's degree in criminal justice from Long Island University; and a master's degree in public administration from Harvard University, the John F. Kennedy School of Government. He is a member of the Academy of Criminal Justice Sciences (ACJS), the International Association of Chiefs of Police, ASIS International, the Northeastern Association of Criminal Justice Sciences (NEACJS), and the Criminal Justice Educators Association of New York State. His latest academic distinctions were the Outstanding Contributor Award from the ACJS Community College Section in 2004 and the Fellows Award from the NEACJS in 2005.

Mr. Dempsey is married and has four children and four grandchildren.

LINDA S. FORST is a retired police captain from the Boca Raton (Florida) Police Services Department. She joined the department in 1977 and served as a patrol officer, investigator, sergeant, lieutenant, and captain. She spent most of her career in patrol but also worked in investigations, professional standards, training, hiring, and support services. She was the first female field training officer, sergeant, lieutenant, and captain in the department. She has extensive training in accident investigation, domestic violence, sexual violence, community policing, and police management, and she served on the board of directors of the local battered women's shelter for many years. Together with a state representative, she contributed to the development of Florida's stalking law and amended the sexual battery statute to better serve the community. She received numerous commendations during her career, including Boca Raton's Citizen of the Year in 1994, and brought home many gold medals from the state and International Police Olympics while representing Boca Raton.

Ms. Forst earned her B.A. in criminal justice, M.Ed. in community college education, and Ed.D. in adult education from Florida Atlantic University. Her dissertation was on acquaintance rape prevention programs. She is a graduate of University of Louisville's Sex Crime Investigation School and Northwestern University's School of Police Staff and Command. Ms. Forst is the author of numerous publications in magazines, journals, and newspapers, and presents regularly at conferences and to community groups. She is the author of *The Aging of America: A Handbook for Police Officers* (Charles C. Thomas, 2000) and *POLICE* (Delmar/Cengage, 2011). Ms. Forst is a member of Academy of Criminal Justice Sciences, the Washington Association of Sheriffs and Police Chiefs, the International Association of Chiefs of Police, the International Association of Women Police, and the National Association of Women Law Enforcement Executives. She has instructed for Northwestern's School of Police Staff and Command as well as Palm Beach Community College and Florida Atlantic University. Currently she is a professor of criminal justice at Shoreline Community College in Seattle, Washington.

Ms. Forst is the mother of two daughters.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

About the Contributor

STEVEN B. CARTER is a retired police sergeant from the Modesto (California) Police Department. He joined the department in 1985 as a Police Reserve and served as a police officer, detective, patrol sergeant, training sergeant, administrative services sergeant, and acting watch commander. While a patrol officer, he hosted a weekly live television show (*CrimeLine*) on the local cable station and was the recipient of a "Telly Award" for a segment on domestic violence. As a detective, he was assigned to economic crimes and burglary, and was a member of the homicide crime scene team, acting as crime scene manager. He has presented before the California State Assembly Central Valley Legislative Law Summit on computer crimes and law enforcement response. As administrative sergeant he supervised background investigations, and as training sergeant he proposed and implemented a departmental five-year training plan and started the "Leadership in Police Organizations" program. He is a graduate of the Los Angeles Police Department's West Point Leadership Program and is a California POST Master Instructor. He retired in 2007.

Mr. Carter earned a B.A. from Simpson College and is a consultant and subject matter expert with Steven Carter & Associates in Modesto, California. He is a member of the Academy of Criminal Justice Sciences and an associate member of the International Association of Chiefs of Police. He has served as a Peer Review Panel member for the Edward Byrne Grant Funding Program through the Department of Justice and is currently on the City of Modesto Planning Commission. He has authored several Cengage textbook supplements and is the author of *Instructor's Resource Manual with Test Bank* for *Introduction to Private Security* by John S. Dempsey.

Mr. Carter is married and has three daughters and six grandchildren.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

An Introduction to Policing, Eighth Edition, is an introductory text for college students who are interested in learning who the police are, what they do, and how they do it. The policing profession is a noble one, and we sincerely hope this text teaches those preparing to enter law enforcement how to continue in this great tradition.

This book provides a general overview of policing in our society so that students can understand why and how policing is performed. It is, above all, a text for students. It will show you the jobs available in policing, how you can go about getting them, what skills you will need, and what you will do when you get those jobs. In addition, we try to give you an idea, a sense, and a flavor of policing. We want you to get a clear look at policing, not only for your academic interest but, more importantly, to help you determine if policing is what you want to do with the rest of your life.

An Introduction to Policing explores the subject matter from the perspective of two individuals who have devoted their lives to active police work and education. We wrote this new edition, in part, out of a desire to combine the practical experience gained from a collective 44 years on the job in the field of policing with the equally valuable insights gained from our years of formal education and teaching.

Changes to the Eighth Edition

In response to student and reviewer feedback, this edition provides the latest in academic and practitioner research as well as the latest applications, statistics, court cases, information on careers, and criminalistic and technological advances. As always, coauthor Linda Forst continues to lend additional geographic and gender perspective to the text.

The Eighth Edition continues to reflect the increasing emphasis on policing and homeland security, and we have added or strengthened topics such as community policing; self-defense and "stand your ground" laws; the new IACP Women's Leadership Institute; social media campaigns; cybercrime; the law enforcement partnership with the Special Olympics; police response to the mentally ill; budget issues and police academy funding; female, homosexual, and minority officers in the profession; drug investigations in light of emerging medical and recreational marijuana legislation; recognizing and responding to elder abuse; and more. This edition has seven new Guest Lectures by experts in the field on topics such as the Sandy Hook Elementary School shootings, the Wisconsin State Capitol protests, human trafficking, technology in child pornography investigations, and emerging new philosophies in the police academy. In addition to fully updated statistics, cases, and studies, the following updates have been made within chapters:

Chapter 2

- NEW Guest Lecture: "A Sound Base and Broad Mind Lead to Endless Successes and Countless Opportunities"
- NEW discussion of cooperation between law enforcement agencies in security efforts
- NEW On the Job: "Working Together Toward a Common Goal"
- Updated information on Operation Fast and Furious

Chapter 3

- NEW Table: Taylor's Four Scientific Management Principles
- NEW section: Lateral Transfers
- NEW topic: Fraternal Order of Police
- Updated explanation of team leadership principles

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 4

- NEW Guest Lecture: "From Warriors to Guardians"
- Updated information about eligibility and education requirements for police applicants
- NEW information about recruiting through school-based programs

Chapter 5

- NEW Guest Lecture: "Trafficking Investigations Can Involve Expanding Police Roles"
- NEW topic: broken windows theory
- NEW coverage of workforce approaches for small departments
- NEW and updated discussion of race-based police discretion
- NEW and expanded topics: stop-and-frisk, drug and alcohol impairment, and domestic violence
- Updated discussion of use-of-force standards

Chapter 6

- NEW section: Post-Traumatic Stress Disorder
- NEW Table: Signs and Symptoms of Post-Traumatic Stress Disorder
- Expanded coverage of police suicide

Chapter 7

- NEW Guest Lecture: "No Prince Charming"
- Updated information on affirmative action Supreme Court rulings
- NEW and updated information on department statistics, recruiting efforts, leadership opportunities and examples, and other resources for minorities in policing

Chapter 8

- NEW information on sexual misconduct research and recommended policies from the IACP and racial profiling
- NEW topic: mediation meetings
- NEW topic: "uniform cams"
- Updated coverage of lawsuits against police departments

Chapter 9

- NEW section: Predictive Policing
- NEW section: Smart Policing
- NEW section: Smart911
- NEW section: Specialized Policing Responses to Individuals with Mental Illness
- NEW section: The Challenge of Distracted Drivers
- NEW topic: states' legalization of recreational marijuana
- NEW topic: motorcycle swarms
- NEW topic: swatting
- NEW You Are There!: "RADAR at the King County Sheriff's Office"

Chapter 10

- NEW Guest Lecture: "The Sandy Hook Elementary School Shooting Investigation and Response"
- NEW section: Surveillance Cameras
- NEW section: Cybercrime Investigations
- NEW topic: social media use in investigations, specifically the 2013 Boston Marathon bombing
- NEW topic: National Institute of Justice grant program "Solving Cold Cases with DNA"
- NEW topic: prescription drug fraud
- NEW discussion of multiagency investigative task forces in human trafficking

Chapter 11

- NEW You Are There!: "Law Enforcement and Special Olympics"
- NEW and updated information on domestic violence, including smartphone and social media use
- NEW coverage of mass media campaigns, specifically the 2013 Boston Marathon bombing

Chapter 12

- NEW topic: Detroit Mini-Station Program
- Updated coverage of the Elgin, Illinois, police department community outreach programs
- Updated information on the IACP Community Policing Awards

Chapter 13

- NEW Guest Lecture: "A View from the Interior: Policing the Protests at the Wisconsin State Capitol"

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- NEW You Are There!: "The Castle Doctrine in 'Stand Your Ground' Laws"
- NEW You Are There!: "*Texas v. Cobb* (2001)"
- NEW You Are There!: "*Missouri v. Seibert* (2004)"
- NEW topic: canine sniff case law in *Florida v. Harris* (2013)
- NEW topic: NYPD stop-and-frisk encounters
- NEW topic: search consent in *Fernandez v. California* (2014)
- NEW topic: Americans with Disability Act in *Seremeth v. Frederick County et al.* (2012)
- NEW topic: medical procedures in *Missouri v. McNeely* (2013)

Chapter 14

- NEW Guest Lecture: "The Evolution of Technology and Child Pornography Investigations"
- NEW section: Cell Phone Monitoring
- NEW section: Drones
- NEW section: Identity Theft
- NEW coverage of cybercrime, including new key terms *phishing*, *Trojan horse*, and *spyware*
- Updated discussion of DNA collection

Chapter 15

- NEW topic and key term: terrorist watchlist
- Updated coverage of sovereign citizens
- Updated information on the National Security Council staff
- Updated coverage of the DHS
- Updated coverage of Secure Communities
- Updated information on agency training in homeland security, specifically small and mid-sized local agencies

Pedagogical Features

Within each chapter, we have included the following pedagogical elements:

- NEW *Learning Objectives* serve as chapter road maps to orient students to the primary knowledge goals of each chapter.
- *Chapter Introductions* preview the material to be covered in the chapter.
- *Chapter Summaries* reinforce the major topics discussed in the chapter and help students check their learning.
- *Review Exercises* are projects that require students to apply their knowledge to hypothetical situations much like those they might encounter in actual police work. These exercises can be assigned as final written or oral exercises or serve as the basis for lively class debates.
- *Web Exercises* ask students to research police topics on the Internet.
- *Definitions of Key Terms* appear on the same page on which each key term is first used, and in the full glossary at the end of the book.

Boxed Features

To further heighten the book's relevancy for students, we have included the following boxed features in all chapters:

- *You Are There!* These boxes take students back to the past to review the fact pattern in a particular court case or to learn the details about a significant event or series of events in history. They are intended to give the students a sense of actually being at the scene of a police event.
- *On the Job* These features recount personal experiences from our own police careers. They are intended to provide a reality-based perspective on policing, including the human side of policing.
- *Guest Lectures* These essays from well-respected veterans of law enforcement and higher education offer practitioner-based insights into crucial law enforcement issues and challenges.

Ancillaries

A number of supplements are provided by Cengage Learning to help instructors use *An Introduction to Policing* in their courses and to aid students in preparing for exams. Supplements are available to qualified adopters. Please consult your local sales representative for details.

To access additional course materials, please visit **www.cengagebrain.com**. At the CengageBrain.com home page, search for the ISBN of your title (from the back cover of your book), using the search box at

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

the top of the page. This will take you to the product page where these resources can be found.

CENGAGEbrain.com

To get access, visit CengageBrain.com.

For the Instructor

- **MindTap Criminal Justice** MindTap from Cengage Learning represents a new approach to a highly personalized, online learning platform. A fully online learning solution, MindTap combines all of a student's learning tools—readings, multimedia, activities, and assessments into a singular Learning Path that guides the student through the curriculum. Instructors personalize the experience by customizing the presentation of these learning tools for their students, allowing instructors to seamlessly introduce their own content into the Learning Path via "apps" that integrate into the MindTap platform. Additionally, MindTap provides interoperability with major Learning Management Systems (LMS) via support for open industry standards and fosters partnerships with third-party educational application providers to provide a highly collaborative, engaging, and personalized learning experience.
- **Online Instructor's Resource Manual** Revised to reflect new content in the eighth edition, the manual includes learning objectives, key terms, a detailed chapter outline, a chapter summary, lesson plans, discussion topics, student activities, "What If" scenarios, media tools, and a sample syllabus. The learning objectives are correlated with the discussion topics, student activities, and media tools.
- **Online Test Bank** The expanded test bank includes 30 percent more questions than the prior edition. Each chapter of the test bank contains questions in multiple-choice, true/false, completion, essay, and new critical thinking formats, with a full answer key. The test bank is coded to the learning objectives that appear in the main text, and includes the section in the main text where the answers can be found. Finally, each question in the test bank has been carefully reviewed by experienced criminal justice instructors for quality, accuracy, and content coverage so instructors can be sure they are working with an assessment and grading resource of the highest caliber.
- **Cengage Learning Testing Powered by Cognero** This assessment software is a flexible, online system that allows you to import, edit, and manipulate test bank content from the *An Introduction to Policing* test bank or elsewhere, including your own favorite test questions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.
- **PowerPoint® Lectures** Helping you make your lectures more engaging while effectively reaching your visually oriented students, these handy Microsoft PowerPoint® slides outline the chapters of the main text in a classroom-ready presentation. The PowerPoint® slides are updated to reflect the content and organization of the new edition of the text, are tagged by chapter learning objective, and feature some additional examples and real-world cases for application and discussion.

For the Student

- **MindTap Criminal Justice** MindTap from Cengage Learning represents a new approach to a highly personalized, online learning platform. A fully online learning solution, MindTap combines all of a student's learning tools—readings, multimedia, activities, and assessments into a singular Learning Path that guides the student through the curriculum. Instructors personalize the experience by customizing the presentation of these learning tools for their students, allowing instructors to seamlessly introduce their own content into the Learning Path via "apps" that integrate into the MindTap platform. Additionally, MindTap provides interoperability with major Learning Management Systems (LMS) via support for open industry standards and fosters partnerships with third-party educational application providers to provide a highly collaborative, engaging, and personalized learning experience.

Acknowledgments

So many people have helped us make the successful transition from the world of being street cops to the world of academia and so many more helped in the publication of this book. It is impossible to mention them all, but there would be no *An Introduction to Policing*, Eighth Edition, without them.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Both authors would like to sincerely thank product manager Carolyn Henderson-Meier for her faith, patience, and constant assistance in this project, and associate content developer Margaux Cameron for her intelligent and insightful assistance in all stages of the development of this book. Also, we applaud the intelligent and excellent copyediting of Nina Taylor and the super production efforts of Alverne Bell of Integra, as well as photo researcher Hemalatha Dhanapal and text researcher Pinky Subi. To the many students who came to our offices or classes wanting to know about the material we have put into this text, you were the inspiration for this work. This book is for you. To the great men and women we worked with in our police departments, the heart of this book comes from you.

The authors would also like to thank all the professors across the country, particularly those former women and men in blue who have made that transition from the streets to the classrooms, for their adoptions of the first seven editions and their kind words and sage advice. They inspired us to prepare this eighth edition. We would especially like to thank the reviewers of this edition, who provided outstanding and detailed feedback: Chris McFarlin, Tri-County Technical College; and Stacey Hervey, Community College of Denver. Their names appear along with those of the reviewers of previous editions in the list that follows this preface, as a special tribute to all who have helped us refine the book over the years.

John Dempsey would like to offer special tribute to his former partners in the NYPD, the late Jimmy Fyfe and Pat Ryan, who continually served as his academic and intellectual stimulation. Through their careers and academic achievements, both served as an inspiration to generations of New York City cops, and they will surely be missed in academia and policing. Anything I have achieved in scholarship I owe to Jim and Pat. Also, I would like to mention Dave Owens and thank him for his friendship and leadership in our professional associations, as well as the members of the Great Uncaught, my speaking partners across the country: Lorenzo Boyd, Jim Burnett, Pat Faiella, Tom Lenahan, Jim Ruiz, Donna Stuccio, and Ed Thibault. It is always an honor and privilege to be in your gracious company. Also, to my partner, Linda Forst, for adding so much to this book.

Again, as always to my family: Marianne, my love and best friend; my children, John, Donna, and Cathy; my daughter-in-law, Diane; and in memory of Anne Marie, my special hero—your love and patience has sustained me over the years. Finally, to Danny and Nikki Dempsey and Erin and John Gleeson, my grandchildren: Who loves you more than the Grand Dude?

Linda Forst would like to thank many people who led her down the path to a challenging and fulfilling career in law enforcement. My late father, Calvin, taught me to have a great respect for the police and regularly "backed up" officers in our small town of Ardsley, New York, where he owned a chicken take-out restaurant. My mother, Betty, gave me her unwavering support despite her concerns for my safety in my chosen career. I'm indebted to the late former Chief of the Boca Raton Police Department (and later Sheriff of Palm Beach County) Charles McCutcheon who had faith in my abilities and gave me my start in law enforcement when not many chiefs were supporting women in the profession. He was a leading police professional in the push for education and innovation in police work. I'd also like to thank Dr. Bill Bopp, my first criminal justice professor, who welcomed me in his class at Florida Atlantic University when I showed up on a whim. He opened up a whole new world to me and served as a role model and mentor for many years. I hope that I may have the impact on students that he had on me. I am eternally grateful to my late husband, Jim Duke, who supported and encouraged females in law enforcement long before it was politically correct and who was always there for me as I confronted various challenges while rising through the ranks. I also thank attorney Michael Salnick, the best criminal defense attorney in Palm Beach County, for his part in making me a better investigator, as well as for his friendship and support over the years. I continue to be indebted to former Washington State Patrol Captains Steve Seibert and Tom Robbins (Chief of Wenatchee PD) for their support and assistance since we first met at Northwestern University's School of Police Staff and Command in 1989.

I thank Jack Dempsey for his confidence in me and his unending support as well as his big heart. I am also blessed with loving and supportive daughters, Brynn and Juleigh, who were understanding of the demands placed on my time. My blessings recently expanded with the addition of a new son-in-law, Taylor, and I am comforted to know that both of my daughters have this great man in their lives. They are all an endless source of pride and joy.

I also want to thank the generous practitioners who agreed to share their "stories" throughout the

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

book in an effort to assist students' understanding of the police field: Lorenzo Boyd, Michelle Bennett, David Swim, Jeff Magers, Claudia Leyva, Adolfo Gonzales, Charles Johnson, John Lovick, and Jim Nielsen. For this latest edition, I am additionally grateful to Jeff Wickett, Susan Riseling, Sue Rahr, Brian Lewis, Ruth Roy, Michael Kehoe, Tim Luckie, Rex Caldwell, and Scott Strathy, who generously and openly shared their knowledge with our readers. A special thanks also to Sergeant Cesar Fazz and Officer Eric Cazares of the Yuma, Arizona, Police Department for their time and insights into law enforcement in the Southwest.

We both would like to offer a special tribute to all the heroes of September 11, 2001, who rushed in so that others could get out. You are truly symbols of the great public servants who work in emergency services in our nation.

Jack Dempsey
Linda Forst

Reviewers of *An Introduction to Policing*

Thomas F. Adams, Del Mar College
Frank Alberico, Joliet Junior College
Douglas Armstrong, McNeese State University
Dan Baker, University of South Carolina
Elaine Bartgis, University of Central Oklahoma
Michael Blankenship, Memphis State University
Max L. Bromley, University of South Florida–St. Petersburg
Joseph Bunch, Rockville Community College
Paul Clark, Community College of Philadelphia
Frank Cornacchione, Pensacola Junior College
Steve Ellwanger, East Tennessee State University
George R. Franks, Jr., Stephen F.Austin State University
Alvin Fuchsman, Northern Virginia Community College
Edmund Grosskopf, Indiana State University
Joseph Hanrahan, Westfield State University
John Harlan, Stephen F. Austin State University
Pamela Hart, Iowa Western Community College
Stacey Hervey, Community College of Denver
Patrick Hopkins, Harrisburg Area Community College
Charles Kelly, Jr., Southeastern Louisiana University
Ken R. Kerley, University of Alabama at Birmingham
Gary Keveles, University of Wisconsin–Superior
Julius Koefoed, Jr., Kirkwood Community College
James Lauria, Pittsburgh Technical Institute
Tom Lenahan, Herkimer County Community College
Walter Lewis, St. Louis Community College at Merrimac
David Mackey, St. Anselm College
Anthony Markert, Western Connecticut State University
Chris McFarlin, Tri-County Technical College
Michael E. Meyer, University of North Dakota
Kenneth Mullen, Appalachian State University
Willard M. Oliver, Sam Houston State University
Hugh O'Rourke, Westchester Community College
Leslie K. Palmer, Rasmussen College–Online
Gregory Petrakis, University of Missouri–Kansas City
Charles Purgavie, Ocean County Community College
Chester Quarles, University of Mississippi
Elizabeth Quinn, Fayetteville State University
Jayne Rich, Atlantic Community College
John Sargent, Jr., Kent State University
Mahendra Singh, Grambling State University
William Sposa, Bergen Community College
David Streater, Catawba Valley Community College
Christine L. Stymus, Bryant & Stratton College
Sam Swaim, Indian Hills Community College
R. Alan, Thompson, Old Dominion University
Gary Tucker, Sinclair Community College
Roger Turner, Shelby State University
Arvind Verma, Indiana University
William Vizzard, California State University–Sacramento
Thomas Washburn, Centennial Law and Justice Program
Harrison Watts, Washburn University

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

PART ONE

Police History and Organization

Mikael Karlsson/Alamy

CHAPTER 1
Police History

CHAPTER 2
Organizing Public Security in the United States

CHAPTER 3
Organizing the Police Department

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

CHAPTER 1

Police History

LEARNING OBJECTIVES

- Explain the primary means of ensuring personal safety prior to the establishment of formal, organized police departments.
- Discuss the influence of the English police experience on American policing.
- Characterize the regional differences in American policing prior to the 20th century.
- Describe how the turbulent times of the 1960s and 1970s influenced American policing.
- Identify at least four events or people instrumental in the development of 20th-century American policing, and describe their influence.

Library of Congress Prints and Photograph Division

OUTLINE

Early Police

English Policing: Our Heritage
- Early History
- Seventeenth-Century Policing: Thief-Takers
- Henry Fielding and the Bow Street Runners
- Peel's Police: The Metropolitan Police for London

American Policing: The Colonial Experience
- The North: The Watch
- The South: Slave Patrols and Codes

American Policing: Eighteenth and Nineteenth Centuries
- The Urban Experience
- The Southern Experience
- The Frontier Experience

American Policing: Twentieth and Twenty-First Centuries
- Policing from 1900 to 1960
- Policing in the 1960s and 1970s
- Policing in the 1980s and 1990s
- Policing in the 2000s

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

INTRODUCTION

The word *police* comes from the Latin word *politia*, which means "civil administration." *Politia* goes back to the Greek word *polis*, "city." Etymologically, therefore, the police can be seen as those involved in the administration of a city. *Politia* became the French word *police*. The English adopted it and at first continued to use it to mean "civil administration."[1] The specific application of *police* to the administration of public order emerged in France in the early 18th century. The English word took on this meaning as well with the formation of the Marine Police, a force established in 1798 to protect merchandise in the port of London.

The reference to the police as a "civil authority" is very important. The police represent the civil power of government, as opposed to the military power of government. We use the military in times of war. The members of the military, by necessity, are trained to kill and destroy, which is appropriate in war. But do we want to use military forces to govern or patrol our cities and towns? We, the authors of this textbook, do not think so. Imagine that you and some of your classmates are having a party. The party gets a bit loud, and your neighbors call 911. Instead of a police car, an armored personnel carrier and tanks arrive at the party, and twenty soldiers come out pointing M16 assault rifles at you. This may seem like a silly example, but think about it: Surely we need a civil police, not the military, in our neighborhoods.

This chapter will discuss early forms of policing and what some believe was the direct predecessor of the American police—the English police. Policing in the United States began with the colonies, including the watch and ward in the North and the slave patrols in the South, which some scholars believe could have been the first actual modern American police patrol organizations. A summary of the 18th- and 19th-century experience will focus on the urban, southern, and frontier experiences. The chapter will then turn to modern times—20th- and 21st-century policing—and discuss the American police from 1900 to 1960, the turbulent decades of the 1960s and 1970s, and more recent changes in the 1980s and 1990s. It will end with a discussion of policing since the onset of the new millennium, emphasizing the dramatic, unprecedented changes in police organization and operations brought about by the terrorist attacks of September 11, 2001.

Early Police

Policing—maintaining order and dealing with lawbreakers—was always a private matter in early societies.[2] Citizens were responsible for protecting themselves and maintaining an orderly community. Uniformed, organized police departments as we think of them today were rare. Actually, as we will see in this chapter, modern-style police departments didn't appear until the 14th century in France and the 19th century in England.

The first people we would consider law enforcement professionals were unpaid magistrates (judges), who were appointed by the citizens of Athens starting around the sixth century BCE. The magistrates adjudicated cases, but private citizens arrested offenders and punished them. The Romans began electing magistrates around the third century BCE and also created the first specialized investigative unit, called *questors*, or "trackers of murder," around the fifth century BCE. In most societies, people in towns would group together and form a watch, particularly at night, at the town borders or gates to ensure that outsiders did not attack the town.

Around the first century BCE, the Roman emperor Augustus picked special, highly qualified members of the military to form the **Praetorian Guard**, which could be considered the first police officers. Their job was to protect the palace and the emperor. Augustus also established both the Praefectus Urbi (Urban Cohort), which used executive and judicial power to protect the city, and the Vigiles of Rome. The **Vigiles** began as firefighters and were eventually also given law enforcement responsibilities, patrolling Rome's streets day and night. The Vigiles could be considered the first civil police force designed

Praetorian Guard Select group of highly qualified members of the military established by the Roman emperor Augustus to protect him and his palace.

Vigiles Early Roman firefighters who also patrolled Rome's streets to protect citizens.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

to protect citizens. They were quite brutal, and our words *vigilance* and *vigilante* come from them.[3]

Also in Rome in the first century CE, public officials called lictors were appointed to serve as bodyguards for the magistrates. The lictors would bring criminals before the magistrates upon their orders and carry out the magistrates' determined punishments, including the death penalty. The lictors' symbol of authority was the fasces, a bundle of rods tied by a red thong around an ax, which represented their absolute authority over life and limb.

During the twelfth and thirteenth centuries, kings on the European continent began to assume responsibility for the administration of the law. They began to appoint officials for that purpose to replace the watch and other private forms of defense. In the 13th century in Paris, Louis IX appointed a provost, who was assigned to enforce the law and supervise the night watch. The provost was assisted by investigating commissioners and sergeants. In 1356, France created a mounted military patrol, the Maréchausée, to maintain peace on the highways. The Maréchausée evolved into the Gendarmerie Nationale, which today polices the areas outside France's major cities.

By the 18th century, both Paris and Munich had armed, professional police that were credited with keeping the cities safe and orderly.

English Policing: Our Heritage

The American system of law and criminal justice was borrowed from the English police experience, which is colorful and closely related to the development of English society.[4]

mutual pledge A form of community self-protection developed by King Alfred the Great in the latter part of the ninth century in England.

constable An official assigned to keep the peace in the mutual pledge system in England.

shire-reeve Early English official placed in charge of shires (counties) as part of the system of mutual pledge; evolved into the modern concept of the sheriff.

hue and cry A method developed in early England for citizens to summon assistance from fellow members of the community.

watch and ward A rudimentary form of policing, designed to protect against crime, disturbances, and fire. All men were required to serve on it.

Early History

Sir Robert Peel is generally credited with establishing the first English police department, the London Metropolitan Police, in 1829. However, the first references to an English criminal justice or law enforcement system appeared some 1,000 years earlier, in the latter part of the ninth century, when England's king, Alfred the Great, was preparing his kingdom for an impending Danish invasion. Part of King Alfred's strategy against the Danes was maintaining stability in his own country and providing a method for people in villages to protect one another. To achieve this stability, King Alfred established a system of **mutual pledge** (a form of societal control where citizens grouped together to protect each other), which organized the responsibility for the security of the country into several levels. At the lowest level were *tithings*, 10 families who grouped together to protect one another and to assume responsibility for the acts of the group's members. At the next level, 10 tithings (100 families) were grouped together into a *hundred*. The hundred was under the charge of a **constable**, who might be considered the first form of English police officer and was responsible for dealing with more serious breaches of the law. Groups of hundreds within a specific geographic area were combined to form *shires* (the equivalent of today's county). The shires were put under the control of the king and were governed by a **shire-reeve**, or sheriff. For the most part, though, people were supposed to police their own communities through the mutual pledge system. If trouble occurred, a citizen was expected to raise the **hue and cry** (yell for help), and other citizens were expected to come to assistance.

Over the centuries, as formal governments were established, a primitive formal criminal justice system evolved in England. In 1285 CE, the Statute of Winchester established a rudimentary criminal justice system in which most of the responsibility for law enforcement remained with the people themselves. The statute formally established (1) the watch and ward, (2) the hue and cry, (3) the parish constable, and (4) the requirement that all males keep weapons in their homes for use in maintaining the public peace.

The **watch and ward** required all men in a given town to serve on the night watch. The watch, therefore, can be seen as the most rudimentary form

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

of metropolitan policing. The watch was designed to protect against crime, disturbances, and fire. Watchmen had three major duties:

- Patrolling the streets from dusk until dawn to ensure that all local people were indoors and quiet and that no strangers were roaming about
- Performing duties such as lighting street lamps, clearing garbage from streets, and putting out fires
- Enforcing the criminal law

If it became necessary for a watchman to pronounce the hue and cry, all citizens would then be required to leave their homes and assist the watch; not to do so was a crime under the Statue of Winchester. The statute also established the office of parish constable, who was responsible for organizing and supervising the watch. The parish constable was, in effect, the primary urban law enforcement agent in England.

In the early 14th century, with the rise of powerful centralized governments and the decline of regional ones, we see the beginnings of a more formal system of criminal justice, with a separation of powers and a hierarchical system of authority.

Seventeenth-Century Policing: Thief-Takers

In 17th-century England, law enforcement was still seen as the duty of all the people in a community, even though more and more officials were being charged with enforcing the law and keeping the peace. We can now see the beginnings of a tremendously fragmented and inept criminal justice system. The next criminal justice positions to be created were magistrates and beadles. Magistrates assisted the justices of the peace by presiding in courts, ordering arrests, calling witnesses, and examining prisoners. Beadles were assistants to the constables and walked the streets removing vagrants. The impact of the magistrates, constables, and beadles was minimal, and the people in those positions were mostly corrupt.

The 17th-century English policing system also used a form of individual, private police. Called **thief-takers**, these private citizens had no official status and were paid by the king for every criminal they arrested—similar to the bounty hunter of the American West. The major role of the thief-takers was to combat highway robbery committed by highwaymen, whose heroes were the likes of such legendary outlaws as Robin Hood and Little John. By the 17th century, highwaymen had made traveling through the English countryside so dangerous that no coach or traveler was safe. In 1693, an act of Parliament established a monetary reward for the capture of any road agent, or armed robber. A thief-taker was paid upon the conviction of the highwayman and also received the highwayman's horse, arms, money, and property.

The thief-taker system was later extended to cover offenses other than highway robbery, and soon a sliding scale of rewards was established. Arresting a burglar or footpad (street robber), for example, was worth the same as catching a highwayman, but catching a sheep stealer or a deserter from the army brought a much smaller reward. In some areas, homeowners joined together and offered supplementary rewards for the apprehension of a highwayman or footpad in their area. In addition, whenever there was a serious crime wave, Parliament awarded special rewards for thief-takers to arrest particular felons.

Often criminals would agree to become thief-takers and catch other criminals to receive a pardon from the king for their own crimes. Thus, many thief-takers were themselves criminals. Thief-taking was not always rewarding, because the thief-taker was not paid if the highwayman was not convicted. The job also could be dangerous because the thief-taker had to fear the revenge of the highwayman and his relatives and associates. Many thief-takers would seduce young people into committing crimes and then have other thief-takers arrest the youths during the offenses. The two thief-takers would then split the fee. Others framed innocent parties by planting stolen goods on their persons or in their homes. Although some real criminals were apprehended by thief-takers, the system generally created more crime than it suppressed.

thief-takers Private English citizens with no official status who were paid by the king for every criminal they arrested. They were similar to the bounty hunter of the American West.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

YOU ARE THERE

England's Early Experience with a Civil Police Department

1763	Fielding creates civilian horse patrol in London.
1770	Foot patrol is established in London.
1798	River or marine police to patrol the Thames is established by Patrick Colquhoun. (Some consider this to be England's first civil police department.)
1804	Horse patrol is established in London (England's first uniformed patrol).
1829	Peel's police force, the Metropolitan Police, is established in London (England's first large-scale, organized, uniformed, paid, civil police department).

© 2016 Cengage Learning®

Henry Fielding and the Bow Street Runners

Henry Fielding, the 18th-century novelist best known for writing *Tom Jones*, may also be credited with laying the foundation for the first modern police force. In 1748, during the heyday of English highwaymen, Fielding was appointed magistrate in Westminster, a city near central London. He moved into a house on Bow Street, which also became his office. In an attempt to decrease the high number of burglaries, street and highway robberies, and other thefts, Fielding and his half-brother, Sir John Fielding, established relationships with local pawnbrokers. The Fieldings provided lists and descriptions of recently stolen property and asked the pawnbrokers to notify them should such property be brought into pawnshops. They then placed the following ad in the London and Westminster newspapers: "All persons who shall for the future suffer by robber, burglars, etc., are desired immediately to bring or send the best description they can of such robbers, etc., with the time and place and circumstances of the fact, to Henry Fielding Esq., at his house in Bow Street."[5]

The Fieldings' actions brought about what we can call the first official crime reports. They were able to gain the cooperation of the high constable of Holborn and several other public-spirited constables. Together they created a small investigative unit, which they called the Bow Street Runners. The runners were private citizens who were not paid by public funds but who were permitted to accept thief-taker rewards.

Eventually, the government rewarded the Fieldings' efforts, and their Bow Street Runners were publicly financed. In 1763, John Fielding was given public funds to establish a civilian horse patrol of eight men to combat robbers and footpads on the London streets. The patrol proved successful but was disbanded after only nine months because of a lack of government support.

Londoners debated whether to have a professional police department. Although certainly enough crime, vice, theft, and disorder occurred to justify forming a civil police force, most people did not want a formal, professional police department for two major reasons. Many felt that a police force would threaten their tradition of freedom. Additionally, the English had considerable faith in the merits of private enterprise, and they disliked spending public money.

Despite the widespread public fear of establishing a civil police force, a small, permanent foot patrol financed by public funds was established in London in 1770. In 1789, a London magistrate, Patrick Colquhoun, lobbied for the creation of a large, organized police force for greater London, but his ideas were rejected after much government and public debate. In 1798, Colquhoun was able to establish the small, publicly funded Marine Police, patterned after the Fieldings' Bow Street Runners, to patrol the Thames. Some consider Colquhoun's force the first civil police department in England.

In 1804, a new horse patrol was established for central London. It included two inspectors and 52 men who wore uniforms of red vests and blue jackets and trousers, making them England's first uniformed civil police department. As the problems of London in the late eighteenth and early nineteenth centuries increased (due to the Industrial Revolution, massive migration to London, poverty, public disorder, vice, and crime), the people and Parliament finally agreed that London needed a large, organized, civil police department.

Peel's Police: The Metropolitan Police for London

In 1828, Sir Robert Peel, England's home secretary, basing his ideas on those of Colquhoun, drafted the first police bill, the Act for Improving the Police in

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

and near the Metropolis (the Metropolitan Police Act). Parliament passed the act in 1829. It established the first large-scale, uniformed, organized, paid, civil police force in London. More than one thousand men were hired. Although a civil rather than a military force, it was structured along military lines, with officers wearing distinctive uniforms. The first London Metropolitan Police wore three-quarter-length royal blue coats, white trousers, and top hats. They were armed with truncheons, the equivalent of today's police baton. The police were commanded by two magistrates, later called commissioners.

London's first police commissioners were Colonel Charles Rowan, a career military officer, and Richard Mayne, a lawyer. Peel, Rowan, and Mayne believed that mutual respect between the police and citizens would be crucial to the success of the new force. As a result, the early "bobbies" (called that in honor of their founder) were chosen for their ability to reflect and inspire the highest personal ideals among young men in early 19th-century England. The control of the new police was delegated to the home secretary, a member of the democratically elected government. Thus, the police as we know them today were, from their very beginning, ultimately responsible to the public.

Peel has become known as the founder of modern policing; however, it must be noted that he was never a member of a police department. His link to policing comes from his influence in getting the police bill passed. The early London police were guided by **Peel's Nine Principles**, as described by the New Westminster Police Service:

1. The basic mission for which the police exist is to prevent crime and disorder.
2. The ability of the police to perform their duties is dependent upon public approval of police actions.
3. Police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain the respect of the public.
4. The degree of cooperation of the public that can be secured diminishes proportionately to the necessity of the use of physical force.
5. Police seek and preserve public favour not by catering to public opinion but by constantly demonstrating absolute impartial service to the law.
6. Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice, and warning is found to be insufficient.
7. Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police, the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.
8. Police should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary.
9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it.[6]

Peel's principles were concerned with the preventive role of the police and positive relationships and cooperation between the police and the community it served. Consider the similarity between Peel's principles and the concepts of *community policing* that have influenced policing during the past few decades. See Chapter 12 for a complete discussion of community policing.

As a result of the formation of the new police force, the patchwork of private law enforcement systems in use at the time was abolished. Many believe that the English model of policing eventually became the model for the United States.

The Metropolitan Police was organized around the **beat system**, in which officers were assigned to relatively small permanent posts and were expected to become familiar with them and the people residing there, thereby making the officer a part of neighborhood life. This system differed from the patrols of the Paris police, which consisted of periodic roving surveillance of areas. Paris police patrols were never assigned to the same area on successive nights, thus not encouraging a close familiarity between the police and the public.

Peel's Nine Principles Basic guidelines created by Sir Robert Peel for the London Metropolitan Police in 1829.

beat system System of policing created by Sir Robert Peel for the London Metropolitan Police in 1829 in which officers were assigned to relatively small permanent posts.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

The main job of the new police was suppressing mob disorder, winning support from the public, and developing a disciplined force. The development of a professional and disciplined force was difficult, as Thomas Reppetto tells us:

> On September 29, 1829, the force held a muster of its first 1,000 recruits. It was a rainy day, and some of the men broke out very un-military umbrellas, while others, carrying on the quite military habit of hard drinking, showed up intoxicated. The umbrella problem was eliminated by an order issued that day, but drinking was not so easily handled. In the first eight years, 5,000 members of the force had to be dismissed and 6,000 resigned. After four years only 15 percent of the 3,400 original recruits were left.[7]

Rowan, a former army colonel and a veteran of the Battle of Waterloo, was responsible for the efforts to instill military discipline on the new police department.

Unfortunately, the new police were not immediately well received. Some elements of the population saw the police as an occupying army, and open battles occurred between the police and citizens. The tide of sentiment turned in favor of the police, however, when an officer was viciously killed in the Cold Bath Fields riot of 1833. At the murder trial, the jury returned a not guilty verdict, inspiring a groundswell of public support for the much-maligned police. Eventually, Peel's system became so popular that all English cities adopted his idea of a civil police department.

In an interesting recent article in the *British Journal of Criminology*, Lucia Zedner explores the similarities between law enforcement in England before the creation of the London Metropolitan Police and policing today in our post-9/11 world. As evidence of similarities, she points to the generalized insecurity and mounting demands for protection common both then and now. She also writes that today's trend toward community participation in protective efforts reflects patterns of enlisting individuals and community organizations in voluntary activities of self-protection in the pre-Peel era, before Peel's government-sponsored police concept. Zedner points out that today we use private security companies to police neighborhoods, businesses, and commercial areas, a practice similar to that in the 18th century. She concludes, "Although the state can no longer claim a monopoly over policing [today], it must retain responsibility for protecting the public interest in policing measures and the maintenance of civil rights in the context of security measures being used."[8]

YOU ARE THERE

Sir Robert Peel: The Founder of Modern Policing

Sir Robert Peel is one of the most important persons in 19th-century British history. He dominated Parliament throughout the period of 1830 to 1850. He became a Member of Parliament (MP) in 1809 at the age of 21, after his father bought him a seat, and he became undersecretary of war and the colonies in 1810.

In 1812, Peel was appointed as Chief Secretary for Ireland. In that post, he attempted to end corruption in Irish government by trying to stop the practice of selling public offices and the dismissal of civil servants for their political views. Eventually, he became seen as one of the leading opponents to Catholic Emancipation. In 1814, he established a military-type "peace preservation" force in Ireland that eventually evolved into the Royal Irish Constabulary (RIC). In 1818, he resigned his post in Dublin and returned to London.

Peel was Home Secretary from 1822 to 1827. Distressed over the problems of law and order in London, he persuaded the House of Commons to pass the Metropolitan Police Act in 1829. The first Metropolitan Police patrols went onto the streets on September 29, 1829.

Peel was prime minister twice, from 1834 to 1835 and from 1841 to 1846. He died in 1850 as the result of injuries he sustained in a fall from his horse while riding up Constitution Hill in London. Many have called him among the most important statesmen in the history of England. Because of Peel's connection with the creation of both the modern Irish and English police, the Irish police were known as "peelers" and the English police as "bobbies," thus magnifying Peel's role in the development of modern policing.

Source: Thomas A. Reppetto, *The Blue Parade* (New York: Free Press, 1978), pp. 16–22.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

American Policing: The Colonial Experience

The North: The Watch

The American colonists did not have an easy life.[9] They were constantly at risk from foreign enemies, Native Americans, and their fellow colonists. Their only protection was self-defense and, sometimes, the military or militia. By the 17th century, the northern colonies started to institute a civil law enforcement system that closely replicated the English model. The county sheriff was the most important law enforcement official; in addition, he collected taxes, supervised elections, and had much to do with the legal process. Sheriffs were not paid a salary but, much like the English thief-taker, were paid fees for each arrest they made. Sheriffs did not patrol but stayed in their offices.

In cities, the town marshal was the chief law enforcement official, aided by constables (called *schouts* in the Dutch settlements) and night watchmen. Night watch was sometimes performed by the military. The city of Boston created the first colonial night watch in 1631 and created the position of constable three years later. In 1658, eight paid watchmen replaced a patrol of citizen volunteers in the Dutch city of Nieuw Amsterdam. The British inherited this police system in 1664 when they took over the city and renamed it New York. By the mid-1700s, the New York night watch was described as "a parcel of idle, drinking, vigilant snorers, who never quell'd any nocturnal tumult in their lives; but would perhaps, be as ready to joining in a burglary as any thief in Christendom."[10]

The South: Slave Patrols and Codes

Protection against crime and criminals in the southern American colonies was mainly the responsibility of the individual citizen, as it had been in early England.[11] There was little law and order as we understand it now. When immediate action was needed, people generally took matters into their own hands, which led to an American tradition of vigilantism and lynching.

Many police historians and scholars indicate that the **slave patrols** of the American South were the precursor to the modern American system of policing. These patrols were a formal system of social control, particularly in rural areas, to maintain the institution of slavery by enforcing restrictive laws against slaves. Slave patrols were prominent in many of the early colonies as a means of apprehending runaway slaves and protecting the white population from slave insurrections or crimes committed by slaves. Policing experts actually conclude that the patrol function and concept were first accepted as a police practice by slave patrols in the South.[12]

Police historian Sam Walker wrote, "In some respects, the slave patrols were the first modern forces in this country."[13] M. P. Roth, in his *Crime and Punishment: A History of the Criminal Justice System*, writes that "the evolution of the southern slave patrols in the early 1700s marked the first real advances in American policing."[14] As early as the 1660s, Maryland and Virginia developed slave codes, which defined the black slave and his or her family as pieces of property who were indentured to their masters for life and forbidden to engage in many activities that whites engaged in. Slave masters were given the legal authority to control their property—slaves—through physical discipline and punishment.[15]

The slave codes were enforced by developing southern police departments to directly support slavery and the existing economic system of the South. These codes were adopted by colonial and, later, state legislatures. Slave patrols became the police mechanism to support the southern economic system of slavery. Slave codes were designed to ensure the economic survival of southern society—the use of slave labor to produce goods. Slaves were valuable property, and the codes were meant to prevent them from running away or engaging in insurrection. Simply put, these early slave codes were intended to preserve the social order in which whites dominated and subjugated blacks.

The southern slave codes mandated that slaves had no rights as citizens because they were considered property. Even the U.S. Supreme Court, in its infamous ***Dred Scott* decision**, *Dred Scott v. Sandford* (1857), held that Dred Scott, a black slave, could not sue in court for his freedom because he was not a citizen, but a piece of property.[16]

Researcher Sally E. Hadden, in her book *Slave Patrols: Law and Violence in Virginia and the*

slave patrols Police-type organizations created in the American South during colonial times to control slaves and support the southern economic system of slavery.

***Dred Scott* decision** Infamous U.S. Supreme Court decision of 1857 ruling that slaves had no rights as citizens because they were considered to be property.

Copyright 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.