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Police Issues blogs in nine topical areas:

[Conduct & ethics](#)

[Crime & punishment](#)

[Use of force](#)

[Gun control](#)

[Resources, selection & training](#)

[Strategy & tactics](#)

[Technology & forensics](#)

[Terrorism](#)

[Wrongful conviction](#)

Using *Police Issues* in class

Students can be assigned to read a particular blog post and, using suitable sources, expand on the post or, even better, argue against it. Posts can be used as a basis for panel discussions, say, with one team taking a “for” or “agree” position and the other an “against” or “disagree.”

Police Issues can also be used as a go-by and information source for term papers and presentations. Students can be formed into teams, with each assigned a topical area. Each team scans newspapers for a relevant, recent episode. For example, if the assigned topic is Conduct & Ethics or Use of Force they might select a news story about a questionable use of the Taser. Their task is to learn everything they can about that event, then analyze what took place using the text and other trustworthy sources.

One student begins by describing the incident from beginning to end. The others focus on specific aspects, incorporating best practices from the text and other reliable sources and comparing those standards with what actually took place. Teams model their approach on the “opinionated but informed” style of the blog posts, except that their judgments and conclusions must be explicitly supported with references to texts, journal articles and government publications.

If you have comments or have found another way to use the blog, please let me know!