

**San José State University**  
**Department of Justice Studies**  
**JS102-01, Police and Society, Fall 2019**

**Course and Contact Information**

Instructor:	Greg Woods, J.D.
Office Location:	MacQuarrie Hall 508
Telephone:	(408) 924-1840
Email:	<a href="mailto:greg.woods@sjsu.edu">greg.woods@sjsu.edu</a>
Office Hours:	Wednesdays, 8:00 - 9:00 AM, 1:30 - 3:30 PM, and by appointment.
Class Days/Time:	Mondays & Wednesdays 12:00 PM - 1:15 PM
Classroom:	MacQuarrie Hall 520

**Justice Studies Department Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

**Course Description**

A multidisciplinary study of law enforcement from the early 1800's to the present. Focus on significant studies in relation to the role of police and analysis of current models and practices. Prerequisites include the following courses: JS 10, 12, 25, or FS 11, and upper division standing. Co-requisite course is: JS 100W. Note: Students must achieve a grade of "C" or better (not C-) to fulfill Justice Studies major requirements. 3 Units.

**Course Learning Outcomes (CLO)**

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

- 1. Demonstrate an understanding of the intricate relationship between police and society.*
- 2. Develop a broad understanding of the important influence constitutional rights have on policing in a democratic society.*
- 3. Critically assess the historical development of policing in America and its influence on policing in modern society.*
- 4. Develop skills to distinguish ethical from unethical and unprofessional behavior in policing.*
- 5. Demonstrate an understanding of the importance of ethical behavior and accountability of police in a democracy.*

6. *Students should read, write, and contribute to discussion at a skilled and capable level.*

## **Required Textbook**

R. Roberg, K. Novak, G. Cordner and B. Smith (2017). *Police and Society* (7th Edition). Oxford University Press, ISBN-13: 9780190639211

Students may purchase text in the bookstore and online.

## **Library Liaison**

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118  
<http://libguides.sjsu.edu/justicestudies>

## **Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/ studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **Weekly Assignments**

Students will be assigned seven weekly reading and writing assignments in class and as reflected below. Weekly Assignments are due during every other **Wednesday** class session, or as instructed, and will consist of a one-to-two paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, 5 & 6)

## **Quizzes**

Students will complete a total of seven quizzes throughout the semester to be administered at the conclusion of every other **Wednesday** class session, or an instructed, in response to subject matter from class lecture. (CLO 1, 2, 3, 5 & 6)

## **Project**

Final Projects will require students to conduct independent research and craft a thesis paper specific to current police policy in the United States, to be assigned and explained extensively in class and due in the form of a ten-page written analysis during the last scheduled week of instruction as reflected below. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3, 4 & 5)

## **Final Examination**

Students will complete a cumulative final examination using key terms and concepts from readings and class discussion consisting of short and essay based questions. (CLO 1, 2, 3, 4, 5 & 6)

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

## Participation

Students will be assigned to work in groups and are expected to participate in an informed, professional and respectful manner. Participation credit will be rewarded in response to student preparedness and politeness in class. (CLO 1, 2, 3, 4, 5 & 6)

## Grading Policy

Final grades will be evaluated as follows:

Weekly Assignments (7)	20%
Quizzes (7)	20%
Project	25%
Final Examination	25%
Participation	10%

## Grading Scale

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 59 and below.

**Please Note: Extra credit will not be awarded, late assignments will not be accepted, and no assignment may be submitted via email.**

Students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. **Students are encouraged to review their progress in person no later than Week Eight (Wednesday, October 9th) and periodically throughout the semester** during office hours, and by appointment.

## Classroom Protocol

### Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, discourteous or who choose not to contribute to in-class discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

### Late Assignments/Missed Quizzes

Late assignments will not be accepted, no assignment may be submitted via email, and missed quizzes cannot be retaken for credit.

## Cell Phones/Texting

All cell phones and other electronic devices should be turned off and put away during class sessions. Routine phone calls, texting or other online activity during class is discouraged, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

## University Policies

Per University Policy S16-9, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

# JS102-01 / Police and Society, Fall 2019

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 21	Introductions/Course overview; Syllabus, Class, Assignment, Quiz, Project & Final Examination formats; SARA model problem-solving approach; Law enforcement Oath of Office; To protect and serve who exactly? Discussion/In-class exercise: <i>What is the role and purpose of police in the United States? Do we need police today? Why?</i>
2	August 26 & 28	A time before cops; Dawn of the police station; General strategies for crime prevention and response; Constables, Night Watches, Marshals, Sheriffs and the evolution of early American law enforcement; Tensions between the interest to control crime and individual expectations of due process; Government v. Private agencies; <b>Read Chapter 1: Police in a Democracy (pgs 1-26); Review Key Terms (pg 3); Prepare, Submit and be ready to discuss Assignment #1: Critical Thinking Questions 1-6 (pg 27); Quiz #1</b>
3	September 4 (Labor Day Holiday 9/2)	Return/Review Assignment/Quiz #1; Sir Robert Peel, The Metropolitan Police Act of 1829 & Nine Principles of Policing; Vigilance Committees; Policing by consent; Enforcing the Rule of Law, whipping posts & hanging trees; Warriors v. Guardians; <b>Read Chapter 2: Police History (pgs 30-56); Review Key Terms (pg 31); Prepare and be ready to discuss Assignment: Critical Thinking Questions 1-6 (pg 56); Situation Analysis (apply SARA model problem-solving approach);</b> Discussion/In-class exercise: <i>To what does a police office typically swear in their oath of office? Why are police officers required to make such an oath? What is significant about The Metropolitan Police Act of 1829? Are Peel's Nine Principles relevant today? Why?</i>
4	September 9 & 11	<i>Assign Final Project (PROJECTS DUE NO LATER THAN 12/9);</i> Constitutional fidelity & Policy to reflect community demand; <u>Mapp v. Ohio</u> , 367 U.S. 643 (1961), <u>Miranda v. Arizona</u> , 384 U.S. 436 (1966), <u>Terry v. Ohio</u> , 392 U.S. 1 (1968) and Stop & Frisk, The Exclusionary Rule & Fruit of the Poisonous Tree Doctrine; <b>Read Chapter 3: Legal Issues (pgs 58-86); Review Key Terms (pg 59); Prepare, Submit and be ready to discuss Assignment #2: Critical Thinking Questions 1-6 (pg 56) &amp; 1-9 (pgs 89-90); Quiz #2</b>

Week	Date	Topics, Readings, Assignments, Deadlines
5	September 16 & 18	Return/Review Assignment/Quiz #2; Policy reform & Improving police effectiveness; Community-Oriented Policing (COP) and Problem-Oriented Policing (POP) Models; Officer Involved Shootings & the Ferguson effect; Reliance on citizens for authority, information, and collaboration; <b>Read Chapter 4: Police Strategies (pgs 94-126); Review Key Terms (pg 95); Prepare and be ready to discuss Assignment: Critical Thinking Questions 1-8 (pg 126); Situation Analysis (apply SARA model problem-solving approach);</b> Discussion/In-class exercise: <i>What is the primary difference between reasonable suspicion and probable cause? Should police agencies employ “Stop and Frisk” policy? Why?</i>
6	September 23 & 25	Five C’s of Law Enforcement Leadership: Courage, Character, Commitment, Compassion & Communication; Command structures and organizational design; Managing group behavior and police subcultures; <b>Read Chapter 5: Police Management (pgs 132-158); Review Key Terms (pg 133); Prepare, Submit and be ready to discuss Weekly Assignment #3: Critical Thinking Questions 1-8 (pg 126) &amp; 1-7 (pg 158); Quiz #3</b>
7	September 30 & October 2	Return/Review Assignment/Quiz #3; The role of the Police Commission; Changes in leadership, the “Frisco 5” demands “Fire Chief Suhr!” & the dismissal of Chicago police superintendent McCarthy; Federal Oversight, Pattern-or-Practice Investigations by the Department of Justice Civil Rights Division & the Impact on the Police Departments of Oakland, CA, Ferguson, MO, and Baltimore, MD; <b>Read Chapter 6: Organizational Change (pgs 162-185); Review Key Terms (pg 163); Prepare and be ready to discuss Assignment: Critical Thinking Questions 1-7 (pgs 184-185);</b> Discussion/In-class exercise: <i>In what ways do the Investigations of the Ferguson Police Department, published by the United States Department of Justice, March 4, 2015, and the Baltimore City Police Department, published August 10, 2016, impact police reform and organizational change in the 21st Century? Why? What does the “Ferguson effect” mean? How does this concept attempt to explain increased rates of crime throughout the United States?</i>
8	October 7 & 9	Recruitment and selection methods to reflect a fair cross section of the community; Becoming a Police Officer and the Academy experience; Field Training Officer (FTO) and Police Training Officer (PTO) Programs; <b>Read Chapter 7: Selection and Development (pgs 188-221); Review Key Terms (pg 189); Prepare, Submit and be ready to discuss Assignment #4: Critical Thinking Questions 1-7 (pgs 184-185) &amp; 1-8 (pg 221); Quiz #4</b>

Week	Date	Topics, Readings, Assignments, Deadlines
9	October 14 & 16	Return/Review Assignment/Quiz #4; Patrol methods and function; Police Reports; Guns and Gangs; Wellness checks, quality of life & Crisis Intervention Training; Crime Scene Investigation, Amber Alerts, 911 calls & Sobriety checkpoints; Fingerprints, DNA samples and Evidence collection; Body cameras; Impact of cell phone ubiquity; Arrest, Interviewing and Interrogation; Good Cop/Bad Cop & the Reid Technique; <b>Read Chapter 8: Field Operations (pgs 226-251); Review Key Terms (pg 227); Prepare and be ready to discuss Assignment: Critical Thinking Questions 1-5 (pg 251); Situation Analysis (apply SARA model problem-solving approach);</b> Discussion/In-class exercise: <i>Is it important for police departments to recruit from the communities they serve? Why?</i>
10	October 21 & 23	Police deviance and corruption; Whistleblower Protection; Public scrutiny and decision making; Police Officer Associations (POA), Internal Affairs & Policing the “Thin Blue Line”; Implicit Bias awareness; <b>Read Chapter 9: Behavior and Misconduct (pgs 259-293); Review Key Terms (pg 269); Prepare, Submit and be ready to discuss Weekly Assignment #5: Critical Thinking Questions 1-5 (pg 251) &amp; 1-8 (pg 293); Quiz #5</b>
11	October 28 & 30	Return/Review Assignment/Quiz #5; Police contacts with the public; Use of force; Rodney King & Excessive Force; Officer Involved Shootings Revisited; De-escalation Techniques & Alternatives to Lethal Force; Responding to social unrest; <b>Read Chapter 10: Force and Coercion (pgs 300-335); Review Key Terms (pg 301); Prepare and be ready to discuss Assignment: Critical Thinking Questions 1-5 (pg 335); Situation Analysis (apply SARA model problem-solving approach);</b> Discussion/In-class exercise: <i>What is a police gratuity? Is acceptance of gratuities a serious problem for police in the United States? Why? What is the rule regarding police use of force? Is excessive force ever justified? Why? How might de-escalation techniques impact current rates of officer involved shootings? Why?</i>
12	November 4 & 6	Personal Liability while Under the Color of Law; 42 U.S.C. §1983 (a.k.a. the Civil Rights Act) of 1871; Integrity training and ethical standards; <b>Read Chapter 11: Accountability and Ethics (pgs 340-370); Review Key Terms (pg 341); Prepare, Submit and be ready to discuss Weekly Assignment #6: Critical Thinking Questions 1-5 (pg 335) &amp; 1-6 (pg 370); Quiz #6.</b>
13	November 13 (Veterans Day Holiday 11/11)	Return/Review Assignment/Quiz #6; <b>Assign Take Home Quiz #7 (Due 11/27);</b> Prevention, intervention and treatment of juvenile offenders; Due Process, Equal Protection, Unequal treatment & Black Lives Matter; The legacy of Chief Penny Harrington; <b>Read Chapter 12: Diversity (pgs 376-403); Review Key Terms (pg 377); Prepare and be ready to discuss Assignment: Critical Thinking Questions 1-7 (pg 403); Situation Analysis (apply SARA model problem-solving approach);</b> Discussion/In-class exercise: <i>In what ways might a law enforcement officer be liable for the use of excessive force? How might an officer involved shooting violate civil rights?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
14	November 18 & 20	Occupational hazards of police work; Post Traumatic Stress Disorder & Compassion Fatigue; Communicating with diverse populations; Ambush and Murder in Dallas, TX, July 7, 2016; <b>Read Chapters 13, 14 &amp; 15: Stress and Officer Safety, Higher Education &amp; Emerging Issues (pgs 376-464); Review Key Terms (pgs 409, 443 &amp; 469); Prepare, Submit and be ready to discuss Assignment #7: Critical Thinking Questions 1-6 (pg 370), 1-7 (pg 403), 1-8 (pg 436), 1-8 (pgs 463-464) &amp; 1-5 (pg 495); Situation Analysis (apply SARA model problem-solving approach); Discussion/In-class exercise: <i>What is Post Traumatic Stress Disorder? How might this condition impact a police officer's career? What is the purpose of patrol? Why is it "the backbone" of police operations? What is the purpose of a police report? What essential information should be reflected in this report? In what ways and by who will this report be used?</i></b>
15	November 25 & 27	Developing Police Writing, Communication and Critical Thinking Skills; Trans-Jurisdictional Policing in the age of terror and beyond; Use of Robotics, Artificial Intelligence technology and the Combined DNA Index System; Federal Initiatives, the 1033 Program, Surveillance Drones & Crime Prevention Through Environmental Design; <b>Situation Analysis (apply SARA model problem-solving approach); Submit Take Home Quiz #7 (Due 11/27); Discussion/In-class exercise: <i>Is diversity important in policing? Why? Describe the Five C's of Law Enforcement Leadership. How does this concept relate to effective police management?</i></b>
16	December 2, 4 & 9	Return/Review Assignment/Quiz #7; Trends, Challenges, & Future of Policing in the United States; <b>Review for Final Examination; Final Projects Due (12/9); Final Thoughts.</b>
<b>Final Exam</b>	<b>Monday, December 16</b>	<b>MacQuarrie Hall 520 9:45 AM - 12:00 PM</b>