

**San José State University**  
**Department of Justice Studies**  
**JS102-01, Police and Society, Winter Session 2022**

**Course and Contact Information**

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Office Hours:	Tuesdays & Thursdays, 12:10 PM - 1:10 PM, immediately following regularly scheduled class sessions and by email appointment; Invitations/ Zoom links through Canvas under Announcements.
Class Days/Time:	Mondays through Fridays, 9:00 AM - 12:10 PM live streamed Zoom lectures; Recordings of all class sessions on Canvas under Modules.
Classroom:	On Line; Invitations/Zoom links to live lectures on Canvas under Announcements.

**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 Format**

Our class is offered completely online with no designated day/time meeting pattern. However, students are provided the opportunity to be virtually present and interact during regularly scheduled live streamed Zoom lectures and review questions and subject matter during regularly scheduled Office Hours on Zoom and via email.

**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 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 (2020). *Police and Society* (8th Edition). Oxford University Press, ISBN-13: 9780190940805

Students may purchase texts in the bookstore and online.

## **Other Readings**

Additional course materials will be found on Canvas under Files and Modules.

## **Other technology requirements / equipment / material**

Internet, computer, microphone & camera.

## **Library Liaison**

Nyle Monday, Nyle.Monday@sjsu.edu, (408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

## **Course Requirements and Assignments**

Our class is offered completely online with no designated day/time meeting pattern. However, students are provided the opportunity to be virtually present and interact during regularly scheduled live streamed Zoom lectures and review questions and subject matter during regularly scheduled Office Hours on Zoom and via email. 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 reading and writing assignments in class and as reflected below. Weekly Assignments are **due during Friday class sessions**, or as instructed, and will consist of a minimum of a three-to-four paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, 5 & 6)

## Quizzes

Students will prepare and submit **two quizzes, due during Friday class sessions**, or as 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-to-fifteen-page** written analysis, **due during the last scheduled day 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, **due during the last scheduled day of instruction** as reflected below. (CLO 1, 2, 3, 4, 5 & 6)

## Participation

Students are invited to participate on Zoom during live lectures in an informed, professional and respectful manner, check in during virtual office hours at least once during our Winter Session, and consistently submit quality work in a timely manner. Participation credit will also be rewarded in response to student preparedness and politeness during online class sessions. (CLO 1, 2, 3, 4, 5 & 6)

## Grading Information

### Grading Policy

Final grades will be evaluated as follows:

Weekly Assignments (2)	20%
Quizzes (2)	20%
Project	25%
Final Examination	25%
Participation	10%

## Grading Scale

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

**Please Note: Extra credit will not be awarded, late assignments and quizzes will not be accepted for credit without prior agreement.**

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 by no later than Week Two (Thursday, January 13th) and periodically throughout the Winter Session,** during office hours, via email and/or in-person appointment.

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

## Classroom Protocol

### Attendance/Punctuality

Our class is offered completely online with live streamed lectures. Students are provided the opportunity to be virtually present and interact during regularly scheduled live streamed Zoom lectures, Monday through Friday from 9:00 AM-12:10 PM, and review questions and subject matter during regularly scheduled office hours on Zoom and via email. Regular attendance and punctuality are encouraged.

## **Late Assignments/Missed Quizzes**

Late assignments will not be accepted and missed quizzes cannot be retaken for credit without prior agreement.

## **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## **Additional Information**

*All sources of information to support written assertions must be cited in the American Psychological Association (APA) Format. PLEASE NOTE: Detection of plagiarism will result with NO CREDIT.*

# JS102-01 / Police and Society, Winter Session 2022

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Monday, January 3	<p>Introductions/Course overview; Syllabus, Class, Assignment, Quiz, Project &amp; Final Examination formats; SARA model problem-solving approach; Law enforcement Oath of Office; To protect and serve who exactly?</p> <p><b>Discussion/In class exercise:</b> <i>What is the role and purpose of police in the United States? Do we need police today?</i></p>
1	Tuesday, January 4	<p><b>Assign Quiz #1 (DUE NO LATER THAN 1/7 with Weekly Assignment #1);</b> 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 Chapters 1 &amp; 2: Police in a Democracy (pgs 1-27) and Police History (pgs 30-57); Review Key Terms (pgs 3 &amp; 31); Discussion/In-class exercise:</b> <i>To what does a police officer typically swear in their oath of office? Why are police officers required to make such an oath?</i></p>
1	Wednesday, January 5	<p><b>Assign Final Project (DUE NO LATER THAN 1/21 with Final Examination);</b> Sir Robert Peel, The Metropolitan Police Act of 1829 &amp; Nine Principles of Policing; Vigilance Committees; Policing by consent; Enforcing the Rule of Law, whipping posts &amp; hanging trees; Warriors v. Guardians; <b>Read Chapters 3 &amp; 4: Legal Issues (pgs 59-92) and Police Strategies (pgs 58-126); Review Key Terms (pg 61 &amp; 97); Discussion/In-class exercise:</b> <i>What is significant about The Metropolitan Police Act of 1829? Are Peel's Nine Principles relevant today?</i></p>
1	Thursday, January 6	<p>Constitutional fidelity &amp; 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 &amp; Frisk, The Exclusionary Rule &amp; Fruit of the Poisonous Tree Doctrine; <b>Read Chapters 5 &amp; 6: Police Organization and Management (pgs 132-168) and Police Management &amp; Organizational Change (pgs 132-185); Review Key Terms (pg 133 &amp; 173); Discussion/In-class exercise:</b> <i>What is the primary difference between reasonable suspicion and probable cause? Should police agencies employ "Stop and Frisk" policy?</i></p>

1	Friday, January 7	<p><b>SUBMIT Weekly Assignment #1 (Answers to Chapter Questions, SARA model problem solving approach) and Quiz #1;</b> Policy reform &amp; Improving police effectiveness; Community-Oriented Policing (COP) and Problem-Oriented Policing (POP) Models; Officer Involved Shootings &amp; the Ferguson effect; Reliance on citizens for authority, information, and collaboration; <b>Read Chapters 7 &amp; 8: Field Operations: Foundations (pgs 210-233) and Innovations in Field Operations (pgs 236-257); Review Key Terms (pg 211 &amp; 237); Prepare, submit and be ready to discuss Weekly Assignment #1: Critical Thinking Questions 1-7 (pg 27), 1-6 (pg 57), 1-8 (pg 92), 1-6 (pg 125), 1-5 (pg 168), 1-7 (pg 205), 1-4 (pg 233) &amp; 1-5 (pg 257); Discussion/In-class exercise: <i>What does the “Ferguson effect” mean? How does this concept attempt to explain increased rates of crime throughout the United States?</i></b></p>
2	Monday, January 10	<p><b>Assign Quiz #2 (DUE NO LATER THAN 1/14); Review Quiz #1 &amp; Week 1 Assignments;</b> Five C’s of Law Enforcement Leadership: Courage, Character, Commitment, Compassion &amp; Communication; Command structures and organizational design; Managing group behavior and police subcultures; SARA model problem-solving approach revisited; <b>Read Chapters 9 &amp; 10: Behavior and Misconduct (pgs 264-299) and Force and Coercion (pgs 306-340); Review Key Terms (pg 265 &amp; 307); Discussion/In-class exercise: <i>Describe the Five C’s of Law Enforcement Leadership. How does this concept relate to effective police management?</i></b></p>
2	Tuesday, January 11	<p>The role of the Police Commission; Changes in leadership, the “Frisco 5” demands “Fire Chief Suhr!” &amp; the dismissal of Chicago police superintendent McCarthy; Federal Oversight, Pattern-or-Practice Investigations by the Department of Justice Civil Rights Division &amp; the Impact on the Police Departments of Oakland, CA, Ferguson, MO, and Baltimore, MD; <b>Read Chapters 11 &amp; 12: Accountability and Ethics (pgs 346-375) and Diversity and Inclusion (pgs 382-409); Review Key Terms (pg 347 &amp; 383); 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?</i></b></p>
2	Wednesday, January 12	<p>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 Chapters 13 &amp; 14: Stress and Officer Safety (pgs 414-443) and Higher Education (pgs 448-470); Review Key Terms (pg 415 &amp; 449); Discussion/In-class exercise: <i>Is it important for police departments to recruit from the communities they serve?</i></b></p>

2	Thursday, January 13	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 15: Emerging Issues (pgs 474-501); Review Key Terms (pg 475); Discussion/In-class exercise:</b> <i>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? What is a police gratuity? Is acceptance of gratuities a serious problem for police in the United States?</i>
2	Friday, January 14	<b>SUBMIT Weekly Assignment #2 (Answers to Chapter Questions, SARA model problem solving approach) and Quiz #2;</b> 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; Police contacts with the public; Use of force; Rodney King & Excessive Force; Officer Involved Shootings Revisited; Deescalation Techniques & Alternatives to Lethal Force; Responding to social unrest; <b>Prepare, submit and be ready to discuss Weekly Assignment #2: Critical Thinking Questions 1-8 (pg 299), 1-5 (pg 340), 1-6 (pg 375), 1-7 (pg 409), 1-8 (pg 443), 1-8 (pg 470) &amp; 1-5 (pg 501); Discussion/In-class exercise:</b> <i>What is the rule regarding police use of force? Is excessive force ever justified?</i>
3	Monday, January 17	<b>Holiday (No Class, Martin Luther King, Jr. Day!)</b>
3	Tuesday, January 18	<b>Review Quiz #2 &amp; Week 2 Assignments;</b> 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; Prevention, intervention and treatment of juvenile offenders; Due Process, Equal Protection, Unequal treatment & Black Lives Matter; The legacy of Chief Penny Harrington; 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; <b>Discussion/In class exercise:</b> <i>How might de-escalation techniques impact current rates of officer involved shootings?</i>
3	Wednesday, January 19	<b>Review for Final Examination;</b> Federal Initiatives, the 1033 Program, Surveillance Drones & Crime Prevention Through Environmental Design; 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>Discussion/In class exercise:</b> <i>Is diversity important in policing? What is Post Traumatic Stress Disorder? How might this condition impact a police officer’s career?</i>



3	Thursday, January 20	<b>Review for Final Examination; Discussion/In class exercise:</b> <i>Do we need the police?</i> Final Thoughts.
<b>Final Exam</b>	Friday, January 21	<b>SUBMIT Final Project; Complete and SUBMIT Final Examination by no later than 12:00 PM (high noon).</b>