

**San José State University**  
**Department of Justice Studies**  
**JS 102 “Policing and Society” Fall 2009**

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<b>Office Hours:</b>	Mondays: 2pm-5pm; Wednesdays: 9.15am-10.15am
<b>Class Days/Time:</b>	Mon/Wed: 12.00 pm – 1.15pm
<b>Classroom:</b>	(MH 523)
<b>Prerequisites:</b>	Upper division standing

**COURSE DESCRIPTION**

A multidisciplinary study of law enforcement from the early 1800s to the present. Focus on significant studies in relation to the role of police and analysis of current models and practices.

**COURSE OBJECTIVES**

The first part of the course (weeks 1-8) provides a critical analysis of policing in the US and in other Western societies, both from a historical and contemporary perspective. More specifically, we will reconstruct the birth of the modern police in the XIX century as well as its transformations in the course of the XX and early XXI centuries, with particular reference to American society. In this context, several styles of policing will be examined, and specific attention will be dedicated to the most recent and debated developments in police strategies, such as “community policing”, “quality of life policing”, “order maintenance”, and “zero tolerance”.

The second part of the course (weeks 9-16) will revolve specifically around such controversial issues as the relationship between police and minorities in US cities, racial profiling, the deadly use of force, and police abuse. Working individually and in groups, students will investigate past and contemporary cases of deadly use of force and/or alleged police brutality, and analyze/discuss them from the point of view of the different policing strategies mentioned above.

After completing this course, students should be able develop a scholarly awareness of the cultural and political implications of policing in American society. More in general, students will be expected to mature a sociologically grounded knowledge about the most problematic aspects of police work in societies divided along lines of class, race, ethnicity, and gender.

## REQUIRED READINGS

- Victor E. Kappeler *The Police and Society. Touchstone Readings* (3<sup>rd</sup> edition)
- Any reading distributed in class or uploaded on Blackboard (see the COURSE SCHEDULE).

PLEASE NOTE: *Students are required to come to class having done the readings for that day, since the first 20 minutes of each meeting will be dedicated to discussing the readings.*

## CLASSROOM PROTOCOL

*Attendance:* According to University policy F69-24 “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading”. Attendance is taken at each class meeting using sign-in sheets.

*Etiquette:* While in class please turn your cell phone off. If your laptop has wireless access you may use it to access information relevant to the discussion, but please do not read emails, newspapers or other non-class related material during class. Students are encouraged to speak up with questions and comments, and to respond to points raised by other students. However, the maintenance of an effective discussion space in class requires all of us to act with respect for everyone else in the room.

## DROPPING AND ADDING

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. It is the student’s responsibility to make sure classes are dropped. You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

## ASSIGNMENTS AND GRADING POLICY

<i>Assignment</i>	<i>Due</i>	<i>Percent of total grade</i>
Midterm (3 written questions)	10/14/09 (in class)	<b>30%</b>
Pop Tests (2 one-question quizzes)	ONGOING (in class)	<b>20%</b>
In-Class Presentations	ONGOING (in class)	<b>20%</b>
Final Paper	12/02/09 (at home)	<b>30%</b>

## SPECIFICATIONS ON COURSEWORK

### 1) **MIDTERM** (30% of total grade):

This test will be done in class, and will consist of 3 written questions. Each question will receive a grade ranging between 0 and 10 (for a maximum of 30 points). You are kindly requested to come to class with your own blue-book on the dates the tests are due.

PLEASE NOTE: during the test *no notes, no books, no open laptops, no mobile phones* will be allowed. If the test is missed due to family/health/work problems, there is the possibility of a makeup test, but only for the students who adequately certify the reasons for their absence (e.g. doctor's certificate, employer's statement, etc.).

### 2) **POP-TESTS** (10% + 10% of total grade):

These tests will be taken in class in the course of the semester, without notice. Each test will consist of 1 question about one of the topics discussed in class. Each question will receive a grade ranging between 0 and 10 (for a maximum of 10 points for each quiz).

PLEASE NOTE: during the tests *no notes, no books, no laptops, no mobile phones* will be allowed. No makeup tests will be allowed.

### 3) **IN-CLASS PRESENTATIONS** (20% of total grade)

These 20-25 minutes presentations will be done in groups during the second part of the course (weeks 9-16). The calendar of presentations will be made available during the first weeks of class. Each group of students will be assigned a specific case of use of force and/or police brutality, and will conduct a scholarly investigation on it. In order to make their presentation successful, each group is asked to make use of newspapers, media reports, TV-news, as well as at least one scholarly reference (academic journal article).

PLEASE NOTE: *Wikipedia* can be used as a starting point only, but evidence of use of other journalistic and academic sources must be given in order to get a good grade in this assignment.

### 4) **FINAL PAPER** (30% of total grade):

This will be done at home. Students will write a 8-10 pages (double spaced) paper about the same case-study on which they did their group presentation in class.

In their paper, students should reference at least one scholarly source (academic journal article) and examine the case from the point of view of the theories discussed in class. The paper will receive a grade between 0 and 30. See the section below "FINAL PAPER GUIDELINES" for further information about this assignment.

PLEASE NOTE: the paper is due on 12/02/2009 and must be submitted in printed form together with a certificate of originality from [www.turnitin.com](http://www.turnitin.com).

(CLASS ID: **2752534** PASSWORD: **police**). *No late submissions will be accepted.*

**FINAL PAPER GUIDELINES:**  
PLEASE READ CAREFULLY

1) In their 8-10 pages (Times New Roman, double spaced) final paper, students are asked to analyze a specific case of use of force/police brutality. Individual case-studies will be assigned by the instructor to each group of students, together with the final calendar of presentations (weeks 9-16). Students are allowed (but not requested) to write their paper on the same case on which they did their group presentation. Students are encouraged to see the instructor for advice while working on their paper.

2) There are some specific requirements for the final paper. In particular, in order to complete this assignment successfully, students are requested to include the following elements:

INTRODUCTION

A general introduction to the topic of the use of deadly force/police brutality, its relevance, why and how it needs to be studied, etc.

DESCRIPTION

A detailed description of the case analyzed in the paper: here students will offer a narrative of the events, their consequences, the subjects involved, the judicial consequences of the case (if any).

PERSPECTIVES

In this section, students are asked to provide a detailed description of the claims made by each of the protagonists of the case: the police, the victim(s), the prosecution (if any) the jury (if any), the media, witnesses, etc.

ANALYSIS AND SCHOLARLY CRITIQUE

In this section, making use of at least one scholarly reference, students will address such questions as: How do the theories discussed in class relate to this case? Is racial profiling involved here? Why? Could these events be prevented or reduced through policy reforms? How? What are the causes of police abuse? How would different styles of policing affect police-community relationships?

3) On Blackboard, students will find supplemental learning materials (downloadable articles, links to useful websites, etc.) which they are encouraged to use while working on their presentation and final paper.

## GRADING SYSTEM

<i>Grading System</i>	<i>Grade</i>
98-100	A+
94-97	A
91-93	A-
88-90	B+
84-87	B
81-83	B-
78-80	C+
74-77	C
71-73	C-
68-70	D+
64-67	D
61-63	D-
<60	F

## UNIVERSITY POLICIES

### Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## JS 102 “POLICE AND SOCIETY” FALL 2009

### COURSE SCHEDULE

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	8/24 8/26	Preliminary Session: Syllabus/Requirements/Grading/Coursework Introduction: Police and society. General issues and different approaches
2	8/31 9/2	<u>Reading</u> : Kappeler, <i>The Evolving Strategies of Policing</i> (Ch. 1) <u>Reading</u> : Kappeler, <i>The Evolving Strategies of Policing. A Minority View</i> (Ch. 2)
3	9/7 9/9	<i>Campus Closed</i> <u>Reading</u> : Kappeler, <i>The Police: Mandate, Strategies and Appearances</i> (Ch. 6)
4	9/14 9/16	Movie: E. Morris, <i>The Thin Blue Line</i> (USA 1988, 103 min.) Part One Movie: E. Morris, <i>The Thin Blue Line</i> (USA 1988, 103 min.) Part Two
5	9/21 9/23	<u>Reading</u> : Kappeler, <i>The Capacity to Use Force as the Core of Police Role</i> (Ch. 7) <u>Reading</u> : (Blackboard)
6	9/28 9/30	<u>Reading</u> : Kappeler, <i>Broken Windows</i> (Chapter 10) <u>Reading</u> : Kappeler, <i>Policing the Contemporary City</i> (Chapter 11)
7	10/5 10/7	<u>Reading</u> : Kappeler, <i>The Informal Code of Police Deviancy</i> (Ch. 13) <u>Reading</u> : Kappeler, <i>Breeding Deviant Conformity. Police Culture and Ideology</i> (Ch. 17)
8	10/12 10/14	Questions/Recap (Readings: Weeks 1-7) <u>Midterm</u> : 3 Short-Answer Questions (30% of total grade)
9	10/19 10/21	<u>In-Class Presentations</u> <u>In-Class Presentations</u>
10	10/26 10/28	<u>In-Class Presentations</u> <u>In-Class Presentations</u>
11	11/2 11/4	Movie: A. Fuqua, <i>Training Day</i> (USA 2001, 120 min.) Part One Movie: A. Fuqua, <i>Training Day</i> (USA 2001, 120 min.) Part Two
12	11/9 11/11	<u>In-Class Presentations</u> <i>Campus closed</i>
13	11/16 11/18	<u>In-Class Presentations</u> <u>In-Class Presentations</u>
14	11/23 11/25	<u>In-Class Presentations</u> <u>In-Class Presentations</u>
15	11/30 12/2	<u>In-Class Presentations</u> <u>In-Class Presentations</u>
16	12/7	Final Paper Due (30% of final grade)

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