

**AJ 102 Section 03  
POLICE AND SOCIETY  
SPRING 2002**

Instructor: Edwina Parsons, MPA  
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**Text: Police and Society** by Roy Roberg, John Crank, and Jack Kuykendall. Roxbury Publishing Company, (second edition 2000)

**Course Description:**

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

**Course Objectives:**

1. Expand knowledge and understanding of issues, problems, and procedures rooted in the relationship of criminal justice process (particularly police process), crime and the community.
2. Understand the past, present and future of the police image as it relates to minority issues, police corruption, force and coercion, and stress.
3. Develop an appreciation and understanding of intergroup attitudes and human relations' sensitivities and learn some basic skills in community problem solving.
4. Analyze and evaluate futurists theories for policing in the 21<sup>st</sup> century.

**Research Papers:**

First Paper: **DUE MARCH 14**

Compare and contrast media portrayals of the roles of police in either fiction or real life. How are the different roles portrayed? Does the form of media (broadcast, print, television, movies) or account (fiction v. real life) make any difference?

Films such as LA Confidential (1997), Traffic (2000), Chinatown (1974), Speed (1994), Se7en (1995), French Connection, (1971), The Usual Suspects, (2000) and Blow, (2001) offer varying portrayals of the police. They are available on video and DVD.

Follow an account of true police corruption as it unfolds in the media. Recent cases involve police in the New York, Los Angeles, Oakland and New Orleans Police Departments. Or focus on the investigations of still unsolved cases: Jon-Benet Ramsey/John and Patsy Ramsey and the Boulder Creek, Colorado Police Department, Robert Blake/Bonnie Blake and the Los Angeles Police Department, Gary Condit/Chandra Levy and the Washington, DC Police Department. Does the conservative and liberal media differ in their reporting of these events? How do we separate truth from bias?

Second Paper: **DUE MAY 9**

Case Study: "A Certain City"

A certain city has a population of 100,000, of which 30% are Mexican-American, 5% are African-American and 1% are Asian. The city's principal employer, a large computer system company, is said to control the chamber of commerce, two of the local banks, the larger of the two local radio and television stations, and the city's principal newspaper. Residentially, the city is sharply divided between the "haves" and the "have-nots". The schools show only token racial integration because there is strong sentiment for the retention of neighborhood schools.

The police department has only 19 Mexican-American officers—one sergeant and 18 officers—out of a total force of 155, three African-American officers, no Asians. The administration of the department wants more minority officers, but claims there are not enough qualified applicants.

Recently, there have been repeated incidents of vandalism, mugging, arson, assault and narcotic traffic in all of the city's high schools. Parents and school officials are increasingly concerned, as are teachers, students, social service agencies, and—not least of all—the police department.

Let's assume the department has just implemented its community policing policy (about 10 years late) and has assigned a Mexican-American sergeant, with two white patrol officers and one female officer, who is African-American, to a store front substation in a predominately lower-class neighborhood.

From the advantage of the police department, what constructive steps might have to be taken in such a situation? What role should the police department play with the citizens, the power structure, the media, and so forth.

**Late Paper Policy:** 5 points will be deducted from points received on a paper if it is not turned in during class on the due date, **no exceptions.**

Assignments must adhere to the following guidelines: typed, double-spaced, single sided, white paper, 1 inch margins, 12 pt. standard font (i.e.: Times, New York, Palatino, Geneva). 6 pages in length, not including cover sheet and reference page. The reference page must include all the sources and be in American Psychological Association (APA) style.

**Examples of APA style can be found on search engines: Google, AltaVista, and Yahoo.**

**Academic Resources:**

You may find the following scholarly and professional journals and magazines helpful as source materials for your papers:

Criminal Justice and Behavior, Criminology, FBI Law Enforcement Bulletin, Police Chief, American Sociological Review, Police and Society, Journal of Criminal Law and Criminology, Justice Quarterly, Crime and Delinquency, National Institute of Justice, National Review and Law and Order.

**Resources on the Internet:**

The Police Pages, National Criminal Justice Reference Center, National Institute of Justice, Justice Information Center, Officer.com and United States Department of Justice.

**Academic Dishonesty:** Cheating on exams will result in an F grade. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how the work was obtained, and submitting it to fulfill academic requirements. If an instructor suspects that a paper may be plagiarized, that paper will receive a failing grade. *Plagiarism may also be followed by disciplinary action by the Department or the University. (For more on plagiarism, see SJSU Catalog.)*

**Grading:**

Your semester grade will be based on total points acquired on tests and graded assignments.

Midterm 1	50 points
Midterm 2	50 points
Final	50 points
First paper	50 points
Second paper	50 points
Total	250 points

**Important:** Tests will be based 50% on the text and 50% on the lectures, guest speakers, handouts, and audiovisual presentations. Class attendance is therefore necessary for a passing grade.

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### Class Schedule

- Jan. 24 Introduction: course purpose, goals, and objectives. Video, group exercise.  
Homework: Chapter 1: Police in a Democracy and Chapter 2: Police History
- Jan. 31 Discussion of readings. Group exercise, video. Homework: Chapter 3:  
Community Policing
- Feb. 7 **Guest Speaker:** Community Policing. Role-playing exercise.  
Homework: Chapter 4: Police Management
- Feb. 14 Review Chapters 1-5. Video. Homework: Chapter 5: Change and Innovation
- Feb. 21 **Midterm 1.** Group exercises. Homework: Chapter 5: Change and innovation
- Feb. 28 Discussion of readings, group exercise, video
- Mar. 7 **Guest Speaker:** Training. Group exercise, video. Homework: Chapter 7:  
Patrol Function
- Mar. 14 Video. Discussion of readings. Homework: Chapter 8: Police Behavior. **First  
Paper due.**
- Mar. 21 Role-playing exercise, video. Homework: Chapter 9: Force and Coercion
- Mar. 25-29 **SPRING RECESS**
- April 4 **Guest Speaker:** Internal Affairs, video. Chapter 10: Controlling Police  
Behavior
- April 11 Review Chapters 6-10. Video
- April 18 **Midterm 2.** Video. Homework: Chapter 11: Higher Education and Chapter 12:  
Cultural Diversity
- April 25 Role-playing exercises video. Homework: Chapter 13: Stress and Officer  
Safety
- May 2 **Guest Speaker:** Officer Safety. Verbal Judo video. Homework: Chapter 14:  
The Future of Policing
- May 9 **Last Day of Instruction:** Review Chapters 11-14  
**Final Paper due**

**Final Exam: Thursday, May 23, 5:30 p.m.-8:15 p.m.**