

San José State University
Department of Justice Studies
JS102-01, Police and Society, Winter Session 2017

Course and Contact Information

Instructor:	Greg Woods, J.D.
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Office Hours:	Tuesdays through Thursdays, 12:00 PM - 1:00 PM, and by appointment.
Class Days/Time:	Mondays through Fridays, 9:00 AM - 11:55 AM
Classroom:	MacQuarrie Hall 523

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:

- CLO 1: Demonstrate an understanding of the intricate relationship between police and society.
- CLO 2: Develop a broad understanding of the important influence constitutional rights have on policing in a democratic society.

- CLO 3: Critically assess the historical development of policing in America and its influence on policing in modern society.
- CLO 4: Develop skills to distinguish ethical from unethical and unprofessional behavior in policing.
- CLO 5: Demonstrate an understanding of the importance of ethical behavior and accountability of police in a democracy.
- CLO 6: Students should read, write, and contribute to discussion at a skilled and capable level.

Required Text

R. Roberg, K. Novak, G. Cordner and B. Smith (2015). *Police and Society* (6th Edition). Oxford University Press, ISBN-13: 9780199300884

Students may purchase the text in the bookstore and online.

Library Liaison

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments

Students will be assigned four reading, writing and research assignments in class and as reflected below. Assignments are due during **Wednesday and Friday** class sessions, or as instructed, and will consist of a minimum of a two-to-three paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, 5 & 6)

Quizzes

Students will complete a total of two quizzes to be administered at the conclusion of **Friday** class sessions reflected below 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 two parts, an in-class presentation and a ten-page written analysis, due 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 answer and essay based questions. (CLO 1, 2, 3, 4, 5 & 6)

Participation

Students are expected to be punctual and prepared to participate during in-class activities 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)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states “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.”

Grading Policy

Final grades will be evaluated as follows:

Assignments (4)	20%
Quizzes (2)	20%
Final Project	25%
Final Examination	25%
Participation	10%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

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

Note “All 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.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, 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, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Never present another's argument as your own. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. Detection of plagiarism will result with NO CREDIT earned for the assignment.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this



code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

JS102-01 / Police and Society, Winter Session 2017

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 3	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>
1	January 4	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; Read Chapter 1: Police in a Democracy (pgs 1-26); Review Key Terms (pg 3); Prepare and be ready to discuss Assignment #1: Situation Analysis (apply SARA model problem-solving approach) and Critical Thinking Questions 1-6 (pg 27); Discussion/In-class exercise: <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>
1	January 5	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; Read Chapter 2: Police History (pgs 30-54); Review Key Terms (pg 31); Prepare and be ready to discuss: Critical Thinking Questions 1-6 (pgs 55-56); Discussion/In-class exercise: <i>What is significant about The Metropolitan Police Act of 1829? Are Peel's Nine Principles relevant today? Why?</i>
1	January 6	Assign Final Project (PRESENTATIONS DUE 1/19 & PROJECTS DUE NO LATER THAN 1/20); 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; Read Chapter 3: Legal Issues (pgs 58-86); Review Key Terms (pg 59); Prepare, Submit and be ready to discuss Assignment #1: Situation Analysis (apply SARA model problem-solving approach) and Critical Thinking Questions 1-6 (pg 27), 1-6 (pgs 55-56) & 1-9 (pg 87); Complete Quiz #1; 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>

Week	Date	Topics, Readings, Assignments, Deadlines
2	January 9	Return and review Quiz #1 & Week 1 Assignments; 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; Read Chapter 4: Police Strategies (pgs 90-120); Review Key Terms (pg 91); Prepare and be ready to discuss: Critical Thinking Questions 1-8 (pgs 120-121); 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>
2	January 10	Five C’s of Law Enforcement Leadership: Courage, Character, Commitment, Compassion & Communication; Command structures and organizational design; Managing group behavior and police subcultures; Read Chapter 5: Police Management (pgs 128-157); Review Key Terms (pg 129); Prepare and be ready to discuss: Situation Analysis (apply SARA model problem-solving approach) and Critical Thinking Questions 1-8 (pg 157); Discussion/In-class exercise: <i>Describe the Five C’s of Law Enforcement Leadership. How does this concept relate to effective police management?</i>
2	January 11	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; Read Chapter 6: Organizational Change (pgs 162-186); Review Key Terms (pg 163); Prepare, Submit and be ready to discuss Assignment #2: Critical Thinking Questions 1-8 (pgs 120-121), 1-8 (pg 157) & 1-8 (pg 186); 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?</i>
2	January 12	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; Read Chapter 7: Selection and Development (pgs 190-226); Review Key Terms (pg 191); Prepare and be ready to discuss: Situation Analysis (apply SARA model problem-solving approach) and Critical Thinking Questions 1-8 (pg 226); Discussion/In-class exercise: <i>Is it important for police departments to recruit from the communities they serve? Why?</i>

Week	Date	Topics, Readings, Assignments, Deadlines
2	January 13	<p>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; Read Chapters 8 & 9: Field Operations (pgs 232-262) & Behavior and Misconduct (pgs 268-301); Review Key Terms (pgs 233 & 269); Prepare, Submit and be ready to discuss Assignment 3: Critical Thinking Questions 1-8 (pg 226) & 1-7 (pgs 262 & 301); Complete Quiz #2; Discussion/In-class exercise: <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? Why?</i></p>
3	January 16 (No Class!)	MLK Holiday.
3	January 17	<p>Return and review Quiz #2 & Week 2 Assignments; 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; De-escalation Techniques & Alternatives to Lethal Force; Responding to social unrest; Read Chapter 10: Force and Coercion (pgs 308-343); Review Key Terms (pg 309); Prepare and be ready to discuss Critical Thinking Questions 1-5 (pg 343); Discussion/In-class exercise: <i>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></p>
3	January 18	<p>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; Read Chapters 11-15: Accountability and Ethics (pgs 348-377); Diversity (pgs 382-409); Stress and Officer Safety (pgs 414-444), Higher Education (pgs 450-472) & Emerging Issues (pgs 476-505); Review Key Terms (pgs 349, 383, 415, 451 & 477); Prepare, Submit and be ready to discuss Chapters 11-15: Critical Thinking Questions 1-5 (pg 343), 1-6 (pg 377), 1-7 (pg 409), 1-8 (pg 444), 1-8 (pgs 472-473) & 1-6 (pgs 505-506); 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></p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	January 19	<p>Complete Final Presentations; 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; Occupational hazards of police work; Post Traumatic Stress Disorder & Compassion Fatigue; Communicating with diverse populations; Ambush and Murder in Dallas, TX, July 7, 2016; Review for Final Examination; Final Thoughts; Discussion/In-class exercise: <i>Is diversity important in policing? Why? What is Post Traumatic Stress Disorder? How might this condition impact a police officer's career?</i></p>
3	January 20 (Final Exam/ Projects Due)	<p>Final Projects Due; Complete Final Examination.</p>