

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

R. Roberg, K. Novak, G. Cordner and B. Smith (2017). *Police and Society*

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)

Final grades will be evaluated as follows:

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

All cell phones and other electronic devices should be turned off and put away during class sessions. Routine

5 September Return/Review Assignment/Quiz #2; Policy reform & Improving police
16 & 18 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;

 Discussion/In-class exercise: *What is the primary difference
between reasonable suspicion and probable cause? Should police agencies
employ "Stop and Frisk" policy? Why?*

6

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;

Discussion/In-class exercise: *Is it important for police departments to recruit from the communities they serve? Why?*

14 November Occupational hazards of police work; Post Traumatic Stress Disorder &
18 & 20 Compassion Fatigue; Communicating with diverse populations; Ambush and
Murder in Dallas, TX, July 7, 2016;