

**San José State University**  
**Department of Justice Studies**  
**JS102-01, Police and Society, Fall 2020**

**Course and Contact Information**

**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:

## Required Textbook

R. Roberg, K. Novak, G. Cordner and B. Smith (2020). (8th Edition). Oxford University Press, ISBN-13: 9780190940805

Students may purchase text in the bookstore and online.

## 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 **eight (8)** weekly reading and writing assignments in class and as reflected below. Weekly Assignments are due during every other **Wednesday** class session, or as instructed, and will consist of a one-to-two paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, 5 & 6)

## Quizzes

Students will complete a total of **seven (7)** quizzes throughout the semester to be administered at the conclusion of every other **Wednesday** class session, 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. (CLO 1, 2, 3, 4, 5 & 6)



- 4 September 9 (No Class Monday the 7th, **Happy Labor Day!**) **Assign Final Project (DUE NO LATER THAN 12/7)**; Constitutional fidelity & Policy to reflect community demand; Mapp v. Ohio, 367 U.S. 643 (1961), Miranda v. Arizona, 384 U.S. 436 (1966), Terry v. Ohio, 392 U.S. 1 (1968) and Stop & Frisk, The Exclusionary Rule & Fruit of the Poisonous Tree Doctrine; **Read Chapter 3: Legal Issues (pgs 59-92); Review Key Terms (pg 61); Prepare and be ready to discuss Assignment #2: Critical Thinking Questions 1-7 (pg 27), 1-6 (pg 5), 1-8 (pg 92) & Quiz #1**
- 5 September 14 & 16 Review Assignment #2/Quiz #1; 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;

- 8      October  
5 & 7      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: Field Operations: Foundations (pgs 210-233); Review Key Terms (pg 211); Prepare, Submit and be ready to discuss Assignment #4: Critical Thinking Questions 1-7 (pg 205) & 1-4 (pg 233) & Quiz #3**
- 9      October  
12 & 14      Review Assignment #4/Quiz #3; 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 Chapter 8: Innovations in Field Operations (pgs 236-257); Review Key Terms (pg 237); Situation Analysis (apply SARA model problem-solving approach); Assign Quiz #4 (Due 10/21 with Assignment #5); Exercise:**
- 10      October  
19 & 21

- 13      November 9      Review Assignment #6/Quiz #5; Prevention, intervention and treatment of  
(No Class      juvenile offenders; Due Process, Equal Protection, Unequal treatment &  
Wednesday the      Black Lives Matter; The legacy of Chief Penny Harrington; **Read Chapter**  
11th, **Happy**      **12: Diversity and Inclusion (pgs 382-409); Review Key Terms (pg 383);**  
**Veteran's**      **Situation Analysis (apply SARA model problem-solving approach);**  
**Day!**)      *Assign Quiz #6 (Due 11/18 with Assignment #7); Exercise:*