

San José State University
Department of Justice Studies
JS102-01, Police and Society, Winter Session 2021

Course and Contact Information

Instructor:	Greg Woods, J.D.
Office Location:	MacQuarrie Hall 508
Telephone:	(408) 924-1840
Email:	greg.woods@sjsu.edu
Office Hours:	Tuesdays & Thursdays, 12:10 PM - 1:10 PM, and by appointment; Invitations/Zoom links through Canvas under Announcements.
Class Days/Time:	Mondays through Fridays, 9:00 AM - 12:10 PM live streamed Zoom lectures; Recordings of all class sessions on Canvas under Files.
Classroom:	On Line; Invitations/Zoom links to live lectures on Canvas under Announcements.

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:

- 1. Demonstrate an understanding of the intricate relationship between police and society.*
- 2. Develop a broad understanding of the important influence constitutional rights have on policing in a democratic society.*
- 3. Critically assess the historical development of policing in America and its influence on policing in modern society.*

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, **due during the last scheduled day of instruction** as reflected below. (CLO 1, 2, 3, 4, 5 & 6)

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

Participation

Grading Policy

Final grades will be evaluated as follows:

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

Grading Scale

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 59 and below.

Please Note: Extra credit will not be awarded, late assignments and quizzes will not be accepted for credit.

Students have the right, within a reasonable time, to know thea to k68 e(e) 0.2 simemj timgBDC q 1 0T2 1 Tf 21:

from 9:00 AM-12:10 PM, and review questions and subject matter during regularly scheduled office hours on Zoom and via email. Regular attendance and punctuality are encouraged.

Late Assignments/Missed Quizzes

Late assignments will not be accepted and missed quizzes cannot be retaken for credit without prior agreement.

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/>

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
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- 1 Thursday, January 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 Chapters 5 & 6: Police Organization and Management (pgs 132-168) and Police Management & Organizational Change (pgs 132-185); Review Key Terms (pg 133 & 173);** Discussion/In-class exercise: *What is the primary difference between reasonable suspicion and probable cause? Should police agencies employ “Stop and Frisk” policy?**
- 1 Friday, January 8 **SUBMIT Weekly Assignment #1 (Answers to Chapter Questions, SARA model problem solving approach) and 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;** **Read Chapters 7 & 8: Field Operations: Foundations (pgs 210-233) and Innovations in Field Operations (pgs 236-257); Review Key Terms (pg 211 & 237); Prepare, submit and be ready to discuss Weekly Assignment #1: Critical Thinking Questions 1-7 (pg 27), 1-6 (pg 57), 1-8 (pg 92), 1-6 (pg 125), 1-5 (pg 168), 1-7 (pg 205), 1-4 (pg 233) & 1-5 (pg 257);** Discussion/In-class exercise: *What does the “Ferguson effect” mean? How does this concept attempt to explain increased rates of crime throughout the United States?*
- 2 Monday, January 11 **Assign Quiz #2 (DUE NO LATER THAN 1/15); Review Quiz #1 & Week 1 Assignments; Five C’s of Law Enforcement Leadership: Courage, Character, Commitment, Compassion & Communication; Command structures and organizational design; Managing group behavior and police subcultures;** SARA model problem-solving approach revisited; **Read Chapters 9 & 10: Behavior and Misconduct (pgs 264-299) and Force and Coercion (pgs 306-340); Review Key Terms (pg 265 & 307);** Discussion/In-class exercise: *Describe the Five C’s of Law Enforcement Leadership. How does this concept relate to effective police management?*
- 2 Tuesday, January 12 *The role of the Police Commission; Changes in leadership, the “Frisco 5” demands “Fire Chief Suhr!” & the dismissal of Chicago police superintendent*

- 2 Wednesday, *Recruitment and selection methods to reflect a fair cross section of the*
January 13 *community; Becoming a Police Officer and the Academy experience; Field*
*Training Officer (FTO) and Police Training Officer (PTO) Programs; **Read***
Chapters 13 & 14: Stress and Officer Safety (pgs 414-443) and Higher
Education (pgs 448-470); Review Key Terms (pg 415 & 449); Discussion/
*In-class exercise: *Is it important for police departments to recruit from the**
communities they serve?
- 2 Thursday, *Patrol methods and function; Police Reports; Guns and Gangs; Wellness*
January 14 *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 15: Emerging Issues (pgs 474-501); Review***
Key Terms (pg 475); Discussion/In-class exercise: *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?

3 Wednesday, **Review for Final Examination;** *Federal Initiatives, the 1033 Program,*
January 20 *Surveillance Drones & Crime Prevention Through Environmental Design;*
Occupational hazards of police work; Post Traumatic Stress Disorder &