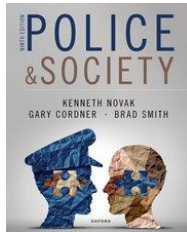


**College of Arts & Sciences, Department of Criminology and Political Science**  
**CRIM 3345-001 Police in Society – 10020**  
**Credit Hours: 3 SCH**  
**Fall 2025**

**Professor:** Ricardo Gomez, MS  
**Office:** CAB 348C  
**Office Hours:** 11:30 pm-12:30 pm; Monday and Wednesday or by appointment  
**Office Phone:** 210-784-2286  
**Email:** rgomez@tamusa.edu  
**Class Days/Time:** **Mondays and Wednesdays 3:30 p.m. – 4:45 p.m.**  
**Classroom:** Science & Technology building, Room 242

**Materials Required:** Novak, Cordner, Smith, and Roberg. 2016. *Police & Society*, 9th edition. Oxford University Press. ISBN: 9780197617410



**Course Description:** Examines the central issues of enforcing law and promoting public safety in society with emphasis placed on both internal organizational issues of police administration and external enforcement operations.

**Learning Outcomes:**

Upon completion of this course, the successful student should be able to:

- Identify the two theories of political decision making and how they relate to our understanding of the police.
- List the five amendments to the U.S. Constitution specifically concerned with the criminal justice system and discuss what is covered in each amendment.
- Name and discuss the four expectations that dictate what the police do and how they do it.
- List and describe the four major functions of the police managerial process.
- Describe and contrast law enforcement and order maintenance.
- Contrast socialization theory and pre-dispositional theory.
- Describe the difference between excessive force and police brutality.
- List and discuss four limitations of professional and ethical standards.
- Discuss the relationship between higher education and police attitudes.
- List and discuss two long-term trends and how they will affect policing.

**List of Topics:**

- Policing Foundations

- Police History
  - U.S. Police System
  - Police Role and Purpose
  - Criminal Procedure
  - Police Strategies
- Police Administration
  - Organizational Design
  - Managing Police Performance
  - Media Relations and Communications
  - Recruitment
  - Field Operations
- Police Behavior
  - Decision Making and Police Discretion
  - Force and Coercion
  - Accountability and Ethics
- Contemporary Issues
  - Diversity
  - Stress and Officer Safety
  - Higher Education
- Emerging Issues
  - Changes in American Society
  - Modern Police Problems
  - Modern Technology

#### **COURSE REQUIREMENTS AND GRADING COMPONENTS:**

Attendance and Participation (10%); Short Answer/Discussion Questions (20%) Quizzes (15%); Matching Exercise (15%); Midterm Exam (20%); Final exam (20%)

#### **Grading Scheme:**

*A* = Excellent, 90-100.

*B* = Good, 80-89.

*C* = Average, 70-79.

*D* = Passing, 60-69.

*F* = Failure, below 60.

#### **Exams**

This course will use two in-class exams, a Midterm and a Final as a method of evaluation, which constitute 40% of your final class grade. All exams will be graded and posted on Blackboard.

#### **End of Chapter Quizzes**

After each chapter, you will receive a quiz of 10 questions via Blackboard by the Wednesday of each week to check your comprehension of the chapter with an allotted time of 15 minutes. The quizzes are counted towards your overall grade (15%) so it will be useful for you to complete the quizzes since they will also prepare you for the exams and will give you an idea of what kind of questions to expect in the exams. The deadline for taking the quizzes will be on the following Monday of each week by 3:30 pm. Quizzes completed after the due date are subject to penalty. All quizzes and grades will be posted on Blackboard.

### **Matching Exercise**

After each chapter, you will receive a matching exercise consisting of 10 key terms via Blackboard by the Wednesday of each week to check your comprehension of the chapter with an allotted time of 10 minutes. The questions are counted towards your overall grade (15%) so it will be useful for you to complete them since they will also prepare you for the exams. The deadline for completing the exercise will be on the following Monday of each week by 3:30 pm. Matching exercises submitted after the due date are subject to penalty. All grades will be posted on Blackboard.

### **Discussion Posts/Short Answer:**

After certain chapters, you will receive a short answer question/discussion question via Blackboard on the Wednesday of each week and will be due on the following Monday each week by 3:30 pm. The Blackboard questions involve research analysis relative to questions from the chapter. Online discussion forums are used to inspire thought and interaction between classmates. Short answer questions are used to inspire self-initiated research and is a critical part of the course experience. We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Students must obtain permission from me before using AI composition software (like ChatGPT) for their writing assignments in this course. Using these tools without my permission puts your academic integrity at risk. Short answer/discussion questions constitute 20% of your final class grade. It is the place where you will not only respond to questions posed by the instructor, but where you may post questions concerning the material presented. It is also the place where you are to ask for and provide help and encouragement to your classmates. Your online participation will be evaluated on a quantity and quality basis. Your comments should advance the discussion, add value, and be relevant. Comments such as "I agree" and "ditto" are not considered value-added participation. Therefore, when you agree or disagree with a comment, please state and support your agreement or disagreement. Writings submitted after the due date are subject to penalty. All grades will be posted on Blackboard.

### **Attendance Policy:**

Every student is responsible for familiarizing himself/herself with the specific academic regulations contained in the university catalog including degree requirements. For a detailed explanation of policies on class attendance, absence due to religious holidays, field trips, degree planning and withdrawal from the university, please refer to the catalog or the online version at <http://www.TAMUSA.edu/academics/catalog/>.

The University Attendance Policy provides that any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. Participation and engagement on the part of the student will be an integral part of this course and will constitute 10% of the overall grade.

### **RULES AND GUIDELINES FOR BLACKBOARD DISCUSSION**

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other's ideas, feelings, and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for discussions - pay close attention to the assignment, and post appropriately.
15. Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course.

## **COMMUNICATIONS POLICY**

E-mail communications are an integral part of this course. It's recommended you make sure you:

1. Check your e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.

### **University Email Policy and Course Communications:**

All correspondence between professors and students must occur via university email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at [sahelp@tamusa.tamus.edu](mailto:sahelp@tamusa.tamus.edu) or at 210-784-4357. If you don't hear back from them within 48 hours, contact them again. They have a lot of requests during the first part of the semester, so you may need to check up on them. I will distribute course materials, including announcements and updates, via Blackboard, so I encourage you to log-in to that system at least twice per week.

**Cellular Phone Policy:** All cellular phones, pagers, and other forms of electronic communication must be silenced during the class period. If you need to have your device on for emergency purposes, inform the teacher as well as take steps to minimize the disturbance in class. Recording in the classroom is prohibited.

### **IMPORTANT POLICIES AND RESOURCES**

**Academic Accommodations for Individuals with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/DisabilitySupport-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>

**Crisis support is available 24/7 by calling the SCC at 210-784-1331.** Additionally, the TELUS Student Support App provides a variety of mental health resources to include support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com>  
More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>  
Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. NonEmergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/StudentRights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Office Hours: All faculty with teaching assignments should include regularly scheduled office hours on each syllabus in addition to "by appointment." Please review your appointment letter for the number of weekly office hours you are expected to set. Regularly scheduled office hours should also be posted outside your office door (where applicable).

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this



reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable modifications to pregnant students as would be provided to a student with temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars: can support parenting students with daycare who meet this criterion: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade. youngjaguars@tamusa.edu (210) 784-2636

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.



### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-andresponsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

### **No Use of Generative AI Permitted**

**Police in Society 3345-001** assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

### **Mays Center**

The Mays Center for Experiential Learning and Community Engagement (Mays Center) provides enhanced learning opportunities and access to resources and relationships in order to develop students into career-ready and community-minded graduates. Programs and services provided by the Mays Center include Career Services, Career Clothes Closet, Civic Engagement, Community Service, Experience Transcript, Externships, the General's Store, Internships and more.

Mays Center for Experiential Learning and Community Engagement Science and Technology Building, Suite 111 | (210) 784-1356 | [mays@tamusa.edu](mailto:mays@tamusa.edu) | <http://www.tamusa.edu/mays>

### **Mays Center E-Newsletters**

Please keep an eye out for a customized Faculty E-Newsletter twice per month from the Mays Center. This email will give you a sample of new job opportunities related to your field, upcoming events, and new initiatives that are relevant for your students - and you!

\*Check spam filters and/or email us if you have not received this newsletter during your first week of the spring semester at [Mays@tamusa.edu](mailto:Mays@tamusa.edu).

### **General's Store**

General's Store is an on-campus food pantry to serve members of the campus community who need food assistance. Located in Patriot's Casa room 110, this service is available Wednesdays (2-6 p.m.), and by appointment. For more information email [foodpantry@tamusa.edu](mailto:foodpantry@tamusa.edu) or visit <http://www.tamusa.edu/mays/generals-store/>

Faculty or students that are seeking additional virtual internship opportunities for Fall 2021 should search Handshake for available positions, and/or reach out to the Mays Center for additional support in recruiting internship placement sites.

### **Internship Grants**

Students enrolled in internship courses for academic credit that are completing an unpaid internship are eligible to apply for a \$1,200 Internship Grant through the Mays Center.

### **General Announcement Regarding Book Orders**

Jaguar Day One is no longer being offered. What does this mean for you?

- There will no longer be a 'Course Materials' fee charged to student accounts
- Students are solely responsible for the acquisition of all required course materials

Where do find out what books are required for your courses? You have a couple of options:

- First, you easily find out what your required course materials are when you register. Under 'Class Schedule Listing', each class has a 'Textbook Information' link that will take you to the bookstore page. Here you will find your required book, its price, and the option to buy.
- Secondly, you can run a search for every course you are registered in at once under 'Get Your Textbooks' under the bookstore website or should you have any questions, please call or email your bookstore at: 210-784-1070; [c.cooper@follett.com](mailto:c.cooper@follett.com).

## **Student Misconduct**

Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior.

### **PROHIBITED CONDUCT**

All forms of prohibited conduct are outlined in the TAMU-SA student handbook. In addition, guidelines and procedures for handling instances of student misconduct are contained therein, which can be viewed on line at: <http://www.tamusa.tamus.edu/studenthandbook.html>.

## **Academic Dishonesty Policy**

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers, and other written assignments are subject to analysis by anti-plagiarism software.

The University's policy on academic honesty and appeal procedures can be found in <http://www.tamusa.tamus.edu/undergraduate-catalog-2011.pdf>.

**Tentative Course Schedule/Outline**

Date	Chapter	Topics	Assigned Readings
Week 1 8/25-8/27	Course Introduction Course Syllabus and Policies Chapter 1: Police in a Democracy	Policing in a free society  Police systems  The U.S. police system  Police role and purpose	<ul style="list-style-type: none"><li>• Chapter 1</li><li>• Chapter 2</li></ul>
<ul style="list-style-type: none"><li>• 8/27 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 1</li><li>• <b>9/1 Labor Day – NO CLASS</b></li><li>• Due Date 9/3 by 3:30 pm</li></ul>			
Week 2 9/3	Review Chapter 1 Quiz  Chapter 2 Police History	Foundations of policing  The emergence of modern policing in the United States  Vigilance committees  Modern American policing  State police  Federal law enforcement	<ul style="list-style-type: none"><li>• Chapter 3</li></ul>
<ul style="list-style-type: none"><li>• 9/3 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 2</li><li>• Due Date 9/8 by 3:30 pm</li></ul>			
Week 3 9/8 - 9/10	Review Quiz Chapter 2  Chapter 3: Legal Issues	Criminal procedure	<ul style="list-style-type: none"><li>• Chapter 4</li></ul>

		Civil liability	
<ul style="list-style-type: none"> <li>• 9/10 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 3</li> <li>• Due Date 9/15 by 3:30 pm</li> </ul>			
Week 4 9/15 – 9/17	Review Quiz Chapter 3  Chapter 4: Police Strategies	Evolving strategies of policing  Landmark studies of police effectiveness Strategic development  Strategic alternatives	<ul style="list-style-type: none"> <li>• Chapter 5</li> </ul>
<ul style="list-style-type: none"> <li>• 9/17 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 4</li> <li>• Due Date 9/22 by 3:30 pm</li> </ul>			
Week 5 9/22 – 9/24	Review Quiz Chapter 4:  Chapter 5: Police Management	The development of police management  Organizational design  Managing police performance  Managing group behavior  Managing critical incidents  Media relations and strategic communications	<ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>
<ul style="list-style-type: none"> <li>• 9/24 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 5</li> <li>• Due Date 9/29 by 3:30 pm</li> </ul>			
Week 6 9/29 - 10/1	Review Quiz Chapter 5  Chapter 7: Selection and	Recruitment	<ul style="list-style-type: none"> <li>• Study</li> </ul>

	Development	Selection  Development  Field training  Career growth	
<ul style="list-style-type: none"> <li>• 10/1 Check for Comprehensive Quiz, Matching Exercise for Chapter 7</li> <li>• No Discussion Question</li> <li>• Due Date 10/6 by 3:30 pm</li> </ul>			
Week 7 10/6 – 10/8	<b>Midterm Exam</b>  Chapter 8: Field Operations	<b>Chapters 1-5 and 7</b>  The patrol function  Focused interventions  Police pursuits  The investigative function  Selected research on investigative operations	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Chapter 9</li> </ul>
<ul style="list-style-type: none"> <li>• 10/8 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 8</li> <li>• Due Date 10/13 by 3:30 pm</li> </ul>			
Week 8 10/13-10/15	Review Quiz Chapter 8  Chapter 9: Behavior and Misconduct	Perspectives of police behavior  Decision making and police discretion  Police deviance	<ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>
<ul style="list-style-type: none"> <li>• 10/15 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 9</li> <li>• Due Date 10/20 by 3:30 pm</li> </ul>			
Week 9 10/20– 10/22	Review Quiz Chapter 9		<ul style="list-style-type: none"> <li>• Chapter 11</li> </ul>

	Chapter 10: Force and Coercion	Police-citizen interactions  Learning to use force  Inappropriate force  Deadly force	
<ul style="list-style-type: none"> <li>• 10/22 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 10</li> <li>• Due Date 10/27 by 3:30 pm</li> </ul>			
Week 10 10/27 - 10/29	Review Quiz Chapter 10  Chapter 11: Accountability and Ethics	Internal accountability mechanisms  External accountability mechanisms  Professional standards  Ethical standards  The Limits of professional and ethical standards	<ul style="list-style-type: none"> <li>• Chapter 12</li> </ul>
<ul style="list-style-type: none"> <li>• 10/29 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 11</li> <li>• Due Date 11/3 by 3:30 pm</li> </ul>			
Week 11 11/3 – 11/5	Review Quiz Chapter 11  Chapter 12: Diversity	Racial minorities in policing  Women in policing  Affirmative action  Equal employment opportunity  Integration of minorities and women into policing  LGBTQ officers	<ul style="list-style-type: none"> <li>• Chapter 13</li> </ul>



<ul style="list-style-type: none"> <li>• 11/5 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 12</li> <li>• Due Date 11/10 by 3:30 pm</li> </ul>			
Week 12 11/10 - 11/12	Review Quiz Chapter 12  Chapter 13: Stress and Officer Safety	Occupational stress  Line of duty and crisis situations  Consequences of stress  Officer safety	<ul style="list-style-type: none"> <li>• Chapter 14</li> </ul>
<ul style="list-style-type: none"> <li>• 11/12 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 13</li> <li>• Due Date 11/17 by 3:30 pm</li> </ul>			
Week 13 11/17 – 11/19	Review Quiz Chapter 13 Chapter 14: Higher Education	The development of higher-education programs for police  The impact of higher education on policing  Validating higher education for police  Higher-education incentive programs  Higher education requirements and policy implications	<ul style="list-style-type: none"> <li>• Chapter 15</li> </ul>
<ul style="list-style-type: none"> <li>• 11/19 Check for Comprehensive Quiz, Matching Exercise, and Short Answer/Discussion Question for Chapter 14</li> <li>• Due Date 11/24 by 3:30 pm</li> </ul>			
Week 14 11/24	Review Quiz Chapter 14		<ul style="list-style-type: none"> <li>• Study</li> </ul>

• 11/26 Study Day-NO Class	Chapter 15: Emerging Issues	<p>Changes in American society</p> <p>Crime trends</p> <p>Mental health</p> <p>Modern technology</p> <p>Long-term trends</p> <p>Terrorism and homeland</p>	
<ul style="list-style-type: none"> <li>11/24 Check for Comprehensive Quiz, Matching Exercise, and Discussion Question for Chapter 15</li> <li>Due Date 12/1 by 3:30 pm</li> </ul>			
Week 15 12/1 - 12/3	Review Quiz Chapter 15 Q/A to Prepare for Final		<ul style="list-style-type: none"> <li>Study</li> </ul>
Week 16 12/6 – 12/12	<b>Final Exam: Wednesday, 12/10 at 2:00 pm–3:50 pm</b>		
December 19 <sup>th</sup> Final Grades available in JagWire			

### Fall 2025 Regular 16-Week Session

March 24	Monday	Registration opens
August 18	Monday	Tuition & fee payment deadline
August 21	Thursday	Drop for non-payment
August 22	Friday	Last day for students withdrawing to receive 100% refund (0% responsibility) for tuition
August 25	Monday	First class day
September 1	Monday	Labor Day Holiday - No classes
September 2	Tuesday	Last day to register

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September 10	Wednesday	Census Date
September 11	Thursday	Drop for non-payment
October 6-October 17	Monday-Friday	Midterm grading period
November 14	Friday	Last day to drop with an automatic grade of "W"
November 25	Tuesday	Last day to withdraw from the university
November 26	Wednesday	Study day - No classes
November 27- November 29	Thursday- Saturday	Thanksgiving Holiday - No classes
December 4	Thursday	Last day of scheduled classes for weekday classes
December 5	Friday	Study day - No classes
December 6-December 12	Saturday-Friday	Final examinations
December 12	Friday	End of term
December 16	Tuesday	Commencement
December 17	Wednesday	All grades due by noon
December 19	Friday	Grades available in JagWire
December 23-January 2	Tuesday-Friday	Winter Break