



## Stanford University Department of Public Safety Exploring Campus Public Safety

### **2022 Syllabus**

The Stanford University Department of Public Safety (SUDPS) has a long history of providing a variety of safety, security, and law enforcement services to the Stanford community. In 2005, SUDPS implemented our first Community Course, the Community Police Academy. Then, as now, it was a ten-week course offered Winter Quarter that provides participants the opportunity to experience a professional life in public safety, with some specific insights into policing on a university campus. Over the years we have worked to refine a blend of classroom instruction, discussion, and hands-on activities. The 2019 course was the first in which the added reading and discussion component more fully explored the larger issues in modern policing, which has been preserved to a reasonable degree for the credit provided. Through the combination of the instruction by SUDPS staff and group discussion of topics in law enforcement, the Exploring Campus Public Safety course is intended to enrich your knowledge of working in campus public safety, cultivate relationships, and foster understanding with the community to which we all belong.

### **Attendance**

The SUDPS Community Police Academy will meet each Wednesday evening from 5:30 to 7:30 p.m., beginning on January 5 and ending on March 9. The first two sessions will be facilitated over Zoom, with the hope of resuming in-person class on January 19. In-person sessions will be located at the Public Safety Building, at 233 Bonair Siding Road, unless otherwise noted. Dinner will be provided at each in-person session. This class is open (free of charge) to all Stanford students, staff, and residents who qualify in the application process. With recognition that the class is a significant time commitment, we hope that you attend all sessions to get the most out of the experience.

## **Course Credit (Stanford Students)**

Students may choose to register for LAWGEN 209Q to earn one unit (credit / no credit) for participation in this course. Students enrolled for credit are expected to attend each session and are responsible for participating in discussion and writing a weekly reflection paper after each class.

**Weekly Reflection** Each week, compose a short reflection paper on the previous class. You must include an outside source to add depth to your narrative. Recommended readings are listed for each session, though you may choose to bring in another source. The type and scholarly significance of your source can vary, though if you choose a blog post, news story, or even something like a tweet, you will need to properly justify the inclusion of that material through your analysis and reflection on the class topic. The weekly reflection on the previous class is due via email to Vince before class begins the following week.

## **Schedule**

*Class instruction will fall on the following dates:*

**January 5, 12, 19, 26**

**February 2, 9, 16, 23**

**March 2, 9**

## **TENTATIVE COURSE SCHEDULE**

### **CLASS 1: 1/5/21 – Meet and Greet**

What do all of the different public safety uniforms represent? Are Stanford deputies “real police”? This class will provide an introduction to the Exploring Campus Public Safety program as well as an overview of the Department of Public Safety’s operations. We will discuss what makes SUDPS unique compared to other law enforcement agencies and how its philosophies and values shape the way it serves the Stanford community. This first class will provide some short activities to get acquainted with each other.

Optional secondary source reading: *Community Policing in America: Changing the Nature, Structure, and Function of the Police* (Greene, 2000).

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**CLASS 2: 1/12/21 - Training**

The content and frequency of training is determined by a number of factors, including laws, statewide standards, and the local needs of our community. We will discuss how we train to serve, what that training helps to prepare us for, and how we develop specialized expertise.

Optional secondary source reading: *Final Report of the President's Task Force on 21<sup>st</sup> Century Policing: Pillar 5. Training & Education* (51-60)

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**CLASS 3: 1/19/21 - Foundations of Law Enforcement: Police and Community Contact**

In this class we will further explore contacting community members and responding to calls, with careful considerations for constitutional rights. We will conduct a car stop scenario to analyze concepts of detention and arrest and give everyone a chance to experience using equipment in a police vehicle.

Optional secondary source reading: *The Impact of Psychological Science on Policing in the United States: Procedural Justice, Legitimacy, and Effective Law Enforcement* (Tyler, Goff, & McCoun, 2015)

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**CLASS 4: 1/26/21 - DUI Wet Lab**

Prepared with the basic mechanics of a car stop, we will look closely at spotting intoxicated drivers. What are some of the laws regulating alcohol? When is someone considered to be legally under the influence? Participants will learn about alcohol and DUI laws, and then practice field sobriety tests. Will you be able to tell who is too intoxicated to drive?

Optional Secondary Source Reading: *National Highway Traffic Safety Administration*  
<https://www.nhtsa.gov/risky-driving/drunk-driving>

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**CLASS 5: 2/2/21 - Strategic Communications and Equipment**

We will practice strategic communications to efficiently, safely, and respectfully reach resolution in a variety of criminal and non-criminal interactions. Get hands-on with issued equipment for each deputy and understand the situations in which specialized equipment is deployed.

Optional Secondary Source Reading: *Policing a Pandemic: Stay-at-Home Orders and What They Mean for the Police* (White, Fradella, 2020)

## **CLASS 6: 2/9/21 - Officer Use of Force**

How do Deputies protect themselves and what techniques do they use to ensure scene safety? When is the use of force justified? We will start with basic officer safety principles and move into demonstrations of police defensive tactics, analyzing decision points along the way.

*\*\*Violent media content warning - this meeting contains video and audio of real police responses in which force is used. Stepping away during video or audio portions of the class will not negatively impact your experience or grade.*

Optional Secondary Source Reading: *An Empirical Analysis of Racial Differences in Police Use of Force* (Fryer, 2017)

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## **Class 7: 2/16/21 – Response Scenarios**

In this class we will go deeper into the policy and law regarding the use of lethal force. Participants can engage in short video scenarios and put their accumulated knowledge into practice.

Optional Secondary Source Reading: *Across the Thin Blue Line: Police Officers and Racial Bias in the Decision to Shoot* (Correll et al, 2007)

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## **CLASS 8: 2/23/21 – Scenarios Debrief**

In this session, students can identify challenges in the response scenarios and discuss decision-making and best-practices for each response. There will also be a short demonstration of a use of force investigation

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## **CLASS 9: 3/2/20 – Special Events and EOD K-9**

Each year, DPS assists with approximately 450 special events, from nationally televised football games to visits by dignitaries and other VIPs. In this session, we'll talk about how the department provides customer service across the campus by planning for and executing security for major events. Activities for the class include a demonstration by a department explosive ordnance detection (EOD) K-9.

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## **CLASS 10: 3/9/20 - Bringing It All Together: A Day in the Life!**

You will be given the opportunity to step into a full-circle, hands-on scenario where you will be able to oversee, evaluate, and role-play in a response and investigation, from the beginning to the end.