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CJUS 4330-101 Law Enforcement Use of Force

BIBLICAL FOUNDATIONS

²³“Whatever you do, work heartily, as for the Lord and not for men, ²⁴knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.” (Colossians 3:23-24 ESV)

²⁴“Let no one seek his own good, but the good of his neighbor. . . . ³¹So, whether you eat or drink, or whatever you do, do all to the glory of God. ³²Give no offense to Jews or to Greeks or to the church of God, ³³just as I try to please everyone in everything I do, not seeking my own advantage, but that of many, that they may be saved.” (1 Corinthians 10:24, 31-33 ESV).

³⁰“And you shall love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ ³¹The second is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these.” (Mark 12:30-31 ESV)

⁸“He has told you, O man, what is good; and what does the Lord require of you, but to do justice, and to love kindness, and to walk humbly with your God?” (Micah 6:8 ESV)

¹“Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. ²Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment. ³For rulers are not a terror to good conduct, but to bad. Would you have no fear of the one who is in authority? Then do what is good, and you will receive his approval, ⁴for he is God's servant for your good. But if you do wrong, be afraid, for he does not bear the sword in vain. For he is the servant of God, an avenger who carries out God's wrath on the wrongdoer. ⁵Therefore one must be in subjection, not only to avoid God's wrath but also for the sake of conscience. ⁶For because of this you also pay taxes, for the authorities are ministers of God, attending to this very thing. ⁷Pay to all what is owed to them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed.” (Romans 13:1-17 ESV)

¹²“Arise, O Lord; O God, lift up your hand; forget not the afflicted. ¹³Why does the wicked renounce God and say in his heart, “You will not call to account?” ¹⁴But you do see, for you note mischief and vexation, that you may take it into your hands; to you the helpless commits himself; you have been the helper of the fatherless. ¹⁵Break the arm of the wicked and evildoer; call his wickedness to account till you find none. ¹⁶The Lord is king forever and ever; the nations perish from his land. ¹⁷O Lord, you hear the desire of the afflicted; you will strengthen their heart; you will incline your ear ¹⁸to do justice to the fatherless and the oppressed, so that man who is of the earth may strike terror no more.” (Psalm 10:12-18 ESV)

REQUIRED TEXTS

Styles, Joshua. *Law Enforcement Use of Force Course Supplement (CS)* (See Professor if you did not receive your books from Slingshot).

COURSE OBJECTIVES:

At the completion of this course the student will be able to:

1. Describe the biblical foundations for law enforcement use of force.
2. Explain the constitutional basis for and rules governing law enforcement use of force.
3. Understand law enforcement policies, tactics, and procedures related to the use of force.

4. Engage in reasoned discussions about use of force incidents as they occur.
5. Sift through media bias in order to think critically about police shootings and other use of force scenarios.

COURSE REQUIREMENTS

The student will demonstrate proficiency in the course objectives through daily quizzes and assignments and two cumulative exams.

- 1) Daily quizzes over the assigned reading in the Course Supplement (**CS**) and other articles or materials as assigned. On occasion, take-home quizzes or additional assignments may be given in place of (or in addition to) these daily quizzes (some assignments may also be worth multiple quiz grades). The average of all daily quizzes and assignments will count for **40%** of the semester grade.
- 2) A Midterm Exam will test student knowledge of the class material covered during the first half of the semester. Questions will be taken from assigned readings as well as material covered in class. Questions will likely consist of multiple-choice, true/false, short answer, and essay. The Midterm Exam will count for **30%** of the semester grade.
- 3) The Final Exam will test student knowledge of the class material covered during the entire course (in other words, the exam is cumulative). Questions will be taken from assigned readings as well as material covered in class. Questions will likely consist of multiple-choice, true/false, short answer, and essay. The Final Exam may also include a section that requires students to watch a use of force scenario and explain whether the use of force was constitutionally permissible and sanctioned by department policy. The Final Exam will count for **30%** of the semester grade.

IN-CLASS QUIZZES

For the sake of efficiency, each student must have a ½ sheet of paper (with full name and date) on his or her desk *at the beginning of each class* (i.e., before class begins). **For all quizzes, FULL NAME (first and last), the date, and the quiz number must be written on the quiz in order to receive credit for the quiz.** Students who arrive in class after the quiz begins will not be permitted to take the quiz but must simply write “LATE” on their quizzes. These “late” quizzes should still be submitted, however, in order to ensure the student receives a tardy and not an unexcused absence (attendance is taken by the names on these quizzes).

GRADE SCALE

A = 90-100 B= 80-89 C=70-79 D= 60-69 F= 59 and below

CLASSROOM BEHAVIOR

Violation of the following behavior policies will result in penalties deemed appropriate by the professor, including failure of the course.

- 1) **Sleeping** – Students are expected to be present not only in body but in mind as well. Droopy eyes are understandable, but if your head is down on your desk or you are completely asleep, you will be counted absent.
- 2) **Leaving class** – If you know in advance that you will need to leave class early, please let me know before class begins. If you leave class unexpectedly, please let me know why you left as soon as reasonably possible.
- 3) **Talking** – Once class begins, please do not talk unless you are answering a question or participating in class discussion. Talking to classmates or otherwise disrupting class will be counted as an absence.

ELECTRONICS POLICY

NO COMPUTERS OR TABLETS are allowed in class at any time unless specifically permitted due to a documented need. Students who have laptops or tablets out during class will automatically receive an unexcused absence. Similarly, **CELL PHONES MUST BE PUT AWAY DURING CLASS** (in a pocket, backpack, bag, or purse). **Students who are seen on their phones during class will also automatically receive an unexcused absence.** Finally, if a student is seen with a cell phone or other device during a quiz or exam, the presumption is that the student is cheating and the student will be disciplined accordingly.

READING ASSIGNMENTS

You are required to read everything on the assigned pages with reasonable care. Reasonable care means that you **must read the assigned material with understanding (i.e., not skimming or browsing)**. If you miss more than two questions on a five-question quiz, it is highly unlikely that you have read with reasonable care. Please note that reasonable care is the standard by which you will be judged on your exams as well as your quizzes. See the attached schedule for the required daily reading assignments.

ACADEMIC DISHONESTY

Cheating on tests or quizzes or plagiarizing on any other assignments will result in swift and severe penalties.

While cheating on tests or quizzes is fairly straightforward (e.g., looking at another person's test or quiz, talking during an exam or quiz, accessing notes on a phone, lying on a quiz or test, etc.), plagiarism is less clear to many students. Even though you have minimal writing in this course (only for any additional assignments), I will attempt to define it here to aid you not only in this course but in future courses.

In essence, plagiarism is stealing the thoughts, words, or ideas of another person. **Accordingly, plagiarism, to any degree, is NOT tolerated.** To copy the work of another verbatim without quotation marks and without a citation, or ***to rely on what someone else has written or said without giving proper reference, is plagiarism***. PLEASE NOTE: To give proper reference means to provide an in-text citation for the material that is referenced if you are relying on the material but have synthesized it into your own words; if you have taken the exact words, you must provide an in-text citation AND place the words you have reproduced in quotation marks. Moreover, writing words from a source while changing a word or two from the source or loosely paraphrasing the source **IS STILL plagiarism even if you reference the source**. If you only change one or two words, you are effectively taking credit for the way another author worded something because there is no independent thought on your part. If you must closely mirror what another person has said, then you should simply quote the person's words—again, being sure to use quotation marks and a proper citation—so as to give proper credit. Finally, please remember that the reason we use citations is to give credit where credit is due, so make sure that readers know where you found your information. As a result, *citations will not only be used after direct quotations but must also be used after sentences that have relied on information from other sources*, even if not a direct quote.

WARNING: Academic dishonesty will be duly prosecuted. NO ONE who is dishonest in his or her academic life has any place pursuing a career in Criminal Justice of Legal Studies. Accordingly, if a student cheats on a test, quiz, or other assignment, the student will automatically receive a ZERO for that assignment as well as other appropriate penalties (e.g., letter grade reduction in the course, an automatic F for the course, etc.). Similarly, work that contains plagiarism will also automatically receive a grade of ZERO. Major plagiarism (as defined by the **NGU Academic Catalog**) could (and most likely will) result in dismissal from the course with a failing grade. ***PLEASE NOTE: the penalty for inadvertent or unintentional plagiarism IS THE SAME as intentional plagiarism.*** Consequently, if you are unclear on what constitutes plagiarism, you **MUST** ask the professor and consult the **NGU Academic Catalog**. For more information, see the Academic Integrity Policy and the Academic Grievance Policy in the NGU Catalog, <https://ngu.edu/academics/>, pp. 49-50.

ATTENDANCE POLICY:

1. Students are expected to be present for all class meetings. Nevertheless, students are permitted **THREE** unexcused absences in courses that meet two days a week and **FOUR** unexcused absences in courses that meet three days a week. **If a student misses more than the maximum permitted absences, the student will automatically receive an “XF” for the course.** Quizzes missed as a result of an unexcused absence will receive the grade of “zero” and may not be made up; however, if an absence is deemed excused due to sickness or another legitimate reason (e.g., a college-sponsored activity), the student’s quiz will simply not be counted (the student will *not* receive a zero).

2. **Two times tardy equals one absence.** [NOTE: You CAN “XF” a class by being tardy constantly.]

3. If the student leaves class early, it will count as an unexcused absence unless a legitimate reason is provided. If a student is more than five minutes tardy, the student will receive an unexcused absence. Remember: Sleeping, talking, texting, or otherwise disrupting class will be counted as an unexcused absence.

4. Because of the nature of the Criminal Justice program, all students are required to report why they are absent from class. If the student knows in advance that he or she will be absent, the student should inform the professor of the reason in advance. If the student must miss for an unexpected reason (illness, etc.), then the student must notify the professor as soon as practical of the reason for the absence. Should a student fail to inform the professor of the reason for his or her absence within a timely manner, **one point will be deducted from the student’s final grade in the course.** PLEASE NOTE THAT THIS DOES NOT MEAN YOU CANNOT MISS CLASS; IT SIMPLY MEANS YOU MUST NOTIFY THE PROFESSOR OF THE REASON FOR YOUR ABSENCE. This policy exists to prepare each of you for what will be required by employers whenever you graduate.

5. Should the professor be delayed, the class must wait ten full minutes. Class is then dismissed unless otherwise directed.

6. For more information about the University Attendance Policy and what constitutes excused vs. unexcused absences, see the attendance policy in the NGU Catalog, <https://ngu.edu/academics/>, p. 52.

COURSE “MAKE-UP” POLICY

- 1) As mentioned above, missed quizzes cannot be made up. However, if a student has a legitimate reason for missing class (e.g., sick with the flu, a stomach bug, death in the family, etc.), the daily quiz will not be counted toward the student’s quiz average at all. In other words, if a student misses for a legitimate reason, he or she will not receive a zero for the daily quiz. PLEASE NOTE: In order for a student to avoid receiving a zero on a daily quiz, the student must notify the professor as to why the student was not in class so that the professor can determine whether the absence was for a legitimate reason.
- 2) Make-Ups for missed exams are entirely at the professor’s discretion. Reasons for missing an exam can be divided into two types: (1) expected and (2) unexpected.
 - a) Expected: If you know in advance that you will have to miss an exam, please contact me before the exam to arrange a time to take the exam *before* the exam date. If your reason is legitimate (e.g., a funeral, a college-sponsored event, etc.), I will work to arrange a time for you to take the exam with another class or at a prearranged time at a designated location.
 - b) Unexpected: There are some things that can happen unexpectedly that may be legitimate reasons for missing an exam. These are limited to the following instances: (1) Illness of such a nature that a reasonably prudent person would not be in class; (2) emergencies such as a car accident or death of a family member requiring your immediate attention; (3) other matters such as these that will be assessed on an individual basis. If a student fails to contact the professor within a reasonable amount of time (typically no later than the next class period) concerning the possibility of making up an exam, the student will receive a grade of zero for the exam.
- 3) Each student is responsible for the in-class material and any assignment(s) given when he or she is absent. It is not the professor’s responsibility to ensure that students have all handouts, assignments, etc. when a student misses class; rather, the student must take the initiative.

LATE WORK

As a policy, late assignments will **NOT** be accepted in Criminal Justice and Legal Studies courses. In the event a student is sick or is otherwise unable to attend class on the day an assignment is due, the student should email the completed assignment to the professor by class time on the due date in order to receive credit. The student should then submit a hard copy of the assignment the next time he or she is in class (for handwritten assignments, a photo or scan of the completed assignment can be sent by either text or email). This policy reflects the high standards to which individuals in Criminal Justice related fields are held.

STAPLES AND NAMES

Please note that all papers and assignments that are longer than one page **MUST BE STAPLED** together; moreover, students must ensure that their **names are on their assignments**. If a paper or other assignment is not stapled, a ten-point penalty will be assessed. If a student does not place his or her name on an assignment, that assignment will receive the grade of zero.

NGU COURSE EVALUATIONS

NGU Course Evaluations (SEOI) are distributed each semester (fall/spring) for most courses. Course evaluations will not appear for internships, practicum courses, music lessons, and other specialty courses. In addition, no evaluation will be triggered if the course has less than 5 students enrolled. For 8-week courses, SEOIs will open 1 week before the last day of class and close on the last day of classes. For full-term courses, SEOIs will open 2 weeks before the last day of class and close on the last day of classes. Students will receive emails through their NGU email when evaluations open and reminders are sent every 3 days until evaluations are completed or the survey period ends. Links are included in the emails to directly complete the evaluation on any mobile device. Also, students will be prompted to complete the evaluations when logging into Blackboard. Blackboard will allow students to defer the evaluation up to 8 times. After the 8th deferral, the student must complete all available evaluations in order to access their courses through Blackboard. All evaluations are anonymous. Follow the link in your email or on Blackboard to complete your evaluations. Please note: Safari will not allow submission of the evaluations, please use any other browser. For any questions regarding student course evaluations, please email OIRE@ngu.edu.

STUDENT ACCESSIBILITY / ADA SERVICES

Through partnering with individual students in an interactive process to create individualized Access Plans, North Greenville University provides accommodations for students with documented disabilities through the Office of Student Accessibility & ADA Services (the “OSA”). To support students with disabilities and promote self-advocacy, NGU values open dialogue and partnership about accommodations between faculty and students, and welcomes conversations about ways to accommodate student needs in the classroom. If a student chooses to utilize an approved accommodation in a particular course, the student should notify his or her instructor within the first two weeks of the semester. Students may request accommodations later in the semester if they choose to do so, but as accommodations are not retroactive professors are not able to provide accommodations for class periods or assignments earlier than when accommodations are officially requested and approved. For more information on student accessibility, or to register with the OSA to create an individualized NGU Access Plan, students should contact Dr. Brad Gregory, Coordinator for Student Accessibility & ADA Services, via email at student.accessibility@ngu.edu or visit <https://ngu.edu/academics/undergraduate-study/student-success/accessibility>.

STUDENT SUCCESS

The Center for Student Success offers academic support through free tutoring, academic coaching, and workshops throughout the semester. Students may visit CSS on the main floor of Averyt-Wood or learn more on the CSS website: go.ngu.edu/css.

NGU has a robust referral system, Ally, that was created to connect students with the campus resources that will be most beneficial to them. Students may be referred by faculty for any student success concern. Students will be contacted by a member of the CSS team to create a success plan.

Law Enforcement Use of Force Fall 2022

DATE (Class Days)	Reading/Homework Assignment (Complete BEFORE coming to class on date shown and ALWAYS remember to check Blackboard)	Class Schedule
#1 Aug 18		<i>Course Introduction/Syllabus Review</i>
#2 Aug 23	Read Syllabus Thoroughly; Course Supplement (CS): 1-13	<i>What's at Stake?</i>
#3 Aug 25	CS: 14-28	<i>Grappling with Evil</i>
#4 Aug 30	CS: 29-50	<i>Authority to Use Force / Just War Principles</i>
#5 Sep 1	CS: 51-66	<i>The Ethics of Force: The MOVE Bombing</i>
#6 Sep 6	CS: 67-99	<i>The Ethics of Force: Waco</i>
#7 Sep 8	CS: 100-109	<i>Constitutional Underpinnings of the Use of Force / How to Read a Case</i>
#8 Sep 13	CS: 110-142	<i>Case Study 1: Tennessee v. Garner</i>
#9 Sep 15	CS: 143-157	<i>Case Study 2: Graham v. Connor</i>
#10 Sep 20	CS: 158-185	<i>Case Study 3: Scott v. Harris</i>
#11 Sep 22	CS: 186-212	<i>Applying Supreme Court Precedent to Use of Force Situations</i>
#12 Sep 27	CS: 213-226	<i>How Will You Be Judged?</i>
#13 Sep 29	CS: 227-247	<i>Equipment, Tactics, and Use of Force Policies</i>
#14 Oct 4	CS: 248-277	<i>Use of Force Policies continued</i>
#15 Oct 6	CS: 278-292	<i>The Use of Force Continuum / Get Your Mind Right</i>
#16 Oct 11	<i>Prepare for Midterm Exam</i>	<i>Midterm Exam</i>
#17 Oct 13	CS: 293-299	<i>Tactics: Stealth Approach and Vehicle Stop Basics</i>
#18 Oct 18	CS: 300-314	<i>Tactics: Vehicle Stops Continued</i>
Oct 20 - Oct 23 NO CLASS— FALL BREAK		
#19 Oct 25	CS: 315-340	<i>Public Perception of Use of Force Encounters</i>
#20 Oct 27	CS: 341-359	<i>Public Perception of Use of Force Encounters continued</i>
#21 Nov 1	CS: 360-378	<i>“Unarmed” Suspects</i>
#22 Nov 3	CS: 379-392	<i>Armed Suspects: Knives and Firearms</i>
#23 Nov 8	CS: 393-406	<i>Tasers</i>
#24 Nov 10	CS: 407-423	<i>Mass Shootings / Active Shooters</i>
#25 Nov 15	CS: 424-432	<i>Dealing with Autism, Anxiety, and Mental Illness</i>
#26 Nov 17	CS: 433-444	<i>Case Study: Walter Scott and Michael Brown</i>
#27 Nov 22	<i>See links on Blackboard</i>	<i>Case Study: Michael Brown continued</i>
Nov 23-Nov 25: Thanksgiving—No Class		
#28 Nov 29	<i>See links on Blackboard</i>	<i>To Be Announced</i>
#29 Dec 1	<i>See links on Blackboard</i>	<i>To Be Announced</i>
FINAL EXAM Monday, Dec 7 @ 1:30PM	<i>Prepare for Final Exam</i>	<i>Final Exam</i>



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'He died a hero': Calif. sergeant killed responding to active shooter

Sgt. Ron Helus was one of the first two officers to arrive at the scene

Duty Death: Ron Helus - [Ventura County, California]

End of Service: 11/08/2018

Nov 8, 2018

By Brittny Mejia, Sean Greene and Rong-Gong Lin li
Los Angeles Times

LOS ANGELES — Right before Ventura County Sheriff's Sgt. Ron Helus rushed into the Borderline Bar & Grill on Wednesday night to respond to reports of a mass shooting, he called his wife.

"He said, 'hon, I got to go, I love you. I gotta go on a call,'" Sheriff Geoff Dean said.

Helus was one of the first two law enforcement officers to arrive shortly after 11:20 p.m. About four minutes after arriving on the scene and after hearing shots fired inside, he went through the front door and was hit multiple times, Dean said.

A California Highway Patrol officer who arrived with the sergeant stepped back to secure the perimeter until additional units arrived, then pulled Helus out of the line of fire, Dean said. Helus died later at Los Robles Regional Medical Center.

"They knew they had to take action and they went



Pictured is Sgt. Ron Helus. (Photo/ODMP)

dedicated sheriff's sergeant. He was totally committed. He gave his all. And tonight ... he died a hero. He went in to save lives, to save other people."

Helus, 54, a Moorpark resident, was a 29-year veteran of the department and was planning to retire in the next year or so.

"He was an unbelievable man," sheriff's Capt. Garo Kuredjian said. "He was a lifetime learner, a trainer, a mentor, a leader. He was a cop's cop. His void is going to be felt throughout our agency."

Kuredjian said a young man came up to him after the shooting to thank the deputies. "There's no doubt in my mind that your sergeant's actions saved others from being victims," the man told him. "That's a small piece of solace for the family knowing their father, their husband, ran into danger and saved lives."

in and did what they had to do," the sheriff said.

Roughly 15 minutes later, a second group of law enforcement personnel had gathered and entered the bar. By then, the shooting had stopped, and the suspect was found dead with a gunshot wound. Eleven people inside were found shot dead, and others wounded.

An emotional Dean described Helus as a friend and colleague.

"He knew the risks, but he knew, like we all do, why we serve," Dean said. "Ron was a hardworking,



An honor guard salutes the body of Sgt. Ron Helus before it departs the Los Robles Regional Medical Center Thursday, Nov. 8, 2018, in Thousand Oaks, Calif. Helus was killed after a gunman opened fire the night before inside a country dance bar crowded with hundreds of people. (AP Photo/Mark J. Terrill)

Dean said the sheriff's department trains its deputies to enter buildings where there's an active shooter, a policy that changed after the Columbine school shooting in 1999.

"Our officers know, when you get to a scene, and there's two of you, or even just one of you, and there's shooting going on, you go in," the sheriff said.

Sheriff's Sgt. Eric Buschow said he came on the job around the same time as Helus. "He was just a great guy. Just an instinctive cop," Buschow said. "He has always had a knack for investigations."



A law enforcement motorcade, providing an escort for a hearse carrying the body of Sgt. Ron Helus, makes its way northbound on Highway 101 Thursday, Nov. 8, 2018, in Newbury Park, Calif. Helus was fatally shot while responding to a mass shooting at a country music bar in Southern California. (AP Photo/Marcio Jose Sanchez)

Helus worked narcotics, was on the SWAT team for many years, and was an instructor.

“He’s a tactician so I have no doubt he employed the best tactics possible,” he said. “Unfortunately in a chaotic situation like that, you’ve just got to go in. And he did.”



Law enforcement and fire personnel salute from an overpass as a motorcade with the body of Sgt. Ron Helus passes by Thursday, Nov. 8, 2018, in Newbury Park, Calif. Helus was fatally shot while responding to a mass shooting at a country music bar in Southern California. (AP Photo/Marcio Jose Sanchez)

“To describe it as heroic,” he trailed off for about a minute, as he stood about 300 feet from the bar. “What else do you call it?”

“It’s just not right,” he said about the shooting.

In addition to his wife, Helus is survived by his son.



Kyle Jorrey
@KyleBJorrey

Photo of Sgt. Ron Helus from his Facebook page. While others

ran, he went inside to take on the shooter. Now he's gone.
Heartbreaking [#hero](#) [#duty](#) [#Borderline](#) [#RIP](#)



514 7:09 AM - Nov 8, 2018

247 people are talking about this



Commissioner O'Neill

@NYPDONeill

The thoughts of every [#NYPD](#) member this morning are with the families & colleagues of all those killed or injured in the shooting inside a Thousand Oaks, Calif., bar — 12 innocent lives taken, including the first Ventura County cop on the scene: Sgt. Ron Helus, a 29-year veteran.

Obituary for Officer Allen Lee Jacobs

<https://www.legacy.com/obituaries/greenvilleonline/obituary.aspx?n=allan-lee-jacobs&pid=178118565&fhid=5447>

Officer Allen Lee Jacobs, 28, lost his life while in the line of duty serving the citizens of Greenville on Friday, March 18, 2016.

Born in Denver, CO, he was the son of Don and Tammie Jacobs, faculty members at Bob Jones University.

Allen grew up in Travelers Rest, SC. He attended Bob Jones Academy, earned a bachelor's degree in Criminal Justice from Troy University, and was nearing completion of an MBA. He was a Sergeant in the 82nd Airborne Division of the U.S. Army at Fort Bragg, NC, a Jump Master, and a decorated Iraq War veteran. He joined the City of Greenville Police Department in 2011, where he was on the SWAT and Community Response teams. He was also involved in many Community Coordination and Education programs, such as Cops on the Court and the Gang Resistance Education and Training (GREAT) summer program. He served the schools within the City of Greenville by instructing and mentoring young people, as well as serving as a zone patrol officer in his off-duty hours. He received a Purple Heart Award in 2015 for his heroic service.

Allen was a member of Christ Fellowship in Travelers Rest.

In addition to his parents, he is survived by his wife, Meghan Murphy Jacobs; his sons, Michael (age 6), and Dillon (age 5), and a third child to be born in July; his sister, Catherine Jacobs of Greenville; maternal grandmother, Peggy Thorsell of Pittsburg, TX; paternal grandparents, Don and Elaine Jacobs of Lincoln Park, MI; and aunts, uncles and cousins. He was preceded in death by his brother, Donald Paul Jacobs in 2012.

Funeral services will be Thursday, March 24, at 11:00 am at Timmons Arena at Furman University with Pastor Thomas Young and Chaplain Monty Carter officiating. Burial will follow at Coleman Memorial Park in Travelers Rest. Standing in honor of the family, the City of Greenville Police Department welcomes those in the community wanting to pay their respect at the visitation on Wednesday from 3:00 to 6:00pm at Daniel Memorial Chapel at Furman University.

In lieu of flowers memorials may be made to a fund for his children's education at TD Bank, any branch in the City of Greenville.

In memory of
Officer Allen Jacobs

March 18th, 2016
28 Years Old
4 ½ Years of Service









‘I don’t want you to get shot,’ girl, 4, begged mother after Philando Castile shooting

<https://www.washingtonpost.com/news/morning-mix/wp/2017/06/22/i-dont-want-you-to-get-shooted-girl-4-begged-mother-after-philando-castile-shooting/>

June 22, 2017

In the back seat of a patrol car, moments after witnessing a Minnesota police officer fire seven shots at Philando Castile, Diamond Reynolds’s 4-year-old daughter begged her mother to stop screaming, in fear that officers would shoot her, too.

“Mom, please stop saying cuss words and screaming because I don’t want you to get shot,” the girl pleaded to Reynolds, Castile’s girlfriend.

Reynolds, whom police had placed in the back seat next to her daughter, gave the girl a kiss.

“I could keep you safe,” her daughter said.

“It’s okay,” Reynolds responded. “I got it, okay?”

The dialogue — captured in [video footage](#) from a police officer’s squad car — was part of a trove of files released by the Minnesota Bureau of Criminal Apprehension on Wednesday, five days after police officer Jeronimo Yanez, 29, was acquitted of manslaughter in Castile’s July 2016 death during a traffic stop.

On Tuesday, state officials also released to the public a police dashboard camera recording of the shooting itself, along with a collection of other documents and evidence from the state’s investigation into the shooting, The Washington Post [reported](#).

The scene between Reynolds and her daughter provides an even deeper look into the initial aftermath of the shooting in Falcon Heights, Minn., which was live-streamed worldwide on Facebook by Reynolds, who was sitting next to Castile in the car when the officer fired. Her 4-year-old daughter was sitting in the back seat.

The officer testified that he feared for his life after Castile told him that he had a gun. Reynolds told authorities Castile was shot while reaching for his wallet, not his gun, which he had a permit to carry. Castile, 32, worked as a nutrition services supervisor for St. Paul Public Schools.

Minnesota Gov. Mark Dayton (D), who met with black leaders Wednesday, spoke of the video footage during a news conference, the [Star Tribune](#) reported.

“Seeing the little girl and her mother in the back of the squad car, hearing a child’s narrative of what occurred, it was really awful,” Dayton said.

Police video footage from July 6, 2016, shows St. Anthony, Minn., police officer Jeronimo Yanez firing at Philando Castile during a traffic stop in Falcon Heights, Minn. (St. Anthony Police Department/AP)

In the video of the back seat, Reynolds’s daughter is shown trying to console her mother, whom police had handcuffed and did not yet know whether Castile was alive or dead.

“It’s okay, Mommy,” the girl said.

“I can’t believe they just did this,” Reynolds responded. As the mother screamed and cried, her daughter held her close.

“It’s okay, I’m right here with you,” the girl said.

Minutes later, Reynolds moved around in her seat as her daughter asked her to stay quiet so she wouldn’t be shot.

“They’re not going to shoot me, okay?” Reynolds said. “I’m already in handcuffs.”

“Don’t take them off,” the girl begged. “I wish this town was safer.”

“That’s true,” Reynolds said.

“I don’t want it to be like this anymore,” the girl said.

“Tell that to the police, okay?” Reynolds said. “When they come and get me, tell them you wish that they didn’t have to kill people.”

In another angle of the video footage, officers instructed the mother and daughter to put on their seat belts in the back seat. A voice told Reynolds she was being taken to give a statement to the state Bureau of Criminal Apprehension.

“You guys don’t understand,” Reynolds said, crying. “I feel like I’m being a prisoner and you guys did this to me.”

“Why?” Reynolds screamed out, looking distraught.

The girl tells her, “I was scared because I didn’t want bullets to come in the back seat.” (Photographs later showed a bullet that passed through Castile’s seat hit the back seat, barely missing the girl.)

“Please, God let him be okay,” Reynolds shouted. “Please, God.”

“His birthday is next week,” she said. “I can’t believe this.”

After completely and thoroughly reading the syllabus, please submit this completed form at the beginning of our second class (NOTE: Submitting this form at the beginning of our second class will result in an additional 100 quiz grade for this day; failure to submit this at the beginning of our second class will result in an additional zero quiz grade):

By printing and signing my name below, I affirm that I have slowly, carefully, and analytically read each page of the syllabus, and I recognize that I, and I alone, am responsible for understanding the content of this syllabus and for ensuring that all work is completed in accordance with its terms. I also acknowledge that I have read the (tentative) class schedule and am fully aware of the reading and assignments that are required for this course. Furthermore, I agree that I will check the course Blackboard site for any announcements within 24 hours before each class session to ensure that no adjustments have been made to any assignments and to ensure I receive any additional assignments, handouts, etc. that may be necessary for upcoming classes and tests. Finally, on my honor before God I promise that I will not cheat or in any way be dishonest during this course, and I understand the penalties for such dishonesty that are outlined in the syllabus and in the Academic Catalog.

Printed Name: _____ Date: _____

Signature: _____

Email Address (that you check frequently): _____

Cell Phone Number: _____

Major: _____ Year (Freshmen, etc.): _____

Hometown: _____

Home Church (write N/A if no home church): _____

Church you attend while at school (if still searching and would like some recommendations, please write "searching" or otherwise let me know if I can help you connect with one):

How can I pray for you?

Anything else you would like to share/any initial questions or concerns that you have?