

SOCIOLOGY of POLICE

Sociology 190

Fall 2017

University of California, Berkeley

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Tuesday 4-6pm (118 Barrows)

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Monday 12:30 – 1:30

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<https://wejoinin.com/LalehBehbehanian>

This seminar explores a wide range of scholarship focusing on police. The course commences with the task of developing a sociological conceptualization of “police”. We then proceed to examine the historical emergence of police in modern societies, focusing particularly on the case of the United States. How are we to understand the nature, means, and function of police? If the mandate of police is to enforce and guarantee “order”, what is the relationship between policing and the maintenance of the class order of capitalism, the racial order of white supremacy, and the gendered and heteronormative order of patriarchy? And how do resistances then get rendered as forms of “disorder” that become targets of policing? Finally, the course concludes with an examination of major current developments that are transforming the nature of contemporary police. How can we understand the phenomenon referred to as “the militarization of policing”? What new forms of policing have emerged alongside neoliberalization? What is the role of police in the maintenance of a neoliberal order?

8/29 COURSE INTRODUCTION: *Police, Policing and the Police*

9/5 Historical Origins: *The “Order”ing of Class Society*

Neocleous, Mark. *The fabrication of social order: a critical theory of police power*. Sterling, VA : Pluto Press, 2000. Preface (ix-xv); Excerpts of Ch.1 “Police Begets Good Order” (1-9; 11-21); Excerpts of Ch.4 “Ordering Insecurity II: On Social Security” (63-78; 84-91).

9/12 Historical Origins – the United States: *Policing White Supremacy*

Brucato, Ben. "Fabricating the color line in a white democracy: from slave catchers to petty sovereigns." *Theoria* (2014): 30-54.

Hadden, Sally E. *Slave Patrols: Law and Violence in Virginia and the Carolinas*. Cambridge: Harvard University Press, 2001. Intro (1-5); Excerpts of Ch.1 (6-24; 38-40); Excerpts of Ch.3 (79-84; 99-104); Ch.4 (105-136).

Suggested Additional Reading:

Reichel, Philip L. "Southern Slave Patrols as a Transitional Police Type" *American Journal of Police* 7, no.2 (1998): 51-77.

9/19 Policing the Class and Racial Order of the U.S.

Williams, Kristian. *Our enemies in blue: police and power in America*. Oakland: AK Press, 2015. Ch.2 "The Origins of American Policing (51-87); Ch.3 "The Genesis of a Policed Society" (89-119); Ch.5 "The Natural Enemy of the Working Class" (175-198).

9/26 Vigilantism and the Blurred Boundaries of Policing

Hadden, Sally E. *Slave Patrols: Law and Violence in Virginia and the Carolinas*. Cambridge: Harvard University Press, 2001. Excerpt of Ch.6 "Patrollers No More: The Civil War Era" (198-202); Epilogue "Black Freedom, White Violence: Patrols, Police and the Klan" (203-220).

Williams, Kristian. *Our enemies in blue: police and power in America*. Oakland: AK Press, 2015. Excerpts of Ch.4 "Cops and Klan, Hand in Hand" (121-129; 149-173).

Skolnick, Jerome H. and James J. Fyfe. "Vigilante Justice" in *Above the Law: Police and the Excessive Use of Force*. New York: The Free Press, 1993. Pp.23-42.

Anti-Defamation League. "Armed Vigilante Activities in Arizona." April 25, 2005.
<https://www.adl.org/news/article/armed-vigilante-activities-in-arizona>.

10/3 Policing Patriarchy: "White Slavery," "Sex Trafficking" & the Rise of the FBI

Pliley, Jessica. *Policing Sexuality: The Mann Act and the Making of the FBI*. Cambridge: Harvard University Press, 2014. Intro (1-8); Ch.1 (9-31); Ch.4 (84-105); Ch.6 (131-158); Conclusion (207-216).

Gaines, Larry K. Victor E. Kappeler and Joseph B. Vaughn. *Policing in America*. Cincinnati: Anderson Publishing, 1999. Pp. 21-50. (*Just briefly skim this reading and do not include it in your memo*)

10/10 Policing Patriarchy: *The Gendering of Working Class “Delinquency”*

Odom, Mary. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill: University of North Carolina Press, 1995. Intro (1-7); Ch.2 (38-62); Ch.3 (63-81); Conclusion (185-189).

Schlossman, Steven and Stephanie Wallach. “The Crime of Precocious Sexuality: Female Juvenile Delinquency in the Progressive Era” *Harvard Educational Review* 48, no.1 (1978): 65-94.

***Research Proposal Due 10/13**

10/17 Policing Heteronormativity: *Stonewall Uprising*

Chauncy, George. “The Exclusion of Homosexuality from the Public Sphere in the 1930s” in *Gay New York : Gender, Urban Culture and the Making of the Gay Male World, 1890-1940*. New York: Basic Books, 1994. Pp. 331-354.

Arrioloa, Elvia R. A. “Faeries, Marimachas, Queens, and Lezzies: The Construction of Homosexuality Before the 1969 Stonewall Riots” *Columbia Journal of Gender and Law* 5, no.1 (1995): 33-77.

In Class FILM: *Stonewall Uprising (2010)*

10/24 Policing Heteronormativity: *The Ghosts of Stonewall*

Jacobson, Robert L. "Megan's Laws Reinforcing Old Patterns of Anti-Gay Police Harassment [notes]." *Georgetown Law Journal* 7 (1998): 2431-2473.

Stewart-Winter, T. "Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States." *Journal of American History* 102, no.1 (2015): 61-72.

Mogul, Joey L., Andrea J. Ritchie and Kay Whitlock. “The Ghosts of Stonewall: Policing Gender, Policing Sex” *Truthout* July 8, 2015. (<http://www.truth-out.org/progressivepicks/item/31764-the-ghosts-of-stonewall-policing-gender-policing-sex>)

Suggested Additional Reading:

Amnesty International. *Stonewalled : police abuse and misconduct against lesbian, gay, bisexual and transgender people in the U.S.*: New York: Amnesty International USA, 2005.

Jung, Moon-Ho. "Policing Gay LA: Mapping Racial Divides in the Homophile Era, 1950-1967" in *The Rising Tide of Color: Race, State Violence, and Radical Movements across the Pacific*. Seattle: University of Washington Press, 2014.

10/31 The “Disorder” of Resistance

Hadden, Sally E. *Slave Patrols: Law and Violence in Virginia and the Carolinas*. Cambridge: Harvard University Press, 2001. Excerpt of Ch.5 “In Times of Crisis: Patrols during Rebellions and War” (137-152).

Parenti, Christian. *Lockdown America: Police and Prisons in the Age of Crisis*. London: Verso, 1999. Ch.1 “Nixon’s Splendid Little War: Social Crisis and Containment” (3-28).

Williams, Kristian. 2015. *Our enemies in blue: police and power in America*. Oakland: AK Press, 2015. Ch.7 “Secret Police, Red Squads and the Strategy of Permanent State Repression” (239-285).

Suggested Additional Reading:

Williams, Kristian. *Our enemies in blue: police and power in America*. Oakland: AK Press, 2015. Ch.8 “Riot Police or Police Riots?” (287-319).

11/7 The Militarization of Policing

Parenti, Christian. *Lockdown America: Police and Prisons in the Age of Crisis*. London: Verso, 1999. Ch.6 “Carrying the Big Stick: SWAT Teams and Paramilitary Policing” (111- 138); Ch.7 “Repatriating la Migra’s War: The Militarized Border Comes Home” (139-160).

Gamal, Fanna. "The Racial Politics of Protection: A Critical Race Examination of Police Militarization [notes]." *California Law Review* 4 (2016): 979 -1008.

Suggested Additional Reading:

Kraska, Peter B. and Victor E. Kappeler, “Militarizing American Police: The Rise and Normalization of Paramilitary Units” *Social Problems* 44, no.1 (Feb. 1997): 1-18.

Williams, Kristian. *Our enemies in blue: police and power in America*. Oakland: AK Press, 2015. Ch.9 “Your Friendly Neighborhood Police State” (321-361).

Radley, Balko. *Rise of the Warrior Cop: The Militarization of America’s Police Forces*. New York: Public Affairs, 2014.

Kaufman , Emily. “Policing mobilities through bio-spatial profiling in New York City” *Political Geography* 55 (2016): 72 -81.

11/14 Policing the “New Rabble” of Neoliberalization

Parenti, Christian. *Lockdown America: Police and Prisons in the Age of Crisis*. London: Verso, 1999. Ch.2 “From Crisis to Rollback” (29-44); Ch.3 “A War for All Seasons: The Return of Law and Order” (45-66).

Stuart, Forrest. "From 'Rabble Management' to 'Recovery Management': Policing Homelessness in Marginal Urban Space" *Urban Studies* 5, no.9 (2014): 1909-1925.

Barr, Heather. "Policing Madness: People with Mental Illness and the NYPD" in *Zero Tolerance: Quality of Life and the New Police Brutality in New York City*. Edited by Andrea McArdle and Tanya Erzen. New York: New York University Press, 2001. Pp. 50-84.

Suggested Additional Reading:

Forrest, Stuart. "Race, Space, and the Regulation of Surplus Labor: Policing African Americans in Los Angeles's Skid Row." *Souls* 13, no.2 (2011): 197-212.

****Draft of Research Paper Due 11/17***

11/21 The "Broken Windows" of Neoliberalism: *Gentrification, Urban Redevelopment, and "Zero Tolerance" Policing*

Parenti, Christian. *Lockdown America: Police and Prisons in the Age of Crisis*. London: Verso, 1999. Ch.4 "Discipline in Playland, Part I – Zero Tolerance: The Science of Kicking Ass" (69-89); Ch.5 "Discipline in Playland, Part II – Policing the Themepark City" (90-110).

Erzen, Tanya. "Turnstile Jumpers and Broken Windows: Policing Disorder in New York City" in *Zero Tolerance: Quality of Life and the New Police Brutality in New York City*. Edited by Andrea McArdle and Tanya Erzen. New York: New York University Press, 2001. Pp. 19-49.

Bass, Sandra. "Policing Space, Policing Race: Social Control Imperatives and Police Discretionary Decisions" *Social Justice* 28, no.1 (Spring 2001):156-176.

Suggested Additional Reading:

Lynch, Mona and Marissa Omari, Aaron Roussell and Matthew Valasik. "Policing the 'progressive' city: The racialized geography of drug law enforcement" *Theoretical Criminology* 17, no.3 (2013): 335-357.

11/28 CONCLUSION: *Beyond Police*

Williams, Kristian. *Our enemies in blue: police and power in America*. Oakland: AK Press, 2015. Afterword "Making Police Obsolete" (363-397).

****FINAL Research Paper Due 12/11***

GRADE DISTRIBUTION:

20% Attendance & Participation

40% 8 Weekly Memos

40% Research Project:

5% Research Proposal (*Due 10/13*)

10% Draft of Research Paper (*Due 11/17*)

25% Final Research Paper (*Due 12/11*)

COURSE REQUIREMENTS:

As a “capstone” seminar, this course aims to develop students’ capacity for the following:

- 1) In-depth and intensive reading.
- 2) Writing skills, particularly the ability to concisely summarize and synthesize assigned readings.
- 3) Engaged classroom discussion.
- 4) Independent Research.

ASSIGNED READINGS:

This course emphasizes the development of students’ capacity for in-depth and intensive reading. It is crucial that you thoroughly and carefully read all assigned texts *prior to our class meetings*. While this may initially pose a challenge, you will find that your reading capacity improves enormously through the course. Given that this course is a seminar with an emphasis on classroom discussion, it is crucial that students undertake a careful reading (highlighting/underlining important passages and taking notes on main points/arguments) of all assigned texts prior to attending class.

All readings listed on the syllabus are included in the **course reader, available at *Replica Digital Ink*** (510 549-9991) at 2138 Oxford Street, located by the Center Street entrance to campus (near BART station), around the corner from Starbucks.

ATTENDANCE

Class attendance is mandatory. Because this course only meets once per week, it is especially crucial that students avoid missing any classes. Students are ***allotted 1 absence*** during the semester for illness or any other personal issues. Any additional absences will result in a grade penalty. Because this course is a seminar, it is crucial that all students ***arrive on time*** (class will start promptly at 10 minutes after the hour). Students should avoid filtering in late as this disrupts the beginning of class discussion. Late attendance beyond the first few minutes of class will result in a partial absence.

PARTICIPATION

As a 190 course, this class is structured as a *seminar*. This means that the bulk of class time will be devoted to student discussion of assigned readings. The expectation is that every student will make multiple contributions to discussions in every class meeting. **Come to class prepared to engage in discussion.** While I understand that this may be intimidating or uncomfortable for some students, this kind of active engagement is one of the main requirements of 190 courses. The strength of students' contributions to class discussions will hinge upon diligently keeping up with the assigned readings— consider it impossible to attend and participate in class without having carefully read every page of the assignment.

WEEKLY MEMOS

Students will develop their writing skills in this course by submitting weekly memos that summarize and synthesize the assigned readings for that week.

Memos should be **1½ - 2 pages (double spaced)** and should cover the following:

- 1) The bulk of the memo should be devoted to **summarizing the main argument(s)** of each of the assigned readings. (Rather than getting caught up in details, the focus should be on drawing out the main points or underlying arguments.)
- 2) In the remainder of the memo, students are free to address any of the following:
 - How do you see these readings relating to previous assigned texts?
 - How do you see these readings relating to your chosen research project?
 - What aspects of these readings did you find particularly interesting?

The goal of these memos is to develop your writing skills and your capacity to effectively summarize/synthesize texts. While this may pose an initial challenge, with time you will develop the skill to do so more quickly and easily. The weekly memos will also serve as an important resource for your research projects.

Students are required to submit a total of **8 weekly memos** (chosen out of 12 weeks, *excluding* our final class meeting on 11/28). *You are highly advised to complete these memos in the earlier weeks of the course so as to free up time to work on your research projects during the final weeks.* Students who put off the submission of these memos will face the difficulty of completing them alongside the deadlines for the research project.

Memos for each week's reading assignment must be **uploaded to bCourses** (as an attachment under "Assignments") by **9pm on the Monday evening** prior to our class meeting. Memos will not be accepted after this deadline.

RESEARCH PROJECT

While the weekly memos are geared at developing students' writing skills and capacity for focused reading, the other primary goal of the course is for students to undertake an original research project. Students are free to choose any topic related to police as the subject of their research.

This project will be broken down into 3 assignments:

- 5% Research Proposal (*Due 10/13*)
- 10% Draft of Research Paper (*Due 11/17*)
- 25% Final Research Paper (*Due 12/11*)

SPECIAL ACCOMODATIONS:

Please notify me immediately if you require any special accommodations for the course. If you are registered with the DSP program, check to make sure that the necessary documentation is sent to me during the first week of class. Feel free to make an office hours appointment if you would like to discuss any necessary accommodations.