This course explores a wide range of scholarship on policing. It commences with the task of developing a sociological conceptualization of “police” before proceeding to examine the historical emergence of police, focusing particularly on the case of the United States. The course traces the historical development of policing in the U.S. from the colonial era through the contemporary period.

How are we to understand the power, 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 are deviations and resistances to these orders criminalized as forms of “disorder” that then become targets of policing?

The second part of the course examines major current developments that are transforming contemporary policing. How can we understand the phenomenon referred to as the “militarization of police”? What new forms of policing have emerged alongside neoliberalization, and what becomes the role of police in the maintenance of a neoliberal order? How have contemporary technologies ushered in a new era of “predictive policing”?

Finally, we focus on resistance, particularly the increasing centrality of criticisms of policing within contemporary social movements, and we conclude the course by imagining the possibilities for abolition…

# INTRODUCTION – A Sociological Approach to Police

**8/29** Course Introduction: *Police, Policing and “the Police”*

# HISTORICAL ORIGINS - The Ordering of Class Society

**9/3** “*Masterless Men*” and the Emergence of Modern Police


9/5 Vagrancy and the Idleness of Disorder


HISTORICAL ORIGINS – The United States: The Order of White Supremacy

9/10 Policing White Supremacy

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

9/12 Police Predecessors: Slave Patrols


*Suggested Additional Reading:*


9/17 “To be Black was to be subject to police.”


9/19 The Origins of American Policing

VIGILANTISM and the BLURRED BOUNDARIES of POLICING

9/24  
Reconstruction and the Rise of the Ku Klux Klan


Williams, Our Enemies in Blue. Excerpt of Ch.4 “Cops and Klan, Hand in Hand” (Pp.121-129).

9/26  
“Cops and Klan, Hand in Hand”

Williams, Our Enemies in Blue. Excerpt of Ch.4 “Cops and Klan, Hand in Hand” (Pp.149-173).


Suggested Additional Reading:

“Map of White Supremacy Mob Violence” (http://www.monroeworktoday.org/explore/map2/)

POLICING PATRIARCHY

10/1  
Feminist Revision of the “Transition” to Capitalism

Federici, Sylvia. 2014 [2004]. Caliban and the Witch: Women, the Body and Primitive Accumulation. Brooklyn: Autonomedia. Introduction and excerpts of Ch.1 “All the World Needs a Jolt” and Ch.2 “The Accumulation of Labor and the Degradation of Women” (Pp.11-14; 21-26; 30-31; 44-50; 61-64; 68-75; 82-84)

10/3  
The Witch-Hunt and the Fabrication of a New Patriarchal Order

Federici, Caliban and the Witch. Excerpts of Ch.2 “The Accumulation of Labor and the Degradation of Women” and Ch.4 “The Great Witch-Hunt in Europe” (Pp.85-103; 115; 163-186)

10/8  
“White Slavery,” “Sex Trafficking” & the Rise of the F.B.I.

White Slavery”, Ch.4 “Creating a Moral Quarantine” and Ch.6 “Policing Seduction and Adultery” (Pp.1-12; 24-25; 84-86; 88-93; 131-139; 146-149; 156-158).

10/10 “Masterless Women”: “Age of Consent” and “Statutory Rape”


Suggested Additional Reading:


POLICING HETERONORMATIVITY

10/15 The “Disorder” of “Homosexuality”


Suggested Additional Reading:


***MIDTERM EXAM distributed in class on 10/15***

10/17 Stonewall Riots, the Decline of Coalitions & the Rise of the Carceral State


(Assigned readings for today continued on next page)


*Suggested Additional Reading:*


***MIDTERM EXAM DUE on 10/21***

**The “DISORDER” of RESISTANCE**

**10/22 Black Panthers, Police Patrols and the Origins of “Gun Control”**


[https://www.thenation.com/article/heres-how-to-cop-watch/](https://www.thenation.com/article/heres-how-to-cop-watch/)

**10/24 Policing in Times of Uprising: From Slave Revolts to Urban Riots**

Hadden, *Slave Patrols.* Excerpt of Ch.5 “In Times of Crisis: Patrols during Rebellions and War” (Pp.137-144).


*Suggested Additional Reading:*

Williams, *Our Enemies in Blue.* Ch.7 “Secret Police, Red Squads and the Strategy of Permanent State Repression” and Ch.8 “Riot Police or Police Riots?” (Pp.239-285; 287-319).

**The “MILITARIZATION of POLICE”**

**10/29 The “WAR” on Drugs**

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of*

10/31 SWAT Teams, Militarized Borders and the Rise of Paramilitary Policing

Parenti, Lockdown America. Excerpts of Ch.6 “Carrying the Big Stick: SWAT Teams and Paramilitary Policing” and Ch.7 “Repatriating la Migra’s War: The Militarized Border Comes Home” (Pp.111-127; 131-144; 149-154; 159-160).

In-Class Viewing: Do Not Resist (2016)

Suggested Additional Reading:

Williams, Our Enemies in Blue. Ch.9 “Your Friendly Neighborhood Police State” (Pp.321-361).


11/5 The Racial Politics of Protection: Origins of the Posse Comitatus Act


Policing the NEOLIBERAL ORDER

11/7 From “Masterless Men” to “Surplus Populations”

Parenti, Lockdown America. Ch.2 “From Crisis to Rollback” and excerpt of Ch.3 “A War for All Seasons: The Return of Law and Order” (Pp.29-60).

Suggested Additional Reading:


11/12 “Zero Tolerance” and “Quality of Life”: Urban Policing in the Era of Neoliberalization

Parenti, Lockdown America. Excerpts of Ch.4 “Discipline in Playland, Part I – Zero Tolerance: The Science of Kicking Ass” and Ch.5 “Discipline in Playland, Part II – Policing the Themepark City” (Pp.69-82; 90-95; 100-103; 106-107).

(Assigned readings for today continued on next page.)

**Suggested Additional Reading:**


### 11/14 Policing Space, Policing Race


**Suggested Additional Reading:**


### PREDICTIVE POLICING

#### 11/19 Predictive Policing: Risk Assessments


**11/21  “Hot Spots”: Predictive Spatial Policing**

Ferguson, *The Rise of Big Data Policing*. Excerpts of Ch.4 “Where We Police: Placed-Based Predictive Policing” and Ch.5 “When We Police: Real-Time Surveillance and Investigation” (Pp.62-67; 72-76; 84-95).


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**CONCLUSION: The Resilience of Resistance & the Abolition of Police**

**11/26  21st Century Policing and the Limits of Reform**


**11/28  NO CLASS (University Holiday)**

**12/3  The Re-emergence of Resistance: Police & Contemporary Social Movements**


**12/5  Abolition…**


Excerpts (Pp.3-4; 9-10; 12; 20)

Bernd, Candace. 2015. “Community Groups Work to Provide Emergency Medical Alternatives,

***FINAL EXAM distributed in class on 12/5***

***FINAL EXAM DUE on 12/16***

**GRADE DISTRIBUTION:**

10%  Attendance
15%  Pop Quizzes
35%  Midterm Exam (Due on 10/21)
40%  Final Exam (Due on 12/16)

_Students are expected to thoroughly and carefully read the course policies below._

**DO NOT** email me with questions that can be answered by referring to this syllabus.

**ATTENDANCE:**

Class _attendance is mandatory_ and lectures are structured to maximize student participation. Being present and actively participating in class is central to the learning process. Attendance will be taken at every class meeting and it is students’ responsibility to make sure that they have signed the attendance sheet.

Students are _allotted 3 absences_ without penalty. This allotment is intended to accommodate for _any and all illnesses or family and personal matters_, and therefore relieve me of the enormous administrative work of dealing with absence requests on an individual basis. Please _do not email_ to notify me of or explain absences – the absence allotment is intended to accommodate for any/all reasons for missing class. Exceptions to the attendance policy will only be made in situations of serious _extended_ illness or severe crises and require submitting the relevant documentation, as well as a meeting with me to discuss the situation.

Class begins promptly at 10 minutes after the scheduled hour. Please be _present on time_ as late arrivals disrupt the class. Students are expected to remain in the classroom until the conclusion of the lecture. Students should _never leave class early_ without discussing this with me prior. Late arrivals and early departures will impact the attendance grade.
REQUIRED READINGS:

Our primary work as sociologists involves reading – this course requires extensive and careful reading. The assignments listed for each class meeting are to be read prior to that scheduled class. The expectation is that students allocate the necessary time to undertake a thorough and careful reading. The examinations for this course consist of take-home, open-book essays which students will have a limited time to complete. Thus highlighting, underlining and notetaking throughout the semester will prove highly beneficial for these exams.

All readings listed on the syllabus are included in the course reader, available at Replica Digital Ink (510 549-9991) at 2138 Oxford Street (by the Center Street entrance to campus near the Downtown Berkeley BART station, around the corner from Starbucks). Course readings are also available on bCourses. If you choose to use these digital copies rather than the course reader, be sure to refer to the syllabus for exact page assignments as many of the texts are uploaded to bCourses in their entirety (while only portions are assigned).

Whether you choose to purchase the course reader or utilize the digital copies on Bcourses, you are expected to bring the assigned readings to every class meeting.

READING GUIDES:

Included in the course reader (and available on bCourses) are reading guides for most of the assigned readings (with the exception of 10/22, 11/26 and 12/5). You should always refer to the reading guides before beginning the assigned readings as they are intended to make the process easier (especially for the more difficult theoretical texts). Utilizing these guides will enable you to focus on the most important issues and help clarify your reading. Paying careful attention to the reading guides is also crucial for doing well on the pop quizzes.

POP QUIZZES:

To ensure that students keep up with reading assignments, 6 pop quizzes will be given in class throughout the semester at unannounced times. The quizzes will be quick and short and will assess basic comprehension of the assigned readings. You don’t have to fully understand the readings to do well on the quizzes (we will make full sense of them together in class), but they do require that you read the assigned texts fully and carefully. They also require that you pay careful attention to the reading guides provided (as pop quizzes may pose questions drawn from the reading guides).

Out of the 6 pop quizzes given, only 4 will count towards the final grade. The purpose of this is to accommodate for missed pop quizzes due to absences. There are no make-ups for pop-quizzes. For students who complete more than the required 4 pop quizzes, the lowest grades will be dropped. Given that this policy allows students to miss 1/3 of the total pop quizzes, no further accommodations or exceptions will be made. I have purposely set this generous allotment to accommodate for any/all situations resulting in missed quizzes, and thus to relieve myself of the extensive work of dealing with individual requests for accommodations.
EXAMS:

The midterm and final for this course will be open-book, take-home examinations that consist of short essays that assess students’ mastery of the course materials. Essays will be geared towards asking students to synthesize and bring together the scholarship covered in the course. The final exam will be cumulative, covering material from the entirety of the semester.

The distribution and due dates for the exams are listed on this syllabus. Students are expected to be aware of these dates and to schedule and prepare accordingly. (You should check these deadlines against your other academic obligations at the beginning of the semester and ensure that you are able to meet them before deciding to remain in this course.) Please do not contact me with requests to change due dates because of other academic obligations. Late submissions will result in a grade penalty.

SPECIAL ACCOMMODATIONS:

Please notify me immediately if you require any special accommodations for the course. If you are registered with the DSP program, please ensure that your accommodation letter is forwarded to me at the beginning of the semester. Students who wish to utilize DSP accommodations for the midterm or final exams are required to contact me about this well in advance. Students who need accommodations for the pop quizzes are required to discuss this with me in the beginning of the semester.

ACADEMIC INTEGRITY:

All written work must be your own. Any words, or even ideas, drawn from another source (even if paraphrased) must be appropriately cited.