

# ***SOCIOLOGY of POLICING***

Sociology 149P (Fall 2024)  
University of California, Berkeley

**Laleh Behbehanian**

**Tuesday/Thursday 2:00–3:30 (101 Morgan)**

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**Office Hours:** Tuesday/Thursday 4:00–5:00 (Sign up at <https://www.wejoinin.com/LalehBehbehanian>)

This course explores a wide range of critical scholarship on policing. We begin by developing a sociological conceptualization of “policing” before proceeding to examine the emergence of police in the modern period. Focusing on the United States, we trace the historical development of policing 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 to become targets of policing?

The second part of the course examines major 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 conclude the course by focusing on resistance and imagining the possibilities for abolition...

## **INTRODUCTION – A Sociological Approach to Police**

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

\*Read the “Course Objectives and Expectations” on Pp.9-13 of this syllabus before our first class

## **HISTORICAL ORIGINS - *The Ordering of Class Society***

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

Neocleous, Mark. 2000. *The fabrication of social order: a critical theory of police power*.  
Sterling, VA: Pluto Press. Excerpts of Preface & Ch.1 “Police Begets Good Order”  
(Pp. ix-xi; xii; 1-6; 13-14; 15-20).

**9/5 The “Bloody Discipline” of Wage Labor: *Criminalization of Vagrancy & Common Rights***

Neocleous, *The fabrication of social order*. Excerpts of Ch.4 “Ordering Insecurity II: On Social Security” (Pp.63-65; 67-68; 69-72; 75-76; 77-78).

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

**9/10 Fabricating the “Color Line” in a White Democracy**

Neocleous, *The fabrication of social order*. Excerpt of Ch.4 “Ordering Insecurity II: On Social Security” (Pp.84-85; 87-91).

Brucato, Ben. 2014. "Fabricating the color line in a white democracy: from slave catchers to petty sovereigns." *Theoria*: 30-54. (Pp.30-33; 35-41)

**\*Reading Response Due**

**9/12 Policing White Supremacy**

Brucato, “Fabricating the color line.” (Pp.41-47)

Hadden, Sally E. 2001. *Slave Patrols: Law and Violence in Virginia and the Carolinas*. Cambridge: Harvard University Press. Excerpt of Ch.1 (Pp.6-14)

**9/17 Police Predecessors: *Slave Patrols***

Hadden, *Slave Patrols*. Excerpts of Ch.1, 3 & 4 (Pp.14-24; 38-39; 99-110; 114).

**\*Reading Response Due**

*Suggested Additional Reading:*

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

**9/19 The Historical Development & Distinguishing Characteristics of American Policing**

Williams, Kristian. 2015. *Our Enemies in Blue: Police and Power in America*. Oakland: AK Press. Excerpts of Ch.2 “Origins of American Policing” and Ch.3 “The Genesis of a Policed Society” (Pp.51-54; 63-64; 71-73; 77-78; 103; 105-107)

Brucato, Ben. 2021. “Policing Race and Racing Police: The Origin of US Police in Slave Patrols.” *Social Justice* 47, nos.3-4: 115-136. (Pp.115-118; 126-127; 130-131; 133)

## VIGILANTISM and the BLURRED BOUNDARIES of POLICING

### 9/24 Reconstruction & the Rise of the Ku Klux Klan

Hadden, *Slave Patrols*. Excerpt of Ch.6 “Patrollers No More: The Civil War Era” and Epilogue “Black Freedom, White Violence: Patrols, Police and the Klan” (Pp.198-220).

*\*Reading Response Due*

### 9/26 “Cops and Klan, Hand in Hand”

Williams, *Our Enemies in Blue*. Excerpts of Ch.4 “Cops and Klan, Hand in Hand” (Pp.122; 123-125; 149-150; 152-155; 168-171; 173)

Maher, Geo. 2021. “The Pig Majority” in *A World Without Police: How Strong Communities Make Cops Obsolete*. New York: Verso. (Pp.19-23; 35-39; 40-41; 44-46)

*Suggested Additional Reading:*

Romero, Simon. 2019. “Cross Border-Patrols, Mercenaries and the K.K.K.: The Long History of Border Militias.” *The New York Times*, April 25.  
(<https://www.nytimes.com/2019/04/25/us/border-militia-mexico.html>)

Deveraux, Ryan. 2019. “The Bloody History of Border Militias Runs Deep – And Law Enforcement is Part of it.” *The Intercept*, April 23.  
<https://theintercept.com/2019/04/23/border-militia-migrants/>

Hernandez, Kyle Lytle. 2010. *Migra! A History of the U.S. Border Patrol*. Berkeley: University of California Press.

### 10/1 The Second Amendment, Settler Colonialism, and the Deputization of Police Power

Dunbar-Ortiz, Roxanne. 2017. *Loaded: A Disarming History of the Second Amendment*. San Francisco: City Lights Books. (Pp.16-24; 25-26; 29-36; 41-53; 57)

In-class viewing of excerpt of *Exterminate All the Brutes* (2021)

*\*Reading Response Due*

**\*\*\*EXAM 1 Distributed**

### 10/3 NO CLASS – Working on Exam 1

**EXAM 1 DUE by 4pm on Monday 10/7**

## 10/8 NO CLASS

No class today to give you a break after submitting the exam, as well as adequate time to read the assignment for Thursday

## POLICING PATRIARCHY

### 10/10 Feminist Revision of the Transition to Capitalism

Federici, Sylvia. 2014 [2004]. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Brooklyn: Autonomedia. (Pp.7-8; 11-13; 62-64; 14; 21-25; 30-31; 44; 46-49)

\*Bring a **hard copy of your exam** to class today

Suggested Additional Reading:

Federici, Sylvia. 2018. *Witches, Witch-Hunting, and Women*. Oakland: PM Press.

### 10/15 The Witch-Hunts: *The Fabrication of a New Patriarchal Order*

Federici, *Caliban and the Witch*. (Pp.68; 69-70; 71-75; 85-94; 97-98; 99-103; 163; 164-165; 166; 168-171)

\***Reading Response Due**

Suggested Additional Reading:

Howard, Grace. 2020. "The Pregnancy Police: Surveillance, Regulation and Control." *Harvard Law & Policy Review* 14: 347-363.

Oishi, Isabella. 2022. "Legal Vigilantism: A Discussion of the New Wave of Abortion Restrictions and the Fugitive Slave Acts." *The Georgetown Journal of Gender and the Law* 23.

### 10/17 Witch-Hunting & Gang Policing

Federici, *Caliban and the Witch*. (Pp. 174-176;184-186)

Toch, Hans. 2007. "Sequestering Gang Members, Burning Witches, and Subverting Due Process." *Criminal Justice and Behavior* 32, no.2. (Pp.274-279; 280-283; 285)

## 10/22 “Protective” Policing: “White Slavery,” “Sex Trafficking” and the Rise of the F.B.I.

Pliley, Jessica. 2014. *Policing Sexuality: The Mann Act and the Making of the FBI*. Cambridge: Harvard University Press. (Pp.1-11; 24-25; 84-86; 88-89; 91-92; 131-132; 135-137).

Kaba, Mariame and Brit Shulte. 2021. “Not a Cardboard Cutout: Cyntoia Brown and the Framing of a Victim” in *We Do This ‘Til We Free Us: Abolitionist Organizing and Transformative Justice*. Chicago: Haymarket Books. (Pp.35-40)

### Suggested Additional Reading:

Odem, Mary. 1995. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. Chapel Hill: UNC Press.

Arnold, Gretchen. 2019. “Neoliberalism’s Assault on Women’s Citizenship: The Case of Nuisance Laws and Intimate Partner Violence in the United States.” *The Sociological Quarterly* 68, no.1: 71-93.

## 10/24 Policing Family & Heteronormativity

Roberts, Dorothy. 2022. “I Have Studied Child Protective Services for Decades. It Needs to Be Abolished.” *Mother Jones*.

Chauncey, George. 1994. “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. (Pp.331-337; 343-345; 346; 347-349)

### Suggested Additional Reading:

Mogul, Joey L., Andrea J. Ritchie and Kay Whitlock. 2015. “The Ghosts of Stonewall: Policing Gender, Policing Sex.” *Truthout* July 8. (<https://truthout.org/articles/the-ghosts-of-stonewall-policing-gender-policing-sex/>)

Levin, Sam. 2019. “‘Police are a force of terror’: the LGBT activists who want cops out of Pride.” *The Guardian*, June 14. (<https://www.theguardian.com/world/2019/jun/13/cops-out-of-pride-lgbt-police>)

## **POLICING as COUNTERINSURGENCY**

## 10/29 *Black Panthers, Police Patrols and the Origins of “Gun Control”*

Bloom, Joshua and Waldo E. Martin, Jr. 2013. *Black Against Empire: The History and Politics of the Black Panther Party*. Oakland, CA: University of California Press. Excerpts of Introduction, Ch.1 “Huey and Bobby,” Ch.2 “Policing the Police,” and Ch.8 “Law and Order” (Pp.2-3; 25-30; 37-39; 45-50; 57-62; 209-215).

Suggested Additional Reading:

Hadden, *Slave Patrols*. Ch.5 “In Times of Crisis: Patrols during Rebellions and War”

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

Murch, Donna. 2015. “Ferguson’s Inheritance.” *Jacobin*, August.  
(<https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/>)

## The MILITARIZATION of POLICING

### 10/31 The “WAR on Drugs”

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. Ch.2 “The Lockdown” (Pp.58-68; 71-83).

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

Gamal, Fanna. 2016. "The Racial Politics of Protection: A Critical Race Examination of Police Militarization [notes]." *California Law Review* 4: 979 -1008. (Pp.979-997; 1000-1003; 1005-1008)

In-class viewing of excerpt of *Do Not Resist* (2016)

### 11/7 The Imperial Origins of Police Militarization

Go, Julian. 2020. “The Imperial Origins of American Policing: Militarization and Imperial Feedback in the Early 20<sup>th</sup> Century.” *American Journal of Sociology* 5: 1193-1254. (Pp. 1193-1194; 1196-1197; 1199; 1200-1203; 1205-1210; 1217; 1237; 1238)

Anonymous. 2020. “UC Berkeley’s role in shaping modern police.” *Daily Californian*, June 9.

Kaba, Mariame and Tamara K. Nopper. 2020. “Itemizing Atrocity” in *We Do This ‘Til We Free Us: Abolitionist Organizing and Transformative Justice*. Chicago: Haymarket Books.

### **\*Reading Response Due**

Suggested Additional Reading:

Schrader, Stuart. 2019. *Badges without Borders: How Global Counterinsurgency Transformed American Policing*. Oakland: University of California Press.

## POLICING the NEOLIBERAL ORDER

### 11/12 From “Masterless Men” to “Surplus Populations”

Parenti, Christian. 1999. *Lockdown America: Police and Prisons in the Age of Crisis*. London: Verso. Ch.2 “From Crisis to Rollback” and excerpt of Ch.3 “A War for All Seasons: The Return of Law and Order” (Pp.29-46; 70-72; 77-79).

*\*The reading below is an appendix listing Quality of Life offenses in NYC – just skim it to get a sense of what is being criminalized.*

Erzen, Tanya. 2001. “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, 19-49. New York: New York University Press. *Skim Appendix only* (Pp.35-44).

### 11/14 “Quality of Life” & the Policing of Poverty in San Francisco

Herring, Chris. 2019. “Complaint-Oriented Policing: Regulating Homelessness in Public Space.” *American Sociological Review* 84, no.5: 769-800. (Pp.769-788; 789-791; 795-6)

*\*Reading Response Due*

*Suggested Additional Reading:*

Zitani-Rios, Raquel. 2020. “Calling the Cops in Oakland: Norm Enforcement, Social Exclusion, and Criminalization in Gentrifying Neighborhoods.” *Eleven: Undergraduate Journal of Sociology* 11: 98-163.

## PREDICTIVE POLICING

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

Ferguson, Andrew Guthrie. 2017. *The Rise of Big Data Policing: Surveillance, Race and the Future of Law Enforcement*. New York: New York University Press. Introduction and Excerpts of Ch.3 (Pp.1-3; 34-40; 42-43; 47-52)

Angwin, Julia, Jeff Larson, Surya Mattu and Lauren Kirchner. 2016. “Machine Bias: There’s software used across the country to predict future criminals. And it’s biased against blacks.” *ProPublica*, May 23. (<https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>).

*Suggested Additional Reading*

Alexander, Michelle. 2018. “The Newest Jim Crow.” *The New York Times*, November 8.

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

Ferguson, *The Rise of Big Data Policing*. Excerpts of Ch.4 & 5 (Pp.62-67; 72-76; 88-90)

Lum, Kristian and William Isaac. 2016. “To Predict and Serve?” *Significance* 13(5): 14-19. (<https://hrdag.org/publications/to-predict-and-serve/>)

**11/26 NO CLASS**

There is no class meeting today to accommodate those travelling for the holiday, as well as to provide you with time to work on your research paper which is due next week (12/3).

**11/28 NO CLASS – University Holiday**

**Research Paper DUE by 4pm on Tuesday 12/3**

**12/3 NO CLASS – Research Paper due by 4pm**

**ABOLITION...**

**12/5 Abolition: Making Police Obsolete** (Today’s class held via zoom)

Williams, *Our Enemies in Blue*. Excerpt of Afterword “Making Police Obsolete” (Pp.363-366).

Maher, Geo. 2021. *A World Without Police: How Strong Communities Make Cops Obsolete*. London: Verso. (Pp.127-129; 137-147)

“8 To Abolition: Abolitionist Policy Changes to Demand from Your City Officials”  
(<http://8toabolition.com>)

**\*Reading Response Due**

**\*\*\*EXAM 2 Distributed**

**\*Exam 2 Due on Monday, December 16<sup>th</sup> by 11:00am on bCourses**

You must also submit a **hard copy of your exam by 3pm** that day (12/16) to the submission box outside the Sociology Department (410 Social Sciences)

Write your full name and the course number on your hard copy



## **GRADE DISTRIBUTION:**

- 15% Reading Responses
- 30% Exam 1 (Due 10/7)
- 15% Research Paper (Due 12/3)
- 40% Exam 2 (Due 12/16)

## **COURSE OBJECTIVES & EXPECTATIONS**

Our basic objective for this course is to learn and enjoy doing so. There are **3 stages of the learning process**. The first entails independently undertaking the assigned readings. The second stage occurs in the classroom where we fully make sense of the readings together, clarifying and connecting the arguments and bringing them to life. The third and final stage involves doing the coursework. This is when you fully master the course content and can synthesize and articulate what you've learned.

There are **3 basic expectations** of you that correspond with these stages of learning: doing the assigned readings, attending class, and completing the coursework. Each is discussed in detail below.

## **READINGS**

The first expectation is that you will fully and carefully **complete the reading assignments before class**. This is crucial for establishing a solid foundation for the learning process. If you complete the reading, you will easily and fully understand what we cover in class. Sometimes students who have not completed the reading think they understand what is being covered in class, but that level of understanding is often superficial (a problem that rears its head at exam time). Developing a solid mastery of the material and being able to take good notes during class (rather than frantically trying to write down everything), hinges on coming to class prepared and having read the assigned texts. I have limited the length of assignments so that you can read them fully and carefully. Most crucially, I have selected readings that I think you will find fascinating and enjoyable (even if sometimes challenging).

Note that the exams for this class (discussed in detail in the section below on coursework) consist of take-home, open-book exams which you will have limited time to complete, and which will require extensive citation (meaning your answers to the exam questions will require that you provide the corresponding page numbers from the text). Thus, keeping up with the readings throughout the semester is crucial for performing well on exams. In other words, you are eventually going to have to read most of the assigned texts for the exams. Doing so before class meetings (rather than trying to cram this into the limited exam period) is much more effective, particularly in terms of enabling you to fully grasp and take notes on what we cover in class.

### **Course Reader**

All assigned readings for this class 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). You must first

purchase the reader on their website (the link for doing so is posted on bCourses) before going to pick it up.

All course readings are also available on bCourses, However, I strongly recommend that you utilize a course reader rather than these digital copies. Extensive research indicates that we learn and process information much more effectively with hard copies. The course reader will also prove advantageous for exams (all your readings/notes will be organized and easily accessible). 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**

Given that readings can sometimes feel intimidating or challenging, I have provided reading guides for all the assigned readings (included in the course reader and posted on bCourses). You should always **refer to the reading guides before beginning the readings** as they are intended to make the process easier (especially for the more difficult texts). They will guide you through the reading and help you to focus on the most important issues.

## **CLASS**

The second expectation is that you will **regularly attend our class meetings**. Being present and actively participating in class is the crucial second phase of the learning process. My objective for our class time together is to clarify and connect the ideas in the readings and bring the course material to life. This is when the learning process can become really enjoyable.

You will find that my lectures in class often include posing questions for you, the objective being to fuel a more active learning process. We learn much more effectively when we actively think our way through the process, rather than just passively consuming a lecture. You will also find that I often wait awhile before calling on anyone. This is because the ultimate objective is not to get the right answer right away, but rather to get all students to begin actively thinking their way to that answer.

Please feel comfortable raising your hand during my lectures to ask any questions of clarification (i.e. asking me to clarify something that doesn't make sense or repeat something that you didn't quite catch). I know that this can sometimes feel intimidating, but my hope is that we develop a classroom dynamic that feels comfortable for you to do so. There are no "stupid" questions and if something is not clear for you, chances are there are many other students in the same position who will be glad you asked. However, if you have any questions or comments that are not directly related to what is being covered in lecture, please wait until we have time for general discussion so as not to divert the focus of the larger class. When we have time, I will open the floor for general discussion where these kinds of questions/comments can be shared. Our discussions will be much better once we've first ensured that we collectively understand the course content that we're covering in that class.

Finally, it is crucially important that we create space for all students in the class to ask/answer questions and participate in our discussions. There are several things we can collectively do to work towards ensuring an inclusive class experience for everyone. First, with time we will hopefully develop a sense of community and mutual respect that makes everyone more comfortable to participate. Secondly, I will always try to call on different students in order to distribute

participation more evenly. Therefore, I'll sometimes wait awhile before calling on anyone. This is because some students need just a little more time to compose their thoughts clearly, and we want to provide that so that they can participate as well, rather than immediately calling on those who raise their hands the quickest. Waiting just a few more seconds usually results in many more hands being raised and allows us to balance participation more equally. Class discussions that allow for a diversity of participation and perspectives are always better and richer than those that are dominated by just a few.

### **Class Attendance**

While the basic expectation is that you attend class regularly, there will understandably be times when illness or other personal issues prevent you from doing so. However, you are expected to **attend at least 75% of our class meetings** (i.e. at least 18 of 24). Make sure that you sign the attendance sheet that will be passed around at every class. This is a basic *minimum* attendance requirement that is intended to accommodate for all cases of illness or personal issues, and there is no need to email to notify me of an absence. The reason for setting this basic minimum requirement is that I want you to come to class regularly (and hopefully you'll want to because it's enjoyable), while also accommodating for when you are not able to do so. For students who attend less than 75% of our class meetings, there will be a 3% reduction of the final grade. This penalty will increase to 7% if attendance falls below 50%, and 10% if it falls below 25%.

Note that class begins promptly at 10 minutes after the scheduled hour (2:10pm). Please be **present on time** as late arrivals disrupt the class. This means being seated and ready to begin (not running through the door) at 2:10. Students are expected to remain in the classroom until the conclusion of class. If for some reason you need to leave class early, you should discuss this with me beforehand (email me or let me know at the beginning of class). If you leave class early without discussing this with me, you will be marked as absent (regardless of signing the attendance sheet).

### **Class Recordings**

To accommodate for necessary absences, **class recordings** will be available in your Media Gallery in bCourses for **10 days** after the class session (*except during exam periods*). However, these recordings are limited in that they do not capture class discussions and therefore won't include all the class content. There is also no guarantee that recordings will be available for all classes, as technical issues may occur (if this happens you will need to ask a fellow student for notes). You are responsible for viewing any missed classes within 10 days, after which recordings will no longer be available. However, you generally want to view a missed class recording *before* our next class session as you may have a difficult time following what we cover without doing so. **No class recordings will be available during exam periods.**

## **COURSEWORK**

The final expectation is that you **complete all the assigned coursework**, which includes reading responses, 2 exams, and a research paper. The objective of the reading responses is to ensure that you read carefully before class. The objective of the exams and research paper is for you to undertake the third and final stage of learning – mastering and applying the course content. For the exams, you will be fully mastering the course content so that you can synthesize and clearly

articulate those ideas and arguments, and the research paper provides the opportunity to apply all that you've learned to a topic that most interests you.

## **Reading Responses**

You are required to complete **6 out of 8 reading responses**. These reading responses involve answering questions from the reading guides (the specific questions to be answered are noted at the bottom of the reading guides). Your answers to each question may be brief (a few concise sentences) but must clearly reflect that you carefully and thoroughly read the assignment. There is a total of 8 reading responses (marked on the syllabus and the reading guides), out of which you are required to complete 6. This is intended to accommodate for all situations of illness or other crises, allowing you to skip 2 when necessary. For students who submit more than 6, the lowest grades will be dropped and only the highest 6 grades will count.

Reading responses must be uploaded to bCourses **by 1:30pm** (prior to our class meeting) to receive full credit. Submission by this deadline is required because the purpose of these assignments is to assess whether you have completed the reading *before* class. Responses submitted after 1:30pm will not receive full credit. There are **no extensions** for reading responses given that their purpose is to exhibit having read before class, and because there is an allotment for skipping 2 when necessary.

**Late submissions** will be accepted for up to **72 hours** (3 days) after the deadline for **partial credit**. No submissions will be accepted after 72 hours.

## **Exams**

The **2 exams** for this course will be **take-home, open book examinations** that you will have limited time to complete, and which consist of short essays that assess mastery of the course materials. The second exam will be **cumulative**, covering material from the entirety of the course.

The time allotted for completing these exams is purposely limited because part of the objective is to assess how well students have kept up with course readings and lectures. Those who have done so will have sufficient time to complete the exam, while those who have not will be struggling to catch up. There are no extensions, but late submissions will be accepted with a grade penalty.

The **exams periods** (distribution and due dates) are listed below. You are expected to be aware of these dates and to schedule and prepare accordingly. ***You should check these deadlines against your academic and other obligations at the beginning of the course and ensure that you are able to meet them before deciding to remain in this class.*** No changes will be made to the scheduled exam periods.

**EXAM 1: 10/1 – 10/7**

**EXAM 2: 12/5 – 12/16**

## **Research Paper**

Over the course of the semester, you will work on a secondary **research paper** on any topic that focuses on race. The objective of the paper is to utilize academic scholarship to develop an analysis

of your chosen topic that also incorporates concepts and arguments from the course. Research papers are **due on 12/3**.

## **DSP**

If you need any DSP accommodations, you should forward your accommodation letter and contact me (email or office hours) at the *beginning* of the course to discuss this. Students who wish to utilize DSP accommodations for the exams are required to contact me about this well in advance. *Requests for accommodations will not be considered during the exam period (after the distribution of the exam).*

\*Please note that accommodations with specified percentages of additional time (like 150% time) are for in-class exams only and do not apply to this course, for which we have no in-class exams.

## **OFFICE HOURS**

My office hours are held in my office (434 Social Sciences) on Tuesdays & Thursdays from 4:00-5:00pm and you can sign up for them at <https://www.wejoinin.com/LalehBehbehanian>. Each week's sign up will be posted on Monday morning. Please be mindful of your peers and do not sign up for more than one meeting in a 3-week period so that I can try to accommodate as many students as possible. (However, if there are still available slots that haven't been taken by noon of that day, you are welcome to sign up again.) Please also avoid signing up and cancelling at the last minute as this prevents others from utilizing that time.

## **POTENTIAL DISRUPTIONS**

If our ability to hold class in person is interrupted for any reason, class will be held via zoom until in person instruction resumes. All course requirements will remain in effect.

\*Please also note that our **final class meeting (12/5) will be held via zoom.**

## **ACADEMIC INTEGRITY**

All submitted work must be your own. bCourses will automatically screen all submitted coursework for plagiarism through the Turnitin system which automatically compares the submitted document to all other student submissions (in current and previous years), as well as to all academic sources and publicly available web content. No forms of A.I. (like ChatGPT) may be used for this course. You must complete all course work independently, without reliance on these technologies. The only exception is that you may utilize technologies that assist with grammar or spelling. If there is any doubt that submitted coursework is your own, you will be required to meet with me to discuss that submission. The goal is for you to develop your own intelligence rather than relying on the artificial kind!