

Sociology/Legal Studies 443 Soc 496, Lec 004
Fall Semester 2015
Classroom: Sewell Social Sciences 6228
Office Hours: Tuesday 10-11am

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POLICING

Course Overview: This course explores the historical origins, evolution, and current manifestations of policing in the United States. Using a sociological perspective, this course explores policing in ways that will provide broader lessons about societal issues of social control, social order, race, class, crime, social psychology, and politics. The course examines key issues in policing, such as police brutality, racial profiling, and the management of social protest. It also reviews the historical origins of the police in order to understand that modern day policing issues is much more of a continuation of the past than most think. Readings and course material will be discussed in relation to recent events related to the murders of Michael Brown in Ferguson, Missouri and Trayvon Martin in Sanford, Florida.

Readings:

- 1) *Cop in the Hood: My Year Policing Baltimore's Eastern District*, by Peter Moskos
- 2) *Ordinary Men: Reserve Battalion 101 and the Final Solution in Poland*, by Christopher Browning
- 3) *Race, Space, and Riots in Chicago, New York, and Los Angeles*, by Janet Abu-Lughod
- 4) *Enforcing Order: An Ethnography of Urban Policing* by Didier Fassin

Grading Policy:

Paper 1: 25% (25 points)
Paper 2: 25% (25 points)
Paper 3: 25% (25 points)
Discussion/Quizzes: 25% (25 points)

Papers: The majority of your grade will be determined through three 8-10 page research papers on a topic of your choice. Each paper is meant to be an examination of your mastery of the course material and, most importantly, ability to argue for or against a perspective on a given issue raised in the course.

Two factors can help boost your grade for each paper: 1) citing a point raised by a student or professor during a class discussion in the argumentation of the paper, 2) improvement in the quality of papers over time. In other words, if you perform below your expectations on the first paper, you can make up for these lost points by improving the quality of your 2nd and 3rd paper. Students who show progress will be rewarded with a boost of three points (for example from a B+ to A-).

Discussion/Quizzes: Coming prepared having done the readings is essential. At the beginning of each class, there will be a 1-2 question quiz on the readings. These quizzes will not be challenging, they will simply be an exercise in determining whether or not you actually read.

Students will not be penalized for failing to participate in class discussions, however, students who regularly participate will be noted, and this can also boost a student's grade from B+ to A-.

Attendance Policy: Attendance for each class is required. There will be no powerpoint presentations. Each class will be approximately 50% lecture 50% discussion, so class attendance will be critical for your grade. If a student misses a class, he or she must obtain notes from a classmate – not the professor.

Lap Tops: Laptops and all other electronic devices (cell phones, Ipods, etc.) are prohibited.

Academic Misconduct/Cheating: Students who cheat or attempt to cheat during an examination will automatically receive an F for that examination. (Use of electronic devices for any purpose during an examination will be considered cheating.) In addition, the incident will be reported in writing to the Dean of the student's college as well as to the Dean of Students so that the latter may decide whether further disciplinary action is needed. A clear definition of plagiarism as well as information about disciplinary sanctions for academic misconduct may be found at the Dean of Students website: <http://students.wisc.edu/saja/misconduct/UWS14.html>. Knowledge of these rules is each student's responsibility, and lack of familiarity with the rules does not excuse misconduct.

Special Needs: Students with disabilities should contact the McBurney Disability

Email Policy: If you need to email me, please write in the subject line (SOC 496). If you do not, I cannot guarantee a quick response time.

Accommodations. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the [McBurney Center](#). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](http://www.students.wisc.edu/doso/academic-integrity/) at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor or one of the TAs.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (Pamela.oliver@wisc.edu).

Department learning objectives. Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Conduct Research and Analyze Data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.

Weekly Schedule:

THE ORIGINS OF AMERICAN POLICING

September 8th - 10th

Readings:

Our Enemies in Blue by Kristian Williams (chapter 2, pg 27-46)
The Development of Municipal Policing in the Northeast by Robert Wadman (chapter 2)

September 15th - 17th

Readings:

Northward Migration and the Rise of Racial Disparity in American Incarceration by Christopher Muller (pg 281-299, 310-313)
Policing Race and Violence in the South by Robert Wadman (chapter 3)

September 22nd - 24th

Readings:

The Shift to Police as Profession by Robert Wadman (chapter 6)
Race, Space, and Riots in Chicago, New York, and Los Angeles, by Janet Abu-Lughod (Chapters 2)

THE ROLE OF POLICE IN URBAN RIOTS

September 29 - October 1st

Readings:

Race, Space, and Riots in Chicago, New York, and Los Angeles, by Janet Abu-Lughod (Chapters 3 and 6)
PAPER 1 DUE OCTOBER 1st

October 6th – 8th

Readings:

Minority Threat and Police Strength from 1980-2000 by Stephanie Kent and David Jacobs (pg 732-737, 751-755)
Race and the War on Crime by Pamela Jackson and Leo Carroll (Pg 290-294, pg 302-303)
When the Police Knock Your Door In by Alice Goffman (Pg 55-90)

CHALLENGES OF EVERYDAY POLICING

October 13th – 15th

Readings:

Cop in the Hood, by Peter Moskos (Chapter 1, 2, and 4)

October 20th – 22nd

Readings:

Cop in the Hood, by Peter Moskos (Chapter 5, 6)
Enforcing Order by Didier Fassin (Intro and Chapter 1)

October 27th – 29th

Readings:

Enforcing Order by Didier Fassin (Chapter 3)
Enforcing Order by Didier Fassin (Chapter 5)

PAPER 2 DUE OCTOBER 29TH

POLICE BRUTALITY

November 3rd – 5th

Readings:

Visit from Madison Police Officer
Ordinary Men by Christopher Browning (Chapters 1 and 2)

November 10th – 12th

Readings:

Ordinary Men by Christopher Browning (Chapter 7, 8, and 9)
Police Officer Stress Creates Significant Health Risks by Ellen Goldbaum

November 17th – 19th

Readings: Visit from Chicago Police Officer

Seeing Black: Race, Crime, and Visual Processing by Eberhardt et al.

November 24th

Readings:

Constructing Police Abuse after Rodney King by Forrest Stuart (Pg 327-353)

CURRENT EVENTS IN POLICING

December 1st – 3rd

Readings:

Police and Community in Chicago: A Tale of Three Cities by Wesley Skogan
Ferguson Police Department Report by the US Department of Justice

December 8th – 10th

Readings:

Interim Report by The President's Task Force on 21st Century Policing
The Boston Miracle by Jenny Berrien and Christopher Winship (Pg 201-226)

December 15th

PAPER 3 DUE DECEMBER 15TH AT THE BEGINNING OF CLASS