



CRM 431: Policing in Society

*154 Science Bldg / Mark Jefferson
TuTh 3:30-4:45*

Dr. Kevin Karpiak
kkarpiak@emich.edu
Office: 713E Pray-Harrod
Office hours: Tu 1-3, Th 2-3 or by appointment
Criminology Office/Mailbox: 712 Pray-Harrod

Course Description & Objectives

In this course we will examine the relationship between police and society by approaching the question from several different angles:

- "Society" Without "Police". In this section we will explore the many methods societies have developed in order to address the problem of social control as well as the cultural and historical specificities of the idea, practice and institution we know in the U.S. today as "the police"
- Socializing Police. In this section, we will explore the various ways that police are socialized into their central mandate as well as how they are shaped by and reflect larger social forces.
- Policing Society. In this section of class we will explore the ways police shape our collective life, especially along forms of social difference
- Understanding Contemporary Debates about the Police. In this section of the class, we will attempt to take the issues discussed in the course in order to see if they can offer new insights into debates on contemporary policing.

The overall goal of this class is to foster critical thinking and encourage new perspectives on the nature of policing and its place in the social world around us.

Student's Responsibilities in Learning

This course is organized on the assumption that learning results from a continuing process of rational discourse. The design of this course will assist you to improve intellectual understanding, assist in your learning and the learning of your classmates, and to apply that learning to the world around you. In this course, you should direct your learning so that you are able to:

- Master basic concepts, theories, and methodologies through assigned readings, lectures and other course activities;
- Think critically about the course contents as you complete course assignments and participate in class activities;
- Explain to others what you have learned;
- Ask others to share their knowledge, conclusions and insights with you;
- Use your listening skills to enable others to explain what they learned and how it fits into previous knowledge as it applies to your academic program of study as you participate in class activities and discussions.

An essential element of students' responsibility for this class therefore includes regular attendance, coming prepared to discuss class material and being able to actively participate when called upon to do so.

Course Assignments

Grades for this course will be based on daily quizzes, 3 in-class Exams and a Final Exam. The daily quizzes will consist of questions from that day's reading and will be conducted using the <i> clicker. The exams will consist of questions taken from course readings **and** lecture material not in those readings. In addition, up to 5% extra credit is available through a variety of sources: active class participation, regular office hours attendance, and an extra writing assignment (details of which will be circulated later).

- **Exam #1** Jan 24th, (20% of final grade)
- **Exam #2** Feb 12th, (20% of final grade)
- **Exam #3** March 28th, (20% of final grade)
- **Final Exam** April 24th, (20% of final grade)
- **Daily Quizzes** (20% of final grade)
- **Class Participation** (<= +5%)

Required materials

In addition to the required textbooks for this course, there will be several required readings available through the course shell. You are expected to have completed these readings **by the time we begin discussing them in class**. You will also be expected to bring these readings to class on the day(s) we will be discussing them.

- *The Police and Society: Touchstone Readings (3rd edition).
Victor E. Kappeler, editor.*
- *The Watchmen Alan Moore & Dave Gibbons.*
- *One <i>-clicker (available in the EMU Bookstore)*
- *Selected readings available via the course shell
(www.emuonline.edu). These will be marked with an asterisk
(*) on the course schedule.*

Class Participation

In addition to the exams and daily quizzes, students will have multiple opportunities to achieve a degree of extra credit.

- 1) **In-class discussion.** Throughout the course of the semester, there will be countless opportunities to contribute to classroom discussion. This can mean answering questions from the professor, but more importantly it means coming to class with questions and being prepared to discuss course material.
- 2) **Online discussion.** Additionally, there will be several opportunities to contribute to online discussions, which will be posted periodically on the course website.
- 3) **Extra credit paper.** Finally, students will have the opportunity to submit a 2-3 page paper in which one of the ideas or concepts from this course is applied to a current event. More information about this paper can be found on the course website.

These three forms of participation can total up to +5% extra credit. This means that, if your course grade (based on the quizzes and exams) is 86% you can still add up to 5% to your final grade; which in this case would mean you'd go from a "B" to an "A-" (91%). It is very unlikely, however, that any one form of participation will be awarded all 5 points, so it is suggested that students pursue multiple forms of participation.

Missed Exams / Make-up Policy

There will be **no "make-ups"** scheduled for students who miss the in-class exams or quizzes described in the course schedule below. **For the quizzes**, especially, this rule will be strictly enforced. However, because I understand that over the course of the semester sometimes "things happen", the two lowest quiz scores from the semester will be dropped. I suggest you use these two "free passes" wisely: the best-case scenario would be to be present for all quizzes, so that you can drop the lowest two performances. However, if you have a flat tire or get sick one day and miss the quiz, that day will be dropped from your total.

Missed exams cannot be "made up" other than for unavoidable or unforeseeable emergencies. In the case of such as emergency, you are required to notify the instructor as soon as possible, ideally before the exam in question. "After the fact" excuses will likely not be accepted. You will be asked for documentation of your emergency or unforeseen obligation (doctor's note, auto bill, etc.). If the cause of your absence is determined to have been truly an unavoidable emergency, you will be given an alternate (written) version of the exam outside of normal class time.

Special Needs Accommodations

If you wish to be accommodated for your disability, EMU Board of Regents Policy 8.3 requires that you first register with the Students with Disabilities Office (SDO) in 240 EMU Student Center. You may contact SDO by telephone (734.487.2470). Students with disabilities are encouraged to register with the SDO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

Course schedule

“Society” without “Police”?: Social order without the institution of police

January 8th: Introduction

Lecture: Introduction

Reading: None

January 10th: Social Order in comparative context

Lecture: Social Order in comparative context

Reading: *Roberts, Simon (1979) Order and Dispute: an Introduction to Legal Anthropology, (pp. 11-16, 30-44)

January 15th: Social Order In the Ancient World

Lecture: Social Order In the Ancient World

Reading: *Hunter, Virginia (1994). Policing Athens: Social Control in the Attic Lawsuits, 420-320 BC, (pp.3-8, 120-153).

January 17th: A new rationality for government

Lecture: A new rationality for government

Reading: *Caduff, Carlo and Rabinow, Paul (2007). “Security, Territory, Population.” ARC Concept Note, No. 8, 2007.

January 22nd: Emergence of police institution in the 19th century

Lecture: Emergence of police institution in the 19th century

Reading: Walker, Samuel (1984). “‘Broken Windows’ and Fractured history: the use and misuse of history in recent police patrol analysis.” In Kappeler, pp. 51-65.

- *Recommended:* Kelling, George L. & Moore, Mark H. (1988). “The Evolving Strategy of Policing.” In Kappeler, pp.2-26.

Exam #1: January 24th

Socializing Police: the institution of “police”, its mandate, and its members

January 28th: What is the role of the police?

Lecture: What is the role of the police?

Reading: Bittner, Egon (1975). “The Capacity to Use Force as the Core of the Police Role.” *In* Kappeler, p.123-133.

January 31st: Becoming a Policeman

Lecture: Becoming a Policeman

Reading: *Rachlin, Harvey (1991). The Making of a Cop, (pp. 1-14, 48-68, 98-114).

February 5th: Gender & Gewalt

Lecture: Gender & Gewalt

Reading: * Prokos, Anastasia & Padavic, Irene (2002). “There Oughtta Be a Law Against Bitches’: Masculinity Lessons in Police Academy Training”. *Gender, Work and Organization*, Volume 9, Issue 4: 439-459.

February 7th: The “impossible” mandate?

Lecture: The “impossible” mandate?

Reading: Manning, Peter K. (1978). “The Police: Mandate, Strategies, and Appearances” *In* Kappeler. p.94-122

Exam #2: February 12th

Policing society: problem of legitimacy across difference

February 14th: Policing Across Difference

Lecture: Policing Across Difference

Reading *Chambliss, William J. (1994). “Policing the Ghetto Underclass: The Politics of Law and Law Enforcement.” *Social Problems*, Vol. 41, No. 2, pp. 177-194.

February 19th: Policing Society

Lecture: Policing Society

Reading: Van Maanen, John (1978). The Asshole. *In* Kappeler, p. 304-325.

February 21st: Immigrants, Borders and Borderlands, pt. 1

Lecture: Immigrants, Borders and Borderlands, pt. 1

Reading: *Inda, J. X. (2006). Border Prophylaxis: Technology, Illegality, and the Government of Immigration. *Cultural Dynamics* 18: 115-138.

February 26th – 28th: Immigrants, Borders and Borderlands, pt. 2

Lecture: Immigrants, Borders and Borderlands, pt. 2

Reading: *Ticktin, Miriam (2005). "Policing and Humanitarianism in France: Immigration and the turn to Law as State of Exception." *interventions* Vol. 7(3), pp. 347-368

March 4th - 10th SPRING BREAK (No Class)

Read: Start reading *Watchmen*

March 12th – 19th: La Haine

Film: La Haine (1995) <http://www.imdb.com/title/tt0113247/>

Reading: Continue reading *Watchmen*

March 21st - 26th: Public & Private Police

Lecture: Public & Private Police

Reading: *O'Dougherty, Maureen (2006). "Public relations, private security: managing youth and race at the Mall of America." *Environment and Planning D: Society and Space* 24(1):131-154.

Exam #3: March 28th

Understanding Contemporary Debates in Policing

April 2nd: Broken Windows

Lecture: Broken Windows

Reading: Wilson, James Q. & Kelling, George L. (1982). "Broken Windows." *In* Kappeler, pp. 154-167.

- Reread: Walker, Samuel (1984). "'Broken Windows' and Fractured history: the use and misuse of history in recent police patrol analysis." *In* Kappeler, pp. 51-65.

April 4th: Critiquing the Broken Windows Thesis, pt. 1

Lecture: Critiquing the Broken Windows Thesis, pt. 1

Reading: Herbert, Steve (2001). "Policing the Contemporary City: Fixing Broken Windows or Shoring Up Neo-Liberalism?" *In* Kappeler, pp. 168-188.

April 9th – 11th: Community Policing

Lecture: Critiquing the Broken Windows Thesis, pt. 2

Reading: *Correia, M. E. (2000). "The conceptual ambiguity of community in community policing—Filtering the muddy waters." *Policing: An International Journal of Police Strategies & Management* 23(2):218–33.

*Corsianos, Marilyn. (2011). "Responding to officers' gendered experiences through community policing and improving police accountability to citizens." *Contemporary Justice Review* Volume 14, Issue, 1: 7-20.

April 16th: Counter terrorism

Lecture: Counter-terrorism

Reading: *Bornstein, A. 2005. Antiterrorist Policing in New York City after 9/11: Comparing Perspectives on a Complex Process. *Human Organization* 64: 52-61.

*Stalcup, Meg & Craze, J. 2011. How We Train Our Cops to Fear Islam. *Washington Monthly* March/April 2011 Issue.

Final Exam
Monday, April 24th at 3:00pm in 154 Science Bldg