LS 102: Policing & Society
Monday - Thursday, 10am - 12pm
LOCATION: Anthro/Art Practice Building 155

Instructor: Eduardo Bautista Duran, M.S.
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Office Hours: Wednesdays 12 - 2pm, Institute for Governmental Studies Rm. 122 or Zoom by appointment

GSI: Maura Lievano
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Section 101: Monday 12:00 am - 2:00 pm
Section 102: Tuesday 8:00 am - 10:00 am
Office Hours: Thursday 8:00 am - 10:00 am
Section and Office Hours in this link.

Course Description
This course examines the American social institution of policing. It explores the social, economic and cultural forces that pull policing in the direction of state legal authority and power as well as those that are a counterweight to the concentration of policing powers in the state. Special attention is given to how policing shapes and is shaped by urban and other landscapes, legal-political-cultural spaces of governance.

Topics include exploration of what is policing and who the police are as socio-governmental institutions; the growing reliance on surveillance; technologies of social control; forces that shape why policing agencies and personnel do what they do; changing personnel and organizational styles of urban law enforcement; law enforcement abuse of state authority, including issues of racial profiling; policing urban youth in schools and on the streets; the reliance on predictive policing

Course Readings
All reading for this course will be made available to you in the form of PDFs and links to additional sources such as news reports, blogs, etc. Please find the readings under the files tab and locate the appropriate week.

Assignments & Grading Policy

Test #1: Two short-answer essay questions (25% of your total grade)
Test #1 date: 6/9/22

Test #2: Two short-answer essay questions (25% of your total grade)
Test #2 date: 6/27/22

Class Paper: A three-to-five-page paper to be completed the final week of class (30% of your final grade)

Participation: To be determined by three reflection papers, lecture, and section participation.

Specifications on Coursework

1. Tests one and two (50% of final grade, 25% each)

These tests will be done in-class and will consist of short-answer questions covering the readings uploaded to our bCourses page. Each question will be worth either 13 or 12 points for a total of 25. You will know in advance which material you can expect to be tested on prior to the test. You are kindly requested to write as clearly and legibly as possible to help the instructional team grade your work. Please remember that given that this is a writing assignment grammar, syntax, and structure are relevant elements of your grade. Always double-check your written work before submitting it.

2. Course paper (30% of final grade)

The paper will be done at home over the course of the class, and we will dedicate part of our class time identifying themes and topics to ensure that you feel confident about the topic you select to write about and its connection to the class material. You will be asked to write a three to five double spaced page commentary on an aspect of police/policing based on the themes of the class. You are required to make use of at least three readings discussed in class in addition to the sources you identify for your paper. The paper should be submitted as a word document on bCourses. The deadline for submission is 6/30/22 by 11:59pm.

3. Participation (20% of final grade)

This course is compressed to fit a six-week schedule, which will require routine, engaged, and active learning in discussion. Please be sure to attend all sections and come prepared to discuss the material. Section attendance is a significant component of the participation grade. I understand that not all students participate in similar ways, with some students preferring to be outspoken in lecture and discussion, while others prefer other forms of participation. With this in mind, you will be asked to write three short responses to the readings of a particular week. These are worth 5 points each. Successfully completing the three short writing exercises will make up part of your overall participation grade. Each reflection should be approximately one to two

pages in length (double spaced), and it should include a summary of the main argument(s) of the work you selected and your take on the work. For example, you might disagree with the author's conclusion, and you write a short reflection where you tell us why. Similarly, you might find a reading or set of readings compelling, and you tell us why the readings are important.

SCHEDULE OF READINGS AND KEY DATES

Week 1	Reading	Theme
5/23/22	Jill Lepore, "The Invention of the Police." Khalil Muhammad, "Preface to the Condemnation of Blackness." Vice News: Do the police actually keep us safe?	What do we mean by policing? What conceptions of the "police" do you bring to this course?
5/24/22	Egon Bittner, The Functions of Police in Society. Markus Dubber, "The police power."	What is the role of police in society? According to Dubber, where does the police power come from?
5/25/22	Ben Brucato, "Policing race and racing police: The origin of US police in slave patrols.	How does the existence of slave patrols interrupt the "origin" story of policing?
5/26/22	No class! It's wedding season, but please be sure to complete your first reflection by Sunday 11:59pm Barry Friedman, Introduction: The problems of policing Becker, Gary, Crime and Punishment: An Economic Approach.	What key issues characterize modern policing? First reflection due 5/29/22 11:59pm - upload to bCourses.
Week 2	Reading	Theme
5/30/22	No class - Memorial Day holiday	Interpretive Frameworks – Race, Class, and Gender:

		How do we make sense of what police do through these lenses?
5/31/22	Paul Butler, The System Is Working the Way It's Supposed To Victor Rios, The Youth Control Complex	Theorizing and analyzing the relationship between race and policing.
6/1/22	Alessandro De Giorgi: Re-thinking the political economy of punishment Forrest Stuart: Race, Space, and the Regulation of Surplus Labor: Policing African Americans in LA's Skid Row	This strand of literature proposes that we must carefully consider the structural relationship between the economy and legal/political institutions if we are to understand changes and reform to the criminal justice system. What role do police play?
6/2/22	Patricia Hill Collins, "Assume the Position: The Changing Contours of Sexual Violence." Kimberlé Crenshaw et. al., "Say her name: Resisting police brutality against Black women."	How do race AND gender intersect to form a network of social control? Second half of the class will be dedicated to workshop paper topics. Second reflection due 6/5/22 11:59pm - upload to bCourses.
Week 3	Readings	Theme
6/6/22	Jerome Skolnick, Ch. 1 "Democratic order and the rule of law."	Balancing police power and individual liberties
6/7/22	Michael Willrich, "Criminal Justice in the United States"	Shifts in criminal justice during the "reform era."
6/8/22	Terry v. Ohio Mapp v. Ohio	The rights revolution through the U.S. Supreme Court
6/9/22	Test 1	The backlash to the rights revolution: law and order and

		the rise of stop & frisk and proactive policing
Week 4	Readings	Theme
6/13/22	Wilson & Kelling, "Broken windows: The police and neighborhood safety." Bernard Harcourt, "Policing disorder: Can we reduce serious crime by punishing petty offenses?"	What effects do changing strategies of policing have on criminal justice outcomes?
6/14/22	Moravec, "Do algorithms have a place in policing?" Goel, Rao, and Shroff, "Precinct or prejudice? Understanding racial disparities in NYC's stop-and-frisk policy."	Predictive policing
6/15/22	Harcourt, "Against prediction: Sentencing, policing, and punishing in an actuarial age." Raphael, "Optimal policing, crime, and clearance rates."	Predictive policing
6/16/22	Guest speaker	
Week 5	Readings	Theme
6/20/22	No class - Juneteenth	Please look into the history of Juneteenth if you're not familiar.
6/21/22	Heather MacDonald, "The war on cops: How the new attack on law and order makes everyone less safe." Frank Zimring, "When police kill."	Promises and critiques of police reform. Can the police keep us safe?
6/22/22	Tracey Meares, "Policing a public good gone bad." Eduardo Bautista Duran & Jonathan Simon, "Police abolitionist discourse: Why it's missing and why it matters.	Opening the door for conversations around police abolition.
6/23/22	Angela Davis, "Abolitionist alternatives."	Abolitionist frameworks and

	Ruth Wilson Gilmore,"Is prison necessary?"	a vision for the future. *Workshop paper
6/24/22	*Legal Studies requires us to make up the missed class from the Juneteenth holiday. Rather than meeting in person, you are required to submit your third and final short reflection by 11:59pm.	Final reflection due 6/24/22 11:59pm - upload to bCourses.
Week 6	Readings	Theme
6/27/22	Test 2	
6/28/22	Guest speaker	Bilal Mahasin
6/29/22	Final workshop	We will dedicate the majority of our class time on finalizing your papers.
6/30/22	Concluding thoughts on the course - Main takeaways, course review, and celebrating the end of our brief journey. Rios, "Creating a Youth Support Complex."	Final paper due!

University Regulations on Specific Scheduling Accommodations:

DSP ACCOMMODATIONS:
If you have specific needs due to documented disabilities we will make every effort to accommodate them, with assistance and guidance from the Disabled Students Office. For information on University policies regarding students with disabilities, and federal and state laws affecting people with disabilities, consult: http://access.berkeley.edu/

Please convey your DSP letter to your GSI early in the term so that we are able to make the necessary arrangements.

Accommodation of Religious Creed:
In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided. Requests to accommodate a student's religious creed by scheduling tests or

examinations at alternative times should be submitted directly to the faculty member responsible for administering the examination by the first week of the term.

Academic Integrity
Your own commitment to learning, as evidenced by your enrollment at UC Berkeley, and the University's integrity policy, require you to be honest in all your academic coursework. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and possible sanctions by the University. All assignments are to be completed by the individual student unless otherwise specified. If you need further information on academic integrity policies, please contact the UC Berkeley Center for Student Conduct.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. If you need any information about special accommodations available to students with disabilities, please contact the UC Berkeley Disabled Students' Program.

Student Technology Resources
If you need any assistance with learning technologies (e.g., computer labs, software, printing services, etc.), please contact UC Berkeley Student Technology Services.

Learning Assistance Resource Center
The Berkeley Student Learning Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.