

**San José State University**  
**Department of Justice Studies**  
**JS 209, Seminar in Police and Social Control, 01, Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	(Dr. Claudio G. Vera Sanchez)
<b>Office Location:</b>	(MH 509)
<b>Telephone:</b>	(408 924-2950)
<b>Email:</b>	(claudio.verasanchez@sjsu.edu)
<b>Office Hours:</b>	(All day, every day, I am your humble servant. No seriously, my office hours are on <b>Monday and Wednesday from 10:30am-11:30am, 1:30pm-2:30pm</b> , or by appointment, and <b>Thursday from 9:30am-11:30am (ONLINE ONLY)</b> ).
<b>Class Days/Time:</b>	(Wednesday, 4:30PM-7:15PM)
<b>Classroom:</b>	(MacQuarrie Hall 526)

**Course Format: In Person**

**Course Description:**

Critical examination of democratic policing, including internal and external strategies for control and reform. Emphasis on police role in democracy, policy, culture, performance measures for individuals and organizations, and alternative policing methods and policies.

**Course Goals:**

This course is a graduate seminar in policing. In a graduate seminar, students meet regularly to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The professor will not carry the conversation. Instead, the role of a seminar is to make students expert in an area of study. As a scholar, you should approach this course with the mentality that the group has the burden of educating itself. Since participation is a key element in this class, I would advise not taking this course if you anticipate being unable to contribute to class discussions.

Students will be assigned to lead the discussion for the week (discussion leader). These students are to conduct additional research on any issue related to the topic of the week (e.g., police legitimacy, police and school to prison pipeline) and present it to the class in a short and organized manner. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the topic that week. In addition, students are expected to create a set of discussion questions that underscore critical themes or issues associated with the reading (5 questions will suffice) and are intended to facilitate the class discussion.

Students assigned to lead the discussion for the week must facilitate the class discussion and offer the following: (1) the thesis of the assigned reading, (2) the additional peer-reviewed articles/research that centers on those topics, and (3) the 5 discussion questions. The additional research that you present to the class must in some way advance our understanding of the topic for the week. It is not enough to read an article about youth and

policing, and present an article about youth and policing. You must clearly describe how the research furthers our understanding of the issue at hand (teach us something new).

The Goals of the Course are as follows:

- Identify various theoretical viewpoints to understand how and why societies exercise social control through formal mechanisms (e.g., the police).
- Know how constitutional law extends or limits the power of the U.S. police.
- Describe critical approaches to policing.
- Think broadly about how other countries exercise social control of their populations.

**Required Texts/Readings (Required):**

Alexander, M. (2012). *The New Jim Crow: Mass incarceration in the age of colorblindness*. The New Press: New York. ISBN: 9781595586438

Macias-Rojas, P. (2016). *From deportation to prison: The politics of immigration enforcement in post-civil rights America*. NYU Press. ISBN: 9781479831180

Meares, T. L., & Kahan, D. M. (1999). *Urgent times: policing and rights in inner-city communities*. Beacon Press. ISBN: 9780807006054

Rios, Victor. (2011). *Punished: Policing the lives of Black and Latino boys*. New York University Press. ISBN: 9780814776384

Stuart, F. (2016). *Down, out and under arrest: Policing and everyday life in skid row*. University of Chicago Press. ISBN: 9780226370811

**Online Readings**

Supplemental required readings will be posted on CANVAS, Turnitin.com, or sent via email.

**Grading Information:**

The course requirements consist of being a discussion leader/participation, weekly analyses of the readings, a research paper, and a final creative project. The grades will be calculated as follows:

My grading scale is:

98 – 100 A+    91 – 97 A    90 A-  
88 – 89 B+    81 – 87 B    80 B-  
78 – 79 C+    71 – 77 C    70 C-  
68 – 69 D+    61 – 67 D    60 D-  
59 and below F

Your grade is composed of:

Discussion lead/participation 15 points  
Weekly analysis of readings 40 points  
Research paper 30 points  
Creative project 15 points

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**Total Points**

**100**

**Participation.** Participation includes but is not limited to: (1) contributing to group discussions, (2) participating in in-class activities, (3) working together in groups, (4) providing feedback for each other’s research projects/research papers, and (5) being a discussion leader.

**Class Exercises/Activities.** As part of your participation grade, you will also complete various class exercises and activities during the course. The objective of the exercises is to apply the various concepts. Some of these class activities/exercises will be submitted, others will be shared in online discussions, and yet others will be used for your personal enrichment. Please note that participation consists of 15% of your grade, and that a final grade may be lowered by an entire letter grade (at least from a B to C, C to D, etc.) due to lack of participation.

**Weekly analysis of readings:** 1 page, single-spaced, 12-point Times New Roman font, incorporating all the assigned readings for the week. You may not exceed the page limit. You may not incorporate quotations, under any circumstance, anywhere in the weekly critiques. These weekly critiques are not intended to summarize the articles, but instead should reflect critical responses/critiques of the readings. The following provides a structure that should be followed where applicable: (1) the thesis of the assigned reading, (2) the methodology used in the works, (3) the main findings, and (4) two policy implications.

**Research paper:** This paper may cover any area of policing of interest to you. You must cite at least 30 peer-reviewed articles. There is no page limit. No late papers will be accepted.

**Final policing project:** This project provides an opportunity to be creative. This project will require you to develop an alternative form of justice as a replacement to our current system of policing. You are required to present this alternative form of justice to the class, in an innovative way, for 15 to 20 minutes. Some students have written poems, directed short films, visited correctional facilities and written ethnographies of what was observed, assembled collages, employed photography (or other art) and explained their relevance to the field of policing. If you are uncertain as to what direction to take, please do not hesitate to meet with me.

**All research papers and weekly critiques must be submitted by the due date in-class AND to turnitin.com.**

**You must go to the turnitin.com website, create an account, and insert the information below. The class ID and password are as follows:**

**Class ID: 17297391**

**Password: policing**

### **Department of Justice Studies Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

### **Classroom Protocol**

You are responsible for university policies regarding, but not limited to, drop deadlines, plagiarism, and academic integrity.

*Missed classes:* If you miss a class the PowerPoint presentations will **not** be available on Canvas. I recommend that you get to know at least one or two of your classmates so that you may get notes on what you missed. This should not be difficult, as you will be working in groups during class. However, your attendance is critical for the success of the class. Excessive absences will adversely affect your grade.

*Classroom etiquette:* Please turn off cell phones and other electronic devices while in class. Please do not do other things during class that you would not want others to do in your classroom. This includes but is not limited to doing homework for other classes, having side conversations, text messaging, etc. In addition, please be sure to arrive to class in a timely manner. It is distracting to the professor and to fellow students when you are late. In addition, if you need to leave early please notify me before class starts. **Continuously arriving to class late, “forgetting” to turn off cell phones, and/or text messaging in class will result in deductions from your grade. Lastly, please note that tablets, laptops, or electronic devices of any type are not permitted during class.**

*E-mail etiquette:* One of the best ways to contact me (besides coming to office hours) is by e-mail. However, I have general expectations about contacting me by e-mail:

1. Always place your name and the class you are taking with me in the e-mail.
2. Be sure to always include a subject heading.
3. E-mails should be professional.
4. If a question or concern cannot be answered by two email exchanges, then it will be addressed over the phone (or in person) during office hours.

*Papers:* All hardcopy papers should be:

- Stapled
- Typed and double-spaced
- 12 point font (Times New Roman) with one-inch margins
- Black ink
- Proofread and edited

*Academic Integrity:* Plagiarism is unacceptable under any circumstance. If you have any questions as to what constitutes plagiarism, please visit me during office hours.

### **University Policies:**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

## **JS 209, Police and Social Control, Spring 2018, Course Schedule**

This is a tentative schedule of topics and required readings that will be discussed in class. You will be responsible for all readings listed in the syllabus. The schedule is subject to change at the discretion of the professor. If this occurs, you will be notified either on Canvas or in class. It is the student’s responsibility to keep up with any announced changes in class.

### **Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/22	
1	1/24	Introductions, Expectations of Excellence, and Syllabus

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
2	1/29	
2	1/31	<b>Police Legitimacy and State Violence</b> Armaline, Vera Sanchez, & Correia (2014) Linnemann, Wall, & Green (2014)
3	2/5	
3	2/7	<b>Police, Criminal Justice, and Jim Crow</b> Alexander Book Chapters 1-3
4	2/12	
4	2/14	<b>Police, Criminal Justice, and Jim Crow</b> Alexander Book Chapters 4-6
5	2/19	
5	2/21	<b>A Police Perspective</b> Vera Sanchez & Rosenbaum (2011)
6	2/26	
6	2/28	<b>Policing the Inner City</b> Meares and Kahan Book (Entire book)
7	3/5	
7	3/7	<b>Militarization of the Police</b> Balko (2006)
8	3/12	
8	3/14	<b>Policing Immigrants</b> Macias-Rojas Book Chapter 1-3
9	3/19	
9	3/21	<b>Policing Immigrants</b> Macias-Rojas Book Chapter 4-6
10	3/26	Spring Break (No Class)
10	3/28	Spring Break (No Class)
11	4/2	
11	4/4	<b>Police and the Law</b> Mason (2012)
12	4/9	
12	4/11	<b>Police, Youth, and the School to Prison Pipeline, RESEARCH PAPER DUE</b> Rios Book (2011) Chapter 1-4
13	4/16	
13	4/18	<b>Police, Youth, and the School to Prison Pipeline</b> Rios (2011) Book Chapter 5 to End.
14	4/23	

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	4/25	<b>Police and Crime Control Strategies</b> Manning (2001) Vera Sanchez and Gau (2015)
15	4/30	
15	5/2	<b>Policing the poor</b> Stuart Book Chapters 1-3
16 16	5/7 5/9	<b>Policing the poor</b> Stuart Book Chapters 4-End
17 Final Exam	5/14 5/16	Final Presentations: Wednesday (2:45PM-5PM)