JS 272: Policing in Global Contexts

October 14 2019 through December 9 2019

Online instructor: Dr. Louise Buckingham

Special session online course, JS 272: Policing in Global Contexts

This special session online course examines policing from a global perspective. The objective of this course is to orient students as to how police organizations operate in different parts of the world in terms of organization, crime control, and crime prevention.

Graduate seminars generally

This special session course is a graduate seminar and as such, students 'check in'/meet regularly (online) 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 role of a seminar is to help assist students to become expert in an area of study. Participation is a key element in this class and you are required to contribute to class discussions, or risk failure.

Your responsibilities

Each student will be allocated a week in which to lead the class discussion online. Discussion leaders will conduct additional research (to that which is set out in the required readings for the week), on any issue related to the topic of the week (for instance, police legitimacy, police and school to prison pipeline). In addition, students are expected to create discussion questions that underscore critical themes or issues associated with the reading 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. For example, 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:

- To identify various theoretical viewpoints to understand how and why societies exercise social control through formal mechanisms (e.g., the police).

- To learn how constitutional law extends or limits the power of the U.S. police.
- To articulate critical approaches to policing.
- To think broadly about how other countries exercise social control of their populations.

Core Readings:

Stop and Search: Police Power in Global Contexts by Leanne Weber (Editor) and Ben Bowling (Editor), Routledge, 1st Edition, Kindle Edition (which will work on any device)

ISBN-13: 978-1138944107
ISBN-10: 1138944106

Available on Amazon: https://www.amazon.com/dp/B00KX7BXSS/ref=rdr_kindle_ext_tmb

Please note that the chapters in this book were originally published in *Policing and Society*, volume 21, issue 4 (December 2011). Researching this journal is an alternative means of accessing materials.

Supplemental required/core readings will be posted on CANVAS, from time to time.

Suggested Readings:

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

Rios, V. (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

Websites:

The Guardian's U.S. policing portal: https://www.theguardian.com/us-news/us-police

The International Criminal Police Organization (Interpol): https://www.interpol.int/en

Europol: https://www.europol.europa.eu/

Federal Bureau of Investigation (FBI): https://www.fbi.gov/

Additional recommended articles/opinions/publications (to use in your own research potentially – we will build this list throughout the course):

- Adams, E.B, CG Vera Sanchez, C.G."Sacrificed on the altar of public safety: The policing of Latino and African American youth", *Journal of Contemporary Criminal Justice* 27 (3), 322-341

- Garland, D. *The Culture of Control: Crime and Social Order in Contemporary Society: Crime and Social Order in Contemporary Society*, Oxford 2002

- Giroux, H. (2016). State terrorism and racist violence in the age of disposability: From Emmett Till to Eric Garner (http://truth-out.org/opinion/item/27832-state-terrorism-and-racist-violence-in-the-age-of-disposability-from-emmett-till-to-eric-garner)

- Vera Sanchez, C.G., Rosenbaum D.P., "Racialized policing: Officers voices on policing Latino and African American neighbourhoods", *Journal of Ethnicity in Criminal Justice* 9 (2), 152- 178

- Armaline, W.T., Vera Sanchez, C.G., Correia, M. "The biggest gang in Oakland: re-thinking police legitimacy", *Contemporary Justice Review* 17 (3), 375-399

Course Requirements and Assignments

In addition to the requirement that students lead online discussions (in 'Discussions' on Canvas) during their allocated week (20%/20 points), and actively participate in every online class (10%/10 points), there are two major assignments in this course. Each assignment must be completed on time to successfully pass the course:

- Major research paper (35%/35 points): Topic of your own choice, to be discussed over email and approved by the instructor prior to beginning research.
- Final evaluation (35%/35 points): Online debate (in 'Discussions' on Canvas), topics to be determined by week 4).

Further details and reminders for each assignment will be posted on Canvas. Each assignment must be completed on time or students risk failing the course.

Grading Information

We will discuss grading 'in class' (online) prior to every assignment. Students are encouraged to ask questions via email to ensure they understand expectations. Rubrics will be provided on Canvas.

Determination of Grades

The final course grade will be calculated based on the following standard scale:

- 98-100 A+
- 94-97 A
- 90-93 A-
- 88-89 B+
- 84-87 B
- 80-83 B-
- 78-79 C+
- 74-77 C
- 70-73 C-
- 68-69 D+
- 64-67 D
- 60-63 D-
- <60 F

Classroom Protocol

Students are expected to participate in all online discussions, debates and activities in a respectful and mindful manner.

Specifically:

1. Students are expected to deposit/submit assignments and discussion posts to our online class on time, prepared to take part in their own and collective learning.
2. All online classroom participants are expected to foster an environment that encourages participation, and that is respectful to others and their opinions.
3. Students are expected to complete graded assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence on their own.
5. The due dates listed in the course schedule, below (see in particular dates accompanied by the phrase 'reflection weeks and discussion post') should be regarded as immoveable 'deadlines'. You must post your reflection by this date or risk no grade for that assignment component.

While an emergency personal or health related situation appropriately verified (for instance, a doctor's certificate in the case of illness), will be grounds for a student making up missed work or assignments without penalty, in no other circumstances will making up missed tasks be allowed. It is incumbent upon students themselves to 'catch up' in terms of content and materials if anything is missed during the term.

Participation:

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

As mentioned, 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 10% 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.

As part of your required participation (and grade): Weekly analysis and critiques of readings to be directed each week, in addition to Discussion Leadership. Weekly analysis and critiques are not intended to summarize the articles set each week, but instead should reflect critical responses/critiques of the readings.

Research paper: This paper may cover any area of policing of interest to you. You must receive approval from the instructor, prior to embarking on research. You must incorporate at least 20 peer-reviewed articles in a 4,000 word piece (with APA formatting). No late papers will be accepted.

Final evaluation: Online debate (in 'Discussions' on Canvas), topics to be determined by week 4).

Discussion Leader Presentations: The Discussion Leadership is described under Course Goals, and will be outlined further in weeks 1 and 2.

All research papers and weekly posts must be submitted by the due date and in the appropriate places on Canvas.

What follows is a tentative schedule of topics and required readings that will be discussed in class, subject to change at the discretion of the professor. If this occurs, you will be notified either on Canvas.

Schedule: October 14 2019 through December 9 2019

Week 1 (beginning October 14) – Introductions, outline/structure of course, expectations and obligations

Week 2 (beginning October 21) – Allocation of discussion leader weeks and outline of readings.

Focus - Global overall; police organizations (structures, systems, relations with public, legitimacy); Reading: Interpol website: https://www.interpol.int/en;
Watch Ben Bowling, 'The Rise and Reach of Transnational Policing':
https://pursuit.unimelb.edu.au/podcasts/the-rise-and-reach-of-transnational-policing;

Week 3 (beginning October 28) – First discussion leaders [*tbd week 2*]

Focus - Own country choice – organization, system in depth

Week 4 (beginning November 4) – Second discussion leaders [*tbd week 2*]

Debates allocated (for weeks 7 & 8)

Focus on the U.S. and own country – crime control

Week 5 (beginning November 11) – Third discussion leaders [*tbd week 2*]

Focus - 2nd country choice – organization, system in depth – any notes on crime control

Week 6 (beginning November 18) - Focus on the U.S. and second country – crime prevention

Week 7 (beginning November 25) – Online debates (allocated week 4)

Week 8 (beginning December 2) – Online debates (allocated week 4)

Week 9 (beginning December 9) - Wrap up, conclusions about aspects of structures, systems, relations with public, legitimacy

Additional potential themes (for allocation of discussion and debates, and individual research papers):

- Policing and human rights
- Police legitimacy
- State violence
- Policing and terrorism
- Police and history of social control
- Policing the inner city

- Privatization of prisons and police
- Militarization of the police
- Police, Youth, and the School to Prison Pipeline
- Policing the Poor
- Police and Identity Politics
- Police and race
- Police and gender
- Policing and inequality
- Policing and law and order agendas

Examples of potential questions/prompts for discussion throughout the course:

- What, in your opinion, are the most important features in establishing a successful crime prevention climate in policing? Why? Use at least two different countries to illustrate your response
- What, in your opinion, are the most important features in establishing a successful crime control climate in policing? Why? Use at least two different countries to illustrate your response
- Can we truly speak of 'global policing'?
- What are the key differences, do you think, in different models of policing around the world? You may focus on organization or crime control/crime prevention.
- What are some examples of more legitimate policing strategies around the world? What factors make them effective?

Classroom Protocol

Online discussion Board Etiquette. Students should always be respectful of other students/colleagues. Differences of opinion are encouraged, however, at all times, students must provide substantiation for their articulated views, and must be polite to others' holding different opinions.

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 at http://www.sjsu.edu/gup/syllabusinfo/"

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.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: http://www.sjsu.edu/casa/ssc/. The CASA Student Success Center also provides study space and laptops for checkout.