

San José State University
Department of Justice Studies
JS 209, Seminar in Police and Social Control, 01, Spring 2022

Course and Contact Information

Instructor:	(Dr. Claudio G. Vera Sanchez)
Office Location:	(Zoom, Online)
Telephone:	(NA)
Email:	(claudio.verasanchez@sjsu.edu)
Office Hours:	All day, every day, I am your humble servant. No seriously, my office hours are on Tuesday (3pm-5pm) and Thursday (2:00pm-4:00pm) , or by appointment.
Class Days/Time:	(Thursday, 4:30PM-7:15PM)
Classroom:	(Zoom, Online)

Course Format: Synchronous, Online

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 and professional, you should approach this course with the mentality that the group has the burden of educating itself.

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 (5-10 questions will suffice) and are intended to facilitate the class discussion. You should work diligently to engage students in the class discussion by generating questions and activities that will elicit class participation.

Students assigned to lead the discussion for the week must lead the class discussion by doing the following: (1) collaboratively identify the thesis of the assigned reading, (2) introduce peer-reviewed articles/research on the topic of the week, and (3) facilitate discussion with 5-10 questions. The additional research that you present to the class must 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).
- Demonstrate how constitutional law extends or limits the power of the U.S. police.
- Describe critical approaches to policing.
- Articulate how other countries exercise social control.

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

Vitale, A. S. (2018). *The end of policing*. Verso. ISBN: 9781784782894

Online Readings

Supplemental required readings will be posted on CANVAS and/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 39 points
 Research paper 30 points
 Creative project 16 points

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, (5) being a discussion leader, and (6) keeping your cameras on during class (i.e., Zoom) and actively engaging in class discussion.

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. Also, they should include outside peer-reviewed sources to substantiate your claims. The following provides a structure that should be followed where applicable: (1) the thesis of the assigned reading, (2) the main arguments/findings that support the thesis, (3) a critique of the main arguments/thesis, (4) an incorporation of peer-reviewed research, and (5) two policy implications (i.e., solutions, initiatives, programs, etc. to address the issue).

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 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 to CANVAS. No late papers will be accepted.

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.

Course Format

The mode of instruction for this course is synchronous online. This means that we will meet at the scheduled class time (Tuesday 4:30pm-7:15pm) in an online classroom via Zoom.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the

instructor, as soon as possible to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://www.sjsu.edu/it/services/collaboration/software/instructions.php>

Use of Camera in Class

You are **required** to turn on your camera during class discussion/lecture. However, if you have technical issues, I completely understand. Technological impediments should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

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 2022, 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

Week	Date	Topics, Readings, Assignments, Deadlines
1		First Week of Instruction (Thursday, January 27 th).
1		Introductions Online, Expectations of Excellence, and Syllabus
2		
2	2/3	Police Legitimacy and State Violence Armaline, Vera Sanchez, & Correia (2014) Linnemann, Wall, & Green (2014)
3		
3	2/10	Defunding the Police Beardall (2020) Eaglin (2021) Rushin and Michalski (2020)
4		
4	2/17	Police, Criminal Justice, and Jim Crow Alexander Book Chapters 1-3
5		
5	2/24	Police, Criminal Justice, and Jim Crow Alexander Book Chapters 4-6
6		
6	3/3	A Police Perspective Vera Sanchez & Rosenbaum (2011) Sierra-Arrevalo (2019)

Week	Date	Topics, Readings, Assignments, Deadlines
7		
7	3/10	Policing the Inner City Meares and Kahan Book (Entire book)
8		
8	3/17	Policing Immigrants Macias-Rojas Book Chapter 1-3
9		
9	3/24	Policing Immigrants Macias-Rojas Book Chapter 4-6
10		
10	3/31	Spring Break (No Class)
11		
11	4/7	Militarization of the Police Balko (2006)
12		
12	4/14	Police, Youth, and the School to Prison Pipeline, RESEARCH PAPER DUE Rios Book (2011) Chapter 1-4
13		
13	4/21	Police, Youth, and the School to Prison Pipeline Rios (2011) Book Chapter 5 to End.
14		
14	4/28	End of Policing Vitale (2018) Book Chapter 1-5
15		
15	5/5	End of Policing Vitale (2018) Book Chapter 6 to End
16		
16	5/12	Final Presentations
17	5/16	Last Day Instruction
Final Exam	5/24	Final Presentations: Tuesday (2:45PM-5PM)