Course Description

Crim. 3500 Policing and Ethnographies of Crime Fall, 2016
Writing intensive. Theme: “The connection between social context and crime.”
Class Meets MW 2:45-4:30 411 Robinson Hall
Professor: Peter K. Manning Elmer V.H. and Eileen M. Brooks Professor of Criminology and Criminal Justice (my Vitae is on CJ website ). Office Hour 1:30-2:30 Wednesday and by appointment phone ext. 7748 e-mail pet.manning@northeastern.edu
Graduate assistants David S. Jones (jones.david1@husky.edu )Eric Rodriguez-Whitney
Texts (all are paperback-used copies are available; also check Amazon.com or other on-line sellers). Required:
F. Stuart Down and Out and Arrested. (DOA)University of Chicago, 2016
Erving Goffman, The Presentation of Self in Everyday Life. Doubleday 1959 (PSEL)

I. I. OVERVIEW

This course focuses the various contexts within which “justice” and “crime” are constructed: 1. As defined and practiced by citizens, 2) police and other agents of formal social control (churches, schools, child welfare agencies). The books describe the neighborhood context of justice as it is experienced- what does it mean, how is it defined, how does it feel to be subject to the “justice process”? What about injustice or a sense of injustice? The class is defined by THE general perspective set out in The City, especially the concentric zone theory of the city, and illustrated by ethnographies set in Chicago (Venkatesh), Los Angeles (Stuart),and Philadelphia (Goffman, Anderson). The objectives of the class are: to learn about the doing of ethnography by example and the ways in which particular ethnographies inform us about justice in North America. The lecture/discussions should serve to develop your capacity for integration of ideas and critical thinking and as such, will provide you with ideas for your papers.

The General Purpose of the class
This is an integrative course that aims to bring to bear your previous course work and thinking to better connect the operation of the criminal justice system with the social organization of cities-how they work –or not- and why. The learning vehicles are the ethnographies and your analysis of how they are organized and written.

Course Objectives
During the course of the semester, you are expected to:
• Read the four assigned texts and additional readings
Write four brief papers of 5-7 pages:
• Write and hand in on time physical copies (and submit via Blackboard) of an analytic paper on informal systems of exchange. OTB Venkatesh book. 50 points
• Write and hand in a paper on Alice Goffman’s Men on the Run. 50 points.

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• Write paper on *Down and Out and Arrested*. 50 points.
• Write and hand in on time a physical copy of an analytic paper based on Elijah Anderson’s *Cosmopolitan Canopy* 50 points
• Attend the majority of the class sessions and participate actively in discussions. Up to 15 points
Total possible: 215 points.
Failure to meet these will reduce the total points assigned that will be the basis for the final grade. Grading will be on a curve, reflecting the performance of class members.

**Academic Integrity**
Honesty in citations, sources, references and previously written or published work is essential. Plagiarism is a fatal flaw, the most serious of all in academic life. It can lead to expulsion from University, job loss, career disasters, and public humiliation. We will not accept papers from previous courses, pseudo- *Globe* journalistic style writing (gee whiz!) internet purchased papers and other violations of honesty. Cutting and pasting from other texts without attribution is plagiarism. Please see the NU student handbook for details of violations of academic integrity: [http://www.northeastern.edu/admissions/pdfs/UndergradHandbook.pdf](http://www.northeastern.edu/admissions/pdfs/UndergradHandbook.pdf).

**Deadlines and papers.**
If you are late with a paper its worth declines. If you submit one day late, you will be given 50% fewer points than you might have obtained if you had submitted on time. After the second day, papers will not be accepted—you lose the total points.

II. **EXPECTATIONS OF STUDENTS IN CLASS.**
The aim of the class sessions is to develop ideas by dialogue, questions, lectures and mutual respectful attention. **Silence is not golden.**
• Attendance is urged and class participation rewarded. If you come to class, bring your full attention to it. The grad assistant will note your comments and attendance.
• Remain alert and attentive if you attend class. Stay home if you can’t stay awake.
• Ask questions of each other and the professor.
• **Turn off all smart and dumb devices. Do not use them, look at them or fondle them in class.** If you do so, you will be asked to leave. Attention to matters outside the class distracts you and others from the focus of the class and is disrespectful. If you must take or make a call, leave the class.
• Do not wander around in FACEBOOK e.g., “This is so boring,” LOL! OMG, 😊 etc,” or send e-mails or text. Attend to the lectures, look at the professor, stay connected to the discussions.
• Take notes. To sit without taking notes or asking questions from time indicates that you are not learning and not engaged in the dialogue.
• Study together, share notes, and ask questions of the professor and of each other. This will improve our mutual shared experience.
• Hand in papers in hard copy form. This is to prevent issues such as “the dog ate/urinated on my laptop,” “I could not find a printer,” “I am trapped in the Caribbean and can’t get back in time.” This may be modified in the case of severe weather and class cancellation.
III. TOPICS AND TIME TABLE (revised)

Week 1: September 7, 2016 introduction to the class.

Week 2:
- **September 12** Reading day no class Begin reading Venkatesh *Off the Books* (Prologue, Ch. 1). Suggested Goffman PSEL.
- **September 14, 2016** Further discussion of ethnography – Chicago School

Week 3:
- **September 19** Blackboard reading: Wilson and Sampson on inequality. Continue reading OTB (Chapters 2 & 3)
- **September 21** Overview of *Off the Books*. (OTB) Read Chapter 4. Begin thinking about informal exchanges in which you have been involved-loans or money clothes or time? How did they work out? Were they reciprocated-paid back?

Week 4:
- **September 28** OTR – Chapter 3. Continued Discussion of Goffman

Week 5:
- **October 1** Paper #1 Due before class. – *Hard copy and Blackboard*. Additional Blackboard Readings for October 3.
- **October 3** OTR Chapter 4. Police violence and legal intervention homicides

Week 6:
- **October 10 – Columbus Day – No Class**
- **October 12** OTR Chapters 5, 6. Lecture topic TBA

Week 7:
- **October 17** Complete OTR (Chapter 7, Conclusion, Epilogue). *Life in the Ghetto*
- **October 19** DOA (Preface, Map, Introduction). *Ghettoside* (Blackboard). *Los Angeles*

Week 8:
- **October 24** DOA (Part I) Police Culture (PKM on Blackboard)
- **October 26** Paper #2 (OTR) due before class. Discuss Part I of DOA

Week 9:
- **October 31**: DOA (Chapters 3, 4). Discuss training, compare vendors (DOA) with OTB.

**Week 10:**
- **November 7**: CC (Chapters 2 & 3).
- **November 9**: CC (Chapters 4 & 7 – Chapters 5 & 6 are optional)

**Week 11:**
- **November 14**: CC (Chapter 8). Discuss the “N-Moment”
- **November 16**: *Paper #3 (DOA) Due (Blackboard)* – No Class (American Society of Criminology Meeting)

**Week 12:**
- **November 21**: CC (Chapter 9) Discussion of CC, OTB, DOA & OTR – comparisons and contrasts.
- **November 23**: Thanksgiving Break – No Class

**Week 13:**
- **November 28**: Blackboard: selected reading of Michelle Alexander’s *The New Jim Crow* (NJC) (Introduction & Chapter 1)
- **November 30**: NJC (Chapter 2)

**Week 14:**
- **December 5**: Future of Ethnography: Globalization and Modernity Blackboard: Singer, *America’s Safest City* (Introduction, Chapters 1, 3 & 4). Discuss 8-Mile and new urban policing.
- **December 7**: Final Class – Overview and Evaluation – Hand-in Paper #4

**NOTE:** Some readings may be added via Blackboard and/or handed out; their relevance will be discussed. There may be adjustments to the topics and timing of assignments given the weather, scheduling problems, or illness.

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