Fall Semester, 2015 Course Description

Criminology C.J. 4949. Senior “Capstone” course
Theme: “Understanding Justice through Ethnographies.”
Class Meets M W 2:50-4:30. 200 Churchill Hall
Professor: Peter K. Manning, Elmer V.H. and Eileen M. Brooks Professor of Criminology and Criminal Justice (my Vitae is on Blackboard). Office Hour 12:30-1:30 Wednesday phone 617 373-7748.
Grad assistant:  Maja Vlajnic (details to be provided)
Texts (all are paperback-used copies are available; also check Amazon.com or other on-line sellers)

I. Overview
In criminology text books, the criminal justice system is depicted as fair, just, legitimate and functional. A few topics are included such as “corruption,” and “excessive violence” as contrasts the generally flattering abstract picture of policing. On the other hand, the media often highlights the “worst case scenario” and focuses on errors and bad practices such as the shooting of Michael Brown in Ferguson, Mo, the beating of Freddie Grey in Baltimore, or choking of Garner on Staten Island. These are two contrasting pictures, but neither one links the organization to personal experiences. What does it feel like to be processed: harassed, searched, stopped, tried, jailed, listed as a sex offender, or being sent to prison? What does it feel like (everyday) to be seen as different, “risky” or dangerous because of your gender, sexual orientation, ethnicity or skin color? What is it like to be an officer faced with deciding conflicts and their merits every day while vulnerable to departmental regulations, civil, state and federal law? How are these experiences connected?

This course focuses 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 institutionalized social control? What about the resulting sense of injustice or a sense of justice? What expectations do we hold of democratic police and policing? We’ll read about justice: what it is; what people deserve; what people owe each other; and to what degree attachment and commitment to society obtains. These expectations are the bases of informal and formal social control. A general perspective found in The City is illustrated by ethnographies set in Chicago (Venkatesh, Kefalas), Philadelphia (Goffman) and Baltimore (Moskos). The underlying question is: how does social organization produce or reduce crime?

The texts, lectures and other assignments will illustrate a perspective, the “Chicago School of sociology” (Park and Burgess), or social disorganization theory, and introduce the differential impact of crime and disorganization on groups. He ethnographies used as texts here are meant to provide illustrations of the differential impact of crime and policing on city life. They are in dynamic interaction. While The City (TC) focuses on social changes in cities that shape crime, Off the Books

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illustrates the contingencies of majority-minority interactions, unemployment and the underground economy of inner cities. This “off the books” economy has been accommodated in big cities. Kefalas describes in detail the views of White working class people at the edge of Chicago. Alice Goffman’s book is a study in the uncertainties of life in the underclass and off businesses that are not permitted to persist as in OTB. *Cop in the Hood* views policing, racial interactions and authority from the perspective of the police officer.

II. Purpose of the class
This course is designed to integrate your previous course work and thinking to bear on the question: how is the operation of the criminal justice system a reflection of the social organization of cities and how they work? How do they interact? The purpose of the lectures is to provide you with ideas that you may wish to use in your papers. Be alert to the connections between the papers, the books, and the ideas outlined in lecture and class presentations. You should seek to develop your capacity for integration of ideas and critical thinking. This capacity should be developed over the course of the class as you reflect on your papers, the lectures and class presentations.

III. Course Objectives
During the course of the semester, you are expected to:

- Read carefully the four assigned texts. Hand in the papers on time. They should be about 5-7 pages. Maja and I will read drafts if you e-mail them to us.
- Write and hand in on time a hard copy of an analytic paper on:
  1. Race and Class in action (Tea Party politics?) based on *Working Class Heroes*, 50 points.
  2. Informal systems of exchange based Venkatesh, *Off the books*, 50 points;
  3. Policing as shown in Alice Goffman’s *Men on the Run*, 50 points; policing as shown in Moskos’ *Cop in the Hood* 50 points.
- Attend the majority of the class sessions, participate actively in discussions and do one or more panel discussion. There will be a format for the presentations posted on BB. Up to 30 points.

Total possible: 230 points. Failure to meet these objectives 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. There might be an occasional “pop quiz” on the assigned readings.

Notes on writing the four papers: To write the paper, first read the book and take notes, underline and reflect on the written notes. Read the introduction, foreword or preface if they are included in the book. Decide what the central thesis is and what evidence is provided to convince the reader. Evaluate the strengths and weaknesses of the book-what did you like? What did you dislike? Why. How does this book fit with other readings or lectures you have had? Does this book capture a serious issue in C.J.? Why? How does it contribute to the course and to other courses you have taken? When writing the paper, please refer to the instructions posted for each paper and the “General Format for Capstone Papers” on BB.

IV. Academic Integrity
Honesty in making citations to 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. Use quotation marks around quotes or note when you are summarizing or paraphrasing. Please see the NU student handbook for details of violations of academic integrity: http://www.northeastern.edu/admissions/pdfs/UndergradHandbook.pdf.

V. Deadlines and exams.
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.

VI. Expectations of students in class.
The most common complaint of professors is that students do not listen, do not participate and hide behind their computers. 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 your smart devices! Do not use them, look at them, or fondle them in class. If you do so, you will be asked to leave the class. Attention to matters outside the class distracts you and others from the focus of the class. It is disrespectful to the professor and classmates. If you must take or make a call, leave the class.
- If you use a laptop to take notes do not dabble on FACEBOOK e.g., “This is so boring, LOL! OMG, WTF 😊 etc,” send e-mails or text each other. Please at the same time attend to the lectures, look at the professor, stay connected to the discussion. Your attention has one focus: the class discussion.
- Remain in class once you are seated unless you are ill. People passing in and out of class are distractions to the serious work of University life.
- You should average several pages of notes from each class. To sit without taking notes or asking questions from time to time indicates that you are not learning and not respecting the aims of class attendance. Your grade will reflect this
- Please do study together, share notes, and ask questions of the professor and of each other. This will improve our mutual shared experience.
- All papers must be handed in in hard copy. This is to prevent issues such as “the dog ate my laptop,” “I’m on a senior pub crawl …” “I could not find a printer,” “I am trapped in the Caribbean and can’t get back in time,” etc. This timetable may be modified in the case of severe weather and class cancellations.

VII. Topics and Timetable
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.

**Week 2 September 14-16 Reading period no classes this week.**

**Week 3. September 21-23.** Suggested reading: Park and Burgess The City the following selections: I, “The City,” the most important essay you will read this semester, and selections II, III, V, VII, VIII. Articles to be added and posted on Blackboard Topic: Lecture American assumptions about race, justice and class. BB Readings Nativistic Movements; Dramaturgy (PKM).

**Week 4 September 28 and 30th Panel discussions of WCH.** Two panelist groups. The first on 9.28 will discuss the Intro, Chs. 1 and 2; the second group 9.30 will discuss Chs. 3, 4 and the conclusion. Begin reading OTB. Volunteers needed OTB panels.

**Week 5 Oct. 5-7 WCH paper due on 10.7 class in hard copy.** The underground economy – overview. Begin thinking about informal exchanges in which you have been involved-loans of money, clothes, or giving your time? How did they work out? Were they reciprocated-paid back? How? Make a list for class presentation/discussion. Overview of Off the Books. Continue reading OTB. BB- Venkatesh on gangs.

**Week 6 Oct 12-14.** Blackboard: Gouldner on “The Norm of Reciprocity.” M. Desmond “Urban Disposable Ties.” What is a gift? 14th Panel discussions of OTB- two panels- panelists will choose one of the chapters on kinds of work e.g. Preacher, Street Hustler, Home at work and report on the analysis found in a chapter.


**Week 8 Oct 26-28th** Recent shooting and beatings … Guest Speaker… URLs will be provided for class discussion. Overview of MTR- Ethnography and a discussion and criticisms of Alice Goffman’s work.

**Week 9 Nov 9 and 11. Race, Class and policing.** Discussion of body cameras (See PKM on BB on accountability and cameras). Begin reading Cop in the Hood. Alice Goffman paper due in class 11.11 in hard copy.

**Week 10 Nov 16 and 18th** More about policing. Readings PKM “The police mandate,” The occupational culture, why the police are sacred, lecture on democratic policing, Manning and Martin “Soc of knowledge view of policing.” Volunteers for CIH discussion.

**Week 11 Nov 23-25 reading period –no classes.”**
Week 12 Nov. 30 - Dec 2 The role of the police occupational culture. See diagram on BB. Panel Discussion of selected chapters in CIH 12.2 Social Media and the police

Week 13 Dec 7th Evaluation of the class - CIH paper due in class - hard copy.