Preliminary Course Description

Criminology C.J. 7230 Police and Society Fall, 2016
Theme: Democratic Policing
Class Meets Th 5:30-8 200 Churchill.
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 12:30-1:30 Wednesday and by appointment. Phone 617 373-7748. E-mail pet.manning@neu.edu
Grad assistants, Eric-Rodriquez-Whitney, David Squier Jones (jones.d1@husky.edu)
Texts (all are available paperback-used copies are available; also check Amazon.com or other on-line sellers)

I. Overview
In broad terms, the class is designed to develop a framework for understanding aspects of the sociology of law and policing via dramaturgy. A sub-theme is democratic policing. It is not a course in jurisprudence, the philosophy of law or legal theory. It is not a course in theories of the law. It is charting new ground. The exercise begins with an overview of dramaturgy and an introduction to the work of Erving Goffman. The theme here is the interaction order, as detailed in PSEL, and how violations of it produce reactions and the labelling of “deviants.” Primary in this process are the police of various sorts and types: private, public -city, county, state, federal and voluntary policing. Public policing has a mandate and mission and this is entangled historically with the law, democracy and justice. Thus, law in action leads us to study how policing is connected or not with justice and equality. Democratic Policing is a book with several themes: the definition and nature of policing systems; the imputed role of the police in democratic societies (expectations); the police as an institution and object of study; and policing as a practice. The questions that arise have to do with the way notions of equality, derived from Goffman’s work, and themes from John Rawls’ Theory of Justice and Justice as Fairness, are connected to policing as a practice. The imagined dynamic is two-faced: how does dramaturgy facilitate understanding the police organization and its cultures and practices, and how does this same perspective illuminate the persistent incivilities, violence and institutionalized racism of the police in democratic societies. While the content and examples in discussions are taken primarily from North American and English policing, examples will also be drawn from studies of policing in Ireland and France.

II. Purpose of the class
Ideally, the course will draw together basic notions or generalizations about fairness and justice drawn from Goffman and dramaturgy, and apply them to democratic policing. The idea is that from this framework, students will be able to identify key issues in the criminal justice system (courts, prisons, juvenile courts, or the sociology of policing, and examine them critically. The topics of interest might concern any aspect of social control within the CJ system or policing (training and

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socialization; police patrol interactions; body-cameras and police technology; policing of selected problems or types of crime e.g. gangs, drugs, terrorism, sex work, human trafficking, and their relationship to specialized units). You will be asked around mid-term to write a paragraph on your topic, discuss some relevant literature and how you are going to analyze the topic. I will provide feedback and suggestions in class. I will read drafts of your semester paper or answer questions via e-mail or in person at office hours.

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

- Read the two assigned texts. Justice as Fairness is highly recommended; it is a summary of Rawls’ Theory of Justice (TJ)
- Present with others a panel discussion on a chapter from PSEL. Up to 50 points
- Attend the majority of the class sessions and participate actively in discussions. Up to 15 points.
- Write semester based paper of between 15-20 pages on some aspect of social control within the criminal justice system. The topic will have been approved. 100 points. This is due in my office in hard copy on the last day of class.

Total possible: 165 points. Failure to meet these objectives will reduce the total points that will be the basis for the final grade. Grading will be on a curve, reflecting the performance of class members.

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 quotes around quotes or note when you are summarizing or paraphrasing. Please see the NU student handbook for details of violations of academic integrity.

VII. Topics and timetable
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. The following is preliminary-an updated schedule is forthcoming.


Week 2. September 15th 2016 Dramaturgy and Goffman outlined-social control and the interaction order.

Week 3 September 22 Preface and Intro of PSEL –PKM
Manning-Dramaturgy Manning Blackboard
Week 4 Sept 29, Chs 1,2,3 PSEL Manning Existential Sociology on Blackboard

Week 5 Oct 6th Chs 4-5 PSEL Manning Goffman on Organizations Blackboard

Week 6, October 13th Chs 6,7 PSEL

Week 7 October 20th Part 1 Democratic Policing (DP)

Week 8 October 27th Ch 3 DP

Week 9 November Part 2 DP chs 4-5

Week 10 Nov 10 Part 2 ch 6,7 (not 8)

Week 11 Nov 17 Part 3, 10 and conclusion

Week 12 Thanksgiving no class.

Week 13 Dec 1 presentations

Week 14 Dec 8 presentations (continuation if needed)