

SPEA V450/550: Race and Policing

Professor : Jill Nicholson-Crotty

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Office Hours: By appt

Course Description

The deaths of George Floyd and Breonna Taylor, and the massive national protests that resulted brought renewed attention to the issue of race and policing in America. Of course, concern about discrimination and disproportionately negative outcomes for minoritized communities when police and citizens interact is not new, nor are efforts to reform police in an attempt to address these problems. This course will provide an assessment of racial disproportion in policing, the changes to police practice that have made these problems worse, and the reforms meant to make the system more equitable, both from the perspective of those being policed and those doing the policing.

Learning Outcomes

By the end of the semester students should:

Have familiarity with the empirical evidence of racial disparities in the treatment of citizens by American police.

Understand the major changes in policing practice over the past 50 years that have worsened these disparities, as well as those that were meant to reduce them.

Be able to critically synthesize the many complexities of race and policing in America in order to make empirically driven recommendations that might meaningfully reduce racial disparity in policing outcomes and improve the perceived legitimacy of law enforcement officers and organizations in communities of color.

All readings and resources for this course can be found in the files on canvas, through the online offerings at IU libraries, or linked in the syllabus.

O'Neill School expectations of civility and professional conduct

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- **Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.**
- **Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.**
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Participation and Discussions

I strongly encourage you to attend/participate regularly both because 1) the course/material will be much more engaging and 2) you will do much better in the course. This course covers topics and material that require much more than rote memorization to master. All semester, we will talk about things that require you to think critically. In order to do so effectively, you need the information from lectures, readings, supplementary materials, and the perspectives provided by your classmates. Obviously gathering and digesting that information requires active participation on your part.

In addition to preparation, active participation requires asking questions, responding to queries by the professor or invited speakers, offering your perspective not only on the material, but also the comments and perspectives of your classmates.

Finding What You Need

This course divided into Weeks, as listed in the Modules tool on the Canvas Site. Each week might include:

1. A set of assigned readings and/or visual material with links provided in the Files/Readings Tab or in the weekly schedule
2. Lectures (slides and recordings) and links to supplementary materials covering relevant topics
3. Links to discussion boards for those instances when we want to continue our in-class conversations
4. Assignments due that Week

Assignments

Undergraduate Students:

Class Discussion- This is a discussion-based course. You must **participate actively and constructively in class discussions**. This means not only **attending class**, but also demonstrating that you have read or watched the assigned material prior to the class in question and that you are able to reflect on them constructively. In particular, I look for indications that you relate particular readings or topics to material previously discussed or otherwise covered in the course, to issues and concepts you have encountered in other courses, and/or to your own personal experiences. These discussions will focus on a mix of assigned materials and current issues. Class participation grades will be assigned based on students' effective participation. Discussion will be **10%** of your final grade and absences will negatively impact your grade.

What is participation?

- Raising and answering questions.
- Sharing ideas, observations and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.

If at any point I feel that students are not completing course assignments, I will give quizzes and/or institute a required online comment and discussion session that will take place prior to class to ensure that everyone is completing readings

Current Issues Discussion Leadership: **In addition to being an active participant in discussions a portion of your discussion grade will be based leading discussions on current issues.** Students will be expected to find and present a current issue 1-2 times during the semester (actual number of times depends on enrollment and will be discussed and assigned in the 2nd or 3rd class meeting). These issues should come out of reputable news sources (also to be discussed in class) and should be posted to the discussion boards prior to the class in which they will be discussed. The issues should match or be related to the topics discussed in that class period.

Reading Reflection Essays – Each week you will write a 2 page essay summarizing and reflecting upon the readings from that week. Together these will be worth **30%** of your grade. Due dates for these can be found on the assignments page.

Midterm Exam: The midterm exam for this course is an essay format and will be taken during class time. On the date schedule in the syllabus. The Midterm will be **30%** of your final grade

Policy Solutions Group Project: You will be assigned a group Project Team. During the course of the semester, your group will be required to engage in an in-depth investigation of a topic or

set of topics (of your choice) related to policy solutions that are targeted at improving the relationships between police and citizens. This research will be presented in an argumentative essay of 15-20 pages. This paper should definitely build upon and incorporate material from your Reflection and Synthesis Essays. The Argumentative Essay will be worth **25%** of your grade. A portion of your grade will be based on a peer evaluation of your role in the project.

Group Presentations: Groups will present their research to the class. Presentations will be **5%** of your final grade.

Undergraduate students may opt to complete the Masters' Students Assignments rather than the undergraduate assignments. You must communicate your intent to do so to the professor by week 2 of the class. Once that choice has been made, you cannot choose to go back to the undergraduate student assignments.

Masters Students:

Class Discussion-This is a discussion-based course. You must **participate actively and constructively in class discussions**. This means not only **attending class**, but also demonstrating that you have read or watched the assigned material prior to the class in question and that you are able to reflect on them constructively. In particular, I look for indications that you relate particular readings or topics to material previously discussed or otherwise covered in the course, to issues and concepts you have encountered in other courses, and/or to your own personal experiences. These discussions will focus on a mix of assigned materials and current issues. Class participation grades will be assigned based on students' effective participation. Discussion will be **10%** of your final grade and absences will negatively impact your grade.

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will be discussed. The issues should match or be related to the topics discussed in that class period.

Reading Reflection Essays – Each week you will write a 2 page essay summarizing and reflecting upon the readings from that week. Together these will be worth **25%** of your grade. Due dates for these can be found on the assignments page.

Synthesis Essays: You will write a 3 (there are 4 Modules you will pick 3 to write about), 3-5 page expository essays synthesizing the readings and class material from the first three modules, as well as a limited amount of material that you find through independent research. These should draw from, and build upon, the weekly reflection essays. Together, they are worth **30%** of your grade. Remember that you need to go beyond the reflection essays.

Policy Solutions Argumentative Essay: During the course of the semester, each student will be required to engage in an in-depth investigation of a topic or set of topics (of the student's choice) related to policy solutions that are targeted at improving the relationships between police and citizens (Module 4). This research will be presented in an argumentative essay of 15-20 pages. This paper should definitely build upon and incorporate material from your Reflection and Synthesis Essays. The Argumentative Essay will be worth **30%** of your grade.

Presentations: Students will present their Policy Solutions Essay Research to the class. Presentations will be **5%** of your final grade.

Doctoral Students:

Please reach out in the first two weeks and we can develop assignments based on your research interests.

Grading Scale:

The grading scale for this course is as follows:

99-100 A+

94-98 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

0-59 F

Please be aware that I will post grades in canvas but the gradebook in canvas should be viewed only as informational and reflects your performance on individual assignments. You may use the grades on assignments posted on canvas to calculate your final grade which will be submitted to the registrar.

Tentative Course Outline

Module 1: Introduction to Race, Policing, and Democracy

Week 1-August 21-23

Introduction – Getting to know the course, each other, and yourself.

Assignments, Writing, and Projects

Nomenclature

Week 2-August 28-30

Race, Policing, and Democracy

Race, Crime, and Criminal Justice

Week 3 -September 4-6

No class on Labor Day

History and Theories of Policing

Module 2: Proactive Policing Era, or Making a Persistent Problem Worse

Week 4-September 11-13

The War on Drugs

Week 5-September 18-20

Racial Profiling

Week 6-September 25-27

Militarization

Community Policing

Week 7-October 2-4

October 2: Wrap-up or TBD

October 4: Midterm

Module 3 : Police and Citizen Interactions

Week 8-Citizen and Police Interactions Continued

Monday, October 9-Police Use of Force and Being Policed

Wednesday, October 11- Community Impacts of Over-policing

Week 9-October 16-18

Policing in the Larger CJ system

Week 10-October 23-25

Police Perceptions

Unions

Module 4: Police Reform

Background Reading: President's Task Force on 21st Century Policing. 2015. "Final Report of the President's Task Force on 21st Century Policing." Washington, DC: Office of Community Oriented Policing Services.

<https://d3n8a8pro7vhmx.cloudfront.net/nacole/pages/115/attachments/original/1570474092/President-Barack-Obama-Task-Force-on-21st-Century-Policing-Final-Report-min.pdf?1570474092>

Week 11-October 30-November 1

The Power of Protest and Defund the Police

Training Academies

Week 12-November 6-8

Diversity and Representation

Mental Health Professionals

Week 13-November 13-15

Citizen Oversight

Guardians vs. Warriors

Policy Solutions Papers and Group Projects Due November 15

Week 14-Thanksgiving No Class

Week 15-November 27-29

Presentations

Week 16-December 4-6

Presentations

The Professor reserves the right to make changes to the course outline and content of the course. This will allow the course to be as current as possible. It is the responsibility of the student to attend class and check canvas regularly to make sure they have the most updated information

Course Policies

Attendance: Each student will have 3 free absences. Beyond those absences, 5% will be deducted from your final grade for each class missed.

Make-up Exams: There will be not make up exams. If you miss the exam you will be expected to write the 3 synthesis essays.

Late Assignments: Assignments are due by the date and time listed on the syllabus and canvas. 10% will be deducted from the grade for that assignment everyday that it is late.

Withdrawing from this Course: The auto-W deadline is **NO LONGER THE LAST DAY OF CLASS** (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited and you will need permission to withdraw and must meet requirements established by O'Neill.

Technology Use: Students may use laptops and tablets during class for the purpose of taking notes and researching topics that are relevant to class topics and discussions for that day. These devices should not be used for purposes outside those that contribute to the class. It is obvious to individuals who are in the front of class when students are engaged in activities that are not related to the class and discussions. Should this become a problem, the use of electronic devices will be limited.

Use of AI (such as ChatGPT) in this class. Using AI (such as ChatGPT) to assist in completing assignments will be allowed in the following ways:

- *Using resources such as ChatGPT to do research is allowed.*
- *Using ChatGPT to write portions of your assignments IS NOT ALLOWED.*
- *If you use ChatGPT you will be expected to footnote the method in which you used this tool.*
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If you use AI in an unauthorized manner, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

***Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. ChatGPT and other large language models are simply culling other people's work and synthesizing it based on the prompts you provide. This is just a very efficient way of looking over someone else's shoulder. *Any ideas or materials taken from another source* for either written or oral use *must be fully acknowledged*, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>. I have provided a link to a course on plagiarism, if you still have questions after viewing this resource feel free to reach out to the professor for clarification.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to

the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Additional Resources for Students

Counseling and Psychological Services

For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal-Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>