This course explores perspectives on the street-level practice of policing and efforts at police reform; minority youth experiences of policing; advances in the social science of adolescence, trauma, and victimization; street gangs and criminal activity, community-based anti-violence action, and “community policing”; and efforts to promote criminal desistance at the individual level and decarceration at the systemic level. Complementing Urban Studies excursions and internships, students will engage with in-class informants with wide-ranging vantage points on these topics including police officers, community organization leaders, former gang members, scholars, and policy-makers and administrators. Our learning approaches will include discussion and lecture; ethnographic, journalistic, and policy-oriented readings; and documentary films and other media, with much of our focus trained on Chicago. The course was designed by, and will be co-taught by, two sociologists in the Public Policy Studies program at the University of Chicago, Sorcha Brophy (Tuesdays) and Chad Broughton (Thursdays), who will each offer one session per week over the six-week summer session.

**Grading:**
25% Attendance and Involvement
25% Discussion Posts (at least 2 per week)
25% Group or Individual Project
25% Reflective Essay

**Attendance and Involvement:** Students are expected to attend and participate in all classes and excursions, and to arrive on time. Active participation is central to this class. No screens. Absences can only be excused if the instructor is notified before class begins.

**Weekly Canvas Discussions:** At least two short (about 75-250 words) readings- or media-related postings a week by Friday at 11:59 p.m. This is a way to engage the texts, pose and answer questions, admit confusion, explore ideas, share outside articles and resources, and offer authentic responses to readings and other students’ posts. The goal here is to create a space for reflection, exchange, and community. Revise your comments for clarity and quality, but postings, unlike essays, need not be formal and utterly free of typos. It is important, though, to reference the readings and other course materials directly.

**Course Schedule**

**Week 1: Police and Citizen**

6/19 (Tu): **The Police and the Public**
Lovell. *Good Cop/Bad Cop: Mass Media and the Cycle of Police Reform*, Ch. 1-2
Stoughton. “Is the police-community relationship in America beyond repair?”
*Washington Post.*
6/21 (Th): **Origins of an Incarceration Crisis**
   **Canvas:** Michelle Alexander, *The New Jim Crow*, Introduction, Chp. 2
   **Read:** “1.5 Million Missing Black Men”
   **Watch at home:** “13th” (Netflix)
   If seen “13th,” **watch:** Moyers interview of Michelle Alexander and Bryan Stephenson

**Week 2: Interactions on the Street**

6/26 (Tu): **The Structural Constraints of Policing**
   Lipsky. *Street-Level Bureaucracy*, Ch. 1-2
   *Cop in the Hood* Ch. 1, 5

6/28 (Th): **Youth Entanglement with Criminal Justice**
   **Canvas:** Alice Goffman, *On the Run*, Preface, Introduction, Chps. 1, 3, Conclusion
   **Canvas:** Craig Futterman et al., “‘They Have All the Power’” (pp. 1-20)
   **Listen at home:** This American Life, “Harper High School, Part 1” (57 min.)
   In-class guest: Craig Futterman, UChicago Law School, Invisible Institute
   **Rec’d:** R. Vargas, *Wounded City: Violent Turf Wars in a Chicago Barrio*

**Week 3: Trauma and the Problem of “Therapeutic Policing”**

7/3 (Tu): **The Rise of “Therapeutic Policing”**
   Stuart. *Down, Out, and Under Arrest*, Introduction and Ch. 1

7/5 (Th): **The New Science of Trauma, Adolescence, and Network Victimization**
   **Canvas:** Elizabeth S. Scott and Laurence Steinberg, *Rethinking Juvenile Justice*, Chp. 2
   *Chicago Reader*, “In Chicago's war zones, the tragedy extends beyond the kids who die”
   **Canvas:** Center for the Developing Child, “Excessive Stress Disrupts the Architecture…”
   **Listen at home:** This American Life, “Harper High School, Part 2” (62 min.)
   **Rec’d:** **Canvas:** Sharkey et al. “Effect of Local Violence on Children’s… Impulse Control”

**Week 4: Entries and Exits in the Criminal Justice System**

7/10 (Tu): **Police Action as Policy**
   **Listen to:** This American Life, “Cops See It Differently, Part 1” (Episode 547, 60 min.)
7/12 (Th): **The Life Course View and the American Prison**  
**Canvas:** Maruna, *Making Good: How Ex-Convicts Reform, Rebuild Their Lives*, Intr, Chp. 1  
**Canvas:** Brennan Center, “*How Many Americans are Unnecessarily Incarcerated?*” (skim)  
**Read:** Matt Ford, “*A Blueprint to End Mass Incarceration*,” *The Atlantic*  
**Rec’d:** Canvas: Sampson and Laub, “Life-Course View of the Development of Crime”  

In-class guests: Demeatreas Whatley and John Walker

**Week 5: Community Policing and Community Action**

7/17 (Tu): **Frameworks for Reform**  
“Final Report on the President’s Task Force on 21st Century Policing”

7/19 (Th): **Models for Change: Trusting, Interrupting and Deescalating (and/or jails)**  
**Canvas:** Kennedy, *Don’t Shoot*, “Cease Fire” (pp. 44-75)  
**Canvas:** Cook et al., “Sources of Guns to Dangerous People: What We Learn by Asking”  
**Watch at home:** Frontline, “The Interrupters” and “Youth Guidance and Becoming a Man”

In-class guest: Jennifer Maddox, CPD Police Officer, Future Ties

**Week 6: Reforming Criminal Justice Organizations**

7/24 (Tu): **Professionalism and Policing**  
Freidson. *Professional Powers*, Ch. 1  
**Listen:** Criminal (In)Justice, episode 25: Cameron McLay

7/26 (Th): **Project Presentations**