ANTH 279 Fall 2018
Policing in the Contemporary World
T, R 11.00 am - 12.15 pm
Walsh 390
Professor Amrita Ibrahim
Office Hours: Thursday 2-3 pm
Car Barn 308

ANTH 279 is a Doyle Seminar

This course is a Doyle Seminar, part of the Doyle Engaging Difference Program, a campus-wide curricular initiative that address questions of national, social, cultural, religious, moral, and other forms of difference. The Doyle seminars are intended to deepen student learning about diversity and difference through enhanced research opportunities, interaction with thought leaders, and dialogue with the Georgetown community and beyond.

Context of the Course

In North America over the last few years, news stories and images of police brutality have made visible a stark reality of law enforcement – that police can be, and often are, violent in the course of ‘serving and protecting’. This visibility has sparked an increase in activism among and solidarity with groups that are more often at the receiving end of police brutality; most notable among them has been the Black Lives Matter movement. In drawing attention to how policing inherently relies on violence to maintain law and order, activists have tried to draw ordinary Americans into a dialogue that seeks to recognize the role of race, class, and gender in how police power works. But this attention has also been controversial. In order to understand where these critiques are coming from, it is necessary to understand policing – its social forms and history – more broadly as well.

In this course, you will be introduced to how violence, law, and security are connected and intermeshed across social and cultural contexts. At the heart of the concept of modern policing as we know it since the 19th century, lies the control of race, class, and gender to benefit the
emerging liberal, then neo-liberal orders. There have been key turns in the ways that we think about policing – from an idea of collective security and monitoring, to the notion of supervision of the lower classes, women, and minorities, to the idea of good and effective governance, and as a last line of defense between civilization and barbarism, order and chaos, good and evil. How can we think about policing critically - that is, recognizing the role it plays in maintaining unequal social orders while also thinking of effective ways to reform it? Is policing itself even necessary? Could we think about abolishing police?

Anthropology as a discipline is a latecomer to the study of policing per se, even as it has contributed willingly during its own history to the creation of categories such as ‘the criminal’ or the ‘savage’. At the same time, it brings with it a methodological advantage in studying violence and the law, and how communities, individuals, and institutions are shaped through them. Anthropologists spend a long time getting to know the people and places in which they gather their data and observations, crafting detailed ethnographies which allow us to appreciate policing as more than just a bounded institution (for e.g., ‘the men in blue’) or as a set of policy initiatives (reports and white papers). Through article- and book-length ethnographies, you will be introduced to in-depth, longitudinal studies of police power, authority, violence, and governance across diverse cultural locations. Through an understanding of policing in diverse global contexts, you will learn to appreciate a range of practices, ideologies, cosmologies, and structures that bind the state, individuals, violence, authority, and security together in our contemporary world. Inspired by the topicality of debates on policing in the United States, but looking beyond them, the course is designed to teach you to think of policing, as well as its critiques, as global and interrelated phenomena.

**Course Goals**

By the end of the semester, you will:

1. Be familiar with and able to identify and explain key terms that are fundamental to an anthropological understanding of police and policing,

2. Explain how ethnography offers a unique perspective on policing, state violence, and law enforcement,
3. Be able to apply the concepts you have learned about towards a research project on a topic of your choosing.

4. Show your understanding of the themes of the semester through a final research project, in consultation with the professor and fellow students.

**Assignments and Research Project**

1. **Research Project – 50% of final grade**

   For this course, your primary assessment will come from your final research project. This could be a research paper, a multimedia project, or any other expressive form that you would like to explore. You will meet with the professor, Dr. Ibrahim, and the Doyle Seminar’s graduate TA Luke Brown at predetermined times during the semester to discuss your projects. At specific dates listed on the syllabus, you will present your initial ideas; thesis; and final presentation to the class – see below for details. Each of these class presentations and their written forms count towards this grade.

   - Presentation of project idea, with early sources of interest: 10%
   - Presentation of project thesis, with credible sources: 15%
   - Final project, submitted on time and in approved format: 25%

2. **Short Assignments – 20% of final grade**

   During the semester you will undertake three major fieldtrips that will enable you to engage with the wider DC community through the lens of policing. You will be taking notes, guided by handouts given to you for the purpose, on these fieldtrips. Based on these notes, you will do three short assignments.

2a You will go to the National Museum of African-American History and Culture. The NMAAHC is not currently allowing group visits, so you are urged to go during the museum’s walk-in hours, starting as soon as possible once the semester begins. See here for more details: [https://nmaahc.si.edu/walkup-weekdays](https://nmaahc.si.edu/walkup-weekdays). Because there is no guarantee that you will all be able
to go to the NMAAHC, this visit is not mandatory. The other two fieldtrips, however, are required.

2b You will go to The National Building Museum to view the exhibit on Community Policing; see here for more details: https://www.nbm.org/exhibition/pilot-district/

2c You will sign up on the Metropolitan Police Department’s website to be part of their Ride Along Program. All Georgetown students qualify as community members regardless of home state/permanent residential address/state issuing ID.

You can sign up for the Ride Along Program through this form. Please so this as soon as possible, so that you can all be accommodated over the next few weeks.
https://docs.google.com/forms/d/e/1FAIpQLSfqVp7qFrDt-d_zpBVn6DwG0T_DxmHLtLrK4edPUtA1LmbO8Q/viewform

3. Attendance and class participation are a required portion of this seminar. This accounts for 10% of your final grade.

Course Schedule

Week 1: August 30
Intro and Research Meeting with Librarians - We will meet in 156 Lauinger (Dubin Classroom)

Week 2: September 4th, 6th
The Moral Order
September 4th: Review of syllabus, class goals and expectations. Handout of revised syllabus, reading material for September 6th.

* Accompanied by class lecture on Emile Durkheim and his legacy for the study of law and order and policing/discussion of reading in class
Week 3: September 11th, 13th

* Accompanied by lecture on anthropology’s approach to law, the maintenance of social order, and how this differs from Durkheim’s approach.


* In the light of Durkheim’s approach and its critiques, which we encountered in Week 3, what does the approach to police and its evolution by Kelling and Moore leave out? How do Williams and Murphy seek to correct this lacuna?

Week 4: September 18th, 20th Power in the Work of Policing

September 18th: Carlo Caduff and Paul Rabinow. 2007. ‘Security, Territory, Population.’ ARC Concept Note No. 8

Recommended, not required: Michel Foucault. ‘Governmentality’ from James Faubion’s edited volume *Power* pages 201-222.
* Accompanied by class lecture/introduction to Michel Foucault’s work and his legacy in the study of crime, punishment, and policing

* Accompanied by lecture/discussion bringing together Foucault’s ideas on the modern state with the rise of policing as a modern idea
Week 5: September 25th, 27th

Legacies of Violence: Slavery in the United States

AIM TO GO TO THE NMAAHC BY THE END OF THIS WEEK

Please watch these two films before class on the 25\textsuperscript{th}, we will discuss both in class.
\rightarrow 13th, (dir. Ava Duvernay) [Find it on Netflix]

\rightarrow Race: Power of an Illusion (Watch Episode 3: The House We Live In)
https://georgetownu.kanopy.com/video/race-power-illusion-0

* How does your knowledge of the history of race and slavery in the United States complicate what you’ve learned about policing/the modern state/and the institution of police so far?

September 27\textsuperscript{th}: Michelle Alexander. 2010. *The New Jim Crow*. TBD

Week 6: October 2nd, 4th

Legacies of Violence: Control in the Colonies


October 4\textsuperscript{th}: Raj Chandavarkar. ‘Police and public order in Bombay, 1880-1947’ from *Imperial Power and Popular Politics: Class, Resistance and the State in India, 1850-1950*. Pages 180-233

Beatrice Jauregui. TBD [Postmodern Policing or Police in Contemporary India]

* Are police, in fact, mainly a force for maintaining social and moral order? Are there police versus the policed or is there more nuance to how relationships take place across the “thin blue line”? 

**Week 7: October 9th, 11th**

**Relations with and Through Police**


Beatrice Jauregui. 2016. *Provisional Authority.* Selections TBD


* Discussions of how ethnographic work is approaching the question of police and policing as a social question.

**Week 8: October 16th, 18th**

**Neoliberalism and Shifts in Police/Policing**

October 16\(^{th}\): *Broken Windows Theory*

George Kelling and James Wilson 1982.


*Expanding Broken Windows Theory*


Week 9: October 23rd, 25th
Final Project Check in – class discussions on projects, sources, and guest lecturer input, if possible.

Week 10: October 30th, November 1st
Community Policing – Histories and Legacies
AIM TO CONCLUDE YOUR RIDE ALONGS WITH THE MPD BY THIS TIME.
For October 30th: Discussion/ visit by Senior Hannah Caspar Johnson
We will discuss your ride along experiences at this time.

For November 1st: Van Maanen. 1978. ‘The Asshole’

Week 11: November 6th, 8th
COMPLETE VISIT TO THE NATIONAL BUILDING MUSEUM BY THIS WEEK
Community Policing in the Nation’s Capital: View the exhibit
Before class on the 6th: **Watch two films, see below:**
1. ‘The People and the Police’
   https://www.youtube.com/watch?v=NlTRDq-CsZo&index=2&list=PLugwVCjzrJsV6H33v35BFdMfxVfOlqrqr&t=0s

   Read more about ‘The People and the Police’ here:

   Watch the other videos made at the same time as the film (on training and community engagement, see the Archives’ YouTube channel:
   https://www.youtube.com/playlist?list=PLugwVCjzrJsV6H33v35BFdMfxVfOlqrqr
2. ‘Policing the Police’, Frontline Film:
https://www.youtube.com/watch?v=NlTRDq-CsZo&index=2&list=PLugwVCjzrJsV6H33v35BFdMfxVfOIqrqr&t=0s
* We will discuss historical and contemporary efforts towards reforming police and engaging the community – what problems lie within these frameworks; how might you try to think outside/beyond them?

**Week 12: November 13th, 15th**

**Family and Sexual Governance**


November 15th: Watch before class: Izzatnagari ki Asabhiya Betiyan [The Immoral Daughters in the Land of Honour] (dir.) Nakul S. Sawhney. [streaming through Canvas]
* Does ‘policing’ stop at the door of the home? Does it lie in a domain outside the private, the personal, the domestic? How are the police and the family intertwined and how do they replicate each other’s dynamics of power?

**Week 13: November 20th, Thanksgiving break**

TBD: Since attendance is always spotty the week of Thanksgiving, we will use this week’s meeting to discuss progress on your research projects. Since we are fast coming up to the end of the semester, you will be expected to have made significant progress on your materials and outline/framework for your project, even if you haven’t started finalizing it yet.

**Week 14: November 27th, 29th**

**Final Presentations Week 1.**

Each of you will make a 10-minute presentation outlining your project to the class, professor, and guest professors who will be available to give feedback.
Week 15 December 4th, 6th

Final Presentations Week 2.
Remaining students will make a 10-minute presentation outlining your project to the class, professor, and guest professors who will be available to give feedback.

Final Research Projects Due: December 15th 5pm - please note:

    Online submission on Canvas or by email.

    If it a research paper, please do not submit in paper form but through Canvas. The only exception to a physical copy of your final project is if you decide to make some kind of artwork.

    If your project includes large files, such as audio, video, or images, please use Google Drive/Docs etc. Make sure you receive an email from me telling you that I can access the document, or else it will delay your final grades.