

AMST 310:002 Police Violence and Social Control
Spring 2015; T/TH 2:00-3:15

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Course Description:

This course examines the use of violence in the practice of state authority and, in particular, the histories and ongoing patterns of police violence in the United States. We focus on the practice of police violence as a particular expression and exercise in state power and form of social control. We explore police-society relations broadly, and the legal context of policing and efforts to impose community oversight in particular, in order to understand both the persistence of police violence and popular efforts to organize against it. We will focus our attention on police-society relations in Albuquerque and, in particular, on the last five years, a period in which APD has killed 27 people, many of whom were unarmed. The Department of Justice concluded most of those killings were unjustified and that APD engages in a pattern of unconstitutional policing the routine use of unjustified force.

Course Objectives

In this course, we will consider the phenomenon of police violence as a historical and contemporary social problem. Therefore the course is designed as an introduction to the problem of police violence. By the end of the semester students will understand the particular histories of police violence in Albuquerque, become familiar with efforts to interrupt patterns of police violence, and develop an intersectional understanding of what race, gender, sexuality and class have to do with police violence. Students will develop their research and writing skills through a series of readings, assignments and intensive group work. The complex nature of the material we will cover demands of all students an ability to think critically, read thoroughly, and participate collaboratively in an intellectual community.

Required Texts

All readings are available through **E-Reserves** (<http://ereserves.unm.edu>) under AMST 310 or Correia. Password is lobo310

Course Requirements

Attendance

Attendance in class is a required component of the course. Students are always expected to come to class having completed the assigned readings for that day's class. In addition to classroom attendance, the course requires active small-group work. Attendance at group work-sessions is also a required component of the course.

Participation:

Students are expected to participate actively in discussion. That participation will take the form of both individual and group activities. It goes without saying that active participation is impossible if students don't read the material for the course carefully. At the beginning of the semester we will place students in one of five work-groups. Each group will take responsibility for preparing discussion questions for at least two class sessions. The quality and consistency of your participation during those class sessions will comprise the bulk of your participation grade. The rest is based on an ongoing assessment of consistent participation in the various elements of the course throughout the semester.

Précis:

Our classroom discussion will focus on the required readings. As such, the success of these discussions requires a close, critical read of all material. For each reading you will prepare a three-sentence précis (or summary). Below are some **specific** guidelines for writing a précis:

The structure of a précis:

[NOTE: This structure MUST BE followed in the preparation of each précis]

1. Begin a précis by identifying both the author and the main thesis/argument/idea of the essay in the first sentence. This is accomplished as follows:
 - a. Identify the author and title of the work;
 - b. Use an appropriate verb (such as "asserts," "argues," "denies," "refutes," "proves," "disproves," "explains," etc.) followed by;
 - c. a clause that identifies the major claim (thesis statement) of the work. For example: "Correia explains in his syllabus that a précis should follow a three-sentence model."
2. In a second sentence explain how the author develops or supports the major claim (thesis statement). For example: "In developing his argument, Correia argues that the four-sentence model narrows the focus of reading to allow for the better identification of the main ideas and key points in the text."
3. In a third sentence state the author's purpose in writing the piece, using an "in order" phrase to be explicit. For example: "The author of the syllabus developed this model in order to help improve the critical reading and analytical writing skills of his students."

IMPORTANT: in order to do this assignment well you must read the work closely and ask yourself questions about the work (take nothing for granted) and your comprehension of the work (don't skip over that which you don't immediately understand—puzzle over the material). Your ability to write a strong précis is essential to critical thinking and critical reading. These necessary skills are foundational for subsequent work in analysis, synthesis and critique—skills essential for success in this course, in college and in life.

Guest Speaker Summaries

Students will prepare short summaries of the presentations of each guest speaker. These summaries will be due the class following the presentation. These summaries should provide a meaningful record of the information presented. At a minimum it should **1)** identify the main ideas, and supply supportive details for each main idea. In addition, the summaries will **2)**

identify the insights, arguments and/or facts presented by the speaker that the student found most interesting or surprising.

Group Projects

The course is organized around a series of group-based, semester-long projects. Every student will collaborate as a member of one of five work-groups on a final project. That work will culminate with a presentation to the rest of the class during the last week of class. An introduction to the topics of those group projects will preoccupy us throughout the first week of classes. In addition, each group will take responsibility for developing discussion questions for two classes. Those classes will be assigned during the first week of class.

Group #1 Guest Speaker Committee

Group #1 will take responsibility for the eight guest lectures scheduled throughout the semester. Each member of the group will serve as an interviewer for one of the eight guest lectures and the group will help prepare each lecture's interviewer. In addition Group #1 will develop a short documentary on the problem of police violence based on those guest lectures. This should take the form of a short (20 minutes) final documentary-style video based on edited material from all of the lectures along with additional video the group finds germane to the topic.

Group #2 Police Violence Wiki Project

Group#2 will identify existing Wikipedia entries that require editing on the topic of police violence. They will also identify new entries that should be created regarding police violence. Those entries (to be edited or created) could include agencies or entities (such as APD, City of Albuquerque, City of Ferguson, Office of the District Attorney, etc.), individuals (James Boyd, Jeremy Dear, Richard Berry, etc.), and events (Mary Hawkes killing, March 30 Albuquerque protest, etc.)

Group #3 APD Files Project

Group #3 will collect, organize and create a comprehensive, searchable, online archive of essays, articles, reports, interviews, investigations, videos, lawsuits (and more) regarding use of force issues at the Albuquerque Police Department going back to at least 2005.

Group #4 DOJ Investigations Committee

<http://www.justice.gov/crt/about/spl/findsettle.php#police>

Group #4 will conduct a comparative and annotated analysis of at least ten United States Department of Justice investigations of law enforcement agencies. The annotated report will be based on ten findings letters, which identify specific use-of-force problems. The final project will cross-reference those issues to arrive at a series of common problems (also it should identify if there are some problems unique to particular law enforcement agencies). Those problems will serve as topic areas that Group #4 will explore and explain in more detail in their report than the DOJ does in its findings letters.

Group #5 DOJ Consent Decrees Committee

<http://www.justice.gov/crt/about/spl/findsettle.php#police>

Group #5 will conduct a comparative analysis of all United States Department of Justice settlements with various cities/police departments in order to determine if the process produces

meaningful reform. The analysis will focus on cities with existing consent decrees whose federal monitors have released quarterly and/or annual reports. Group #5 is interested in compliance and the overall effectiveness of the consent decree process to reform police departments with a pattern of unconstitutional policing.

Grading

Participation	10%
Précis	25%
Guest Speaker Summaries	10%
Final Project:	45%
Final Project Presentation:	10%

Course Policies:

Electronics

No electronic devices of any kind are permitted without prior permission.

Accommodations

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

Schedule of Courses (Tentative):

January 13: Introduction to Course

January 15: Introduction to Group Work

January 20: Law's Violence

Read: Robert Cover, "Violence and the Word" (PDF on eReserves)

Achille Mbembe, "Necropolitics" (PDF on eReserves)

Walter Benjamin, "A Critique of Violence" (PDF on eReserves)

January 22

Film: Racism: A History (Part III: A Savage Legacy), Dir. Tim Robinson, 2007

January 27: The Origins of Policing

Read: Introduction “Of Perpetrators and Police,” and Epilogue “Black Freedom, White Violence: Patrols, Police and the Klan” in Sally Hadden, *Slave Patrols: Law and Violence in Virginia and the Carolinas* (Harvard, 2003) (PDF on eReserves)

Stuart Schrader, “Policing Empire” *Jacobin Online*, 9/5/2014
<https://www.jacobinmag.com/2014/09/policing-empire/>

K.B. Turner, David Giacompassi and Margaret Vandiver, “Ignoring the Past: Coverage of Slavery and Slave Patrols in Criminal Justice Texts,” *Journal of Criminal Justice Education*, Vol. 17, No. 1, April, 2006 (PDF on eReserves)

Recommended

Samuel Walker and Charles Katz, “The Police in America: An Introduction (Chapter 2: The History of the American Police),” McGraw-Hill, 2008. (PDF on eReserves)

January 29

Group Work

February 3: Violence Against Native People I (**Group 1**)

Read: Farmington Report: A Conflict of Cultures, July 1975. (Prologue and “Farmington, New Mexico: A Study in Attitudes,” Skim the rest) (PDF on eReserves)

Suzy Buchanan, “Violence Against American Indians is a Pervasive Problem,” *Southern Poverty Law Center’s Intelligence Report*, Issue 124, Winter 2006
<http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2006/winter/indian-blood>

February 5: Film

Two Worlds Colliding, Dir. Tasha Hubbard, 2004
http://www.nfb.ca/film/two_worlds_colliding/

Work Plan Due

February 10: Violence Against Native People II (**Group 1**)

Read: Farmington Report: Civil Rights for Native Americans 30 Years Later, November 2005 (Read Chapter 4, skim the rest) (PDF on eReserves)

Melanie Yazzie, “Brutal Violence in Border Towns Linked to Colonization,” *Indian Country Today*, 8/22/2014
<http://indiancountrytodaymedianetwork.com/tags/melanie-k-yazzie>

Nick Estes, “‘You Try to Live Like Me’—Looking to Understand ABQ’s Homeless Natives,” *Indian Country Today*
<http://indiancountrytodaymedianetwork.com/2014/09/12/you-try-live-me-looking-understand-abqs-homeless-natives-156853?page=0%2C1>

David Correia, Navajo Nation Investigates Albuquerque Police Department’s Pattern of Violence Against Native People,” *La Jicarita*, 12/8/2014
<http://lajicarita.wordpress.com/2014/12/08/navajo-nation-investigates-albuquerque-police-departments-pattern-of-violence-against-native-people/>

February 12: Guest Speakers

Professor Jennifer Nez Denetdale, PhD Candidates Melanie Yazzie, Nick Estes

February 17: Racialized Police Violence in New Mexico (**Group 2**)

Read: David Correia, “The Return of the Albuquerque Death Squads,” *Counterpunch*, 11/23/2011
<http://www.counterpunch.org/2011/11/23/the-return-of-the-albuquerque-death-squads/>

David Correia, “APD Kills Two More This Week,” *La Jicarita*, 3/23, 2012
<http://lajicarita.wordpress.com/2012/03/23/apd-kills-two-more-this-week-la-jicarita-weighs-in/>

February 19: Film

In His Own Home, Dir. Malini Johar Schueller, 2014

Also: Revised Work Plan Due (including a description of work done to date)

February 24: #BlackLivesMatter (**Group 3**)

Read: Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic*, June, 2014
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Robin D.G. Kelley, “‘Slangin’ Rocks... Palestinian Style:’ Dispatches from the Occupied Zones of North America,” Chapter One from *Police Brutality: An Anthology*, Jill Nelson (ed.), (Norton, 2001) (PDF available on eReserves)

Ta-Nehisi Coates, “Michael Brown’s Unremarkable Humanity,” *The Atlantic*, 8/25/2014
<http://www.theatlantic.com/politics/archive/2014/08/michael-browns-unremarkable-humanity/379080/>

February 26: Film

Chicago Confessional, Dir. Bryan Gibel, 2012

March 3: Police Violence in Albuquerque (**Group 4**)

Read: Steve Herbert, “Chapter 5: Adventure/Machismo and the Attempted Conquest of Space,” in *Policing Space: Territoriality and the Los Angeles Police Department*, (Minnesota, 1997)

Shane Bauer, “The Making of the Warrior Cop,” *Mother Jones*, October 23, 2014
<http://www.motherjones.com/politics/2014/10/swat-warrior-cops-police-militarization-urban-shield>

Nick Pinto, “When Cops Break Bad: Inside a Police Force Gone Wild” *Rolling Stone*, January 29, 2015
<http://www.rollingstone.com/culture/features/when-cops-break-bad-albuquerque-police-force-gone-wild-20150129>

March 5: Guest Speaker

Sam Costales, former APD officer

March 9—13: SPRING BREAK

March 17: APD’s Victims (**Group 5**)

Read: Findings of the Civil Rights Division of the United States Department of Justice Civil Investigation of the Albuquerque Police Department. (PDF on eReserves)

Rachel Aviv, “Your Son is Deceased: Letter From Albuquerque,” *The New Yorker*, February 2, 2015
<http://www.newyorker.com/magazine/2015/02/02/son-deceased>

Steven Torres v. City of Albuquerque, “Findings of Fact and Conclusions of Law” (PDF on eReserves)

Review:

APD Fatal Shootings Summaries, ABQ Journal
<http://www.abqjournal.com/apd-under-fire-incident-summaries>

Recommended:

Samuel Walker & Eileen Luna, A Report on the Oversight Mechanisms of the Albuquerque Police Department, February 28, 1997 (PDF available on eReserves)

March 19: Guest Speakers

Steve & Renetta Torres (Parents of Christopher Torres) & Ken Ellis (Father of Ken Ellis, III)

March 24: Police Violence and Disability (**Group 1**)

Read: Rick Nathanson, “James Boyd’s Dark Journey,” *The Albuquerque Journal*, Sunday, March 30, 2014
<http://www.abqjournal.com/376262/news/james-boyds-dark-journey.html>

David M. Perry and Lawrence Carter-Long, “How Misunderstanding Disability Leads to Police Violence,” *The Atlantic*, May 6, 2014

<http://www.theatlantic.com/health/archive/2014/05/misunderstanding-disability-leads-to-police-violence/361786/>

David Correia, "Is There Justice for James Boyd?" *The Weekly Alibi*, V.23 No.15, April 10 - 16, 2014

<http://alibi.com/feature/46759/Is-There-Justice-For-James-Boyd.html>

Recommended: Generation Justice: <http://www.generationjustice.org/2014/04/07/4-6-14-police-violence-and-mental-health-radio/#!/~/cart>

March 26: Guest Speaker

Jerry Ortiz y Pino, New Mexico State Senator

March 31 Police Violence & LGBTQ and two-spirit people (**Group 2**)

Read: Elijah Adiv Edelman, "'Walking while transgender': Necropolitical regulations of trans feminine bodies of colour in the US nation's capital," Chapter 8 in *Queer Necropolitics*, Jin Haritaworn, Adi Kuntsman and Silvia Posocco (eds.) (Routledge, 2014)

Mark Ungar, "State Violence and Lesbian, Gay, Bisexual and Transgender Rights," *New Political Science*, Vol. 22, No. 1, 2000 (PDF on eReserves)

April 2: Guest Speakers

Alma Rosa & Adrian Lawyer

April 7: the Anti-Police Brutality Movement (**Group 3**)

Read: Darryl Pinkney, "In Ferguson," *The New York Review of Books*, January 8, 2015
http://www.nybooks.com/articles/archives/2015/jan/08/in-ferguson/?utm_medium=email&utm_campaign=NYR+Ferguson+plea+bargains+Turing&utm_content=NYR+Ferguson+plea+bargains+Turing+CID_1e8e3fb5bd82a181348f656c5b2250d8&utm_source=Email%20marketing%20software&utm_term=In%20Ferguson

David Correia, "Albuquerque Spring: A Season of Police Violence and Civil Disobedience," *The Weekly Alibi*, V.23 No.25, June 19 - 25, 2014
<http://alibi.com/feature/47158/Albuquerque-Spring.html>

April 9: Guest Speakers

Chris Banks & Paige Murphy, ANSWER New Mexico

April 14: Policing the Police: Community Oversight (**Group 4**)

Read: Nate Blakeslee, "Who Will Watch the Watchers?" *Texas Monthly*, May 2014
<http://www.texasmonthly.com/story/who-will-watch-watchers>

LaDoris Hazzard Cordell, "Policing the Police," *Slate*, August 15, 2014
http://www.slate.com/articles/news_and_politics/jurisprudence/2014/08/we_know_how_to_decrease_police_violence_like_what_we_ve_seen_after_the_michael.html

Steve Herbert, "Chapter 5: "It Is So Difficult": The Complicated Pathways of Police-Community Relations," in *Citizens, Cops, and Power: Recognizing the Limits of Community*, (University of Chicago Press, 2006).

David Correia, "The Good, the Bad and the Ugly: Albuquerque's New Civilian Police Oversight Agency," *La Jicarita*, September 22, 2014
<http://lajicarita.wordpress.com/2014/09/22/the-good-the-bad-and-the-ugly-albuquerque-new-civilian-police-oversight-agency/>

April 16: Guest Speakers

ABQ Public Defender Alan Wagman & ABQ City Councilor Rey Garduño

April 21: Settlement Agreement between ABQ and DOJ (**Group 5**)

Read: APD/DOJ Consent Decree:

Review: Samuel Walker & Eileen Luna, A Report on the Oversight Mechanisms of the Albuquerque Police Department, February 28, 1997 (PDF available on eReserves)

Recommended: David Correia, "Why the DOJ Consent Decree Will Not Solve the Problem of Police Violence in Albuquerque," *La Jicarita*, November 5, 2014
<http://lajicarita.wordpress.com/2014/11/05/why-the-doj-consent-decree-will-not-solve-the-problem-of-police-violence-in-albuquerque/>

April 23: Guest Speakers

Nancy Koenigsberg, Disability Rights, NM & Peter Simonson, Executive Director of NM ACLU

April 28 Group Work

April 30 Group Work

May 5 Class Presentations 10-12:00