

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a sample syllabus that includes the following. (Sample syllabi can be found at <http://freshmanseminars.osu.edu>).
 - the course goals
 - a brief description of the content
 - the distribution of meeting times
 - a weekly topical outline
 - a listing of assignments
 - grade assessment information (A-E or S/U)
 - required textbooks and/or reading list
 - the academic misconduct and disability services statements (sample statements can be found at <http://asccas.osu.edu/curriculum/asc-syllabus-elements>)

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Mat Coleman, Department of Geography

Proposer's Name and Primary Academic Unit (please print)

Associate Professor

Proposer's Title

coleman.373@osu.edu

614-292-9686 (office)

Proposer's e-mail Address
February 8 2017

Contact Phone Number

Submission Date

Morton O'Kelly, electronic approval dated Feb 8 2017

Approval of Department Chair of Academic Unit (please print)

Please indicate the semester you would like to offer the seminar: AU' 2017 _____ SP' _____

This form and any attachments should be mailed to First-Year Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Todd Bitters or e-mailed to bitters.4@osu.edu.

ASCI XXXX

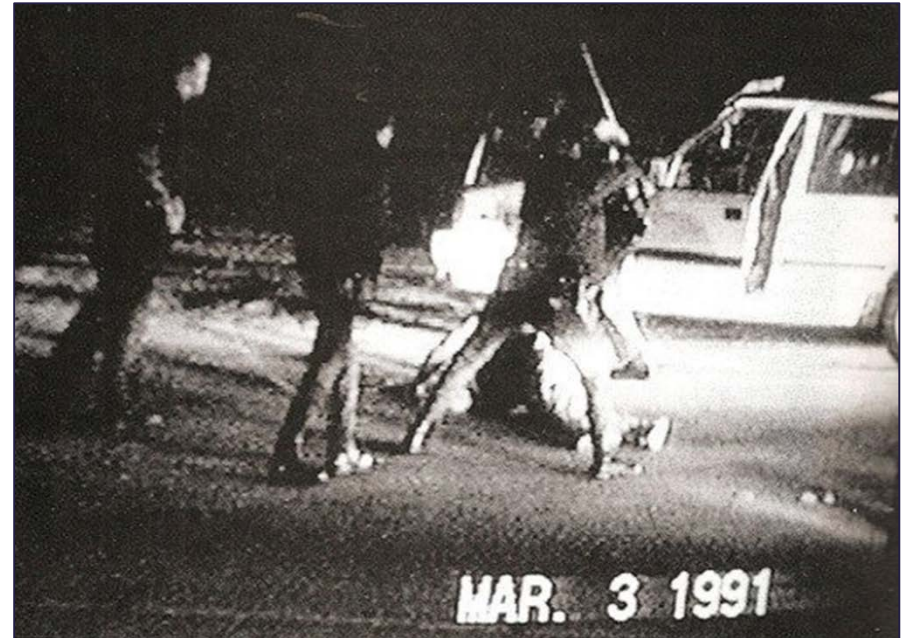
POLICING, RACE, AND SPACE IN THE U.S.

Autumn 2017

CLASS LOCATION	TBD	PROFESSOR MAT COLEMAN 1156 Derby Hall <u>Email:</u> coleman.373@osu.edu <u>Phone:</u> 614-292-9686 <u>Office hours:</u> TBD <u>Email hours:</u> 9am-5pm
CLASS TIME	TBD ONCE WEEKLY, 55 MINS	

Top image: still from Rodney King police video, Los Angeles, CA, March 1991

Bottom image: still from Ferguson MO, August 2014 (*Do Not Resist* <http://www.donotresistfilm.com/donotresist/>)



Students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE DESCRIPTION

The Ferguson MO shooting death of Michael Brown, an unarmed black teenager, by Darren Wilson, a white police officer, catapulted the problem of racialized police power into the headlines of the U.S. (and global) media, and thereby sparked an intense national – and again, global – conversation on the intersection of police power, race, and urban governance in American cities. However, unlike other well-known and media-scrutinized accounts of racialized police violence in the U.S. – for example, Rodney King’s beating at the hands of LAPD officers in

March 1991, which led to the 1992 Los Angeles riots, or Marquette Frye’s arrest by a white California Highway Patrolman in August 1965, which prompted the so-called Watts Riot – Brown’s killing has directed popular media and public attention towards what we might call the persistent and everyday aspects of racialized police power. In other words, Brown’s killing has prompted a widespread rethinking of racialized police power as an exceptional and unusual event. In part this growing awareness is due to the now routine recording of police-civilian interactions by concerned onlookers, and the use of social media to make visible for a broad public police practices that used to be largely invisible outside select communities and populations.

This class offers undergraduate freshman a critical introduction to the everyday of police power in the U.S., with a focus on the racialization of modern American policing and the technologies, policies, laws, and practices behind the racialization of policing. The class will emphasize specifically the geography of everyday racialized police practices – or how racialized police work is fundamentally about the production and management of space.

No background in Geography is expected or required in order to enroll in this course.

COURSE WEBSITE

The course syllabus, announcements, readings, notes, exam review guides and other useful resources will be available at www.carmen.osu.edu. Log in using your OSU Internet User Name and Password and then select ASCI XXXX from the list of courses for which you are currently enrolled.

It is recommended that you regularly check the web site for updates and news. If you have problems logging in, you are responsible for contacting Carmen and gaining access to the class website.

TEXTBOOKS

I am not assigning a textbook for this seminar. Instead, the readings comprise accessible peer-reviewed journal articles and/or book chapters. I am assigning **one reading (or less) per week**. We will discuss the reading in class, but my expectation is that students complete the readings prior to coming to class.

GRADING SCALE

S/U, upon successful completion of all assignments

COURSE GRADE

Grade item	Details	Weight
Attendance	Per class	50%
This is an intensive seminar that requires consistent participation from all seminar attendees. I expect that you have read and thought carefully about all of the reading material, every week. Each student will bring two questions or observations about the readings to every class.		
Article commentary #1	Due week 7 in class	25%
Article commentary #2	Due week 14 in class	25%

DETAILS RE ARTICLE COMMENTARIES

Half of your grade comes from two article commentaries. The first commentary is due in class on week 7 and the second is due in class on week 14. Your first commentary will address one of the discussion seminar reading sets from classes 1-7. Your second commentary will address one of the discussion seminar reading sets from classes 8-14.

Your **3 page (double-spaced), TNR 12 pt font** commentaries will include, in this order:

- title and name;
- no less than a 150 word abstract;
- no more than 1 page of succinct and accurate summary of the articles;
- a full 2 pages of creative critique/engagement/reactions; and
- a full bibliography.

Your name, title and abstract will appear on page 1. The review will comprise page 2, and the critique will comprise pages 3 and 4. The bibliography will be listed on page 5.

You will be graded for:

- spelling and grammar;
- the accuracy and comprehensiveness of your review;
- the logic, coherence, and clarity of your critique/engagement;
- a succinct 150 word abstract that outlines your argument;
- proper bibliographic and in-text citation.

We will discuss in-text citation style and bibliographic style in the seminar.

Your **reading commentaries should be submitted via Carmen Dropbox. Do not email me your assignments.**

Assignments submitted through Carmen Dropbox are automatically submitted for an **originality check** through Turnitin. See details on academic integrity and plagiarism below.

LATE PENALTIES

Legitimate excused reasons which might explain failing to hand in the written assignments on time include: participation in a scheduled activity of an official University organization,

verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service. If you miss an writing assignment deadline for any of these reasons, you must provide me with verifiable documentation (a note from your University organization, a doctor's note, etc.). The documentation must include a name and a telephone number for someone who can explain your absence.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated by University Rules to report my**

suspicions to the COAM. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact me.

CLASS PROTOCOLS

This will be a rewarding and engaging seminar, but before we get started please read the following protocols which hold, without exception, for all enrolled students. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I would like you to take learning equally so.

- Seminars are not lectures; they only work if students **come prepared to discuss with the material under consideration.**
- It is my responsibility to ensure that students' participation in class is orderly and respectful. If your participation disrupts the class, or is not respectful to me or your peers, I will ask you to leave the classroom for the lecture period and to meet with me immediately afterwards to discuss your continued enrollment in the class.
- Students who use **racist, homophobic, and/or sexist language** in the seminar room will be excused from the class.
- The **use of cell phones, smart phones and other mobile communication devices in class is disruptive to your colleagues' learning.** The use of these devices is prohibited during class. Please **turn off your cell phone**

ringer before the class starts. If you use your mobile device in class, or if your cell rings in class, I will give you a 1st warning and remind you of the class policy. If you violate this policy a 2nd time, I will ask you to immediately leave the classroom for the remainder of the lecture period and meet with me in office hours. There will be no exceptions to this rule.

- If you are using a laptop, tablet or another portable computing device to take notes my expectation is that you are using it for that purpose alone. Using your **portable devices** for other reasons (surfing, email, videos) is a

distraction for you and your peers. If I detect that you are using your tablet and/or laptop for non-class related activities, I will give you a 1st warning and remind you of the class policy. If you violate this policy a 2nd time, I will ask you to immediately leave the classroom for the remainder of the lecture period and meet with me in office hours. There will be no exceptions to this rule.

- I will post a condensed version of the **slides** for each class at the end of every week. This does not mean that you are free to miss class.

LECTURE AND READING SCHEDULE

Week	Topic	Details	Reading/film
1	Introduction: state power, space and policing	Overview of class, introduction of key concepts, importance of thinking geographically about police power, feminist geography and the everyday of racialized state power	Wall, Tyler, & Linnemann, Travis (2014). 'Staring Down the State: Police Power, Visual Economies, and the "War on Cameras"', <i>Crime, Media, Culture</i> , 10(2), 133-149.
2	Spatialized policing strategies in the U.S. over the past 25 years	Review and critique of major approaches to police work in the U.S., broken windows theory, hotspot policing, community policing, zero tolerance	Erzen, Tanya (2001). 'Turnstile Jumpers and Broken Windows: Policing Disorder in New York City', pp. 19-49 in A. McArdle & T. Erzen (eds), <i>Zero Tolerance: Quality of Life and the New Police Brutality in New York City</i> . New York: New York University Press.
3	Space, territory, and police power	Importance of borders and border maintenance to modern police work	Herbert, Steve (2008). 'Coercion, territoriality, legitimacy: The police and the modern state', pp. 169-181 in K. R. Cox, M. Low & J. Robinson (eds), <i>The SAGE Handbook of Political Geography</i> . Los Angeles: SAGE Publications.
4	Criminality and criminalization	Review and critique of theories of criminality and criminalization, production of racialized youth criminality	Rios, Victor (2006). 'The hyper-criminalization of Black and Latino male youth in the era of mass incarceration', <i>Souls</i> , 8(2), 40-54.
5	Policing and law	Police work as legal experimentation, police work as legal practice	Mitchell, Katharyne (2010). 'Pre-Black futures', <i>Antipode</i> , 41(2), 239-261.
6	Racial profiling and space I	Basics of racial profiling, traffic enforcement, stop and frisk policies, broken windows theory, hotspot policing, review of major Supreme Court litigation and federal policies	<i>Cities of Distrust: Police and Community in Toronto</i> https://www.vice.com/en_ca/article/this-short-documentary-explores-the-toronto-polices-racial-profiling-problem
7	Racial profiling and space II	Review and critique of major quantitative and qualitative	Coleman, Mat (2016). 'State power in blue', <i>Political Geography</i> , 51(1), 76-86.

		approaches to studying and documenting racial profiling	
8	Ferguson and its aftermaths	Review of the Michael Brown shooting and its media aftermath, Black Lives Matter, Department of Justice response	Derickson, Kate (2016). 'The racial state and resistance in Ferguson and beyond', <i>Urban Studies</i> , 53(11), 2223-2237.
9	Ethnographies of race and police work	Pitfalls and promises of police and community ethnography, police work as ethnography	McKittrick, Katherine (2015). 'Mathematics Black life', <i>The Black Scholar</i> , 44(2), 16-28.
10	Policing, race, and the neoliberal city	Review and critique of neoliberalism, consideration of policing as core neoliberal tactic, race	Wacquant, Loïc (2009). 'The Body, the ghetto and the penal state', <i>Qualitative Sociology</i> , 32(1), 101-129.
11	Policing and incarceration	Geographies of incarceration	Gilmore, Ruthie (1999). 'Globalization and U.S. prison growth: from military Keynesianism to post-Keynesian militarism', <i>Race & Class</i> , 40(2-3), 171-188.
12	Police technologies and spatial control I: militarization, surveillance	Militarization of policing in the U.S. over the past decade, dissolution of police/military distinction, drones	<i>Do Not Resist</i> http://www.donotresistfilm.com/
13	Police technologies and spatial control II: dogs	Police dogs, civil rights, racial terror	Wall, Tyler (2016). "For the very existence of civilization": The police dog and racial terror', <i>American Quarterly</i> , 68(4), 861-882.
14	Interior immigration policing	Workplace enforcement, 287(g), Secure Communities, Criminal Alien Program, traffic stops, sanctuary cities	Stuesse, Angela & Coleman, Mat (2014). 'Automobility, immobility, altermobility: Surviving and resisting the intensification of immigrant policing', <i>City & Society</i> , 26(1), 51-72.
15	Border control and immigration policing	Checkpoints, traffic enforcement, <i>posse comitatus</i> statute, 'constitution free' border zone, review of Supreme Court litigation on racial profiling at the U.S.-Mexico border	Stuesse, Angela (2010). 'Challenging the Border Patrol, human rights and persistent inequalities: An ethnography of struggle in south Texas', <i>Latino Studies</i> , 8(1), 23-47.

Dr. Mat Coleman (Ph.D., 2005, UCLA Geography) is Associate Professor in the Department of Geography at The Ohio State University. Dr. Coleman is a political and legal geographer who works on policing, race, immigration, and borders. His current work examines the political economy of racial profiling and policing in the U.S., with a specific focus on the methodologies used to quantify and qualify racial profiling and the intersection of sheriffing and immigration enforcement in the U.S. South. His work is funded by a National Science Foundation grant.

Dr. Coleman is editor of the Geographies of Justice and Social Transformation series at the University of Georgia Press, as well as an editorial board member for the *Annals of the Association of American Geographers*.

Dr. Coleman received the university-wide Alumni Award for Distinguished Teaching (2013), as well as a Distinguished Undergraduate Research Mentor Award (2013). He was nominated for the College of Arts and Sciences Outstanding Teacher Award in 2012.

Dr. Coleman teaches the following undergraduate classes regularly in the Department of Geography at Ohio State:

Human Geography (Geography 2100) (SP 2013, SP 2015, SP 2016, SP 2017), Department of Geography, The Ohio State University, Columbus, OH.

This course introduces students to essential concepts and topics of human geography, including the interconnectedness of people and places, interactions between society, culture, and nature, and the relationships between development, difference, and inequality.

Space, Power, and Political Geography (Geography 3600) (AU 2005, SP 2006, AU 2006, WI 2008, SP 2008, SP 2009, WI 2010, SP 2010, WI 2011, SP 2012, AU 2015, AU 2016), Department of Geography, The Ohio State University, Columbus, OH.

This course introduces students to the complex interaction of space and power by surveying a suite of issues relating to cultural, economic and political governance in the 20th and 21st centuries. Throughout, an emphasis is placed on how the study of space requires dealing with the politics of race, class, gender, sexuality, and nationality.

Space, Power, and Political Geography Honors Seminar (Geography 3600H) (SP 2007, SP 2011), Department of Geography, The Ohio State University, Columbus, OH.

This reading-intensive seminar introduces students to the complex interaction of space and power by surveying a suite of issues relating to cultural, economic and political governance in the 20th and 21st centuries. Throughout, an emphasis is placed on how the study of space requires dealing with the politics of race, class, gender, sexuality, and nationality.

World Politics and the Modern Geopolitical Imagination (Geography 3601) (SP 2009, SP 2010, SP 2011, WI 2011, WI 2012, AU 2012), Department of Geography, The Ohio State University, Columbus, OH.

This course focuses on the generally neglected, rich and highly contested tradition of geopolitical research in Geography from the classical imperial period forward.

The Making of the Modern World (Geography 3701) (AU 2015, AU 2016), Department of Geography, The Ohio State University, Columbus, OH.

This course surveys the key forces that constitute the world as we know it, over the past 500 years: the birth of industrial capitalism, the growth of the bureaucratic machinery of the state, the rise of mass social movements, war, and migration.

Geographic Inquiry (Geography 4100) (SP 2011, SP 2012, SP 2013), Department of Geography, The Ohio State University, Columbus, OH.

This reading-intensive capstone seminar examines major past as well as current chapters in the edifice of human geographic thought as well as provides students with an account of the political, economic, and socio-cultural contexts of various approaches in human geography.