I. INTRODUCTION

The city is home to tremendous numbers of diverse peoples. Given this density and heterogeneity, one might expect a significant amount of disorder in city life. Granted, cities are often home to significant unrest, but for the most part they are orderly places: people go about their daily business in a fairly routine and predictable way. The goal of this course is to understand how this happens, how order is created in American urban areas. That means we will explore the variety of social processes by which cities are rendered orderly. In this way, we will understand the term, social control, in a very broad manner—as the set of practices by which order is generated.

We will begin the course with an overview of social control and the various general means by which it is achieved. We will then turn to a basic introduction to central concepts in the spatial organization of American cities, especially those connected to systems of race, class, gender and sex differentiation. The bulk of the rest of the course will be devoted to social control in action—the various means by which order is achieved in urban and suburban America, and to what ends. We will want to understand how order happens, and with what implication. We will also wish to assess this order, to determine if alternate ordering schemes might be preferable.

As we consider the practices and consequences of policing in the city, we will find ourselves revisiting some central themes. One theme concerns the question of difference, i.e., the various means by which people and groups are differentiated in cities, and the social significance these differences receive. We will be interested in understand how differences is both created and managed. A second theme concerns the relation between the public and the private. Both the public/formal sphere and the private/informal sphere are critical to the practices of social control, in ways that we need to understand and evaluate. It is also important to consider the actual and desired connections between the public and private.

After the conclusion of this course, you will possess a deeper appreciation for the overt and covert means by which urban areas are rendered orderly, and an understanding of the larger political and philosophical questions those ordering processes necessarily generate. At the conclusion of the course, you will be able to complete the following learning objectives:

a. Differentiate between formal and informal mechanisms of social control
b. Understand how the management of difference helps to secure the orderliness of cities
c. Understand and evaluate how policies of urban social control shape the diversity of experience
d. Critically assess how formal agencies of social control operate in the urban environment
e. Understand the relationship between the development of urban spaces and formal social control apparatuses

These will be challenging endeavors; I presume that you will bring your very best intellectual energy to the task of confronting these challenges.

II. GENERAL COURSE AIMS

In terms of content, then, the goal of the course is to increase your awareness of ordering processes in the city, to help you be more attuned to the unseen ways by which the social and geographical world is structured. More generally, the course will help you develop skills in critical reading, visual interpretation, public argument, and analytic writing. The goal of the readings, class discussions, class assignments and exams is for you to hone your skills in each of these important areas.

**Critical reading:** You will be asked to complete reading assignments prior to each class. Your will be given frequent reading quizzes to ensure that you are completing the reading and pushing yourself to understand and evaluate each reading’s main arguments. Class discussions will be devoted to reviewing the important conceptual architecture of each reading and its significance for our understanding of the processes by which cities are ordered.

**Visual interpretation:** In this class, you will complete field projects, which will charge you with the task of observing, describing, and evaluating the processes through which cities are ordered. You will spend extended time in particular locations to document the obvious and hidden forces by which urbanites collectively create order in the landscape.

**Public argument:** We will engage in vibrant class discussions. Each class will include whole-class and small-group discussions, in which students will be asked to contrast differing perspectives on some aspect of the policing of cities. These exercises will provide you an opportunity to construct an argument, explain its architecture, and defend its precepts against sensible counterarguments.

**Analytic writing.** Both the field projects and the exams will challenge you to articulate a clear and convincing point of view. Success in the class will require you to hone your skills in crafting well-organized, creative and comprehensive essays.

III. EVALUATION PROCEDURES

For the purposes of determining the student’s final grade, the requirements will be weighted as follows:

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<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reading quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Participation and attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Instructor-direct field</td>
<td>20%</td>
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<tr>
<td>Student-directed field</td>
<td>40%</td>
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**Reading quizzes.** Every week there will be a quiz on the reading. Quiz material will test you on key points made by the reading. The first fifteen to twenty minutes of each meeting will be used for quizzes; students who arrive late to class will not be given more time. Students who arrive after the quiz forfeit the quiz. Quizzes are worth 25% of your total grade. Your lowest weekly quiz grade will be dropped in the calculation of your final score. If you have an excused absence, please contact me for instructions on how to make up the quiz.

**Participation and attendance.** Participation to every class and field assignment is vital to your success in this course. Students are allowed to miss one day during the semester; should an emergency arise please consult with me as soon as possible via email about the best possible plan for proceeding.

**Instructor-designed field assignment.** During the first part of the semester, you will conduct one Instructor designed field assignments. For this assignment, you will be asked to visit two different neighborhoods in San Francisco and spend at least four hours in each place. These observations will form the basis for an essay that compares and contrasts social control in each neighborhood and uses course readings to place these dynamics in broader perspectives. You will be required to turn in your typewritten, polished fieldnotes with your essay. You will need to conduct at least 8 hours of observation in instructor assigned locales to complete this portion of your grade—only three of these hours are provided during class time. An additional five will need to be scheduled during the time you would normally allot for reading and course preparation during this week.

**Student-designed field project.** In the latter half of the course, you will be asked to complete a field assignment of your own design in groups. This project consists of several smaller assignments, a final paper, and a group presentation. Further information about this assignment is forthcoming later in the semester.

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**IMPORTANT NOTE**

Our collective task is to work together to understand the readings in the course and to connect them to dominant themes in the study of social control in the city. To that end, our effort will be advanced if students come to class prepared and observe common courtesies that promote civil discourse. Such discourse, however, will be impeded if students: arrive late; receive cell phone calls or pages; talk while others are talking; read newspapers; or engage in other disruptive activities. Please refrain from these.

All electronic communication to the class will be to your SFSU email addresses. If you do not check your ST SU email routinely, then you MUST forward your SFSU email to your personal email address here:  
http://[www.sfsii.edu](http://www.sfsii.edu)online/sfsiiemailhtm. Either way, you are responsible to monitor your SFSU email throughout the semester.
IV. READINGS

Students are expected to do the assigned reading before class, and to come prepared to discuss it. There will be several reading quizzes throughout the quarter.

Readings include one book and a selection of electronic readings. The book is *Great American Readings* available online through i-learn are marked with an asterisk (*) in the schedule.

City by Robert Sampson and is available at the University Book Store, through i-learn are marked with an asterisk (*) in the schedule.

V. COURSE SCHEDULE

***Please note: Schedule subject to change.***

**Week 1: Introduction to Course**

* Key questions: What is this course about? What is expected from students who are in this course? What will students get out of this course? What will we do in this course? Who is everyone?

**Week 2: Order, disorder and social control**


Optional (extra credit):


* Key questions: What do we mean by ‘order’? Why do we desire it? Can we have too much of it? What is formal social control? What is informal social control? Is order generated mostly by formal or informal processes, or some combination? How is order achieved in the city?

**Week 3: Social order in urban, suburban and rural spaces**


**Key Questions:** Why do cities, suburban and rural areas differ in their combination of formal and informal social control? How is the expression of informal social control arguably different between the two, and why does it matter? How is this difference reflected in systems of aime, law and justice?

**Week 4: Constructing orderly spaces**


Optional (extra credit):


**Key questions:** How is order constructed in the city? How does the ordering of rites reflect the management of difference? Can crime be deterred through landscape alteration, or are more broad-scale changes necessary? What types of social control should be used to order cities?

**Week 5: Instructor directed field assignment**


***Class will meet with instructor at field assignment #1 location

**Fieldnotes due to ilearn by Midnight Friday February 28

**Week 6: The creation of urban difference I: Class and Race**


Sampson, Great American City, chs. 1 and 5

**Key questions:** How have cities and their ordering processes changed over the course of American history? What are the key economic, political and social processes by which urban landscapes are created? How is the construction and management of difference evidenced in environmental change? How are different areas of the city made distinct from one another? Why are these differences arguably consequential?


Optional (extra credit):


**Instructor directed field assignment due Monday March 10**

**Key questions:** How have cities and their ordering processes changed over the course of American history? What are the key economic, political and social processes by which urban landscapes are created? How are different areas of the city made distinct from one another? Why are these differences arguably consequential?


**Key questions:** How do the police act as an agent of social control? What guides their discretionary derisions on an everyday basis? Should their discretionary authority vary across space? Why or why not? Why do we make a social and spatial distinction between public and private? Why would one argue for strong control of public spaces? Why would one argue against such control?

Week 9: NO CLASS—SPRING BREAK

Use this time to work on student directed field project


**Key questions**: Should urban communities be important agents of social control? Why or why not? If so, how should they interact with the police? And what role does race play in police actions? What remedies, if any, should urban policing undergo?

**Week 11: Order in the urban environment**


Sampson, Ch. 6

**Key questions**: How does one’s approach to crime affect one’s view of possible changes to the urban landscape? How is this debate evident in discussions of “broken windows” and contemporary urban policing trends? Should such codes be endorsed? Why or why not?

**Week 12: April 18— Policing the global city, part 1**


**Key questions**: How have contemporary trends in criminal justice reflected in contemporary policing methods? How has globalisation created the “global city”? How do urban policing trends reflect broader trends in the creation of the global city? Are contemporary zero tolerance and spaces of exclusion defensible?

**Week 13: April 25— Policing the global city, part 2**


Optional (extra credit):

Key questions: How has privatisation shaped the structure of cities? How has policing extended itself into urban communities? How does the creation and management of difference shape the provision of private security services in the city?

Week 14: Social control in the Bay Area

Presentation of group projects.

Week 15: Social control in the Bay Area

Presentation of group projects.

Week 16: Social control in the Bay Area and course recap

Sampson, ch. 17


Presentation of group projects.

**Student directed field assignment paper due online at ilearn Monday May 19.

Have a great summer!!! ©
College of Health and Human Services policies

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.


CFISS Withdrawal Policy: The last day to drop a class is February 7th, 2014 at midnight. Starting February 8th, 2014 you must submit a withdrawal petition. Withdrawal from a class starting February 8th, 2014 will be considered for serious and compelling reasons only and must have accompanying documentation. The following reasons are not considered serious and compelling. Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From April 26th—May 16th, 2014 you may not withdraw from a class or the University, except in the case of a serious documented illness or verified accident.

CR/NC Option: March 21st, 2014 (by midnight) is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permit numbers is January 27th—February 7th (midnight), 2014. The period to add classes by Exception (2nd set of permit numbers) is February 8th—21st, 2014. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. Starting February 22nd, 2014 a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through SF State Gateway. Sign up for CR/NC, drop and add classes by the appropriate deadline online through SF State Gateway. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences.

This can be viewed on the Registration Calendar at the following website:
http://www.sfsu.edu/~admisrec/reg/regsched.html

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.