

Police Violence

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Course Number:

Time: Thursday, 9am-12pm

Location: Remote - Zoom (Link Provided via University Email)

"Office" hours: Thursday - 2-4pm (<https://umich.zoom.us/j/5991252651> (Passcode: 672944))

Introduction

Why to police engage in violent activity against the people that they are supposed to "protect and serve" and what can be done to reduce or entirely stop this behavior? These are the questions that we will be addressing this semester.

Grading:

Examination: 40 points

- an essay with one question written "in class"

Final project: 60 points

- an essay that provides insight into patterns of police violence (40 point maximum) or how to stop police violence using a database provided (60 point maximum)

by the Professor (subject to be determined with the Professor through 2 1-on-1 sessions)

Inclusivity Statement: Members of the LSA community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Student Mental Health and Well-Being Resources: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact [Counseling and Psychological Services \(CAPS\)](#) and/or [University Health Service \(UHS\)](#). For a listing of other mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>

Communication: During this semester, the best way to communicate with me is via email. I will try to respond with 2-3 days. To facilitate my seeing your email, please use the phrase "*I am in your class*" in the subject line. I search for this phrase and it is prioritized in my email account. If you do not use this phrase, then it is possible that I will not see your email as I am averaging somewhere between 75-150 a day.

Class Schedule

January 21 - Orientation and Introduction

January 28 – Readings and Discussion Regarding the Problem

www.mappingpoliceviolence.org

“Violence in Blue” by Patrick Ball (<https://granta.com/violence-in-blue/>)

“Disproportionate Use of Lethal Force in Policing Is Associated with Regional Racial Biases of Residents,” 2018. *Social Psychological Personality Science* 9(4): 393-401

"Seeing blue: A police-centered explanation of protest policing," 2006. *Mobilization: An International Quarterly* 11(2): 145-164.

February 4 - Readings and Discussion Regarding Solutions

President’s Task Force on 21st Century Policing. 2015. “Final report of the President’s Task Force on 21st Century Policing,” (https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf)

R. S. Engel, H. D. McManus, G. T. Isaza, “Moving beyond “best practice”: Experiences in police reform and a call for evidence to reduce officer-involved shootings,” *Ann Am Acad Pol Soc Sci*, **687**, 146-165 (2020).

Yokum, David, Anita Ravishankar, and Alexander Coppock. "A randomized control trial evaluating the effects of police body-worn cameras." *Proceedings of the National Academy of Sciences* 116, no. 21 (2019): 10329-10332. (<https://www.pnas.org/content/116/21/10329>)

February 11 - Reading and Discussion: A Deeper Evaluation of Regular Policing

Badges without Borders: How Global Counterinsurgency Transformed American Policing by Stuart Schrader

Introduction to Chapter 5

February 18 - Reading and Discussion: A Deeper Evaluation of Regular Policing

Badges without Borders: How Global Counterinsurgency Transformed American Policing by Stuart Schrader

Chapter 6 to Conclusion

February 25 - Reading and Discussion: A Deeper Evaluation of Protest Policing

Protest Policing: The Control of Mass Demonstrations in Western Democracies
By Donatella Della Porta and Herbert Reiter

Introduction to end of Part 1

March 4 - Reading and Discussion: A Deeper Evaluation of Protest Policing

Protest Policing: The Control of Mass Demonstrations in Western Democracies
By Donatella Della Porta and Herbert Reiter

Introduction to end of Part 2

March 11 - **Examination**

March 18 - Presentation of Dyo-Rep Data

Introducing DyoRep: A database of perpetrator–victim dyads within repressive spells by Christian Davenport, *Journal of Human Rights* 19(1): 117-137

March 25 - Development and Discussion of Final Projects

April 1 - Development and Discussion of Final Projects

April 8 - Development and Discussion of Final Projects

April 15 - Presentation of Final Projects