
Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3088
Course Title Policing America: Law Enforcement in African American History
Transcript Abbreviation Policing America
Course Description In America's age of mass incarceration, understanding how criminal law enforcement has and hasn't changed over time is crucial for reckoning with public safety challenges today. This course tracks the history of American policing from the 17th century to today and unearths crucial developments in the aftermaths of chattel slavery, Jim Crow segregation and late 20th-century Black freedom struggles.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Discuss and think critically about major challenges for US law enforcement and for people most directly and disproportionately impacted by police arrests and carceral punishment in the US from slavery to the present-day.
- Use historical knowledge to address present-day challenges concerning popular policing theories, tactics and technologies, public safety practices, criminal law enforcement culture within and beyond US borders.
- Evaluate trends and turning points in arrest and incarceration rates in the US and assess their interrelated effects on US political culture and on social justice movements for people of different races, ethnicities, genders, sexualities and cultures
- Identify and debate key topics in police reform and police abolition movements in recent history and in the present-day.
- Develop applicable skills for thinking through and talking about big problems and possibilities in policing and public safety in America's past and present.

Content Topic List

- Policing
- Abolitionism

Sought Concurrence

Yes

Attachments

- 3088 Concurrence Sociology.pdf: Concurrence - Sociology
(Concurrence. Owner: Getson, Jennifer L.)
- History 3088 AAAS Concurrence.pdf: Concurrence - AAAS
(Concurrence. Owner: Getson, Jennifer L.)
- 3088 GE Form TCT DAC JG 2.17.2025.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3088 Syllabus JG 2.17.2025.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 3088 Concurrence WGSS.pdf: Concurrence - WGSS
(Concurrence. Owner: Getson, Jennifer L.)

Comments

- Asked for and received concurrences from AAAS, Sociology and WGSS. *(by Getson, Jennifer L. on 03/12/2025 10:48 AM)*

COURSE REQUEST
3088 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/24/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/12/2025 10:49 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	03/12/2025 03:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2025 11:57 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/24/2025 11:57 AM	ASCCAO Approval

HIST 3088: Policing America

Law Enforcement Traditions, Cultures, and Transformations in African American History

Image of *La Hara* by Jean-Michel Basquiat, (1981)

Class Meetings:

Mondays & Wednesdays:
2:20-3:40 p.m.

Class Location:

TBA

Professor DeAnza A. Cook

Office: 169 Dulles Hall

Office Hours: By Appointment

Email: cook.2167@osu.edu

Course Description

In America's age of mass incarceration, understanding how criminal law enforcement has and hasn't changed over time is crucial for reckoning with public safety challenges today. This course examines the evolution of policing and law enforcement in the United States from the 17th century to the early 21st century. Students in this course will explore enduring traditions and major transformations in the American police profession since its advent in the era of slavery and settler colonization. We will also investigate historical dynamics and present-day forces that shape police cultures in different departments and agencies across the US. Class lectures, assigned readings, and course assignments will draw from primary sources created by law enforcement officers from diverse backgrounds over time, as well as from secondary sources and recent literature about police law, police reform, police science, and police abolition. From colonial era night watchman to modern-day special unit squads, this course uncovers significant turning points in the development of police technology and administration and unearths crucial changes in the American policing tradition in the aftermaths of chattel slavery, Jim Crow segregation, and late-20th century Black freedom struggles.

Land Acknowledgement (Source: <https://mcc.osu.edu/about-us/land-acknowledgement>)

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and acquired through forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we honor the resiliency of these tribal nations and recognize the historical contexts that continually affect the Indigenous peoples of this land.



Labor Acknowledgement (Source: Dr. TJ Stewart, *Diverse: Issues in Higher Education*)

We acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history, has been made possible by the labor of enslaved Africans and their descendants who suffered the horror of the transatlantic trafficking of Black people, chattel slavery, and Jim Crow. We are indebted to their labor and their sacrifice, and we acknowledge the tremors of that violence throughout the generations and the resulting impact that can still be felt and witnessed today.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

General Education (GE) Overview

This course counts toward the GE Theme of **Traditions, Cultures, and Transformations**.

GE Theme: Traditions, Cultures, and Transformations	
GOAL #1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.	
GOAL #2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	
GOAL #3: Successful students will engage in a systematic assessment of how cultures and subcultures develop and interact, historically or in contemporary society.	
GOAL #4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	
EXPECTED LEARNING OUTCOMES	COURSE LEARNING OBJECTIVES
<p>Successful students are able to:</p> <p>(1.1) Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>In this course, students will:</p> <p>Discuss and think critically about major challenges for US law enforcement and for people most directly and disproportionately impacted by police arrests and carceral punishment in the US from slavery to the present-day</p>

(1.2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Critically analyze primary and secondary sources about US law enforcement in class discussions and in course assignments and consider possibilities for positive change in diverse communities directly affected by tough-on-crime traditions, police reforms, and punitive culture in America
(2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Read and examine historical evidence and arguments presented in key texts and published works written about police professionalization, police reform, and law-and-order politics throughout US history
(2.2) Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Participate in written and speaking assignments throughout the course that require students to close-read and discuss historical documents, analyze and contextualize source materials of their choosing, and cultivate skills in historical writing and public speaking
(3.1.) Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Write short essays and deliver presentations that draw from historical texts, letters, literature, memoirs, biographies, academic articles, and public writings produced about US law enforcement and movements for police reform and for police abolition locally and nationally
(3.2) Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	Use historical knowledge to address present-day challenges concerning popular policing theories, tactics and technologies, public safety practices, criminal law enforcement culture within and beyond US borders
(3.3) Examine the interactions among dominant and sub-cultures.	Explore historical and contemporary transformations in policing for both law enforcement professionals and carceral system-impacted people with different racial, ethnic, gender, sexual, and cultural experiences and explain how enduring disparities in the US punishment system broadly affect police culture and the daily lives of diverse groups of people subjected to US police power
(3.4) Explore changes and continuities over time within a culture or society.	Evaluate trends and turning points in arrest and incarceration rates in the US and assess their interrelated effects on US political culture and on social justice movements for people of different races, ethnicities, genders, sexualities, and cultures directly affected by policing and punishment
(4.1) Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	Identify and debate key topics in police reform and police abolition movements in recent history and in the present-day based on scholarly and public writings produced by a variety of advocates of major changes in policing and by grassroots activists from marginalized communities imagining worlds without prisons and police
(4.2) Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	Develop applicable skills for thinking through and talking about big problems and possibilities in policing and public safety in America’s past and present with a deeper understanding of major transformations and lasting traditions in law enforcement work and culture in carceral society

Course Assignments

Presence & Participation	20%
Reading Quizzes (3)	20%
Reading Circle Reflection Paper	10%

Persuasive Historical Essay Outline	5%
Persuasive Historical Essay	20%
Persuasive Historical Essay Presentation	25%

Course Requirements

Successful students in this course will complete the following requirements and assignments in accordance with grading guidelines:

Presence & Participation: Coming and contributing to class meetings is essential to doing well in this course. Your grade will be based on the consistency of your presence in class and the quality of your participation in discussions each week. All students are required to speak respectfully during discussions and avoid using harmful or offensive language. Planned (excused) absences should be communicated and confirmed in advance as much as possible. Unexpected (unexcused) absences must be addressed as soon as possible to avoid losing grade points.

Note about Assigned Readings: This course is reading, writing, and speaking intensive in order to enrich student's critical literacy skills, such as close-reading, critical thinking, persuasive writing, and public speaking. Because we will examine course readings together in detail during class, students are required to **complete all assigned readings before the beginning of every class meeting**. All readings will be made available to you and uploaded to our course website on Carmen as downloadable pdfs (**see Course Website**). **Please review the Course Readings & Assignment Schedule section of this syllabus to see which readings are due before each class session.** As part of assigned reading for this course, students will also complete select Reading Circle Readings as indicated on the course assignment schedule. Students have the option of choosing one of the Reading Circle Readings assigned each week. Students are expected to complete their select Reading Circle Readings in addition to completing general required readings in accordance with the course assignment schedule. Do your best to read texts closely and take notes as you read to prepare for class discussions. Please let me know if you are having trouble completing required readings.

Reading Quizzes: (3 total)

Students will take three Reading Quizzes throughout the course. Quiz questions will draw from assigned readings and class discussions to assess critical thinking, historical comprehension, source analysis, and writing skills.

Reading Circle Reflection Paper: (8 pages; double-spaced; 12 pt font)

Each week during class discussions of assigned readings, students will meet in Reading Circles to complete class assignments in small group settings. By the end of the semester, students will complete a reflective essay about their learning experience as part of reading circles throughout the course. This reflective essay invites students to critically analyze their educational growth and development as a contributor to class reading circles; explain major insights and important lessons learned as a result of reading circle discussions; describe challenges or difficulties faced while engaging with assigned readings; self-assess their learning throughout the semester through personal reflection.

Persuasive Historical Essay Outline: (4 pages; double-spaced; 12 pt font)

By Week Eight, students are required to share and submit a short outline for instructor and peer feedback of their Persuasive Historical Essay about **a critical issue or key transformation (e.g. influential idea, cultural change, or historical event) in policing and law enforcement in African American History.**

Essay outlines must include the following information: (1) Attention Grabbing Opening paragraph introducing your essay topic and background information about a critical issue or key transformation in policing and law enforcement in America's past and present; (2) Original Thesis Statement summarizing your main arguments to be discussed and key questions to be answered in your essay; (3) Annotated Bibliography of 2 Primary Sources and 2 Secondary Sources to be analyzed in your essay as historical evidence to support your thesis. In your annotations, describe the historical context and explain the significance of each source as it relates to major themes and debates discussed in assigned readings and covered in class. Consider the purpose, audience, and production of your sources. Assess the language, arguments, and evidence presented in your sources. Pay close attention to how your sources address relevant issues pertaining to policing, public safety, and social justice in American carceral society. Explain where each source comes from and summarize important information presented in your selected sources. Point out any connections or differences between sources that you plan to explore in your essay. Choosing sources from assigned readings is highly recommended and encouraged.

Persuasive Historical Essay: (10 pages; double-spaced; 12 pt font)

By Week Thirteen, students will write and submit a Persuasive Historical Essay based on their Essay Outline of a topic of their choosing about a critical issue or key transformation in policing and law enforcement in African American History.

Essays must be at least 2,000 words and will be graded based on the following criteria: (1) Argument: Does the author present a clear and convincing stance or thesis statement about a compelling and relevant course topic? (2) Accuracy: Are the arguments and evidence presented correct, persuasive, and appropriate? (3) Evidence: Does the author make deliberate and sufficient use of primary and secondary sources relating to class readings and discussions? (4) Analysis: Does the author thoroughly investigate and contextualize historical evidence relating to class readings and discussions? (5) Structure/Style: Does the author organize their thoughts and ideas in a logical and coherent way, carefully eliminating grammatical errors?

Persuasive Historical Essay Presentation (5 min max!): During Weeks Fourteen and Fifteen, students will give a short presentation that includes Primary and Secondary source analysis, background information, historical context, key evidence, and main arguments from their Persuasive Historical Essay on a critical issue or key transformation in policing and law enforcement in America's past and present. Students must demonstrate a sophisticated understanding of their chosen topic, its historical significance, and relevance to the present. Students will answer questions at the end of their presentation about their Essay and selected sources. Presentations that exceed the time limit will lose grade points. Students are highly encouraged to ***practice*** their presentations ***beforehand*** with a friendly audience. You're welcome to discuss presentation outlines with me during Office Hours in advance of the deadline.

Presentations will be graded according to the criteria below: Structure/Content: Strong Introduction, Logical Use of Relevant Evidence/Examples, Cohesive Progression of Ideas, Clear Takeaways/Calls to Action, Strong Conclusion; Language: Clarity, Originality, Inclusive Vocabulary, Engaging Tone; Mechanics: Pacing and Timing, Audibility and Enunciation, Vocal and Physical Presence; Avoiding filler words (e.g. "uhh" and "umm"); Delivery: Confident Voice, Effective Posture and Power Poses, Eye Contact and Intentional Body Movements; Audience Engagement: Acknowledge and engage with audience members, Captivate the audience's attention, Listen actively to commentary, Respond meaningfully to audience questions.

Grading Scale

Letter grades are determined based on a 100-point scale: **A** = Exceptional; **B** = Above Average; **C** = Minimally Meets Requirements; and **D** = Does Not Meet Requirements.

A:	93 and above	B-:	80-82.9	D+:	67 -69.9
A-:	90-92.9	C+:	77-79.9	D:	60-66
B+:	87-89.9	C:	73-76.9	E:	below 60
B:	83-86.9	C-:	70-72		

Course Readings & Assignment Schedule

WEEK ONE	<ul style="list-style-type: none"> ★ What is the purpose of policing in a carceral society? ★ How has “thin blue line” culture affected public trust in policing today? ★ Why does abolitionist activism in the US challenge traditional law enforcement? 	
ASSIGNMENTS	CLASS SESSION #1	CLASS SESSION #2
READING DUE	<p>Class Syllabus</p> <p>Hoskins and Zoë Towns, “How the language of criminal justice inflicts lasting harm,” (2021), [~1 page]</p>	<p>The Marshall Project, “The Short, Fraught History of the ‘Thin Blue Line’ American Flag,” (2020), [6 pages]</p> <p>W. Marvin Dulaney, “African-American History and American Policing,” (1996), 1-7</p> <p>Micol Seigel, “Violence work: policing and power,” (2018) [19 pages]</p> <hr/> <p style="text-align: center;">READING CIRCLE (Choose One)</p> <ul style="list-style-type: none"> ★ Justice Podcast Series, “Transcript: An Interview with Chief William Bratton,” (2009), [2 pages] ★ Tracey L. Meares, “Policing: A Public Good Gone Bad?,” (2017), [8 pages] ★ Derecka Purnell, “What Does Police Abolition Mean?” (2017), [5 pages] ★ Mariame Kaba, “Yes We Mean Literally Abolish the Police,” (2020), [6 pages]
WRITING DUE	<i>None</i>	<ul style="list-style-type: none"> ★ Course Syllabus Review Sheet ★ Reading Circle Agreement

WEEK TWO	<ul style="list-style-type: none"> ★ How have traditional strategies and values in policing transformed over time? ★ How have police experts understood transformations in policing over time? ★ What are the consequences of punitive culture and causes of mass enforcement? 	
ASSIGNMENTS	CLASS SESSION #3	CLASS SESSION #4
READING DUE	<p>Gary T. Marx, “Police and Democracy,” (1995), [5 pages]</p> <p>George L. Kelling and Mark H. Moore, “The Evolving Strategy of Policing,” (1988), 1-14</p> <p>Hubert Williams and Patrick V. Murphy, “The Evolving Strategy of Police: A Minority View,” (1990), 1-13</p> <p>Malcolm K. Sparrow, “Information Systems and</p>	<p>S. Rebecca Neuteter, et al., “Gatekeepers: Introduction,” (2019), 1-8</p> <hr/> <p style="text-align: center;">READING CIRCLE (Choose One)</p> <ul style="list-style-type: none"> ★ S. Rebecca Neuteter, et al., “Gatekeepers: Mass Enforcement by the numbers,” (2019), 9-20 ★ S. Rebecca Neusteter, et al., “Gatekeepers: Punitive Enforcement,” (2019), [16 pages]

	the Development of Policing,” (1993), 1-10	★ S. Rebecca Neusteter, et al., “Gatekeepers: Shifting the paradigm,” (2019), [20 pages]
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WEEK THREE	<ul style="list-style-type: none"> ★ How does criminalization shape policing in marginalized communities? ★ How has police technology transformed law enforcement work over time? ★ What is proactive policing? How has it reformed traditional policing today? 	
ASSIGNMENTS	CLASS SESSION #5	CLASS SESSION #6
READING DUE	Alex Vitale, “The Police Are Not Here To Protect You,” (2017), 31-49	READING CIRCLE (<i>Choose One</i>) <ul style="list-style-type: none"> ★ Brian Jefferson, “Dreams of Digital Carceral Power,” (2020), 59-68 ★ Brian Jefferson, “A Fully Automated Police Apparatus,” (2020), 95-110 AND 120-128 ★ Brian Jefferson, “How to Program a Carceral City,” (2020), 165-177 ★ Brian Jefferson, “Viral Abolition,” (2020), 183-193
	NIJ Report, “The Evolution and Development of Police Technology: Part One,” (1998), [14 pages] NIJ Report, “Police Technology Timeline,” (1998), [4 pages] David Weisburd et al., “Proactive Policing: A Summary of the Report of the National Academies of Sciences, Engineering, and Medicine,” (2019), [7 pages]	

WEEK FOUR	<ul style="list-style-type: none"> ★ What were the earliest traditions in American policing during slavery? ★ When and why did Black Americans become US law enforcement officers? ★ What barriers have Black officers faced at work as a result of police culture? 	
ASSIGNMENTS	CLASS SESSION #7	CLASS SESSION #8
READING DUE	Edward Savage, “Recollections of a Boston Police Officer,” (1865), [14 pages]	W. Marvin Dulaney, “Preface,” in <i>Black Police in America</i> , (1996), [4 pages]
	Austin Steward, “Excerpt from Twenty-two Years a Slave and Forty Year a Freeman,” (1857), [22 pages] Andrea J. Ritchie, “Enduring Legacies,” (2017), [22 pages]	Oklahoma Historical Society, “Reeves, Bass (1838-1910), [2 pages] READING CIRCLE (<i>Choose One</i>) <ul style="list-style-type: none"> ★ W. Marvin Dulaney, “Black Pioneers,” (1996), 8-18 ★ W. Marvin Dulaney, “The Politics of Tokenism,” (1996), 19-29 ★ W. Marvin Dulaney, “The Second Coming in the South,” (1996), 30-46
WRITING DUE	None	★ Reading Quiz #1

WEEK FIVE	<ul style="list-style-type: none"> ★ How did racial and gender segregation shape policing during the Jim Crow era? ★ How have Black police officers in America challenged traditional police culture? ★ What are critical issues in policing that Black cops have raised awareness about? 	
ASSIGNMENTS	CLASS SESSION #9	CLASS SESSION #10
READING DUE	<p>Rubric for Persuasive Historical Essay Outline</p> <p>May Walker, “A look at the Past from Black Pioneers’ Perspective,” 11-21, 36 AND “Women in Policing,” (1988), 39-53 in <i>History of Black Police Officers in the Houston Police Department</i>, (1988)</p> <p>W. Marvin Dulaney, “The Texas Negro Peace Officers’ Association,” (2007), 59- 78</p>	Edward Palmer, “Black Police in America,” (1973), 19-27
		Maureen O’Donnell, “Pat Hill, who ran African American Police League, dead at 66,” (2017), [~1 page]
		READING CIRCLE (Choose One)
		<ul style="list-style-type: none"> ★ Jeffrey S. Adler, “Shoot to Kill: The Use of Deadly Force by the Chicago Police, 1875-1920,” (2007), 233-254 ★ Tera Agyepong, “In the Belly of the Beast: Black Policemen Combat Police Brutality in Chicago, 1968-1983,” (2013), 253-272

WEEK SIX	<ul style="list-style-type: none"> ★ What is sexual policing and why did it emerge in US law enforcement? ★ How does policing sex and sexuality shape police culture from the inside out? ★ How have LGBTQ+ officers challenged and shaped traditional policing? 	
ASSIGNMENTS	CLASS SESSION #11	CLASS SESSION #12
READING DUE	<p>Hazel V. Carby, “Policing the Black Woman’s Body in an Urban Context,” (1992), 738-755</p> <p>Barlow and Barlow, “Lesbian, Gay, Bisexual, Transgender, and Queer Police Officers,” (2018), 421-449</p> <p>Marc S. Malkin, “A closeted Boston cop reaches out to the new commissioner,” (1993) [1 page]</p>	READING CIRCLE (Choose One)
		<ul style="list-style-type: none"> ★ Anne Gray Fischer, “Making the Modern City: Sexual Policing and Black Segregation from Prohibition to the Great Depression,” (2022), 28-49 ★ Anna Lvovsky, “Cruising in Plain View: Clandestine Surveillance and...Antihomosexual Policing,” (2017), 1-23 ★ Timothy Stewart-Winter, “Queer law and Order: Sex, Criminality, and Policing in the Late 20th Century US,” (2015), [12 pages]

WEEK SEVEN	<ul style="list-style-type: none"> ★ How have police officers of color challenged and shaped police culture? ★ To what extent has racial and gender diversity transformed policing in the US? ★ How has the labor of policewomen evolved over time? 	
ASSIGNMENTS	CLASS SESSION #13	CLASS SESSION #14

READING DUE	Rubric for Persuasive Historical Essay	Dr. Elsie Scott, “Gender Diversity in Policing,” (2018), [5 pages]
	Barlow and Barlow, “Native American Police Officers,” (2018), 305-325	READING CIRCLE (Choose One)
	Barlow and Barlow, “Latino/a Police Officers,” (2018), 365-388 Chris Fuchs, “I Wasn’t Going to Walk Away’: New York’s First Female, Asian Cop,” (2015), 1-10	<ul style="list-style-type: none"> ★ Marisol Lebrón, “Policing the Crisis of Indigenous Lives: An Interview with the Red Nation,” (2016), [13 pages] ★ Kelly Lytle Hernández, “A New Beginning,” (2010), [18 pages] ★ W. Marvin Dulaney, “Three Generations,” (1996), 104-114

WEEK EIGHT	<ul style="list-style-type: none"> ★ What are the origins and outcomes of multicultural diversity in policing? ★ What is community policing and why did police leaders embrace its philosophy? ★ What is broken windows policing and why has this strategy caused controversy? 	
ASSIGNMENTS	CLASS SESSION #15	CLASS SESSION #16
READING DUE		READING CIRCLE (Choose One)
	David Alan Sklansky, “Not Your Father’s Police Department,” (2006), 1209-1243	<ul style="list-style-type: none"> ★ George Kelling and James Q. Wilson, “Broken Windows: The police and neighborhood safety,” (1982), [16 pages] ★ Danielle Wiggins, “‘Order as well as Decency’: The Development of Order Maintenance Policing in Black Atlanta,” (2020), 711-727 ★ Donna Murch, “Crack in Los Angeles: Crises, Militarization, and Black Response to the Late 20th Century War on Drugs,” (2015), [12 pages] ★ Kraska and DeMichele, “Community Policing in Battle Garb,” (2001), 82-98
	Lee P. Brown, “Community Policing; A Practical Guide for Police Officials,” (1989), 1-10 George Kelling and James Q. Wilson, “A Quarter Century of Broken Windows,” (2006), [6 pages]	
WRITING DUE	Mid-Semester Feedback Form	<ul style="list-style-type: none"> ★ Reading Quiz #2 ★ Persuasive Historical Essay Outline

WEEK NINE	<ul style="list-style-type: none"> ★ Why have new traditions in policing, like quality of life policing, contributed to police brutality and the making of mass incarceration? ★ What is gender policing? How does it impact men, women, and folx of color? ★ How have social justice advocates critiqued the limits of traditional policing? 	
ASSIGNMENTS	CLASS SESSION #17	CLASS SESSION #18
READING DUE	Rubric for Persuasive Historical Essay Presentation	READING CIRCLE (Choose One)
	Andrea J. Ritchie, “Law Enforcement Violence Against Women of Color,” (2016), [19 pages]	<ul style="list-style-type: none"> ★ Alex Vitale, “The Limits of Police Reform,” (2017), 7-30 ★ Treva B. Lindsey, “Say Her Name: Policing Is Violence,” 32-40, 45-69 ★ Frazer et al., “Protected & Served?: 2022 Community Survey of LGBTQ+ People and People Living with HIV’s Experiences,”
	INCITE! National, “‘Quality of Life’ Policing,” [4 pages] AND “Policing Gender Lines,” [4 pages] Da’Shaun Harrison, “Black, Fat, and Policed,” (2021), 47-67	

	Mia Mingus, “Transformative Justice: A Brief Description,” (2019) [5 pages] AND “Changing the Framework: Disability Justice,” (2011), [3 pages]	(2023), [33 pages] ★ The Sentencing Project, “One in Five: How Mass Incarceration Deepens Inequality and Harms Public Safety,” (2024), [20 pages]
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WEEK TEN
SPRING BREAK

WEEK ELEVEN	<ul style="list-style-type: none"> ★ How has policing in schools affected public safety for marginalized students? ★ What alternatives to traditional policing in schools have advocates proposed? ★ How has public confidence in policing varied by race and changed over time? 	
ASSIGNMENTS	CLASS SESSION #19	CLASS SESSION #20
READING DUE	<p>Monique Morris, “A Blues for Black Girls When the ‘Attitude’ is Enuf,” (2016), 56-95</p> <p>Judge Jay Blitzman, “Shutting Down the School-to-Prison Pipeline,” (2021), [3 pages]</p> <p>Megan Brenan, “U.S. Confidence in Institutions Mostly Flat, but Police Up,” (2024), [9 pages]</p> <p>M.C. Brown II and Camille Lloyd, “Black Americans Less Confident, Satisfied With Local Police,” (2023), [6 pages]</p>	<p>(Extra Credit) Watch <i>Pushout: The Criminalization of Black Girls in Schools</i> Documentary on Kanopy and write 500 words</p> <hr/> <p style="text-align: center;">READING CIRCLE (Choose One)</p> <hr/> <ul style="list-style-type: none"> ★ Monique Morris, “Appendix B: Alternatives to Punishment,” (2016), 222-242 ★ Andrea Ritchie, “Policing Girls,” (2017), 70-87 ★ (2024) Gallup News Service, “Complete Question Responses and Trends,” [12 pages] AND [5 Charts] ★ (2023) Payne Center for Social Justice, “Police and Me,” [5 pages] AND [4 Charts]

WEEK TWELVE	<ul style="list-style-type: none"> ★ What are the most recent developments in US police reform and technology? ★ What is predictive policing and how has it transformed police work today? ★ How has big data policing challenged the culture of police accountability? 	
ASSIGNMENTS	CLASS SESSION #21	CLASS SESSION #22

READING DUE	Herman Goldstein, "On problem-oriented policing: the Stockholm lecture" (2018), pages] [8	READING CIRCLE (<i>Choose One</i>)
	Paul A. Haskins, "Research Will Shape the Future of Proactive Policing," (2019), [9 pages]	★ Kraska and Kappeler, "Militarizing American Police: The Rise and Normalization of Paramilitary Units," (1997), 1-14
	Joel Hunt, "From Crime Mapping to Crime Forecasting: The Evolution of Place-Based Policing," (2019), [6 pages]	★ Buchanan and Goff, "Bodycams and Gender Equity: Watching Men, Ignoring Justice," (2019), [14 pages]
	Justice Podcast Series, "Transcript: The Concept of Predictive Policing: An Interview with Chief William Bratton," (2009), [3 pages]	★ Andrew Ferguson, "The Legal Risks of Big Data Policing," (2018), [5 pages]
		★ Rachel Harmon, "Legal Remedies for Police Misconduct," (2012), [24 pages]

WEEK THIRTEEN	<ul style="list-style-type: none"> ★ What are the limits of police reform in carceral society? ★ How have social movements for transformative justice critiqued policing today? ★ What kinds of cultural changes in society are abolitionists advocating for now? 	
ASSIGNMENTS	CLASS SESSION #23	CLASS SESSION #24
READING DUE	Rubric for Reading Circle Reflection Paper	READING CIRCLE (<i>Choose One</i>)
	Carmen Best, "Introduction" AND "Leadership Is A Lonely Place to Be," (2021), [18 pages]	★ Christopher Stone and Jeremy Travis, "Toward a New Police Professionalism in Policing," (2011), 1-21
	Human Impact Partners, "Stop Cop Cities: Invest in Public Health Solutions," (2024), 2-32	★ Kayla M. Martensen, "Teaching abolition to future police officers," (2020), 139-147
	Yalile Suriel et al., "Introduction: A Fresh Perspective on Campus Policing in America," (2024), [13 pages]	★ Brown and Schept, "New Abolition, criminology, and critical carceral studies," (2017), [23 pages]
WRITING DUE	<i>None</i>	<ul style="list-style-type: none"> ★ Reading Quiz #3 ★ Persuasive Historical Essay

WEEK FOURTEEN		
ASSIGNMENTS	CLASS SESSION #25	CLASS SESSION #26
PRESENTATION DUE	(GROUP A) Presentations and Q&A	(GROUP B) Presentations and Q&A

WEEK FIFTEEN		
ASSIGNMENTS	CLASS SESSION #27	CLASS SESSION #28
PRESENTATION DUE	(GROUP C) Presentations and Q&A	(GROUP D) Presentations and Q&A
WRITING DUE	Reading Circle Reflection Paper	End of Semester Feedback Form

Course Policies

Enrollment: All students are responsible for officially enrolling in the course by the end of the second week of the semester. Please Note: Department Chairs may not approve requests to add this course after that time.

Email: Email is the best way to communicate with me about course-related questions and emergencies. To reach me outside of class about academic or course-related concerns, please contact me via email at cook.2167@osu.edu.

Syllabus Changes: The syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

Office Hours: Office Hours are designated times for us to gather to discuss your experience in the course as well as your academic interests. Course-related discussions include asking for extra help, seeking clarification about class assignments, and following up on aspects of the class that you missed or found meaningful. In addition, students can discuss the History major or minor as well as other programs of study related to African American History. Students are strongly encouraged to attend Office Hours at least twice during the semester. Office Hours are scheduled by appointment only, however, I'm usually available before or after class to chat briefly if you have a quick question. To schedule an appointment with me either in person or over Zoom, email me and please include "Office Hours" in the subject line.

Learning Community Expectations: We are dedicated to creating an inclusive, safe, and welcoming learning environment for every student in our class. We are determined to acknowledge each other with dignity and treat one another honorably. Throughout this course, we will discuss and debate important and provocative topics that may be distressing and emotional at times. Some of us might be more familiar with certain topics. Others of us might feel less connected than others to specific experiences. We are devoted to active listening, using "I" language when appropriate, and sharing our thoughts and differences in ideas respectfully without relying on harmful language in order to ensure that everyone benefits from our diverse learning community.

Writing with Care: For all course assignments and activities, students are expected to use respectful and accessible language. Writing styles should be appropriate for academic settings and considerate of diverse perspectives. Proper grammar usage and writing in complete sentences is required for course assignments. Please schedule office hours with me if you have questions or concerns about writing expectations for this course.

Citing your Sources: For course assignments, students must cite all primary and secondary sources using the Chicago Manual of Style for notes and bibliographies ([See online guide](#)). In citations, students are expected to include all relevant information about their references, including but not limited to the title of work, author(s) information, publisher information, date published, page numbers, and a URL link to the source, if available.

Sharing and Submitting Original Work On Time: Students are required to complete and upload all course assignments on time in preparation for sharing their original work during class discussions. Students should compose their work in documents or word processing tools (e.g. Google Docs or Microsoft Word) outside of Carmen where they can ensure their work will be saved and protected. Students should download or preserve backup files of their original work and source materials just in case they encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

Grading Feedback and Response Time:

Feedback on original work submitted on time will be provided to students when appropriate. Students should review feedback provided in order to improve grades for future assignments. If campus students have questions about grading feedback, please reach out to me via email and include “Grade” in the subject heading. Grading and feedback on assignments will be available to students within 2-3 weeks of the submission deadline. Students are welcome to schedule an office hours appointment with me to discuss grading.

Electronic Devices: All headphones and cellphones should be silent and put away during class. Laptop and tablet use is only permitted for course-related assignments and activities (e.g. to refer to Assigned Readings during class). If electronic devices become a distraction, our classroom will become a device-free environment and only students with academic accommodations will be permitted to use devices.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

Sexual Misconduct and Relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at sllds@osu.edu; 614-292-3307; or sllds.osu.edu.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the

course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Mental Health: Students experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Missed, Late, or Incomplete Assignments: All assignments are due on the day and time indicated. In the event of a personal or health emergency, please follow up with me as soon as possible to make alternative arrangements for completing assignments. Late submissions will result in lost grade points, and missing or incomplete assignments will be graded as an "E."

Artificial Intelligence (AI) Tools: There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless specifically authorized. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools may not be used without my explicit permission. Students are not permitted to use unauthorized assistance from AI tools. Furthermore, students are not permitted to submit work that does not cite or clearly acknowledge any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own.

Zoom Meeting: In the event of an emergency or illness, we may have to meet via Zoom. I will create the Zoom meeting link and inform you of the details via email. Please make sure to connect a few minutes beforehand in case you have any technical issues that need to be resolved. Try your best to find a quiet space and feel free to use a virtual background screen, if desired.

Extra Credit: Students have 2 extra credit opportunities for this course. You may take advantage of as many options as you wish.

- ★ **OPTION #1:** Volunteer to present in Group A during Persuasive Historical Essay Presentation Week Fourteen.

- ★ **OPTION #2:** Watch *Pushout: The Criminalization of Black Girls in Schools* [Documentary on Kanopy](#) and write a short (500-word) reflection to share via email and in class during Week Eleven.

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course explores enduring traditions, cultural changes, and critical transformations in criminal law enforcement in the United States from the 17th century to the early 21st century. Students in this course will examine major developments and significant challenges in the American police profession over time from the perspectives of both law enforcement officers and everyday people most impacted by US police power from the era of slavery and settler colonization to the age of mass incarceration.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	This course builds essential skills in critical thinking, close-reading, persuasive writing, and public speaking skills about difficult topics relating to US policing and criminal justice through: weekly reading discussion circles that require students to investigate primary and secondary sources in assigned readings and discuss their historical significance in small group settings; recurring reading quizzes throughout the semester (three total) that assess student comprehension of historical content and writing skills using short answer response questions; completion of a persuasive historical essay outline assignment that requires students to select key sources from assigned readings that they would like to analyze as part of their persuasive historical essay and persuasive historical essay presentation on a topic of their choosing related to the course
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students deeply engage with interdisciplinary scholarship on US policing and public safety through the completion of a persuasive historical essay based on class readings about critical issues and key transformations in US criminal law enforcement and the delivery of a short presentation on selected primary and secondary source materials featured in their persuasive historical essay
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students will explore a diversity of perspectives on policing and public safety in the US during lectures, class discussions, and course assignments. <u>Lectures:</u> Lecture content and assigned reading materials draw from primary and secondary sources created by law enforcement officers

	<p>and experts from diverse backgrounds in America’s past and present, as well as recent scholarship, social justice literature, and public writings about police law, police technology, police reform, police science, and police abolition to help students thoroughly engage with the biggest ideas, biggest debates, and most recent innovations in criminal law enforcement and public safety today. Using a combination of academic and popular sources about policing, students access a wide array of knowledge about approaches to policing and differing experiences with law enforcement in a variety of contexts and (sub)cultures.</p> <p><u>Class Discussions:</u> Each week, students reflect on assigned readings in small group settings as part of reading circles of their choosing. Reading circle activities include summarizing key historical information and analytical arguments from selected reading for the week and responding to short writing prompts shared in class about historical significance and relevance to the present-day. Students practice close-reading historical and contemporary texts and discussing tough issues relating to violence, social injustice, and social reform with their peers in small and large group settings. By the end of the course, students gain valuable skills in thinking through and speaking with specificity about current events and sensitive issues in policing in addition to imagining possibilities for positive change in public safety for the future.</p> <p><u>Class Activity Example:</u> (Week Eight) Beginning in the 1970s, women in law enforcement garnered national attention, especially among leading researchers at the Police Foundation interested in understanding how the presence of policewomen from different racial, ethnic, and cultural backgrounds changed police culture and altered law enforcement work on the streets. Before class, students chose one of the three excerpted federal/national reports on women in policing, then close-read the selected source, paying close attention to how the author(s) discuss the role of policewomen. Each source discusses critical issues for women in law enforcement in either the 1970s, 1980s, or 2010s. During reading circles in class, students discuss their findings from source analysis, then afterward each circle shares key takeaways with the whole class from their discussion about the impacts and experiences of women in law enforcement over time based on their selected source.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to</p>	<p><u>Course Assignments:</u> By Week Eight, students select a critical issue or key transformation in US law enforcement history that interests them, inspired by information presented in class lectures, class discussions, or in assigned readings. In preparation for completing a persuasive historical essay on their chosen course-related topic, students craft an essay outline that includes an introductory</p>

<p>new and challenging contexts.</p>	<p>paragraph about their topic, an original thesis statement summarizing their main arguments to be discussed and key questions to be answered in their persuasive historical essay, and an annotated bibliography featuring at least 2 primary and 2 secondary sources to be analyzed in their essay as historical evidence supporting their thesis. Essay outlines are 4 pages, double-spaced, 12 point font. By Week Thirteen, students submit a 10 page, double-spaced, 12 point font persuasive historical essay about US policing based on the sources selected in their outline. Thereafter, they will present their findings and reflections in a 5-minute oral and visual presentation and engage with peers during a Q&A feedback session. Students will also submit a 8 page, double-spaced, 12 point front reading circle reflection paper at the end of Week Thirteen to self-assess and reflect on their learning experience as part of weekly reading circles alongside their peers in class.</p>
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Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
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<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I. The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps. The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Making sense of transformations in US police culture and policing practices over time is central to this course. Course content, assigned readings, and required assignments meaningfully engage with diverse and differing perspectives on policing and major challenges in law enforcement in America’s past and present. Through this class, students are required to think critically about internal and external forces that have shaped and continue to shape American policing traditions today</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>This course explores the evolution of police law and technology, the development of popular policing theories as a result of influential criminological research and significant social crises in African American history, the dissemination of different philosophies of policing in response to social justice movements against traditional law enforcement culture, as well as important current events and critical issues in policing and public safety in the present day. By the conclusion of the course, students select a critical issue or transformation in policing broadly related to the course that interests them. Based on their topical selection, they design and deliver an original</p>

	<p>oratory presentation about big changes in policing in America's past and present for peer feedback.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Through deep engagement with primary and secondary sources about police officers with differing racial, ethnic, and cultural experiences and people most directly affected by policing in the US from various marginalized communities and identity groups, students have regular opportunities to compare and contrast ideas, insights, critiques, and calls to action advocated by police and citizen leaders as well as legal and social justice advocates</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>In weekly reading circles, students identify and examine changes and continuities in policing traditions over time in reaction to cultural events and social developments in US carceral society. Students read a variety of texts on policing, ranging from speeches and policy reports to peer-reviewed essays and national survey data summaries. Students take three reading quizzes throughout the semester to assess their understanding of critical issues and key transformations in US law enforcement in America's past and present</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>As students analyze and discuss assigned readings about the lived experiences of police officers and arrested individuals, they evaluate differences, similarities, and disparities within the law enforcement profession and throughout communities most vulnerable to state violence and punitive culture. Class lectures, course readings, and conversations with peers during class push students to consider how organizational cultures evolve over time and how institutional barriers undermine big systemic transformations in US policing. In class discussions, they share personal reflections on different perspectives on enduring traditions and recent innovations in the American policing profession in preparation for giving an original presentation for the class based on their persuasive historical essay</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Throughout this course, students gain a sophisticated understanding of major challenges and possibilities for change in policing in African American historical contexts. To complete course assignments and reading circle activities focused on investigating big developments and social dilemmas for law enforcement in carceral society, they engage with firsthand accounts and published materials created by police officers and civilians of</p>

	<p>different ethnicities, genders, sexualities, and cultures throughout US history in order to interpret significant shifts in law enforcement work, technology, law, and practice from the eras of slavery and settler colonization to the present-day age of mass incarceration</p>
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Re: Request for concurrence

From Downey, Douglas <downey.32@osu.edu>
Date Mon 2/17/2025 2:29 PM
To Reed, Christopher <reed.434@osu.edu>
Cc Getson, Jen <getson.3@osu.edu>

Sociology concurs.

Doug Downey



Doug Downey (he/him/his) [pronunciation](#)

Distinguished Professor of Arts and Science

Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office

downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

From: Reed, Christopher <reed.434@osu.edu>
Sent: Monday, February 17, 2025 2:19 PM
To: Downey, Douglas <downey.32@osu.edu>
Cc: Getson, Jen <getson.3@osu.edu>; Reed, Christopher <reed.434@osu.edu>
Subject: Request for concurrence

Greetings,

On behalf of the History Department, I am seeking concurrence for the new course: History 3088 "Policing America." (Syllabus attached)

If you have any questions, please contact me or History's Senior Academic Program Services Specialist (Jen Getson, who is copied on this email). If not, please email your response/concurrence to us. According to university rules, concurrence will be assumed if no response is given in two weeks.

Thank you for your consideration,

Chris Reed

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu



Re: Cross-list/concurrences for Hist 5081 and Hist 3088

From Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>

Date Tue 2/25/2025 1:09 PM

To Getson, Jen <getson.3@osu.edu>; Beckham, Jerrell <beckham.4@osu.edu>; Van Beurden, Sarah <vanbeurden.2@osu.edu>

Cc Adeeko, Adeleke <adeeko.1@osu.edu>

Dear Jen,

I am happy to offer concurrence for History 3088.

Best wishes,
Sunnie

Sunnie Rucker-Chang, Ph.D.

Associate Professor

Kenneth E. Naylor Professor of South Slavic Culture

[The Ohio State University](#)

Director of Undergraduate Studies, [Department of African American and African Studies](#)

[Department of Slavic and East European Languages and Cultures](#)

Affiliate Faculty, [Center for Slavic, East European, and Eurasian Studies](#), [East Asian Studies Center](#), and

[Mershon Center for International Security Studies](#)

Co-Director, [Russian, East European, and Eurasian Studies Undergraduate Think Tank](#)

From: Getson, Jen <getson.3@osu.edu>

Sent: Wednesday, February 19, 2025 12:09 PM

To: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Beckham, Jerrell <beckham.4@osu.edu>; Van Beurden, Sarah <vanbeurden.2@osu.edu>

Cc: Adeeko, Adeleke <adeeko.1@osu.edu>

Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088

Hi Sunnie,

Sure thing, I just wanted to make sure that it didn't get lost in the shuffle!

Thanks,
Jen

From: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>

Sent: Wednesday, February 19, 2025 12:06 PM

To: Getson, Jen <getson.3@osu.edu>; Beckham, Jerrell <beckham.4@osu.edu>; Van Beurden, Sarah

<vanbeurden.2@osu.edu>

Cc: Adeeko, Adeleke <adeeko.1@osu.edu>

Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088

Dear Jen,

I apologize, but I need at least another day to review History 3088. We recently advanced a related course, which had some similarities with another existing course. Given that there seems to be some clustering around this subject, I just want to make sure that I have done my due diligence to confirm there is not significant overlap.

I'll confirm with Jerrell as soon as I can.

With best wishes,
Sunnie

From: Getson, Jen <getson.3@osu.edu>

Date: Wednesday, February 19, 2025 at 11:54 AM

To: Beckham, Jerrell <beckham.4@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>, Van Beurden, Sarah <vanbeurden.2@osu.edu>

Cc: Adeeko, Adeleke <adeeko.1@osu.edu>

Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088

Hi Jerrell — Ok, sounds good! I'm still waiting on a few more concurrences, so once I have those in place I'll send you all the documents that you'll need for the curriculum submission.

If I'm reading this correctly, I think this only referred to 5081. Do you have any decision yet on a cross-listing or concurrence for 3088?

Thanks,
Jen

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Tuesday, February 18, 2025 12:13 PM

To: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Van Beurden, Sarah <vanbeurden.2@osu.edu>; Getson, Jen <getson.3@osu.edu>

Cc: Adeeko, Adeleke <adeeko.1@osu.edu>

Subject: RE: Cross-list/concurrences for Hist 5081 and Hist 3088

Hello Jen,

Just let me know when you are ready to put it up.

Jerrell

From: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>

Sent: Tuesday, February 18, 2025 12:07 PM

To: Van Beurden, Sarah <vanbeurden.2@osu.edu>; Getson, Jen <getson.3@osu.edu>; Beckham, Jerrell <beckham.4@osu.edu>

Cc: Adeeko, Adeleke <adeeko.1@osu.edu>

Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088

Dear Sarah and Jen,

Yes, I agree with the concurrence.
Best wishes, Sunnie

From: Van Beurden, Sarah <vanbeurden.2@osu.edu>
Date: Tuesday, February 18, 2025 at 12:03 PM
To: Getson, Jen <getson.3@osu.edu>, Beckham, Jerrell <beckham.4@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>
Cc: Adeeko, Adeleke <adeeko.1@osu.edu>
Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088
Hi Jerrell and Jen,

I've looked over 5081 and I think we can grant concurrence + I think we should cross list as well. Sunnie, do you agree?
Jen, do you need an official letter or is this e-mail ok?

Thanks,

Sarah VB

From: Getson, Jen <getson.3@osu.edu>
Date: Monday, February 17, 2025 at 12:16 PM
To: Beckham, Jerrell <beckham.4@osu.edu>, Van Beurden, Sarah <vanbeurden.2@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>
Cc: Adeeko, Adeleke <adeeko.1@osu.edu>
Subject: Re: Cross-list/concurrences for Hist 5081 and Hist 3088
Hi Jerrell,

Looking at the syllabi, some differences I notice right away is that 4620 is a seminar with a more limited chronological scope (1890 to present) with a Citizenship GE, and the 3088 course is a broader lecture course at the 3000-level, with a wider chronological scope (17th century to the present day) in the TCT theme. So those are just some differences I'm seeing right away, without a close look at the syllabi.

Anyway, do let me know if you have any questions about anything!

Thanks,
Jen

From: Beckham, Jerrell <beckham.4@osu.edu>
Sent: Monday, February 17, 2025 2:06 PM
To: Van Beurden, Sarah <vanbeurden.2@osu.edu>; Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Getson, Jen <getson.3@osu.edu>
Cc: Adeeko, Adeleke <adeeko.1@osu.edu>
Subject: FW: Cross-list/concurrences for Hist 5081 and Hist 3088

Hello Sarah and Sunnie,

Will you please look at the following syllabus for 5081 - Storytelling for Social Justice and decided if the department would like to cross-list, provide a letter of concurrence?

Hello Sunnie,

Will you please look at the following syllabus 3088 - Policing America and decided if the department would like to cross-list, provide a letter of concurrence?

Hello Jen,

Recall you all just approved for concurrence for AFAMAST 4620: Race, Policing, and the American City. Just by the title of 3088, we are likely going to be wondering how much these two courses may overlap.

Jerrell

From: Getson, Jen <getson.3@osu.edu>
Sent: Monday, February 17, 2025 1:46 PM
To: Adeeko, Adeleke <adeeko.1@osu.edu>
Cc: Beckham, Jerrell <beckham.4@osu.edu>
Subject: Cross-list/concurrences for Hist 5081 and Hist 3088

Hi Adeleke and Jerrell!

I've got two courses from History that we are seeking either a cross-list or concurrence for. I think generally our faculty like to be able to cross-list with AAAS, but ultimately whichever way you'd prefer. Both Syllabi are attached and the courses are:

3088 - Policing America
5081 - Storytelling for Social Justice

For a cross-list, I would just work with Jerrell to submit the cross-lists, or if you'd prefer concurrences, that would just be an email saying that you grant concurrence for history to do the course.

Let me know what you think or if you have any questions!

Thanks,
Jen

Jen Getson, Ph.D.

Senior Academic Program Services Specialist

Department of History

Department of Women's, Gender & Sexuality Studies

Pronouns: she/her/hers

100C Dulles Hall, 230 Annie & John Glenn Avenue

Columbus, OH 43210

614-247-6376



Re: Official Concurrence Ask

From Chen, Jian <chen.982@osu.edu>
Date Wed 3/12/2025 7:06 AM
To Getson, Jen <getson.3@osu.edu>

Hi Jen,
Thanks for following up on this concurrence request from History and sorry for my delayed response. We are a YES on these two great courses taught by Professor Cook, whom we hope to connect with soon.

All best, Neo

[Jian Neo Chen](#), PhD (he/they)
Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies
Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts
The Ohio State University (Columbus)

From: Getson, Jen <getson.3@osu.edu>
Date: Tuesday, March 4, 2025 at 9:10 AM
To: Chen, Jian <chen.982@osu.edu>
Subject: Official Concurrence Ask

Hi Neo!

Creating a new email thread here, for concurrence requests for History 3088 and History 5081!

Thank you,
Jen

Jen Getson, Ph.D.

Senior Academic Program Services Specialist
Department of History

Department of Women's, Gender & Sexuality Studies

Pronouns: she/her/hers

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