

## Term Information

Effective Term Spring 2026  
[Previous Value](#) [Autumn 2025](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Adding 100% DL Approval

**What is the rationale for the proposed change(s)?**

The instructor plans to offer this online

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## 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                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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? | Yes                                                |
| Is any section of the course offered                                 | 100% at a distance                                 |
| <a href="#">Previous Value</a>                                       | <a href="#">No</a>                                 |
| 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

No

[Previous Value](#)

[Yes](#)

**COURSE CHANGE REQUEST**  
3088 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
08/19/2025

## Attachments

- History 3088 reviewed.pdf: DL Cover Sheet  
*(Other Supporting Documentation. Owner: Getson,Jennifer L.)*
- HIST 3088 Policing America Syllabus (DAC 06.16.25) REVISIONS 2.docx: Syllabus In-Person  
*(Syllabus. Owner: Getson,Jennifer L.)*
- HIST 3888\_DLS [submitted for review] 8.12.2025 Revisions JG.docx: Syllabus DL  
*(Syllabus. Owner: Getson,Jennifer L.)*

## Comments

## Workflow Information

| Status           | User(s)                                                                                                                  | Date/Time           | Step                   |
|------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|
| Submitted        | Getson,Jennifer L.                                                                                                       | 08/19/2025 12:36 PM | Submitted for Approval |
| Approved         | Reed,Christopher<br>Alexander                                                                                            | 08/19/2025 12:44 PM | Unit Approval          |
| Approved         | Vankeerbergen,Bernadet<br>te Chantal                                                                                     | 08/19/2025 05:13 PM | College Approval       |
| Pending Approval | Jenkins,Mary Ellen Bigler<br>Hilty,Michael<br>Neff,Jennifer<br>Vankeerbergen,Bernadet<br>te Chantal<br>Steele,Rachel Lea | 08/19/2025 05:13 PM | ASCCAO Approval        |

# Hist 3088

Policing America: Law Enforcement Traditions, Cultures, and Transformations in African American History

Spring 2026

3 Credit Hours

Online, Synchronous, Tuesdays, 2:20pm – 3:40pm

## Course overview

### Instructor

- **Professor DeAnza A. Cook**
- Email: [cook.2167@osu.edu](mailto:cook.2167@osu.edu)
- Phone: (434) 509-6137
- Course Zoom Link:  
<https://osu.zoom.us/j/93747227893?pwd=YbUv9Junpt475PzjymuSLuPwmJcm1p.1>
- Office Hours (by Appointment) Zoom Link:  
<https://osu.zoom.us/j/96214736270?pwd=WO9xOXCsBnoeVQ9wsaIgphLbwNRGSa.1>

**Note:** My preferred method of contact is email for non-emergencies.

### 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.

## **Course expected learning outcomes**

By the end of this course, students should successfully be able to:

1. Critically examine how law, politics, economics, technology, geography, and social justice movements have transformed the culture of policing and major traditions in law enforcement in the US since the era of slavery and settler colonization and throughout the present-day age of the mass incarceration
2. Discuss historical evidence centered on key debates in police administration and police practice and write about the origins and outcomes of significant cultural dynamics in the US law enforcement profession, such as the selective incorporation of policewomen and officers of color onto city departments and the advent of multicultural policing in the late-20th century
3. Analyze a variety of primary and secondary sources that explore the evolution of policing from the perspectives of diverse groups most affected by criminalization and incarceration in the US
4. 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
5. 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
6. 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

## **General education goals and expected learning outcomes**

As part of the **Traditions, Cultures, and Transformations** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 1. Goal #1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.**
  - a. Engage in critical and logical thinking about the topic or idea of the theme.
  - b. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2. 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.**
  - a. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  - b. 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.
- 3. Goal #3: Successful students will engage in a systematic assessment of how cultures and subcultures develop and interact, historically or in contemporary society.**
  - a. 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.
  - b. Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.
  - c. Examine the interactions among dominant and sub-cultures.
  - d. Explore changes and continuities over time within a culture or society.
- 4. Goal #4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.**
  - a. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
  - b. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader

societal issues.

To achieve expected learning outcomes in this course, students will: (a) 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, (b) 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, and (c) 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.

| EXPECTED LEARNING OUTCOMES                                                                                                         | COURSE LEARNING OBJECTIVES                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Successful students are able to:</b><br><br>(1.1) Engage in critical and logical thinking about the topic or idea of the theme. | <b>In this course, students will:</b><br><br>Think critically about historical shifts and major challenges in US law enforcement from the era of slavery and settler colonization to the present-day age of incarceration and describe the effects of policing on directly impacted people and communities in the US using primary and secondary source evidence |
| (1.2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.                                       | Examine primary and secondary source evidence about individuals and institutions involved in criminal law enforcement in the US and consider possibilities for creating positive change in public safety through reflective writing and historical analysis of significant transformations in policing                                                           |

|                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>                                                                                                                                               | <p>Deliver a persuasive historical presentation about a major development or “big idea” in US police culture that affects criminal law enforcement today and present an evidence-based argument for transforming an aspect of public safety in the future within or beyond US borders</p>                                                      |
| <p>(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>Write a reflective essay on how policing impacts community life, wellbeing, and human survival locally and internationally based on assigned readings, historical texts, letters, literature, memoirs, biographies, and articles about social movements for police reform and police abolition in the US</p>                                |
| <p>(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.</p> | <p>Evaluate enduring and emergent traditions in US police culture that originated and evolved in response to legal, political, scientific, and social transformations in criminal law enforcement across different historical periods as part of recurrent reading quizzes given during the semester</p>                                       |
| <p>(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>Write an original historical essay about a major development or “big idea” in US police culture that affects criminal law enforcement today and draws from course readings about popular law enforcement theories, tactics, technologies, and models in order to assess the impact and limitations of police reform in carceral society</p> |
| <p>(3.3) Examine the interactions among dominant and sub-cultures.</p>                                                                                                                                                                              | <p>Explore historical and contemporary shifts in policing for both law enforcement professionals and carceral system-impacted people and explain how enduring disparities in the US punishment system affect police culture and the daily lives of people subjected to US police power during class discussions and student presentations</p>  |



|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(3.4) Explore changes and continuities over time within a culture or society.</p>                                                                                    | <p>Discuss trends and turning points in arrest and incarceration rates over time in the US for people of different races, ethnicities, genders, sexualities, and cultures and demonstrate a historical understanding of changes and continuities in policing during class discussions and student presentations</p>                                                                       |
| <p>(4.1) Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>               | <p>Identify historical differences and similarities between police departments developed in various parts of the US over time and explain how different agencies at the local, state, and federal levels influence each other to replicate police reforms and innovate law enforcement strategies as part of recurrent reading quizzes administered in class</p>                          |
| <p>(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>Write about how differently-abled groups of people from historically oppressed and marginalized communities navigate the landscape of US law enforcement and challenge traditional policing practices that perpetuate state violence and premature death through community organizing and social justice activism as part of recurrent reading quizzes taken throughout the course</p> |



## How this online course works

### Mode of delivery

This course is 100% online. Recorded lectures for each will be available to you in advance each week. Students are required to listen to lecture recordings and complete assigned readings prior to live discussion sessions. **There is a required synchronous discussion session every week. Students must be on CarmenZoom by 2:20pm (EST) to attend and participate in online discussions.** Please review the course assignment schedule below for more details on required live discussions sessions for this course.

### Pace of online activities

To complete course requirements, students are expected to listen to recorded lectures each week and complete assigned readings by the deadlines indicated on the course assignment schedule below. Our class will meet once a week on CarmenZoom for live discussion sessions where students will discuss assigned readings together in small groups as part of Reading Circles. On scheduled days for live discussions, students are expected to log into CarmenZoom on time to participate. Each week, students should refer to the course assignment schedule to complete required assignments and submit related coursework on time.

### Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.



## Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following section is a summary of students' expected participation:

### Participating in online activities

This spring semester course runs for 15 weeks. Each week, students are required to listen to recorded lectures posted on our course website by the deadlines designated in the course assignment schedule (*see below*). Reading assignments for each lecture will be available to students on the course website. In addition to listening to lecture recordings, students will complete assigned readings listed on the course assignment schedule prior to attending live discussion sessions on CarmenZoom.

**Presence & Participation:** Every week, students are required to attend and participate in online discussion sessions on CarmenZoom. During live sessions, students will discuss assigned readings and complete in-class activities together in small groups as part of Reading Circles. Coming and contributing to virtual discussion sessions is essential to doing well in this course. Your grade will be based on the consistency of your presence online 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.** This course assesses student engagement based on Reading Circle assignments and student interaction during live discussion sessions. Assessing the quality and



consistency of student contributions during class conversations about recorded lectures and assigned readings is a core factor for grading.

### **Office hours (strongly encouraged)**

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. I'm usually available before or after online discussion sessions 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.

### **Live sessions (required for course credit)**

All live, scheduled events for the course, are not optional and require your attendance and participation for course credit.

## **Course communication guidelines**

Respectful and thoughtful communication throughout our online course is essential for nurturing a positive learning community environment. **Note:** Our syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

Students should expect to communicate with me and with one another using the following guidelines:



## 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.

## Respecting Our Learning Community

As a class, 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.

**Note About 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).

## 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.

**Note About 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.

## **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.

## **Course materials and technologies**

### **Assigned Readings**



## **Note About General Required 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 online class discussions, students are required to complete all assigned readings before the beginning of scheduled live sessions. All readings will be made available to you and uploaded to our course website on Carmen as downloadable pdfs. Please review the course assignment schedule section of this syllabus to see which readings are due before each class session. 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.

## **Note about Reading Circle Readings**

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 every week. Based on student selections, Reading Circles will meet during live discussion sessions on CarmenZoom to discuss assigned readings in small group settings. Students are expected to complete select Reading Circle Readings each week in addition to completing general required readings in accordance with the course assignment schedule.

## **Out-of-Class Engagement Opportunities (optional)**

There are no out-of-class attendance requirements for this course. However, students may be invited to gather in person, if available, for class engagement opportunities during the academic semester. All out-of-class

engagement opportunities are optional and not graded. Details regarding on-campus gatherings will be communicated during class and via email.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Online Backup Storage (<https://drive.google.com>)
- Navigating CarmenCanvas ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication





## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and instructor response

### How your grade is calculated



| Assignment Category                      | Points and/or Percentage |
|------------------------------------------|--------------------------|
| 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%                      |
| <b>Total</b>                             | <b>100%</b>              |

## Description of major course assignments

### Reading Quizzes (3 total)

- **Description**

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 Quizzes will be posted



online to the course website and must be completed by the designated deadline.

- **Academic integrity and collaboration guidelines**

Students must complete Reading Quizzes on their own without assistance from AI or collaboration with anyone. Reading Quizzes must represent the original thoughts, ideas, and work of students enrolled in the course. Students are required to reference and cite assigned readings as evidence. Any use of outside sources must be approved and cited in accordance with the course guidelines.

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

- **Description**

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.

- **Academic integrity and collaboration guidelines**

Students must complete their reflection paper independently on their own without the use of AI tools. They may consult peers in their Reading Circles for general ideas and feedback, however, copying or plagiarizing another person's writing is not permitted.



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

### ○ Description

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.

### ○ Academic integrity and collaboration guidelines



Students may collaborate and consult one another to select sources of interest to them. Students may select courses outside of course readings, however, outside sources must be pre-approved by me before being included in your outline. Please reach out via email or during office hours to discuss outside sources of interest to you. Students must submit their own original writing based on their unique interpretations of the sources they selected. Students may not use AI or plagiarize work to complete this assignment.

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

#### ○ **Description**

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?

#### ○ **Academic integrity and collaboration guidelines**

Students must complete their analysis paper independently on their own without the use of AI tools. They may consult peers in



the class for general ideas and feedback, however, copying or plagiarizing another person's writing is not permitted.

## **Persuasive Historical Essay Presentation** (5 minute time limit!)

### ○ **Description**

By Week Fourteen, students will record and submit a short, **5-minute 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.

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 must be recorded via Zoom and uploaded to the course website.** Thereafter, students will listen to recorded presentations and prepare questions to ask their peers. Students will answer questions from the class about their presentation and source analysis during our online debrief session as indicated on the course assignment schedule. 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 during Class Q&A Session: Acknowledge and engage with audience questions, Listen actively to commentary and captivate the audience's attention during Q&A, Respond meaningfully to audience questions.

○ **Academic integrity and collaboration guidelines**

Students must design and deliver their presentations independently on their own without the use of AI tools. They may consult peers in the class for general ideas and feedback, however, copying or plagiarizing another person's work is not permitted.

## **Missed, Incomplete, or Late 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."

## **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.

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–



- 67-69: D+
- 60-66: D
- Under 60: E

## 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 students have questions about grading feedback, please reach out to me via email and include “Grade” in the subject heading.

### Grading and feedback

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.

### Preferred contact method

Please email me at [cook.217@osu.edu](mailto:cook.217@osu.edu) to request a meeting about grading. Please include “Office Hours” in the subject heading.

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Our Commitment to a diverse and inclusive learning environment



The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Land acknowledgement**

We would like to 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. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## **Labor acknowledgement**

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

## **Your Mental Health matters**

As a student you may 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/or 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 from any of the aforementioned conditions, 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](http://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.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

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 [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.



## 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](#)

## Course Assignment Schedule

**NOTE: Bolded dates** indicate live discussion sessions on CarmenZoom. **Online discussion sessions will begin on Tuesdays at 2:20pm (EST) and end at 3:40pm (EST).** Refer to our Carmen course page for assignment due dates and details about Reading Circle activities during class discussions.

| Week                                                                 | Date         | Listening and Reading Assignments Due                                                                                               | Writing Assignments Due                 |
|----------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1<br><br>Thin Blue Line<br>Culture Wars in<br>US Carceral<br>Society | Jan.<br>12th | Course Syllabus<br><br>Hoskins and Zoë Towns, “How the language of criminal justice inflicts lasting harm,” (2021), [~1 page]       | Course Syllabus<br>Review<br>Assignment |
|                                                                      |              | Week One Lecture<br><br>The Marshall Project, “The Short, Fraught History of the ‘Thin Blue Line’ American Flag,” (2020), [6 pages] |                                         |



| Week                               | Date      | Listening and Reading Assignments Due                                                             | Writing Assignments Due  |
|------------------------------------|-----------|---------------------------------------------------------------------------------------------------|--------------------------|
|                                    | Jan. 14th | W. Marvin Dulaney, “African-American History and American Policing,” (1996), 1-7                  | Reading Circle Agreement |
|                                    |           | Micol Seigel, “Violence work: policing and power,” (2018) [19 pages]                              |                          |
|                                    |           | READING CIRCLE<br>(Choose One)                                                                    |                          |
|                                    |           | ★ 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]                           |                          |
| 2                                  |           | ★ Mariame Kaba, “Yes We Mean Literally Abolish the Police,” (2020), [6 pages]                     |                          |
|                                    |           | Week Two Lecture                                                                                  |                          |
|                                    |           | Gary T. Marx, “Police and Democracy,” (1995) [5 pages]                                            |                          |
| Traditional Police Strategies in a |           | George L. Kelling and Mark H. Moore, “The Evolving Strategy of                                    |                          |



| Week                                 | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                             | Writing Assignments Due |
|--------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Punitive Culture of Mass Enforcement | Jan. 20th | Policing,” (1988), 1-14<br><br>Hubert Williams and Patrick V. Murphy, “The Evolving Strategy of Police: A Minority View,” (1990), 1-13<br><br>Malcolm K. Sparrow, “Information Systems and the Development of Policing,” (1993), 1-10<br><br>S. Rebecca Neusteter, et al., “Gatekeepers: Introduction,” (2019), 1-8               | <i>None</i>             |
|                                      | Jan. 21st |                                                                                                                                                                                                                                                                                                                                   | <i>None</i>             |
|                                      |           | <b>READING CIRCLE<br/>(Choose One)</b><br><br>★ S. Rebecca Neusteter, et al., “Gatekeepers: Mass Enforcement by the numbers,” (2019), 9-20<br>★ S. Rebecca Neusteter, et al., “Gatekeepers: Punitive Enforcement,” (2019), [16 pages]<br>★ S. Rebecca Neusteter, et al., “Gatekeepers: Shifting the paradigm,” (2019), [20 pages] |                         |





| Week                                                               | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                   | Writing Assignments Due |
|--------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 3<br><br>Mass Criminalization and the Advent of Proactive Policing | Jan. 26th | Week Three Lecture<br><br>Alex Vitale, "The Police Are Not Here To Protect You," (2017), 31-49<br><br>NIJ Report, "The Evolution and Development of Police Technology: Part One," (1998), [14 pages]<br><br>NIJ Report, "Police Technology Timeline," (1998), [4 pages]<br><br>David Weisburd et al., "Proactive Policing: A Summary of the Report of the National Academies of Sciences, Engineering, and Medicine," (2019), [7 pages] | None                    |
|                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |
|                                                                    | Jan. 28th | <b>READING CIRCLE<br/>(Choose One)</b>                                                                                                                                                                                                                                                                                                                                                                                                  | None                    |
|                                                                    |           | ★ Brian Jefferson, "Dreams of Digital Carceral Power," (2020), 59-68<br>★ Brian Jefferson, "A Fully Automated Police Apparatus," (2020), 95-110 AND 120-128<br>★ Brian Jefferson, "How to Program a Carceral City," (2020), 165-177<br>★ Brian Jefferson, "Viral                                                                                                                                                                        |                         |



| Week                                                                                                                                               | Date     | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                    | Writing Assignments Due |
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|                                                                                                                                                    |          | Abolition,” (2020), 183-193                                                                                                                                                                                                                                                                                                                                                                                                                              |                         |
| 4<br><br>Early American Traditions in Policing during Slavery and Settler Colonization                                                             | Feb. 2nd | Week Four Lecture<br><br>Edward Savage, “Recollections of a Boston Police Officer,” (1865), [14 pages]<br><br>Austin Steward, “Excerpt from Twenty-two Years a Slave and Forty Year a Freeman,” (1857), [22 pages]<br><br>Andrea J. Ritchie, “Enduring Legacies,” (2017), [22 pages]<br><br>Oklahoma Historical Society, “Reeves, Bass (1838-1910), [2 pages]<br><br>W. Marvin Dulaney, “Preface,” in <i>Black Police in America</i> , (1996), [4 pages] | None                    |
|                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |
|                                                                                                                                                    | Feb. 4th | READING CIRCLE<br>(Choose One)                                                                                                                                                                                                                                                                                                                                                                                                                           | Reading Quiz #1         |
| ★ W. Marvin Dulaney, “Black Pioneers,” (1996), 8-18<br>★ W. Marvin Dulaney, “The Politics of Tokenism,” (1996), 19-29<br>★ W. Marvin Dulaney, “The |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |



| Week                                                                             | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing Assignments Due |
|----------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                                                                                  |           | Second Coming in the South," (1996), 30-46                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |
| 5<br><br>How Racial and Gender Segregation Shaped Police Culture during Jim Crow | Feb. 9th  | Week Five Lecture<br><br>May Walker, "A look at the Past from Black Pioneers' Perspective," 11-21, 36 <b>AND</b> "Women in Policing," 39-53 in <i>History of Black Police Officers in the Houston Police Department</i> (1988)<br><br>W. Marvin Dulaney, "The Texas Negro Peace Officers' Association," (2007), 59- 78<br><br>Edward Palmer, "Black Police in America," (1973), 19-27<br><br>Maureen O'Donnell, "Pat Hill, who ran African American Police League, dead at 66," (2017), [~1 page] | None                    |
|                                                                                  | Feb. 11th | Rubric for Persuasive Historical Essay Outline                                                                                                                                                                                                                                                                                                                                                                                                                                                    | None                    |
|                                                                                  |           | <b>READING CIRCLE<br/>(Choose One)</b><br><br>★ Jeffrey S. Adler, "Shoot to Kill: The Use of Deadly Force                                                                                                                                                                                                                                                                                                                                                                                         |                         |



| Week                                                              | Date         | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                          | Writing Assignments Due |
|-------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                                                                   |              | by the Chicago Police, 1875-1920," (2007), 233-254<br>★ Tera Agyepong, "In the Belly of the Beast: Black Policemen Combat Police Brutality in Chicago, 1968-1983," (2013), 253-272                                                                                                                                             |                         |
| 6<br><br>Sexual Policing and the Emergence of Queer Law and Order | Feb.<br>16th | Week Six Lecture<br><br>Hazel V. Carby, "Policing the Black Woman's Body in an Urban Context," (1992), 738-755<br><br>Barlow and Barlow, "Lesbian, Gay, Bisexual, Transgender, and Queer Police Officers," (2018), 421-449<br><br>Marc S. Malkin, "A closeted Boston cop reaches out to the new commissioner," (1993) [1 page] | None                    |
|                                                                   |              | <b>READING CIRCLE<br/>(Choose One)</b>                                                                                                                                                                                                                                                                                         |                         |
|                                                                   | Feb.<br>18th | ★ Anne Gray Fischer, "Making the Modern City: Sexual Policing and Black Segregation from Prohibition to the Great Depression," (2022), 28-49<br>★ Anna Lvovsky, "Cruising in Plain View: Clandestine Surveillance                                                                                                              | None                    |



| Week                                                                      | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                 | Writing Assignments Due |
|---------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                                                                           |           | and...Antihomosexual Policing,” (2017), 1-23<br>★ Timothy Stewart-Winter, “Queer law and Order: Sex, Criminality, and Policing in the Late 20th Century US,” (2015), [12 pages]                                                                                                                                                                       |                         |
| 7<br>Policing American Borderlands and the Creation of Multicultural Cops | Feb. 23rd | Week Seven Lecture<br><br>Barlow and Barlow, “Native American Police Officers,” (2018), 305-325<br><br>Barlow and Barlow, “Latino/a Police Officers,” (2018), 365-388<br><br>Chris Fuchs, “‘I Wasn’t Going to Walk Away’: New York’s First Female, Asian Cop,” (2015), 1-10<br><br>Dr. Elsie Scott, “Gender Diversity in Policing,” (2018), [5 pages] | None                    |
|                                                                           |           | Rubric for Persuasive Historical Essay                                                                                                                                                                                                                                                                                                                |                         |
|                                                                           |           | <b>READING CIRCLE</b><br><b>(Choose One)</b>                                                                                                                                                                                                                                                                                                          |                         |



| Week                                                                                 | Date             | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                       | Writing Assignments Due                    |
|--------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|                                                                                      | <b>Feb. 25th</b> | <ul style="list-style-type: none"><li>★ Marisol Lebrón, "Policing the Crisis of Indigenous Lives: An Interview with the Red Nation," (2016), [13 pages]</li><li>★ Kelly Lytle Hernández, "A New Beginning," (2010), [18 pages]</li><li>★ W. Marvin Dulaney, "Three Generations," (1996), 104-114</li></ul>  | <i>None</i>                                |
| 8<br><br>How Community Policing and Broken Windows Transformed Local Law Enforcement | <b>Mar. 2nd</b>  | Week Eight Lecture<br><br>David Alan Sklansky, "Not Your Father's Police Department," (2006), 1209-1243<br><br>Lee P. Brown, "Community Policing; A Practical Guide for Police Officials," (1989), 1-10<br><br>George Kelling and James Q. Wilson, "A Quarter Century of Broken Windows," (2006), [6 pages] | Mid-Semester Feedback Form                 |
|                                                                                      |                  |                                                                                                                                                                                                                                                                                                             |                                            |
|                                                                                      | <b>Mar. 4th</b>  | <b>READING CIRCLE<br/>(Choose One)</b>                                                                                                                                                                                                                                                                      | <b>Reading Quiz #2</b>                     |
|                                                                                      |                  | <ul style="list-style-type: none"><li>★ George Kelling and James Q. Wilson, "Broken Windows: The police and neighborhood safety," (1982), [16 pages]</li><li>★ Danielle Wiggins, "Order as</li></ul>                                                                                                        | <b>Persuasive Historical Essay Outline</b> |



| Week                                                                                       | Date     | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                   | Writing Assignments Due |
|--------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                                                                                            |          | <p>well as Decency': The Development of Order Maintenance Policing in Black Atlanta," (2020), 711-727</p> <ul style="list-style-type: none"><li>★ Donna Murch, "Crack in Los Angeles: Crises, Militarization, and Black Response to the Late 20th Century War on Drugs," (2015), [12 pages]</li><li>★ Kraska and DeMichele, "Community Policing in Battle Garb," (2001), 82-98</li></ul>                                                                                |                         |
| 9<br><br>Policing Poverty, Gender, and (Dis)Ability in America's Age of Mass Incarceration | Mar. 9th | <p>Week Nine Lecture</p> <p>Andrea J. Ritchie, "Law Enforcement Violence Against Women of Color," (2016), [19 pages]</p> <p>INCITE! National, "'Quality of Life' Policing," [4 pages] <b>AND</b> "Policing Gender Lines," [4 pages]</p> <p>Da'Shaun Harrison, "Black, Fat, and Policed," (2021), 47-67</p> <p>Mia Mingus, "Transformative Justice: A Brief Description," (2019) [5 pages] <b>AND</b> "Changing the Framework: Disability Justice," (2011) [3 pages]</p> | <i>None</i>             |



| Week               | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Writing Assignments Due |
|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                    | Mar. 11th | Rubric for Persuasive Historical Essay Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                     | None                    |
|                    |           | READING CIRCLE<br>(Choose One)                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |
|                    |           | <ul style="list-style-type: none"><li>★ Alex Vitale, “The Limits of Police Reform,” (2017), 7-30</li><li>★ Treva B. Lindsey, “Say Her Name: Policing Is Violence,” 32-40, 45-69</li><li>★ Frazer et al., “Protected &amp; Served?: 2022 Community Survey of LGBTQ+ People and People Living with HIV’s Experiences,” (2023), [33 pages]</li><li>★ The Sentencing Project, “One in Five: How Mass Incarceration Deepens Inequality and Harms Public Safety,” (2024) [20 pages]</li></ul> |                         |
| 10<br>SPRING BREAK | NO CLASS  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |





| Week                                                                                   | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                           | Writing Assignments Due                                                                                                                                |
|----------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11<br><br>Public Perceptions of Police and the Crisis of the Cradle-to-Prison Pipeline | Mar. 23rd | Week Eleven Lecture                                                                                                                                                                                                                                                                                                                                                                                             | None                                                                                                                                                   |
|                                                                                        |           | Monique Morris, "A Blues for Black Girls When the 'Attitude' is Enuf," (2016), 56-95<br><br>Judge Jay Blitzman, "Shutting Down the School-to-Prison Pipeline," (2021), [3 pages]<br><br>Megan Brennan, "U.S. Confidence in Institutions Mostly Flat, but Police Up," (2024), [9 pages]<br><br>M.C. Brown II and Camille Lloyd, "Black Americans Less Confident, Satisfied With Local Police," (2023), [6 pages] |                                                                                                                                                        |
|                                                                                        | Mar. 25th | <div>READING CIRCLE<br/>(Choose One)</div> <div>★ Monique Morris, "Appendix B: Alternatives to Punishment," (2016), 222-242<br/>★ Andrea Ritchie, "Policing Girls," (2017), 70-87<br/>★ (2024) Gallup News Service, "Complete Question Responses and Trends," [12 pgs.] <b>AND</b> [5 charts]</div>                                                                                                             | <b>(Extra Credit)</b><br>Watch <i>Pushout: The Criminalization of Black Girls in Schools</i> <a href="#">Documentary on Kanopy</a> and write 500 words |



| Week                                                                       | Date      | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Writing Assignments Due |
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|                                                                            |           | ★ (2023) Payne Center for Social Justice, "Police and Me," [5 pgs.] <b>AND</b> [4 charts]                                                                                                                                                                                                                                                                                                                                                                                                |                         |
| 12<br><br>Evolving Police Technologies and the Rise of Predictive Policing | Mar. 30th | Week Twelve Lecture<br><br>Herman Goldstein, "On problem-oriented policing: the Stockholm lecture" (2018), [8 pages]<br><br>Paul A. Haskins, "Research Will Shape the Future of Proactive Policing," (2019), [9 pages]<br><br>Joel Hunt, "From Crime Mapping to Crime Forecasting: The Evolution of Place-Based Policing," (2019), [6 pages]<br><br>Justice Podcast Series, "Transcript: The Concept of Predictive Policing: An Interview with Chief William Bratton," (2009), [3 pages] | None                    |
|                                                                            |           | <b>READING CIRCLE<br/>(Choose One)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |
|                                                                            |           | ★ Kraska and Kappeler, "Militarizing American Police: The Rise and Normalization of Paramilitary Units," (1997),                                                                                                                                                                                                                                                                                                                                                                         |                         |



| Week                                                                               | Date            | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                            | Writing Assignments Due    |
|------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|                                                                                    | <b>Apr. 1st</b> | 1-14<br>★ Buchanan and Goff, "Bodycams and Gender Equity: Watching Men, Ignoring Justice, (2019), [14 pages]<br>★ Andrew Ferguson, "The Legal Risks of Big Data Policing," (2018), [5 pages]<br>★ Rachel Harmon, "Legal Remedies for Police Misconduct," (2012), [24 pages]                                                                      | <i>None</i>                |
| 13<br><br>Transforming Justice and the Limits of Police Reform in the 21st Century | Apr. 6th        | Week Thirteen Lecture<br><br>Carmen Best, "Introduction" <b>AND</b> "Leadership Is A Lonely Place to Be," (2021), [18 pages]<br><br>Human Impact Partners, "Stop Cop Cities: Invest in Public Health Solutions," (2024), 2-32<br><br>Yalile Suriel et al., "Introduction: A Fresh Perspective on Campus Policing in America," (2024), [13 pages] | <i>None</i>                |
|                                                                                    |                 | Rubric for Reading Circle Reflection Paper                                                                                                                                                                                                                                                                                                       |                            |
|                                                                                    |                 | <b>READING CIRCLE<br/>(Choose One)</b>                                                                                                                                                                                                                                                                                                           | <b>Reading Quiz<br/>#3</b> |



| Week                                                                                               | Date            | Listening and Reading Assignments Due                                                                                                                                                                                                                                                                                                                            | Writing Assignments Due                |
|----------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
|                                                                                                    | <b>Apr. 8th</b> | <ul style="list-style-type: none"><li>★ Christopher Stone and Jeremy Travis, "Toward a New Police Professionalism in Policing," (2011), 1-21</li><li>★ Kayla M. Martensen, "Teaching abolition to future police officers," (2020), 139-147</li><li>★ Brown and Schept, "New Abolition, criminology, and critical carceral studies," (2017), [23 pages]</li></ul> | <b>Persuasive Historical Essay</b>     |
| 14<br>Persuasive Historical Essay Presentations<br><br><i>No Live Discussion Session This Week</i> | Apr. 13th       | <b>Groups A &amp; B: Persuasive Historical Essay Presentations</b>                                                                                                                                                                                                                                                                                               | Questions for Student Groups A & B     |
|                                                                                                    | Apr. 15th       | <b>Groups C &amp; D: Persuasive Historical Essay Presentations</b>                                                                                                                                                                                                                                                                                               | Questions for Student Groups C & D     |
| 15                                                                                                 | Apr. 20th       | None                                                                                                                                                                                                                                                                                                                                                             | <b>Reading Circle Reflection Paper</b> |



| Week                                   | Date                 | Listening and Reading<br>Assignments Due                       | Writing<br>Assignments<br>Due    |
|----------------------------------------|----------------------|----------------------------------------------------------------|----------------------------------|
| Presentation<br>Debrief<br>Celebration | <b>Apr.<br/>22nd</b> | <b>Class Q&amp;A and Feedback<br/>Session on Presentations</b> | End of Semester<br>Feedback Form |

# HIST 3088: Policing America

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

## Class Meetings:

Tuesdays & Thursdays:  
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](mailto: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

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                                                                                                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>GOAL #1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.                                                                                                                       |  |
| <b>GOAL #2:</b> 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. |  |
| <b>GOAL #3:</b> Successful students will engage in a systematic assessment of how cultures and subcultures develop and interact, historically or in contemporary society.                                                                                                  |  |
| <b>GOAL #4:</b> 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><b>Successful students are able to:</b></p> <p>(1.1) Engage in critical and logical thinking about the topic or idea of the theme.</p> | <p><b>In this course, students will:</b></p> <p>Think critically about historical shifts and major challenges in US law enforcement from the era of slavery and settler colonization to the present-day age of incarceration and describe the effects of policing on directly impacted people and communities in the US using primary and secondary source evidence</p> |



|                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1.2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.                                                                                                                                                 | Examine primary and secondary source evidence about individuals and institutions involved in criminal law enforcement in the US and consider possibilities for creating positive change in public safety through reflective writing and historical analysis of significant transformations in policing                                                                             |
| (2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme.                                                                                                                                               | Deliver a persuasive historical presentation about a major development or “big idea” in US police culture that affects criminal law enforcement today and present an evidence-based argument for transforming an aspect of public safety in the future within or beyond US borders                                                                                                 |
| (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.                                                  | Write a reflective essay on how policing impacts community life, wellbeing, and human survival locally and internationally based on assigned readings, historical texts, letters, literature, memoirs, biographies, and articles about social movements for police reform and police abolition in the US                                                                           |
| (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. | Evaluate enduring and emergent traditions in US police culture that originated and evolved in response to legal, political, scientific, and social transformations in criminal law enforcement across different historical periods as part of recurrent reading quizzes given during the semester                                                                                  |
| (3.2) Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.                                                                                                     | Write an original historical essay about a major development or “big idea” in US police culture that affects criminal law enforcement today and draws from course readings about popular law enforcement theories, tactics, technologies, and models in order to assess the impact and limitations of police reform in carceral society                                            |
| (3.3) Examine the interactions among dominant and sub-cultures.                                                                                                                                                                              | Explore historical and contemporary shifts in policing for both law enforcement professionals and carceral system-impacted people and explain how enduring disparities in the US punishment system affect police culture and the daily lives of people subjected to US police power during class discussions and student presentations                                             |
| (3.4) Explore changes and continuities over time within a culture or society.                                                                                                                                                                | Discuss trends and turning points in arrest and incarceration rates over time in the US for people of different races, ethnicities, genders, sexualities, and cultures and demonstrate a historical understanding of changes and continuities in policing during class discussions and student presentations                                                                       |
| (4.1) Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.                                                                                           | Identify historical differences and similarities between police departments developed in various parts of the US over time and explain how different agencies at the local, state, and federal levels influence each other to replicate police reforms and innovate law enforcement strategies as part of recurrent reading quizzes administered in class                          |
| (4.2) Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.                                                                             | Write about how differently-abled groups of people from historically oppressed and marginalized communities navigate the landscape of US law enforcement and challenge traditional policing practices that perpetuate state violence and premature death through community organizing and social justice activism as part of recurrent reading quizzes taken throughout the course |



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

| WEEK TWO    | ★ How have traditional strategies and values in policing transformed over time?<br>★ How have police experts understood transformations in policing over time?<br>★ What are the consequences of punitive culture and causes of mass enforcement? |                  |
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| ASSIGNMENTS | CLASS SESSION #3                                                                                                                                                                                                                                  | CLASS SESSION #4 |

|             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |
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| READING DUE | Gary T. Marx, "Police and Democracy," (1995), [5 pages]                                                                                                                                                                                                                                              | S. Rebecca Neuteter, et al., "Gatekeepers: Introduction," (2019), 1-8                                                                                                                                                                                                                                                                                                                                  |
|             | George L. Kelling and Mark H. Moore, "The Evolving Strategy of Policing," (1988), 1-14<br><br>Hubert Williams and Patrick V. Murphy, "The Evolving Strategy of Police: A Minority View," (1990), 1-13<br><br>Malcolm K. Sparrow, "Information Systems and the Development of Policing," (1993), 1-10 | <hr/> <b>READING CIRCLE (<i>Choose One</i>)</b> <hr/> <ul style="list-style-type: none"> <li>★ S. Rebecca Neuteter, et al., "Gatekeepers: Mass Enforcement by the numbers," (2019), 9-20</li> <li>★ S. Rebecca Neusteter, et al., "Gatekeepers: Punitive Enforcement," (2019), [16 pages]</li> <li>★ S. Rebecca Neusteter, et al., "Gatekeepers: Shifting the paradigm," (2019), [20 pages]</li> </ul> |

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

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

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

| WEEK SIX    | <ul style="list-style-type: none"> <li>★ What is sexual policing and why did it emerge in US law enforcement?</li> <li>★ How does policing sex and sexuality shape police culture from the inside out?</li> <li>★ How have LGBTQ+ officers challenged and shaped traditional policing?</li> </ul>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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> | <hr/> <p><b>READING CIRCLE (<i>Choose One</i>)</b></p> <hr/> <ul style="list-style-type: none"> <li>★ Anne Gray Fischer, “Making the Modern City: Sexual Policing and Black Segregation from Prohibition to the Great Depression,” (2022), 28-49</li> <li>★ Anna Lvovsky, “Cruising in Plain View: Clandestine Surveillance and...Antihomosexual Policing,” (2017), 1-23</li> <li>★ Timothy Stewart-Winter, “Queer law and Order: Sex, Criminality, and Policing in the Late 20th Century US,” (2015), [12 pages]</li> </ul> |

| WEEK SEVEN  | <ul style="list-style-type: none"> <li>★ How have police officers of color challenged and shaped police culture?</li> <li>★ To what extent has racial and gender diversity transformed policing in the US?</li> <li>★ How has the labor of policewomen evolved over time?</li> </ul>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASSIGNMENTS | CLASS SESSION #13                                                                                                                                                                                                                                                                                            | CLASS SESSION #14                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| READING DUE | <p><b>Rubric for Persuasive Historical Essay</b></p> <p>Barlow and Barlow, “Native American Police Officers,” (2018), 305-325</p> <p>Barlow and Barlow, “Latino/a Police Officers,” (2018), 365-388</p> <p>Chris Fuchs, “I Wasn’t Going to Walk Away’: New York’s First Female, Asian Cop,” (2015), 1-10</p> | <p>Dr. Elsie Scott, “Gender Diversity in Policing,” (2018), [5 pages]</p> <hr/> <p><b>READING CIRCLE (<i>Choose One</i>)</b></p> <hr/> <ul style="list-style-type: none"> <li>★ Marisol Lebrón, “Policing the Crisis of Indigenous Lives: An Interview with the Red Nation,” (2016), [13 pages]</li> <li>★ Kelly Lytle Hernández, “A New Beginning,” (2010), [18 pages]</li> <li>★ W. Marvin Dulaney, “Three Generations,” (1996), 104-114</li> </ul> |

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| WEEK EIGHT | <ul style="list-style-type: none"> <li>★ What are the origins and outcomes of multicultural diversity in policing?</li> <li>★ What is community policing and why did police leaders embrace its philosophy?</li> <li>★ What is broken windows policing and why has this strategy caused controversy?</li> </ul> |  |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

| WEEK NINE   | <ul style="list-style-type: none"> <li>★ Why have new traditions in policing, like quality of life policing, contributed to police brutality and the making of mass incarceration?</li> <li>★ What is gender policing? How does it impact men, women, and folx of color?</li> <li>★ How have social justice advocates critiqued the limits of traditional policing?</li> </ul>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASSIGNMENTS | CLASS SESSION #17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CLASS SESSION #18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| READING DUE | <p><b>Rubric for Persuasive Historical Essay Presentation</b></p> <p>Andrea J. Ritchie, “Law Enforcement Violence Against Women of Color,” (2016), [19 pages]</p> <p>INCITE! National, “‘Quality of Life’ Policing,” [4 pages] <b>AND</b> “Policing Gender Lines,” [4 pages]</p> <p>Da’Shaun Harrison, “Black, Fat, and Policed,” (2021), 47-67</p> <p>Mia Mingus, “Transformative Justice: A Brief Description,” (2019) [5 pages] <b>AND</b> “Changing the Framework: Disability Justice,” (2011), [3 pages]</p> | <p><b>READING CIRCLE (<i>Choose One</i>)</b></p> <ul style="list-style-type: none"> <li>★ Alex Vitale, “The Limits of Police Reform,” (2017), 7-30</li> <li>★ Treva B. Lindsey, “Say Her Name: Policing Is Violence,” 32-40, 45-69</li> <li>★ Frazer et al., “Protected &amp; Served?: 2022 Community Survey of LGBTQ+ People and People Living with HIV’s Experiences,” (2023), [33 pages]</li> <li>★ The Sentencing Project, “One in Five: How Mass Incarceration Deepens Inequality and Harms Public Safety,” (2024), [20 pages]</li> </ul> |
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|              |
|--------------|
| WEEK TEN     |
| SPRING BREAK |

| WEEK ELEVEN | <ul style="list-style-type: none"> <li>★ How has policing in schools affected public safety for marginalized students?</li> <li>★ What alternatives to traditional policing in schools have advocates proposed?</li> <li>★ How has public confidence in policing varied by race and changed over time?</li> </ul> |                   |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 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 Brennan, “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><b>(Extra Credit)</b> Watch <i>Pushout: The Criminalization of Black Girls in Schools</i> <a href="#">Documentary on Kanopy</a> and write 500 words</p> <hr/> <p><b>READING CIRCLE (Choose One)</b></p> <hr/> <ul style="list-style-type: none"> <li>★ Monique Morris, “Appendix B: Alternatives to Punishment,” (2016), 222-242</li> <li>★ Andrea Ritchie, “Policing Girls,” (2017), 70-87</li> <li>★ (2024) Gallup News Service, “Complete Question Responses and Trends,” [12 pages] <b>AND</b> [5 Charts]</li> <li>★ (2023) Payne Center for Social Justice, “Police and Me,” [5 pages] <b>AND</b> [4 Charts]</li> </ul> |
|             |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| WEEK TWELVE | <ul style="list-style-type: none"> <li>★ What are the most recent developments in US police reform and technology?</li> <li>★ What is predictive policing and how has it transformed police work today?</li> <li>★ How has big data policing challenged the culture of police accountability?</li> </ul>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASSIGNMENTS | CLASS SESSION #21                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CLASS SESSION #22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| READING DUE | <p>Herman Goldstein, “On problem-oriented policing: the Stockholm lecture” (2018), [8 pages]</p> <p>Paul A. Haskins, “Research Will Shape the Future of Proactive Policing,” (2019), [9 pages]</p> <p>Joel Hunt, “From Crime Mapping to Crime Forecasting: The Evolution of Place-Based Policing,” (2019), [6 pages]</p> <p>Justice Podcast Series, “Transcript: The Concept of Predictive Policing: An Interview with Chief William Bratton,” (2009), [3 pages]</p> | <hr/> <p><b>READING CIRCLE (Choose One)</b></p> <hr/> <ul style="list-style-type: none"> <li>★ Kraska and Kappeler, “Militarizing American Police: The Rise and Normalization of Paramilitary Units,” (1997), 1-14</li> <li>★ Buchanan and Goff, “Bodycams and Gender Equity: Watching Men, Ignoring Justice,” (2019), [14 pages]</li> <li>★ Andrew Ferguson, “The Legal Risks of Big Data Policing,” (2018), [5 pages]</li> <li>★ Rachel Harmon, “Legal Remedies for Police Misconduct,” (2012), [24 pages]</li> </ul> |

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

| 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](mailto: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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at the Office of Civil Rights Compliance at [titleix@osu.edu](mailto:titleix@osu.edu) or 614-247-5838.

**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 [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.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 Civil Rights Compliance](#). (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](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkín 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.

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title: HIST TBA: Policing America

## Carmen Use

*When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).*

☒ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

☒ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☒ Syllabus is consistent and is easy to understand from the student perspective.

☒ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☒ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☒ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

I have designed this course to ensure that students will meet with the instructor at least once per week throughout the semester for class instruction and collective learning with their peers. I will make myself available before and after each online class session for individuals who have immediate questions or concerns about the course. I will also invite students via email and during class announcements to schedule office hour appointments with me at the beginning, middle, and toward the end of the semester in order to discuss their academic interests, listen to their feedback on the course, and provide guidance on graded course assignments as needed. .

- ☒ Regular instructor communications with the class via announcements or weekly check-ins.
- ☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☒ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Students in this course are required to attend and participate in 13 live class sessions with the instructor online over Zoom, and they are strongly encouraged to take advantage of office hours appointments outside of class. During live class sessions, the instructor will facilitate routine check-in circles with students to assess how they are understanding coursework and navigating course assignments each week. We will also discuss grading rubrics for each graded course assignment together during class to ensure that students can ask questions about grading expectations. Students will also submit a mid-semester feedback form as well as an end of semester feedback form detailing their experiences throughout the course.



## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☒ The tools used in the course support the learning outcomes and competencies.
- ☒ Course tools promote learner engagement and active learning.
- ☒ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☒ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?  
(For DH, address what is planned for in-person meetings as well)

Course lectures will be pre-corded by the instructor via Zoom and made available to students in advance of class via the course website. Assigned readings will be uploaded to the course website as downloadable pdfs. Multimedia links to course content (e.g. videos, podcasts, etc.) will also be made avialable for students to access online any time during the course to complete graded assignments. Students are required to participate in live online class sessions via Zoom once a week to discuss assigned readings and lecture content in a circle-style talking format.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

☒ Course credit hours align with estimated average weekly time to complete the course successfully.

☒ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

Listen to Week One Lecture [video recording] (35 min)

Complete Syllabus Review Sheet and Reading Circle Agreement (10 min)

Attend Live Discussion Session via Zoom (80 min)

Office Hours Appointment with Instructor (20 min)

Read General Required Reading for the Week (120 min)

"How the language of criminal justice inflicts lasting harm," (2020), [~1 page]

"The Short, Fraught History of the 'Thin Blue Line' American Flag," (2020), [6 pages]

W. Marvin Dulaney, "African-American History and American Policing," (1996), 1-7

Micol Seigel, "Violence work: policing and power," (2018), [19 pages]

Read Self-Selected Reading Circle Reading for the Week and discuss with reading circle group (120 min)

Tracey Meares, "Policing: A Public Good Gone Bad?," (2017), [8 pages]

Working on longer term assignments and projects like the Historical Essays (120 min)

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

☒ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☒ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- ☒ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☒ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.  
Possible approaches:

- ☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☒ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.





Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Students are required to do a variety of reading, writing, and speaking assignments throughout this course. Students complete reading quizzes and write short answer essays based on assigned readings three times during the semester to gauge their comprehension of key historical data and to assess their historical thinking and persuasive writing skills. They also create a persuasive historical essay outline in preparation for completing their final paper. At the conclusion of this course, students submit persuasive historical essays based on a chosen course topic and deliver persuasive historical essay presentations based on their final papers. Students receive feedback on their writing and presentations from both the instructor and their peers in small and large group settings. Students also self-assess their learning experience and practice reflective writing for their reading circle paper assignment.

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☒ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Students will interact with the instructor and with each other routinely during live online class sessions to ensure that students feel part of a vibrant learning community. Using Zoom's breakout group function, students form reading circles each week, which allow them to connect in small group environments and encourage them to engage with course content collaboratively. At the beginning and end of each class, the instructor leads a check-in and a check-out circle with students in order to invite them to share questions about course assignments and share key takeaways from course materials and class discussions. Students will also watch each others persuasive historical essay presentations and prepare questions to ask their classmates during our debrief celebration toward the end of the semester.

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☒ Instructor explanations about the learning goals and overall design or organization of the course.
- ☒ Context or rationale to explain the purpose and relevance of major tasks and assignments.

- ☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☒ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☒ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Students are required to write a reading circle reflection paper (please see info below).

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

By the end of the semester, students will complete a reflective essay focused on their individual learning experience as part of small-group reading circles with their peers every week throughout the course. This reflective essay invites students to critically analyze their educational growth and intellectual development as a contributor to class reading circles; explain major insights and important lessons learned as a result of reading circle discussions; describe challenges and difficulties faced while engaging with assigned readings and course content; self-assess their historical knowledge and learning during the semester through deep personal reflection.

Syllabus and cover sheet reviewed by *Bob Mick* on *8/14/25*

Reviewer Comments:

I've completed my review of History 3088 Policing America. The summary of my review and comments are included in the attached document.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Attachment from ODE/Bob Mick

History 3088 – Policing America: Law Enforcement Traditions, Cultures, and Transformations in African American History

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (weekly recorded lectures and weekly live class sessions)
- Instructor assessing and providing feedback on student's course work and assignments
- Facilitating group discussion (required participation in live class sessions for course discussions including smaller group reading circles and discussions)
- Instructor providing opportunities to ask questions on content of course through email, live class discussions and live office hours
- Scheduled one-on-one virtual meetings between students and the instructor are optional but encouraged throughout the course

2. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

3. Credit hours and work expectations

The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of about 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

4. Description of Major Assignments

All major assignments are clearly explained.