



UNIVERSITY of WISCONSIN
GREEN BAY

Democracy & Justice Studies 198 First Year Seminar: Birth of the Police

Fall 2022, 3 course credits, in person
Tuesdays and Thursdays, 12:30-1:50 PM
MAC Hall, Room 229



Professor Contact Information

Kaden Paulson-Smith, Assistant Professor of Democracy & Justice Studies

(Political Science and Women's, Gender, and Sexuality Studies)

Email: paulsonk@uwgb.edu | **Office:** Mary Ann Cofrin Hall, A317 | **Pronouns:** they/them/theirs

Office hours: Tuesdays, 10am-12pm ([sign up here](#)) or gladly by appointment (email me)

Peer Mentor for this class: Lexi Morrison (morrll08@uwgb.edu)

Land Acknowledgement

We at the University of Wisconsin–Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

We acknowledge the First Nations People of Wisconsin.

Visit with and learn from First Nations elders in an informal setting at the Education Center for First Nations Studies in Wood Hall 410: <https://www.uwgb.edu/education-center-for-first-nations-studies/>

Course Overview & Catalog Description

This first year seminar explores the creation and development of the modern police on a global scale. It addresses the questions, where did the police come from and when and why were policing institutions spread throughout the world? We will begin with the present and then work backward to the police's origins, tracing its purpose and function throughout time. We will end with the question of how this history continues to shape policing at home and abroad today. Through this thematic study, students will gain skills in information literacy, interdisciplinarity, community-building, and the "hidden curriculum," and leave this course feeling prepared to thrive in the rest of their time at UWGB.

Gateways to Phoenix Success (GPS)

This course is also part of the Gateways to Phoenix Success (GPS) Program, a unique First Year Experience. During your first year at UWGB, you'll have the opportunity to develop the perspective and skills essential to thriving in college and to explore your interests and passions in pursuit of a sense of purpose in and out of the classroom. In the fall semester, you'll examine challenges our communities face, based on the theme of this First Year Seminar. During the spring semester, you'll implement a plan to tackle one of the problems that you have previously explored. Throughout these experiences, you'll be supported by a squad committed to seeing you through your first year and making the most of your UWGB journey. See more information about the GPS program at UWGB here: <https://www.uwgb.edu/gps/>.

General Education Designation & Outcomes

This course fulfills the First Year Seminar general education requirement and is designated as a writing intensive (lower-level) course. As explained on the General Education program website, these seminars “give students an opportunity to strengthen academic skills, broaden intellectual horizons, develop and explore new academic interests, reflect on personal values, and build a foundation of knowledge for future course work and lifelong learning.” The FYS provides an “on ramp” to the University and its interdisciplinary mission. It is a content-based class that incorporates communication skills (written and oral) as part of the learning pedagogy.

Course Learning Outcomes

You will leave this course with the below skills and knowledge in the areas of information literacy, interdisciplinarity, and community. Your growth in these areas will be accompanied by onboarding to the university and the “hidden curriculum,” so that you will leave this course feeling prepared to thrive in the rest of your time at UWGB.

1. Information Literacy:

- Find and select high-quality sources for information.
- Interpret, evaluate, and critically analyze sources and information.
- Effectively integrate evidence from sources into original analysis.

2. Interdisciplinarity

- Synthesize ideas, knowledge, and skills across contexts, such as different courses, experiences, and disciplines.

3. Community

- Purposefully, collaboratively, and inclusively engage in small- and large-group discussions.
- Incorporate and provide feedback to improve writing.
- Reflect on experiences during the first year and transition to college.

4. Onboarding

- Develop skills to effectively organize and manage time, complete coursework, and collaboratively build knowledge.
- Become an expert on the “hidden curriculum,” or the unwritten rules that guide how people navigate college.
- Identify the systematic barriers that people differently experience in higher education institutions and learn strategies to dismantle these barriers.

Inclusive & Equitable Learning Environment

We are all responsible for creating an equitable, inclusive, affirming, and supportive learning environment for our peers, especially those of us who are marginalized and underrepresented within higher education institutions. This university supports the right of all students to a full and equal educational opportunity.

During the first week of class, we will collectively set group norms and agreements to foster an intentional learning environment this semester. Below are some initial considerations and I am always eager for feedback on how to create an environment for you to thrive:

- **Access:** If there are ways I can reduce barriers so that you can access this course, I invite you to share these with me. You may wish to self-identify and register with the Student Accessibility Services (SAS) Office to streamline accessibility services in this course and semester, as well as for other courses and semesters. Once you register, your request will be sent electronically to the SAS Office for review, approval, and forwarding to faculty. Then we will work together to ensure you have access. You can contact the SAS office if you have any questions: (920) 456-2841; sas@uwgb.edu; <https://www.uwgb.edu/student-accessibility-services/>.
- **Names and pronouns:** If you have a different name than what appears in SIS that you go by, or if you feel comfortable sharing your pronouns, please feel free to let me and/or your classmates know. If you misgender someone, the best practice is to apologize (concisely) and move on.
- **Observances:** If you have religious, cultural, or community observances that coincide with this class, please honor and celebrate these commitments. If you would like support figuring out how to make up class or assignments, please let me know in advance and/or check in with a classmate so you can find out what you missed.
- **Providing feedback:** I invite you to share feedback with me about the course. There will be surveys throughout the semester to provide you with opportunities to share your thoughts with me, and you can also visit my office hours or contact me over email. I am committed to doing everything within my power to support students and I am always grateful for feedback on how to do this better. If you would feel more comfortable sharing feedback with someone else, you can contact the chair of Democracy & Justice Studies, Professor Jon Shelton (sheltonj@uwgb.edu, MAC A324).

Why did I choose to be a part of GPS and teach a First Year Seminar?

My teaching philosophy is to challenge and support students to navigate the world, direct their own learning, critique systems of power, and develop self-reflexivity. I joined the GPS program because it offers high impact practices that will challenge and support students, especially those of us who are marginalized and underrepresented in higher education. My teaching is informed by my research on critical carceral studies, gender and sexuality politics, and feminist and postcolonial studies, which positions me to teach courses that crosscut many topics, like the birth of the police. I look forward to the opportunity to learn from one another.

Course Components

This GPS FYS is a unique opportunity to engage with a complex topic (the birth of the police) and build skills, community, and confidence that will support your success in college. The main components are listed below with brief descriptions and due dates. Use Canvas to submit almost all written and typed assignments (unless otherwise noted), to see detailed rubrics and instructions, and to verify deadlines. In-class, collaborative, and otherwise time-sensitive assignments cannot be made up (see late policy below for more details).

	ACTIVITIES	PERCENTAGE OF GRADE	DUE DATE
WRITING	<ul style="list-style-type: none"> 3 parts of a paper will be workshopped and submitted for feedback throughout the semester At the end of the semester, you will submit a final revised paper 	30%: <ul style="list-style-type: none"> 1st section of paper: 5% 2nd section of paper: 5% 3rd section of paper: 5% Full final paper: 15% 	<ul style="list-style-type: none"> 1st section: 9/16 2nd section: 10/21 3rd section: 11/18 Full final paper: 12/16
PARTICIPATION	<ul style="list-style-type: none"> Participate in small and large group discussions in every class Respond to journal prompts at the beginning of each class Semester at a glance to map out major milestones and practice time-blocking Grit story to acknowledge how perseverance and adaptability enable growth 	30%: <ul style="list-style-type: none"> Discussion participation: 10% Journal responses: 10% Semester at a glance: 5% Grit story: 5% 	<ul style="list-style-type: none"> Participation required in every class meeting Journals will be randomly spot-checked throughout the semester Semester at a glance: 9/16 Grit story: 10/14
MENTORSHIP	<ul style="list-style-type: none"> Have a one-on-one meeting with the professor (this will occur during scheduled class time) Meet with your academic/professional advisor Visit another professor's office hours (for any other course) 	15%: <ul style="list-style-type: none"> Individual meeting with the professor: 3% Meeting with peer mentor x 2: 6% Meeting with advisor: 3% Office hours for another professor: 3% 	<ul style="list-style-type: none"> Individual meeting with the professor: during class week 7 Meeting with advisor: before registration (see SIS) Meet with peer mentor and attend office hours for another professor: any time before 12/16
COMMUNITY-BUILDING	<ul style="list-style-type: none"> Attend 2 campus talks, events, activities, exhibits, club meetings, etc. Use 2 academic resources 	10%: <ul style="list-style-type: none"> Each co-curricular activity x 2: 5% Each academic resource x 2: 5% 	<ul style="list-style-type: none"> Complete co-curricular activities and use academic resources: any time before 12/16
SELF-REFLECTION	<ul style="list-style-type: none"> Assessment in this class will be conducted by you in the form of three reflections at the beginning, middle, and end of the semester Majors exploration to chart out your academic route 	15%: <ul style="list-style-type: none"> Pre-class reflection survey: 3% Mid-class reflection survey: 3% End-class reflection activity: 3% Majors exploration: 6% 	<ul style="list-style-type: none"> Pre-class reflection survey: 9/9 Mid-class reflection survey: 10/14 End-class reflection activity: 12/16 Majors exploration: 11/11

Writing Assignments

Three parts of a paper will be workshopped and submitted for feedback throughout the semester. At the end of the semester, you will submit a final revised paper. The first section of the paper is due near the beginning of the semester to provide me with an early opportunity to read your writing and give you feedback. The second section of the paper is due a month later and you will bring your paper to the Learning Center for feedback. The third section of the paper is due a month later and you will both provide feedback and receive feedback from a classmate during a writing workshop in class. The final writing assignment you will submit will be a revised, polished combination of all three sections. To save yourself work during the end-of-semester crunch, it would benefit you to make revisions as you receive multiple rounds of feedback throughout. I will provide feedback on this last iteration of the process and evaluate your writing based on how it has improved over the course of the semester. A detailed rubric will be used for grading and is available on Canvas.

Participation

You will be encouraged and supported to actively participate in every class. Discussion is a fundamental part of participation in this course and honing this skill will help you succeed and stand out in other courses. As defined by [the Discussion Project](#), “discussion” is not just talking in class, but “focused inquiry” that involves both speaking and listening. It is also purposeful, collaborative, inclusive, and leads to deeper understanding through multiple perspectives. We will be working to develop discussion skills in small and large groups in each class meeting. The other part of participation will involve responding to writing prompts in a journal. Different prompts will be provided at the beginning of every class. You will be expected to make up journal prompts but you cannot make up attendance.

Community-Building

You will receive credit for attending any co-curricular talk, event, or club meeting on campus this semester and for using academic resources. You can complete these activities any time before the last day of the semester and just submit the name and date of the activity on Canvas. For ideas of where to begin tapping into the campus community, see this calendar: <https://calendar.uwgb.edu/>

Other websites to find events: [Multi-Ethnic Student Affairs](#), [Pride Center](#) and [social groups](#), [Music](#), [Career Services](#), and [Kress Events Center](#) and [University Recreation](#). Other websites to find resources: [Career Services](#), [The Learning Center](#), and [The Wellness Center](#).

Grading System

The purpose of grades in this course are to reward you for your own growth and learning throughout the semester. My philosophy in general is that grades should not be punitive, and this is especially the case for a first year seminar. This being said, another purpose of the grading system in this course is to provide you with an example of common policies and demonstrate how grades work in college. Below is an overview of the grading system for this course which will discuss more in class:

Attendance policy

As per [the University's attendance policy](#), **“a student is expected to attend all class sessions.”**

Consistent attendance is required to succeed in this class and throughout your time in college. I will take attendance at the beginning of every class and check in if you are missing. Your participation grade depends on your active presence in class and discussions will be evaluated in terms of quality (see above “Participation” section). You are likely balancing many things in your life, especially in the face of an ongoing pandemic.

Competing priorities, life events, and unpredictable incidences will arise throughout the semester. In this course, some skills we will work on are around developing good habits with communicating early and often in order to get the support you need from your professors and peers. If you cannot attend a class meeting, *first* request notes from a classmate about what you missed and feel free to stop by my office hours.

There are a variety of discussions, activities, presentations of resources, and community-building and skill-building exercises that take place in the seminar, as outlined in this syllabus. Their purpose is to prepare you to be successful in the rest of your time in college. While I encourage you to reach out early and meet with me to make a plan for catching up if you fall behind in the class, the most significant part of the first-year seminar experience is not possible to make up on your own or near the end of the semester. If life circumstances prevent you from regularly attending, fully participating, and/or completing the required work to pass, please reach out to the Dean of Students for support:

<https://www.uwgb.edu/dean-of-students/contact-us/>

Late assignment submission policy

One strategy for success in this class and in the rest of your time at UWGB is **proactive communication**. If life happens and something outside of your control prevents you from doing your best work on an assignment, reach out to me as soon as possible so we can come up with a plan together. If you need to submit an assignment late for other reasons (look forward to learning about the “[procrastination monkey](#)” in class), **10%** will be automatically deducted for each day that the assignment is late. All assignments in this class are due on **Fridays at 11:59pm CT**, so for example, if you needed to take an extra weekend to complete something and turned it in the following Monday, you would lose 30%. The purpose of this policy is to allow you some flexibility as things may arise throughout the course that are outside of your control, and also to incentivize you to keep up with the course work so you do not fall behind. The last opportunity to turn in all assignments for this course is **12/16/22**, after which the late penalty does not apply and no late work can be accepted. In-class, collaborative, and otherwise time-sensitive assignments cannot be made up.

Letter-grade scale	
GRADE	PERCENT
A	92%-100%
AB	91%-89%
B	88%-82%
BC	81%-79%
C	78%-72%
CD	71%-69%
D	68%-60%
F	<60%

Questions about feedback and grades

I strongly encourage you to visit my office hours to check in about how you’re doing in the class. Office hours can be over Zoom or in my office. You are encouraged to connect with me to ask questions, address concerns, or talk more about your college experience. If office hours do not work for your schedule, send me an email and I’ll gladly work with you to find another time to meet. I am responsive to email within 24 hours, although typically not after 7pm. I prefer to have conversations about grades and course content in real time instead of over email, so save substantive questions for our meeting. I especially appreciate it when you are proactive and reach out early and often, instead of waiting until the end of the semester.

Information on university policies

For University policies on enrollment and grades, please refer to these links: [academic and registration calendars](#), [incomplete grades](#), [pass/no credit enrollment](#), [withdrawal](#), [course drops](#), and [bereavement](#).

Academic integrity

Academic integrity usually consists of two parts: completing your own work, and properly citing others' work. Like almost all of the topics we will focus on in this seminar, academic integrity is a skill that can be developed. Several class meetings will be devoted to practicing how to use our own words, paraphrase and quote others' ideas, and properly cite sources. This guide is a great resource for understanding what plagiarism is, how to avoid it, and the University's policy: <https://libguides.uwgb.edu/plagiarism>. This is another good page to bookmark with an overview of how to cite sources: <https://libguides.uwgb.edu/CiteYourSource>.

Course Schedule & Organization

There are no required books for this course; all materials are posted on Canvas. It will be helpful to bring a laptop, tablet, or viewing technology to access learning materials during class discussions.

All readings/podcasts should be completed **before Tuesday's class each week. All assignments are due on Fridays (for details, see "Course Components" above and "Assignments" tab on Canvas).*

DATES	TOPICS & ACTIVITIES (IN CLASS)	ASSIGNMENTS (AT HOME)*
INTRODUCTION	HISTORY OF POLICING AND RESISTANCE	
WEEK 1 9/5-9/9	-Introductions, community-building, and creating discussion guidelines -Writing time for first section of paper	- Pre-class reflection survey -Review syllabus and Canvas website
WEEK 2 9/12-9/16	-Review of course syllabus and syllabus-reading strategies -How to get organized and manage time -"The hidden curriculum"	-Police reading #1: "Watching the Watchers: Theory and Research in Policing Studies" (Bowling et al. 2019) - Semester at a glance - First paper due
PART I.	CONTEMPORARY DEVELOPMENT OF POLICING	
WEEK 3 9/19-9/23 NO CLASS 9/22 – CANVAS ACTIVITY	-How to navigate imposter syndrome and stereotype threat -How to read articles, chapters, books -How to evaluate sources	-Police reading #2: "The Wars Are Here" (Katzenstein 2020) and "'I'm Part of Something That's Really Evil'" (NYT podcast 2021)
WEEK 4 9/26-9/30 MEET IN LIBRARY ROOM 304 9/29	-Librarian session on different types of sources, searching for sources, and how to do research at UWGB	-Police reading #3: The Senate Select Committee on Intelligence "Torture Report" (US Congress 2014) -Incorporate feedback from first paper
WEEK 5 10/3-10/7	-Introduction to using sources -Documentary screening: 13 th	-Police reading #4: "The Lockdown" (Alexander 2010) and "Thug Nation" (Kelley 2016) -Start drafting second section of paper

PART II.		CHANGES AND CONTINUITIES
WEEK 6 10/10-10/14	-Time management and writing tips -Grit stories presentations	-Police reading #5: "The Cycle" (Hinton 2021) -Grit stories -Mid-class reflection survey
WEEK 7 10/17-10/21	-Paper writing session will take place in the library during scheduled class time -One-on-one meetings in Cofrin Library, Room 506L	-Police reading #6: "American Police" (<i>Throughlines</i> podcast 2020) -Individual meetings -Second paper due
WEEK 8 10/24-10/28	-How to ask for help and avoid mid-semester burnout	-Combine and revise first and second sections of paper and bring to the Learning Center for feedback
WEEK 9 10/31-11/4	-How to do research (with examples from the colonial archives)	-Police reading #7: "Social movements and critical resistance: policing colonial capitalist order" (Dafnos 2014) -Meet with advisor (<i>before your registration begins—see SIS</i>)
PART III.		ORIGINS OF THE POLICE
WEEK 10 11/7-11/11	-Students' choice week	-Police reading #8: "The 'Irish' policeman and the Empire" (Sinclair 2008) -Majors exploration due
WEEK 11 11/14-11/18	-Review using sources and "academic integrity"	-Police reading #9: Interview with the Red Nation (Camp and Heatherton 2016) -Third paper due
WEEK 12 11/21-11/25	-Film screening of <i>Slave Catchers, Slave Resisters</i>	-Police reading #10: "Police and Slave Patrols" (Hadden 2021)
NO CLASS THURSDAY OF THIS WEEK – FALL RECESS (11/23-11/25)		
CLOSING		TAKEAWAYS
WEEK 13 11/28-12/2	-In-class writing revision workshop	-Incorporate feedback in paper
WEEK 14 12/5-12/9	-Classroom visits from centers on campus	-Police reading #11: "Native Solidarity with Black Lives Matter..." -Revise combined final paper
WEEK 15 12/12-12/16	-End-class reflection activity: letters to the future	-End-class reflection activity due -Final paper due *All work due by: 12/16/22*

Current UWGB COVID-19 Policy and Resources

Specific COVID-19 guidelines may change during the semester based on current public health conditions and level of community transmission and will be announced via email by the Chancellor's Office. If you are experiencing COVID-19 symptoms, get tested for COVID-19 and **do not come to class**. This is the case for all symptomatic individuals, regardless of vaccination status. Please contact [the Wellness Center](#) for more information about testing, quarantining, and getting vaccinated or boosted.

- Wisconsin Department of Health Services: <https://www.dhs.wisconsin.gov/covid-19/index.htm>
- CDC: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html>

Student Resources & Services

Campus Services

- [Phoenix Cares](#): academic support, childcare, crisis and mental health, financial resources, food resources, housing, sexual violence and prevention, social support, and Wisconsin support services.
- [Scholarship Portal](#): new website for degree-seeking students to apply for funding.
- [Career Services](#)

Technology Tools

- [UWGB IT student resources](#)
- [How to use Canvas guides](#)
- Microsoft Office 365 Suite ([UWGB Link](#))
– students have access to download/install Office
 - Useful notetaking application:
[Microsoft OneNote](#)
- [Noodle Tools Citation Manager](#)
- [Zotero Citation Manager](#)
- [Google Drive](#)
- [List of free word processors](#)
(alternatives to Microsoft Word)
- [Paul-Elder Critical Thinking Framework](#)
- [Grammarly](#) (Chrome extension)
- [Evernote](#) (note-taking app)
- [ToDoist](#) (to-do list app and extension)
- List of software available to UWGB students: [here](#) and [here](#)