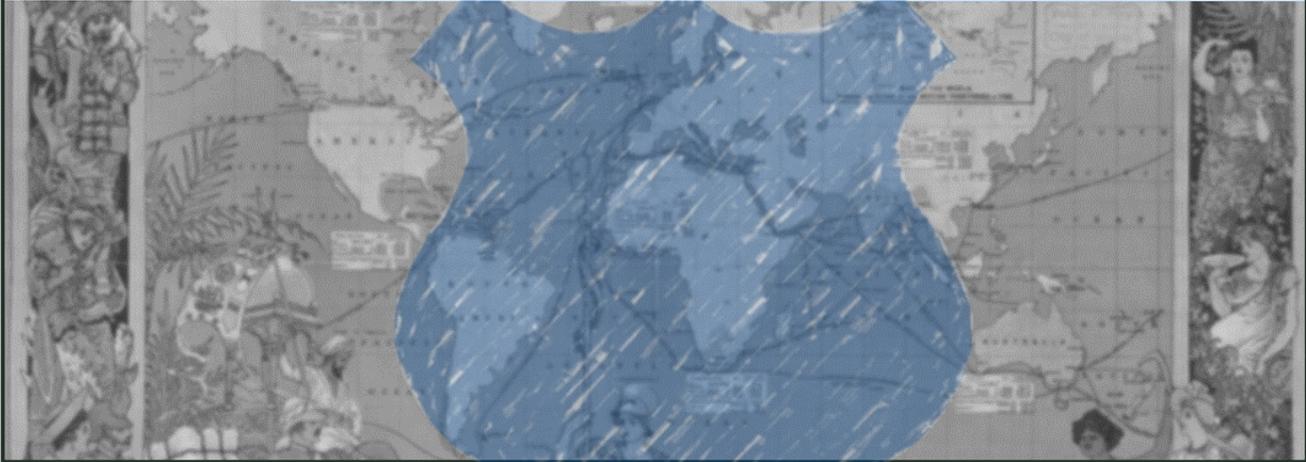




UNIVERSITY of WISCONSIN
GREEN BAY

Democracy & Justice Studies 363: Topics The Global Politics of Policing

Spring 2022, 3 course credits
Tuesdays, 5 – 8 PM
MAC-229 (in person)



Professor Contact Information

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

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

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Drop-in office hours (virtual and in-person): Thursdays, 4-6pm CT (or gladly by appointment)

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 (DJS 363-0002)

This course takes a global approach to the politics of the police and policing. It begins with key concepts and theories of the relationship between policing and power. It then examines policing from the 17th century to the present within and between different contexts, spanning Nigeria, Mexico, France, Canada, South Africa, Vietnam, the Navajo Nation, Japan, the United Kingdom, Palestine, Tanzania, South Korea, and the United States. The course ends with an examination of social movements' organizing toward democracy, abolitionist alternatives, and transformative justice. Students will leave the course with the foundational knowledge and analytical tools to address important questions around the politics of policing, such as: what is policing; how and why did the police emerge; what does policing look like around the world; and what is the future of the police and policing?

Three Credit Hours: This class meets for a single three-hour class period each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 5 hours out of the classroom for every class period.

Course Learning Objectives

1. Identify the role of the police and policing in different contexts and make comparisons and connections between contexts.
2. Apply theories and experiences of policing to analyze how the police operate in relation to the state, society, and economy—domestically and globally.
3. Contextualize contemporary police and policing within broader histories of imperialism, colonialism, racial capitalism, and war.
4. Gain critical thinking skills and analytical tools to interpret how police and policing is discussed in the media, popular culture, and contemporary debates.
5. Synthesize multi-disciplinary sources through reading, original writing, self-reflection, and group discussion.

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 will encourage us all to have an ongoing conversation about how to create an environment in which you can grow and 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. Once your request has been sent, the faculty, the SAS office, and you can work together to ensure you have access. You can contact the SAS office if you have questions about this process or our role in supporting your learning. Location of SAS: Student Services Room 1700; phone: (920) 456-2841; email: sas@uwgb.edu; and website: 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:** If you have feedback about this course, I strongly encourage you to share this with me. There will be multiple surveys throughout the course to provide you with opportunities to share your thoughts with me and you can also speak with me during my office hours or contact me over email if that is more comfortable. I am committed to doing everything within my power to support students and am always grateful for feedback on how to do this more effectively. If you would feel more comfortable sharing feedback with someone else, you can contact the chair of the Department of Democracy & Justice Studies, Professor Jon Shelton (sheltonj@uwgb.edu, MAC A324).

Course Materials

All required materials will be provided on Canvas.

We will read excerpts from the following texts which will be provided electronically, along with all other readings. You may wish to obtain the full books if interested in reading more or having a hardcopy on hand ([support local bookstores!](#)).

- Alexander, Michelle. 2010/2020. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York : New Press.
- Camp, Jordan T., and Christina Heatherton, eds. 2016. *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. London ; New York: Verso.
- Davis, Angela Y. 2003. *Are Prisons Obsolete?* Open Media Book. New York: Seven Stories Press.
- Lakshmi Piepzna-Samarasinha, Leah, and Ejeris Dixon, eds. 2019. *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*.
- Schrader, Stuart. 2019. *Badges without Borders: How Global Counterinsurgency Transformed American Policing*. Oakland, California: University of California Press.
- Seigel, Micol. 2018. *Violence Work: State Power and the Limits of Police*. Durham : London: Duke University Press Books.
- Stanley, Eric A., and Nat Smith, eds. 2015. *Captive Genders: Trans Embodiment and the Prison Industrial Complex*. 2nd ed. Oakland, CA: AK Press.

Course Components

Assignments and Evaluation

The breakdown of assignments and evaluations for this course is detailed below:

- 25%: Discussion and participation
- 30%: Global politics of policing essay (introduction and outline: 10%; final essay: 20%)

- 30%: The future of policing project (proposal: 10%; final project: 20%)
- 15%: Self-reflection surveys (3 x 5% each)

1. Discussion and participation: Success in this course relies on inclusive, thoughtful, and informed discussion and participation in weekly class meetings. Discussion, as explained by [the Discussion Project](#), 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 achieve this through guided activities and engagement with posted learning materials.

Participation in each class meeting will be evaluated by three criteria: 1) the extent to which students follow class norms, which will be set on the first day; 2) the quality of participation, as demonstrated by [critical thinking skills](#); and 3) the growth of students as individuals and as a group throughout the semester. If you cannot attend a meeting, please be proactive and ask a classmate about what you missed and request notes from them, and take advantage of my office hours to get clarification and ask follow-up questions.

If you cannot participate one or more weeks in person, email me or drop in for my office hours so we can arrange alternative assignments and asynchronous discussion options in order for you to get participation credit. I recognize that we are still in the midst of an ongoing pandemic so you should follow university protocol and take care of yourself and your community. [Read more about UWGB's response here](#) and get more details about how to protect yourself from COVID-19 and what to do if you are exposed: ["the most effective way to prevent illness is to get vaccinated and avoid exposure to the virus by wearing a mask, keeping 6 feet apart, and washing your hands."](#)

2. Global politics of policing essay (introduction and outline due Week 7; final essay due Week 9): Choose two contexts (places and times) that you are interested in studying the politics of policing. One context should be discussed in the course, and the second context can be any place and time you want to learn more about. In the format of a 5-page double-spaced essay, **compare** your selected contexts by answering the following questions:

- How does the police and policing work in these contexts? (Include theories and key concepts of police and policing within a global framework)
- How did the police and policing emerge in these contexts? (Discuss relevant historical events, such as perhaps slavery and colonialism)
- What does the police and policing look like in these contexts today? (Engage with major themes from the course on how policing is bound up with identity and power, such as race, class, gender, sexuality, nationality, etc.)

3. The future of policing project (proposal due Week 11; final project due Week 13): Present the main insights from your global politics of policing essay (the answers to the above questions) in the form of a recorded video or slideshow presentation, recorded podcast or dialogue, zine, exhibit, illustration, or another creative format of your choosing. Build on these insights to answer the question, what can you imagine as the future of the police and policing in these contexts? (Consider ideas from the final section of the course on organizing for democracy, problematizing reform, abolitionist alternatives, and transformative justice)

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. Below is a brief overview of the grading system for this course.

Attendance

Attendance in this course is very important and there will be in-class activities that you will be required to submit on Canvas at the end of class. Your participation and discussion 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 incidents 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, request notes from a classmate about what you missed, feel free to request a make-up assignment, and come by my office hours with questions.

Late assignment submission

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 (you may have heard of the “[procrastination monkey](#)”), 5% 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 if you needed to take an extra weekend to complete something and turned it in the following Monday, you would lose 15%. The last opportunity to turn in all assignments for this course is the last day of the semester.

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. If these hours do not work for your schedule, send me an email and I’ll gladly work with you to find another time to meet virtually or in person. 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: [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. Academic integrity is a skill that can be developed throughout your time here at UWGB. 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>.

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%

Course Schedule & Organization

All assigned learning materials should be completed prior to the Tuesday class meeting of each week, unless otherwise specified. You can find links to all the materials below and on Canvas.

This course is organized around the following four parts:

1. What policing is (theories and key concepts of police and policing within a global framework)
2. How the police and policing emerged (overview of slavery, imperialism, and the prison industrial complex)
3. What policing looks like around the world (encompassing settler colonialism, gender and sexuality, political policing and counterinsurgency, borders, and technology)
4. What the future of the police and policing is (organizing for democracy, problematizing reform, abolitionist alternatives, and transformative justice)

Part I. Introduction: What is policing?

	The Week's Theme	Main Concepts and Events
Wk 1	Introduction and Current Events	Police brutality, BLM, #EndSARS
	<ul style="list-style-type: none"> • Cave, Damien, Livia Albeck-Ripka, and Iliana Magra. 2020. "Huge Crowds Around the Globe March in Solidarity Against Police Brutality." <i>The New York Times</i>, June 6, 2020, sec. World. https://www.nytimes.com/2020/06/06/world/george-floyd-global-protests.html. • Ofoma, Dika. 2020. "Queer Nigerians Insist Their Lives Matter at #EndSARS Protests." <i>Them</i>, November 23, 2020. https://www.them.us/story/lgbtq-nigerians-end-sars-protests. • Serhan, Yasmeen. 2020. "What the World Could Teach America About Policing." <i>The Atlantic</i>, June 10, 2020. https://www.theatlantic.com/international/archive/2020/06/america-police-violence-germany-georgia-britain/612820/. 	
Wk 2	Theories of Police and Policing	State, social control, race-class subjugated, Kerner Commission
	<ul style="list-style-type: none"> • Seigel, Micol. 2018. <i>Violence Work: State Power and the Limits of Police</i>. Durham : London: Duke University Press Books. <ul style="list-style-type: none"> ○ Introduction "Policing and State Power" (p. 1-24) • Neocleous, Mark. 2021. <i>A Critical Theory of Police Power: The Fabrication of the Social Order</i>. Verso. <ul style="list-style-type: none"> ○ Ch. 1 "'Police Begets Good Order'" (53-84) • (Optional) Soss, Joe, and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities." <i>Annual Review of Political Science</i> 20 (1): 565–91. • (In class) Screening of "Dylan Rodriguez, 'It's Not Police Brutality.'" <i>Critical Resistance</i>. September 13, 2017. https://youtu.be/yIEUT2BvvtM. 	
Wk 3	Global Framework of Policing	Ferguson, Palestine, George Floyd, racial capitalism
	<ul style="list-style-type: none"> • Davis, Angela Y. 2016. <i>Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement</i>. Edited by Frank Barat. 4th ed. Chicago, Illinois: Haymarket Books. 	

- Ch. 2 “Ferguson Reminds Us of the Importance of a Global Context” (p. 13-30)
- Cheatham, Amelia and Lindsay Maizland. 2021. “How Police Compare in Different Democracies.” *Council on Foreign Relations*. <https://www.cfr.org/background/under/how-police-compare-different-democracies>.
- Bowling, Benjamin, Robert Reiner, and James W. E. Sheptycki. 2019. *The Politics of the Police*. 5th ed. Oxford: Oxford University Press.
 - Ch. 9 “The Politics of Global Policing” (185-206)
- **Listen to podcast episode:** Warner, Gregory, Joanna Kakissis, Tina Antolini, and Lu Olkowski. June 10, 2020. “The Global Legacy of George Floyd.” *Rough Translation*. <https://www.npr.org/2020/06/10/874270664/the-global-legacy-of-george-floyd>.
- **(In class)** Screening of “Geographies of Racial Capitalism with Ruth Wilson Gilmore – An Antipode Foundation film” (June 1, 2020): <https://youtu.be/2CS627aKrJl>.

Part II. History: How and why did the police and policing emerge?

	The Week’s Theme	Main Concepts and Events
Wk 4	Slavery and the Birth of the Police	Slave patrols, Civil War, Jim Crow, mass incarceration, prison industrial complex
	<ul style="list-style-type: none"> • Hadden, Sally. 2021. “Police and Slave Patrols,” in Jones, Ben, and Eduardo Mendieta, eds. <i>The Ethics of Policing</i>. New York University Press. 205-221. • Alexander, Michelle. 2010. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>. New York : New Press. <ul style="list-style-type: none"> ○ Ch. 1 “The Rebirth of Caste” (p. 20-73) • Listen to podcast episode: “American Police.” <i>Throughline</i>. June 4, 2020. https://www.npr.org/2020/06/03/869046127/american-police. • (In class) Screening of excerpts from <i>13th</i> (available on YouTube and Netflix) 	
Wk 5	Policing for Settler Colonialism	Mano dura, settler colonialism, neocolonialism, racial terror
	<ul style="list-style-type: none"> • Camp, Jordan T., and Christina Heatherton, eds. 2016. <i>Policing the Planet: Why the Policing Crisis Led to Black Lives Matter</i>. London ; New York: Verso. <ul style="list-style-type: none"> ○ Ch. 7 “Mano Dura Contra El Crimen and Premature Death in Puerto Rico” and Ch. 8 “Policing the Crisis of Indigenous Lives: An Interview with the Red Nation” • Go, Julian. 2020. “The Imperial Origins of American Policing: Militarization and Imperial Feedback in the Early 20th Century.” <i>American Journal of Sociology</i> 125 (5): 1193–1254. • Razack, Sherene H. 2020. “Settler Colonialism, Policing and Racial Terror: The Police Shooting of Loreal Tsingine.” <i>Feminist Legal Studies</i>, April. 	
Wk 6	Imperial Diffusion of the Police	Cold War, decolonization, modernization
	<ul style="list-style-type: none"> • Sinclair, Georgina. 2007. <i>At the End of the Line: Colonial Policing and the Imperial Endgame 1945–80</i>. Manchester, UK ; New York: Manchester University Press. <ul style="list-style-type: none"> ○ “Introduction”; Ch. 1 “Towards an understanding of colonial policing: exploring policing models” 	

- **(Optional)** Ch. 2 “Transferring policing modes: Irish and English influences in Canada” (p. 1-54)
- Schrader, Stuart. 2019. *Badges without Borders: How Global Counterinsurgency Transformed American Policing*. Oakland, California: University of California Press.
 - Ch. 1 “Rethinking race and policing in imperial perspective” (p. 27-51)

Part III. Present: What does policing look like around the world?

	The Week’s Theme	Main Concepts and Events
Wk 7	Policing Gender and Sexuality	#Sayhername, intersectionality, LGBTQ+ activism
	<ul style="list-style-type: none"> ● Crenshaw, Kimberlé Williams and Andrea J. Ritchie. 2015. “Say Her Name: Resisting Police Violence Against Black Women.” African American Policy Forum and the Center for Intersectionality and Social Policy Studies. <ul style="list-style-type: none"> ○ View the website: https://www.aapf.org/sayhername and report ○ (In-class) Screening of “Say Her Name” video: https://youtu.be/kQbeUN-IfyQ ● Stanley, Eric A., and Nat Smith, eds. 2015. <i>Captive Genders: Trans Embodiment and the Prison Industrial Complex</i>. 2nd ed. Oakland, CA: AK Press. <ul style="list-style-type: none"> ○ “Introduction: Fugitive Flesh: Gender Self-Determination, Queer Abolition, and Trans Resistance” (Eric A. Stanley, p. 1-14) ● Human Rights Watch. 2018. “Audacity in Adversity: LGBT Activism in the Middle East and North Africa.” https://www.hrw.org/report/2018/04/16/audacity-adversity/lgbt-activism-middle-east-and-north-africa. ● Listen to podcast episode: “See You On The Road.” <i>Resistance</i>. November 11, 2020. https://gimletmedia.com/shows/resistance/z3hzbz2/see-you-on-the-road. 	
Wk 8	Policing as War	Militarization, counterinsurgency
	<ul style="list-style-type: none"> ● Camp, Jordan T., and Christina Heatherton, eds. 2016. <i>Policing the Planet: Why the Policing Crisis Led to Black Lives Matter</i>. London ; New York: Verso. <ul style="list-style-type: none"> ○ Ch. 13 “Beyond Bratton” (by Ruth Wilson Gilmore and Craig Gilmore) ● Seigel, Micol. 2019. “Always Already Military: Police, Public Safety, and State Violence.” <i>American Quarterly</i> 71 (2): 519-539. ● Schrader, Stuart. 2019. <i>Badges without Borders: How Global Counterinsurgency Transformed American Policing</i>. Oakland, California: University of California Press. <ul style="list-style-type: none"> ○ Choose one chapter to read: Ch. 6 “Riot School,” Ch. 7 “The Imperial Circuit of Tear Gas,” Ch. 8 “Order Maintenance and the Genealogy of SWAT” ● (Optional) Paulson-Smith, Kaden. 2021. “Police Fire on Rioters’: Everyday Counterinsurgency in a Colonial Capital.” <i>Small Wars and Insurgencies</i>. 	
Wk 9	Policing Borders	Immigrant detention, mass deportation, ICE
	<ul style="list-style-type: none"> ● Craven, Julia. 2021. “The Ugly History Behind Those Border Agents Chasing Haitian Migrants on Horseback.” <i>Slate</i>, September 25, 2021. https://slate.com/news-and-politics/2021/09/border-patrol-horseback-haitian-migrants-del-rio.html. ● Camp, Jordan T., and Christina Heatherton, eds. 2016. <i>Policing the Planet: Why the Policing Crisis Led to Black Lives Matter</i>. London; New York: Verso. 	

- Ch. 14 “They’re not solving the problem, they’re displacing it: An interview with Alex Sanchez”
- Ch. 15 “Resisting state violence in the era of mass deportation: An interview with Mizue Aizeki”
- Gordon, Eleanor, and Henrik Kjellmo Larsen. 2022. “‘Sea of Blood’: The Intended and Unintended Effects of Criminalising Humanitarian Volunteers Assisting Migrants in Distress at Sea.” *Disasters* 46 (1): 3–26. <https://doi.org/10.1111/disa.12472>.

Part IV. What is the future of the police and policing?

	The Week’s Theme	Main Concepts and Events
Wk 10	Policing and Democracy	White supremacy, racial authoritarianism, democracy, neoliberalism
	<ul style="list-style-type: none"> ● Kwon, Jong Bum. 2014. “Forging a Modern Democratic Imaginary: Police Sovereignty, Neoliberalism, and the Boundaries of Neo-Korea.” <i>Positions: Asia Critique</i> 22 (1): 71–101. ● Weaver, Vesla M., and Gwen Prowse. 2020. “Racial Authoritarianism in U.S. Democracy.” <i>Science</i> 369 (6508): 1176–78. <ul style="list-style-type: none"> ○ Check out the “Portals Policing Project”: https://www.portalspolicingproject.com/ ● (Optional) Makalani, Minkah. 2017. “Black Lives Matter and the Limits of Formal Black Politics.” <i>South Atlantic Quarterly</i> 116 (3): 529–52. https://doi.org/10.1215/00382876-3961472. ● (In class) Screening excerpts from “Angela Davis in conversation with Astra Taylor: Their Democracy and Ours” (panel hosted by Jacobin and Haymarket 2020): https://youtu.be/6ScF2GeTUyY ● (In class) Screening of “Turntables” Emotion Picture: https://youtu.be/8CFrCk6_OrM 	
Wk 11	Police and Prison Reform?	Abolition, reform, non-reformist reform, decarceration, deinstitutionalization
	<ul style="list-style-type: none"> ● Davis, Angela Y. 2003. <i>Are Prisons Obsolete?</i> Open Media Book. New York: Seven Stories Press. <ul style="list-style-type: none"> ○ Introduction “Prison Reform or Prison Abolition” (p. 9-21) ● Ben-Moshe, Liat. 2013. “The Tension Between Abolition and Reform.” In <i>The End of Prisons: Reflections from the Decarceration Movement</i>, edited by Mechthild E. Nagel and Anthony J. Nocella II, 83–92. Amsterdam: Brill - Rodopi. ● Blain, Keisha N. 2017. “Ida B. Wells Offered the Solution to Police Violence More than 100 Years Ago.” <i>Washington Post</i>, July 11, 2017. https://www.washingtonpost.com/news/made-by-history/wp/2017/07/11/ida-b-wells-offered-the-solution-to-police-violence-more-than-100-years-ago/. ● Listen to podcast episode: “The End of Policing Feat. Alex Vitale.” <i>Beyond Prisons</i>. December 12, 2017: https://www.beyond-prisons.com/home/the-end-of-policing-feat-alex-vitale. 	
Wk 12	Abolitionist Alternatives	Police and prison abolition

- O'Connor, Brendan. 2020. "How to Build a Global Abolition Movement." *VICE*, December 7, 2020. <https://www.vice.com/en/article/qjpv7/how-to-build-a-global-movement-to-abolish-prison-police-v27n4>.
- Jodice, Noah. 2021. *Police Abolition 101: Messages When Facing Doubts*. Zine, January 21, 2021. https://issuu.com/projectnia/docs/policeabolition101_zine_digital_singlepages.
- Stanley, Eric A., and Nat Smith, eds. 2015. *Captive Genders: Trans Embodiment and the Prison Industrial Complex*. 2nd ed. Oakland, CA: AK Press.
 - "Building an Abolitionist Trans and Queer Movement with Everything We've Got" (Morgan Bassichis, Alexander Lee, and Dean Spade, p. 21-46)
- **(Optional)** Davis, Angela Y. 2003. *Are Prisons Obsolete?* Open Media Book. New York: Seven Stories Press.
 - Ch. 6 "Abolitionist Alternatives" (p. 105-115)
- **(Optional)** Oparah (FKA Sudbury), Julia Chinyere. 2004. "A World Without Prisons: Resisting Militarism, Globalized Punishment, and Empire." *Social Justice* 31 (1/2 (95-96)): 9–30.
- **(Optional)** Podcast episode: "Ruth Wilson Gilmore Makes the Case for Abolition." *The Intercept*. June 10, 2020: <https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/>.
- **(In class)** Screening of excerpts from:
 - "Covid 19, Decarceration, and Abolition" (conversation with Ruth Wilson Gilmore and Naomi Murakawa, hosted by Haymarket Books, April 28, 2020): <https://youtu.be/hf3f5i9vJNM>.
 - "Abolish Policing, Not Just the Police" (conversation with Mariame Kaba, Maya Schenwar, and Victoria Law, hosted by Haymarket Books, 2020): <https://youtu.be/qt-JDtL0OnE>.

Wk 13

Transformative Justice	Transformative justice, harm reduction, community safety
<ul style="list-style-type: none"> • Schulman, Miriam. "Neighbor to the Assassin: Transitional Justice in Guatemala." https://www.scu.edu/mcae/publications/iie/v9n3/assassin.html. • Lakshmi Piepzna-Samarasinha, Leah, and Ejeris Dixon, eds. 2019. <i>Beyond Survival: Strategies and Stories from the Transformative Justice Movement</i>. Chico, CA: AK Press. <ul style="list-style-type: none"> ○ Ch. 1 "Building Community Safety," by Ejeris Dixon (p. 15-26) ○ Ch. 14: "Maybe you don't have to call 911?" by Oakland Power Projects (141-156) ○ Ch. 25: "Every Mistake I've Ever Made," Shira Hassan interviewed by Leah Lakshmi Piepzna-Samarasinha (p. 275-286) • Choose one of the following toolkits or zines to read: <ul style="list-style-type: none"> ○ Brooks, Lara, and Mariame Kaba. <i>Whose Security Is It Anyway?</i> https://files.cargocollective.com/c1012822/Whose-Security.pdf. ○ Thom, Kai Cheng. <i>Loving Justice: Embodied Conflict Resolution & Transformative Justice</i>. https://ariseembodiment.org/free-workbook/. ○ Kaba, Mariame, and Eva Nagao. <i>What About the Rapists?</i> https://bit.ly/3AOWMVG. ○ Other options from Project NIA: https://abolitionist.tools/ • (In class) Screening of "What is Transformative Justice?" (Featuring adrienne maree brown, Mia Mingus, Stas Schmiedt, Ann Russo, Esteban Kelly, Martina Kartman, Priya Rai, and Shira 	

Hassan, hosted by the Barnard Center for Research on Women, March 11, 2020):

<https://youtu.be/U-BOFz5TXo>

Wk 14 Present and discuss final projects in class

COVID-19 Pandemic

This semester is going to be different than a “normal” college semester because we’re still in the middle of a global pandemic. I want to acknowledge that none of us know how this might impact our lives in the coming months, so being flexible and communicating often is important. Taking care of your overall well-being is necessary, and something that I must do, too. Please know that I recognize that the pandemic impacts us all—you, your families, me, my family—in a wide range of ways, from caregiving responsibilities, job changes, mental and physical health challenges, etc. I can help connect you to campus resources that might help you manage the challenges you’re facing; you can also look at the UWGB Coronavirus Information website. My goal is to help you be successful in the class no matter what challenges you’re facing—we can work together to develop a plan that works for you if your situation changes. And, the plan for the class may need to change as our collective situations change. I am committed to providing you with a meaningful educational experience that is flexible and geared toward your success. Reach out to me via email, student drop-in hours, or share your concerns on our surveys and we’ll move forward together.

Current UWGB Policy

According to the Office of COVID-19 Response at UWGB, "The most effective way to prevent illness is to get vaccinated and avoid exposure to the virus by wearing a mask, keeping 6 feet apart, and washing your hands." Get more details about how to protect yourself from COVID-19 and what to do if you are exposed here: <https://www.uwgb.edu/phoenix-forward/covid/the-office-of-covid-19-response/>

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.

Informed by CDC and county health board guidance, [Chancellor Directive on Face Coverings](#) requires mask use for all while in indoor classrooms, laboratories, studios, creative spaces (hereafter referred to as instructional space), and public spaces. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance should seek an accommodation through the Office of COVID-19 Response (covidresponse@uwgb.edu or (920) 465-5060).

People whose vaccination status is not up to date shall observe social distancing guidelines, where possible, while in instructional and public spaces.

If you are experiencing COVID-19 symptoms, you should **get tested** for COVID-19 and **not come to class**. This is the case for all symptomatic individuals, regardless of vaccination status. Please contact the [Office of COVID-19 Response](#) if you have any questions.

COVID-19 Resources and Data

- UWGB: <https://www.uwgb.edu/phoenix-forward/>
- UWGB COVID dashboard: <https://www.uwgb.edu/phoenix-forward/covid19-dashboard/>
- Brown County Department of Health Dashboard: <https://www.browncountywi.gov/community/covid-19/coronavirus-dashboards/>
- 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>

Other Student Resources & Services

Campus Services

- [Phoenix Cares](#): includes resources for academic support, childcare, crisis and mental health, financial resources, food resources, housing options, sexual violence and prevention, social support, and Wisconsin support services.
- [Scholarship Portal](#): this is a new website for degree-seeking students to apply for funding in 2022-2023. For maximum consideration, it is recommended to submit applications **by Feb. 15, 2022**. Over a million dollars in merit- and need-based scholarships are available.
- [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](#)