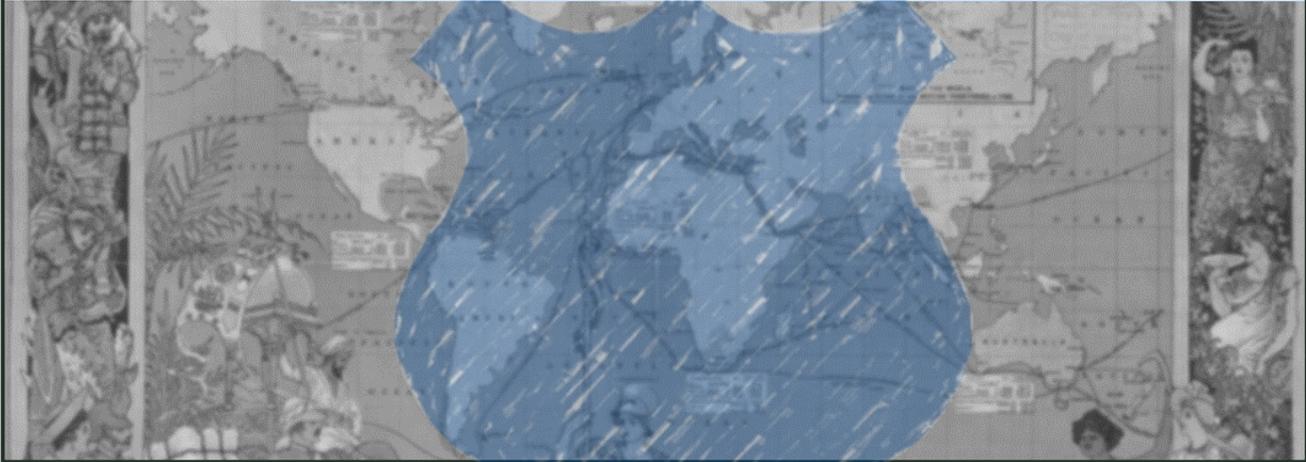




UNIVERSITY of WISCONSIN  
GREEN BAY

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

Spring 2023, 3 course credits  
Tuesdays, 5 – 8 PM  
MAC-107 (in person)



### Professor Contact Information

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

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

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**Office hours:** Thursdays, 11am-1pm CT ([sign up here](#)) or gladly by appointment ([email me](#))

### Land Acknowledgement

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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 363-0001)

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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

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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

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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](mailto:sas@uwgb.edu); and website: [uwgb.edu/student-accessibility-services](http://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](mailto:sheltonj@uwgb.edu), MAC A324).

## Course Materials

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**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.
- Bowling, Benjamin, Robert Reiner, and James W. E. Sheptycki. 2019. *The Politics of the Police*. 5th ed. Oxford: Oxford University Press.
- 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

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### Assignments and Evaluation

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

- 25%: Discussion and participation (weekly attendance and notes submissions)
- 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, which you will get credit for through submitting notes of how you prepared before each class.

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 class 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.

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:
  - 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

As per [the University's attendance policy](#), "a student is expected to attend all class sessions." **Important:** If life happens and you have to miss class for **two or more** weeks, email me or come to my office hours, and schedule an appointment with [the Dean of Students for support](#).

Consistent attendance is required to succeed in this class. 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 midst of an ongoing pandemic.

Competing priorities, life events, and unpredictable incidents will arise throughout the semester. 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, and presentations that take place in this upper-level seminar, as outlined in this syllabus. Their purpose is to support you in achieving the learning objectives for this course. 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 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](#).

## Late assignment submission

If you need to submit an assignment late, **10%** will be automatically deducted for each day that the assignment is late. 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 **5/5/23**, after which the late penalty does not apply and no late work can be accepted. In-class, collaborative, and otherwise time-sensitive assignments (such as weekly discussion preparation notes) *cannot* be made up.

## 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: [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. Some class time 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 and consequences for plagiarism. [This is another good page to bookmark](#) with an overview of how to cite sources.

## 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 **before** the Tuesday class meeting of each week. You can find links to all the materials below on Canvas as the syllabus may change. This course is organized in four parts:

1. What policing is (policing within a global framework and theories and key concepts of police)
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
<b>Wk 1</b>	<b>Introduction and Current Events</b>	<b>Police brutality, BLM, #EndSARS</b>
	<ul style="list-style-type: none"> <li>• 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. <a href="https://www.nytimes.com/2020/06/06/world/george-floyd-global-protests.html">https://www.nytimes.com/2020/06/06/world/george-floyd-global-protests.html</a>.</li> <li>• Ofoma, Dika. 2020. "Queer Nigerians Insist Their Lives Matter at #EndSARS Protests." <i>Them</i>, November 23, 2020. <a href="https://www.them.us/story/lgbtq-nigerians-end-sars-protests">https://www.them.us/story/lgbtq-nigerians-end-sars-protests</a>.</li> <li>• Serhan, Yasmeeen. 2020. "What the World Could Teach America About Policing." <i>The Atlantic</i>, June 10, 2020. <a href="https://www.theatlantic.com/international/archive/2020/06/america-police-violence-germany-georgia-britain/612820/">https://www.theatlantic.com/international/archive/2020/06/america-police-violence-germany-georgia-britain/612820/</a>.</li> <li>• <b>(Optional)</b> Bowling, Benjamin, Robert Reiner, and James W. E. Sheptycki. 2019. <i>The Politics of the Police</i>. 5th ed. Oxford: Oxford University Press.               <ul style="list-style-type: none"> <li>○ Ch. 1 "Watching the Watchers: Theory and Research in Policing Studies" (p. 3-19)</li> </ul> </li> </ul>	
<b>Wk 2</b>	<b>Global Framework of Policing</b>	<b>Ferguson, Palestine, George Floyd, globalization</b>
	<ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>○ Ch. 2 "Ferguson Reminds Us of the Importance of a Global Context" (p. 13-30)</li> </ul> </li> <li>• <b>Listen to podcast episode:</b> Warner, Gregory, Joanna Kakissis, Tina Antolini, and Lu Olkowski. June 10, 2020. "The Global Legacy of George Floyd." <i>Rough Translation</i>. <a href="https://www.npr.org/2020/06/10/874270664/the-global-legacy-of-george-floyd">https://www.npr.org/2020/06/10/874270664/the-global-legacy-of-george-floyd</a>.</li> <li>• Bowling, Benjamin, Robert Reiner, and James W. E. Sheptycki. 2019. <i>The Politics of the Police</i>. 5th ed. Oxford: Oxford University Press.               <ul style="list-style-type: none"> <li>○ Ch. 9 "The Politics of Global Policing" (p. 185-206)</li> </ul> </li> <li>• <b>(Optional)</b> Cheatham, Amelia and Lindsay Maizland. 2021. "How Police Compare in Different Democracies." <i>Council on Foreign Relations</i>. <a href="https://www.cfr.org/backgrounder/how-police-compare-different-democracies">https://www.cfr.org/backgrounder/how-police-compare-different-democracies</a>.</li> <li>• <b>(Optional)</b> Screening of "Geographies of Racial Capitalism with Ruth Wilson Gilmore" (June 1, 2020): <a href="https://youtu.be/2CS627aKrJl">https://youtu.be/2CS627aKrJl</a>.</li> </ul>	
<b>Wk 3</b>	<b>Theories of Police and Policing</b>	<b>Critical theory, state, social control, race-class subjugated</b>

- Seigel, Micol. 2018. *Violence Work: State Power and the Limits of Police*. Durham : London: Duke University Press Books.
  - Introduction “Policing and State Power” (p. 1-24)
- Neocleous, Mark. 2021. *A Critical Theory of Police Power: The Fabrication of the Social Order*. Verso.
  - Ch. 1 “Police Begets Good Order” (p. 53-84)
- **(Optional)** Soss, Joe, and Vesla Weaver. 2017. “Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities.” *Annual Review of Political Science* 20 (1): 565–91.
- **(In class)** Screening of “Dylan Rodriguez, ‘It’s Not Police Brutality.’” *Critical Resistance*. September 13, 2017. <https://youtu.be/yIEUT2BvvtM>.

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

	The Week’s Theme	Main Concepts and Events
<b>Wk 4</b>	<b>Slavery and the Birth of the Police</b>	<b>Slave patrols, Civil War, Jim Crow, mass incarceration, prison industrial complex</b>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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"> <li>○ Ch. 1 “The Rebirth of Caste” (p. 20-73)</li> </ul> </li> <li>• <b>Listen to podcast episode:</b> “American Police.” <i>Throughline</i>. June 4, 2020. <a href="https://www.npr.org/2020/06/03/869046127/american-police">https://www.npr.org/2020/06/03/869046127/american-police</a>.</li> <li>• <b>(In class)</b> Screening of excerpts from <i>13th</i> (available on <a href="#">YouTube</a> and <a href="#">Netflix</a>)</li> </ul>	
<b>Wk 5</b>	<b>Policing for Settler Colonialism</b>	<b>Mano dura, settler colonialism, neocolonialism, racial terror, public order policing</b>
	<ul style="list-style-type: none"> <li>• Dafnos, Tia. 2014. “Social Movements and Critical Resistance: Policing Colonial Capitalist Order.” In <i>Criminalization, Representation, Regulation: Thinking Differently about Crime</i>, edited by Deborah Brock, Amanda Glasbeek, and Carmela Murdocca, 1st edition, 385–418. North York, Ontario: University of Toronto Press, Higher Education Division.</li> <li>• 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"> <li>○ 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”</li> </ul> </li> <li>• <b>(Optional)</b> Razack, Sherene H. 2020. “Settler Colonialism, Policing and Racial Terror: The Police Shooting of Loreal Tsingine.” <i>Feminist Legal Studies</i>, April.</li> </ul>	
<b>Wk 6</b>	<b>Imperial Diffusion of the Police</b>	<b>Cold War, decolonization, modernization</b>
	<ul style="list-style-type: none"> <li>• 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"> <li>○ “Introduction”; Ch. 1 “Towards an understanding of colonial policing: exploring policing models”</li> </ul> </li> </ul>	

- **(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
<b>Wk 7</b>	<b>Policing Gender and Sexuality</b>	<b>#Sayhername, intersectionality, LGBTQ+ activism</b>
	<ul style="list-style-type: none"> <li>● 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"> <li>○ <b>View the website:</b> <a href="https://www.aapf.org/sayhername">https://www.aapf.org/sayhername</a> <b>and report</b></li> <li>○ <b>(In-class)</b> Screening of “Say Her Name” video: <a href="https://youtu.be/kQbeUN-IfyQ">https://youtu.be/kQbeUN-IfyQ</a></li> </ul> </li> <li>● 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"> <li>○ “Introduction: Fugitive Flesh: Gender Self-Determination, Queer Abolition, and Trans Resistance” (Eric A. Stanley, p. 1-14)</li> </ul> </li> <li>● Human Rights Watch. 2018. “Audacity in Adversity: LGBT Activism in the Middle East and North Africa.” <a href="https://www.hrw.org/report/2018/04/16/audacity-adversity/lgbt-activism-middle-east-and-north-africa">https://www.hrw.org/report/2018/04/16/audacity-adversity/lgbt-activism-middle-east-and-north-africa</a>.</li> <li>● <b>Listen to podcast episode:</b> “See You On The Road.” <i>Resistance</i>. November 11, 2020. <a href="https://gimletmedia.com/shows/resistance/z3hzbz2/see-you-on-the-road">https://gimletmedia.com/shows/resistance/z3hzbz2/see-you-on-the-road</a>.</li> </ul>	
<b>Wk 8</b>	<b>Policing as War</b>	<b>Militarization, counterinsurgency</b>
	<ul style="list-style-type: none"> <li>● 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"> <li>○ Ch. 13 “Beyond Bratton” (by Ruth Wilson Gilmore and Craig Gilmore)</li> </ul> </li> <li>● Seigel, Micol. 2019. “Always Already Military: Police, Public Safety, and State Violence.” <i>American Quarterly</i> 71 (2): 519-539.</li> <li>● 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"> <li>○ <b>Choose one chapter to read:</b> Ch. 6 “Riot School,” Ch. 7 “The Imperial Circuit of Tear Gas,” Ch. 8 “Order Maintenance and the Genealogy of SWAT”</li> </ul> </li> <li>● <b>(Optional)</b> Paulson-Smith, Kaden. 2021. “Police Fire on Rioters’: Everyday Counterinsurgency in a Colonial Capital.” <i>Small Wars and Insurgencies</i>.</li> </ul>	
<b>Wk 9</b>	<b>Policing Borders</b>	<b>Immigrant detention, mass deportation, ICE</b>
	<ul style="list-style-type: none"> <li>● Craven, Julia. 2021. “The Ugly History Behind Those Border Agents Chasing Haitian Migrants on Horseback.” <i>Slate</i>, September 25, 2021. <a href="https://slate.com/news-and-politics/2021/09/border-patrol-horseback-haitian-migrants-del-rio.html">https://slate.com/news-and-politics/2021/09/border-patrol-horseback-haitian-migrants-del-rio.html</a>.</li> <li>● 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.</li> </ul>	

- 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
<b>Wk 10</b>	<b>Policing and Democracy</b>	<b>White supremacy, racial authoritarianism, democracy, neoliberalism</b>
	<ul style="list-style-type: none"> <li>● Dubber, Markus Dirk. 2005. <i>The Police Power: Patriarchy and the Foundations of American Government</i>. New York: Columbia University Press. <ul style="list-style-type: none"> <li>○ Introduction: “The power to govern men and things” (p. xi-xvi)</li> </ul> </li> <li>● 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.</li> <li>● 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"> <li>○ Check out the “Portals Policing Project”: <a href="https://www.portalspolicingproject.com/">https://www.portalspolicingproject.com/</a></li> </ul> </li> <li>● <b>(Optional)</b> Makalani, Minkah. 2017. “Black Lives Matter and the Limits of Formal Black Politics.” <i>South Atlantic Quarterly</i> 116 (3): 529–52. <a href="https://doi.org/10.1215/00382876-3961472">https://doi.org/10.1215/00382876-3961472</a>.</li> <li>● <b>(In class)</b> Screening excerpts from “Angela Davis in conversation with Astra Taylor: Their Democracy and Ours” (panel hosted by Jacobin and Haymarket 2020): <a href="https://youtu.be/6ScF2GeTUsY">https://youtu.be/6ScF2GeTUsY</a></li> <li>● <b>(In class)</b> Screening of “Turntables” Emotion Picture: <a href="https://youtu.be/8CFrCk6_OrM">https://youtu.be/8CFrCk6_OrM</a></li> </ul>	
<b>Wk 11</b>	<b>Police and Prison Reform?</b>	<b>Abolition, reform, non-reformist reform, decarceration, deinstitutionalization</b>
	<ul style="list-style-type: none"> <li>● Davis, Angela Y. 2003. <i>Are Prisons Obsolete?</i> Open Media Book. New York: Seven Stories Press. <ul style="list-style-type: none"> <li>○ Introduction “Prison Reform or Prison Abolition” (p. 9-21)</li> </ul> </li> <li>● 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.</li> <li>● 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. <a href="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/">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/</a>.</li> <li>● <b>Listen to podcast episode:</b> “The End of Policing Feat. Alex Vitale.” <i>Beyond Prisons</i>. December 12, 2017: <a href="https://www.beyond-prisons.com/home/the-end-of-policing-feat-alex-vitale">https://www.beyond-prisons.com/home/the-end-of-policing-feat-alex-vitale</a>.</li> </ul>	

Wk 12	Abolitionist Alternatives	Police and prison abolition
	<ul style="list-style-type: none"> <li>• O'Connor, Brendan. 2020. "How to Build a Global Abolition Movement." <i>VICE</i>, December 7, 2020. <a href="https://www.vice.com/en/article/qjpv7/how-to-build-a-global-movement-to-abolish-prison-police-v27n4">https://www.vice.com/en/article/qjpv7/how-to-build-a-global-movement-to-abolish-prison-police-v27n4</a>.</li> <li>• Jodice, Noah. 2021. <i>Police Abolition 101: Messages When Facing Doubts</i>. Zine, January 21, 2021. <a href="https://issuu.com/projectnia/docs/policeabolition101_zine_digital_singlepages">https://issuu.com/projectnia/docs/policeabolition101_zine_digital_singlepages</a>.</li> <li>• 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"> <li>○ "Building an Abolitionist Trans and Queer Movement with Everything We've Got" (Morgan Bassichis, Alexander Lee, and Dean Spade, p. 21-46)</li> </ul> </li> <li>• <b>(Optional)</b> Davis, Angela Y. 2003. <i>Are Prisons Obsolete?</i> Open Media Book. New York: Seven Stories Press. <ul style="list-style-type: none"> <li>○ Ch. 6 "Abolitionist Alternatives" (p. 105-115)</li> </ul> </li> <li>• <b>(Optional)</b> Oparah (FKA Sudbury), Julia Chinyere. 2004. "A World Without Prisons: Resisting Militarism, Globalized Punishment, and Empire." <i>Social Justice</i> 31 (1/2 (95-96)): 9–30.</li> <li>• <b>(Optional)</b> Podcast episode: "Ruth Wilson Gilmore Makes the Case for Abolition." <i>The Intercept</i>. June 10, 2020: <a href="https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/">https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/</a>.</li> <li>• <b>(In class)</b> Screening of excerpts from: <ul style="list-style-type: none"> <li>○ "Covid 19, Decarceration, and Abolition" (conversation with Ruth Wilson Gilmore and Naomi Murakawa, hosted by Haymarket Books, April 28, 2020): <a href="https://youtu.be/hf3f5i9vJNM">https://youtu.be/hf3f5i9vJNM</a>.</li> <li>○ "Abolish Policing, Not Just the Police" (conversation with Mariame Kaba, Maya Schenwar, and Victoria Law, hosted by Haymarket Books, 2020): <a href="https://youtu.be/qt-JDtL0OnE">https://youtu.be/qt-JDtL0OnE</a>.</li> </ul> </li> </ul>	
Wk 13	Transformative Justice	Transformative justice, harm reduction, community safety
	<ul style="list-style-type: none"> <li>• Schulman, Miriam. "Neighbor to the Assassin: Transitional Justice in Guatemala." <a href="https://www.scu.edu/mcae/publications/iie/v9n3/assassin.html">https://www.scu.edu/mcae/publications/iie/v9n3/assassin.html</a>.</li> <li>• 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"> <li>○ Ch. 1 "Building Community Safety," by Ejeris Dixon (p. 15-26)</li> <li>○ Ch. 14: "Maybe you don't have to call 911?" by Oakland Power Projects (141-156)</li> <li>○ Ch. 25: "Every Mistake I've Ever Made," Shira Hassan interviewed by Leah Lakshmi Piepzna-Samarasinha (p. 275-286)</li> </ul> </li> <li>• <b>Choose one of the following toolkits or zines to read:</b> <ul style="list-style-type: none"> <li>○ Brooks, Lara, and Mariame Kaba. <i>Whose Security Is It Anyway?</i> <a href="https://files.cargocollective.com/c1012822/Whose-Security.pdf">https://files.cargocollective.com/c1012822/Whose-Security.pdf</a>.</li> <li>○ Thom, Kai Cheng. <i>Loving Justice: Embodied Conflict Resolution &amp; Transformative Justice</i>. <a href="https://ariseembodiment.org/free-workbook/">https://ariseembodiment.org/free-workbook/</a>.</li> <li>○ Kaba, Mariame, and Eva Nagao. <i>What About the Rapists?</i> <a href="https://bit.ly/3AOWMVG">https://bit.ly/3AOWMVG</a>.</li> <li>○ Other options from Project NIA: <a href="https://abolitionist.tools/">https://abolitionist.tools/</a></li> </ul> </li> <li>• <b>(In class)</b> Screening of "What is Transformative Justice?" (Featuring adrienne maree brown, Mia Mingus, Stas Schmiedt, Ann Russo, Esteban Kelly, Martina Kartman, Priya Rai, and Shira</li> </ul>	

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**

## Current UWGB COVID-19 Policy and Resources

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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>

## Other Student Resources & Services

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### 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. 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](#) – useful notetaking program: [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)
- See software available to students [here](#) and [here](#)