

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy, and Political Science Date: March 5, 2020

Title Of Course/Degree/Concentration/Certificate: HIS 8245 History of Policing in U.S.

Change(s) Initiated: (Please check)

- | | |
|--|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 3/3/20 Signature, Committee Chairperson: Michael Pa...

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Michael Pa...

Kingsborough Community College

The City University of New York

New Course Proposal Form

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):

History, Philosophy and Political Science

History 82

History of Policing in the United States

2. Does this course meet a General Education/CUNY Common Core Pathways Category?

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does not transfer, justify role of course, e.g. describe other learning objectives met.

This course is similar to courses at other CUNY schools, for example:

Brooklyn College

History 3479: Bad Habits: Defining and Controlling the “Minor Vices” in Twentieth-Century America

John Jay College

Criminal Justice B.A. 362: Historical Perspectives on Violent Crime in the United States

History 100: Criminal Justice and Popular Culture

History 224: A History of Crime in New York City

History 320: Topics in the History of Crime and Punishment

4. College Catalog description of course:

Policing—both public and private efforts to exert control over places and people—has always been a contentious subject. This course will explore the history of policing in the United States, from the early years of the nation’s existence to the present. It will consider many forms of policing, from slave patrols, to industrial policing, to private detectives, to the emergence and professionalization of federal, state and local police forces. In so doing, the course will examine questions that have emerged historically from debates over policing, and how answers to those questions have changed over time. Who has the right to police whom, when, and why? How have ideas about and practices of policing defined the meaning of criminality and law, perpetrator and victim, and with what consequences? How does policing shape our understanding of such critical ideas as public safety, individual rights,

Revised/July.2019/AK

and urban space? How has it reflected and defined shifting meanings of race, class, gender, and sexuality? What do the answers to these questions suggest about how we should understand the future of policing?

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours** (Please check **ONE** appropriate box below based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)	
<div style="text-align: center;"> ____ Lecture ____ Lab </div> Explanation: _____	

***Hours are hours per week in a typical 12-week semester**

6. Number of Equated Credits in Item #5 _____ (For Developmental Courses ONLY)
7. Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate “NONE” for each):
- A. Prerequisite(s):
 - B. Corequisite(s):
 - C. Pre-/Co-requisite(s):
 - D. Open ONLY to selected Students (specify population):

NONE

8. Brief rationale to justify proposed course, include:
- A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number):
 - B. Projected Enrollment: **41**
 - C. Suggested Class Limits: **41**
 - D. Frequency course is likely to be offered: **once a semester**
 - E. Role of course in Department’s Curriculum and College’s Mission:

This course fits well both into the U.S. history curriculum and into the Criminal Justice curriculum of our department, examining ideas and sources that are central to each. It also fits

well into Kingsborough’s broader mission of providing rigorous academic experiences that “promote critical reading, writing, and thinking,” to offer courses that are meaningful to the communities we serve, and to prepare students for both academic and professional experiences after graduation.

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is NOT the same as deleting a course):

NONE

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting.

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11. Proposed textbook(s) and/or other required instructional materials(s):

Readings will be drawn from selected bibliography, attached.

12. Is the course REQUIRED for a Major, Concentration, or Certificate?

NO

If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate” as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

- A. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
- B. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

- 45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)
- 30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)
- 20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

13. Explain what students will know and be able to do upon completion of course:

Through reading, writing and discussion, in this class students will learn about critical questions that emerge from the history of policing in the United States, as well as about the relevance of those questions for the present. Students will hone their expertise in reading and interpreting both primary and secondary historical texts, as well as in posing their own thoughtful questions about history and in making persuasive arguments based on historical evidence.

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

This course will combine lecture, small-group and large-group discussion formats, as well as devote time for students to work on writing in class.

15. Assignments to students:

Students will have substantial weekly reading assignments, as well as brief, informal weekly assignments asking them to analyze and reflect on those readings in writing. There will also be a midterm and final exam in the form of a written paper, in which students explore an issue in more depth. In-class discussion will include small-group work as well as formal large-group discussions, presentations and debates for which students must prepare thoroughly.

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

Grading:

Students will be evaluated on the following basis:

-In-class discussion, including preparation and in-class group work: 25% (students will be evaluated on how thoroughly they have prepared texts for discussion, including annotations; how intensively they engage with the ideas in the texts and of other students during discussion; and how successfully they use the ideas and information in the texts to advance their own arguments)

-Informal written commentary assignments: 25% (In these brief, frequent writing assignments, students will be evaluated on how persuasively they use ideas and information from particular texts to build their own arguments about the history of policing and its implications for the present)

-Midterm exam/formal writing: 25% (students will be evaluated on how persuasively they use ideas and information from the text to build their own arguments about the history of policing and its implications for the present, as well as on how well they are able to synthesize ideas from across several texts)

-Final exam/formal writing: 25% (students will be evaluated on how persuasively they use ideas and information from the text to build their own arguments about the history of policing and its implications for the present, as well as on how well they are able to synthesize ideas from across several texts)

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

See attached

18. Selected Bibliography and Source materials:

See attached

History 82: History of Policing in the United States
Topical course outline/major assignments

Week 1: Slave patrols, southern policing and the ideology of racial control

Week 2: Urbanization, colonialism and the creation of professional police forces
Informal written commentary #1 due

Week 3: Putting down the strike: Worker unrest and industrial policing

Week 4: Controlling the unruly: Undercover investigators in the Progressive era
Informal written commentary #1 due

Week 5: Delinquency and deviance: Policing sexuality

Week 6: Policing and mass incarceration in the postwar era
Midterm due

Week 7: You have the right to remain silent: The Supreme Court and policing

Week 8: Race and resistance: Black Power and the critique of policing
Informal written commentary #3 due

Week 9: Who cares about a broken window? Quality-of-life policing

Week 10: The militarization of policing in the 21st century
Informal written commentary #4 due

Week 11: Ferguson, Baltimore, and the rise of Black Lives Matter

Week 12: The future of policing?

Final student debate
Preparation for final exam

Selected bibliography

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2010.

Balto, Simon. *Occupied Territory: Policing Black Chicago from Red Summer to Black Power*. University of North Carolina Press, 2019.

Beckett, Katherine and Steve Herbert. *Banished: The New Social Control in Urban America*. Oxford University Press, 2010.

Biondi, Martha. *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City*. Harvard University Press, 2003.

Camp, Jordan T. and Christina Heatherton, eds. *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. Verso, 2016.

Chauncey, George. *Gay New York: Gender, urban culture, and the makings of the gay male world, 1890-1940*. Basic Books, 1994.

Davis, Angela J., ed. *Policing the Black Man: Arrest, Prosecution and Imprisonment*. Knopf, 2017.

Donner, Frank. "Protectors of Privilege: Red Squads and Police Repression," *Radical History Review*. no. 48, 1990, pp. 5-31.

Felker-Kantor, Max. *Policing Los Angeles: Race, Resistance, and the Rise of the LAPD*. University of North Carolina Press, 2018.

Fronc, Jennifer. *New York Undercover: Private Surveillance in the Progressive Era*. University of Chicago Press, 2009.

Gilfoyle, Timothy. *A Pickpocket's Tale: The Underworld of Nineteenth-Century New York*. W.W. Norton, 2006.

Robert Gooding-Williams, ed. *Reading Rodney King, Reading Urban Uprising*. Routledge, 1993.

Goluboff, Risa Lauren. *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s*. Oxford University Press, 2016.

Graham, Stephen. *Cities Under Siege: The New Military Urbanism*. Verso, 2010.

Hadden, Sally E. *Slave Patrols: Law and Violence in Virginia and the Carolinas*. Harvard University Press, 2001.

Harris, David A. "The War on Terror, Local Police, and Immigration Enforcement: A Curious Tale of Police Power in Post-9/11 America," *Rutgers Law Journal*. vol. 38, (Fall 2006): 1-60.

Herbert, Steve. *Citizens, Cops, and Power: Recognizing the Limits of Community*. University of Chicago Press, 2010.

Hinton, Elizabeth. *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. Harvard University Press, 2016.

Johnson, Marilyn. *Street Justice: A History of Violence in New York City*. Beacon Press, 2003.

Joseph, Peniel E. *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*. Henry Holt and Company, 2007.

King, Shannon. *Whose Harlem Is This Anyway? Community Politics and Grassroots Activism During the New Negro Era*. NYU Press, 2015.

LeBrón, Marisol. *Policing Life and Death: Race, Violence, and Resistance in Puerto Rico*. University of California Press, 2019.

McCoy, Alfred E. *Policing America's Empire: The United States, the Philippines, and the Rise of the Surveillance State*. University of Wisconsin Press, 2009.

Miller, Wilbur. *A History of Private Policing in the United States*. Bloomsbury Academic, 2018.

_____. "A State within 'The States' : Private Policing and Delegation of Power in America." *Crime, Histoire & Sociétés / Crime, History & Societies* 17, no. 2 (2013): 125-35.

Mitrani, Sam. *The Rise of the Chicago Police Department: Class and Conflict, 1850-1894*. University of Illinois Press, 2013.

Murch, Donna. "Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth-Century War on Drugs." *Journal of American History*, 102, no. 1 (June 2015)Pages 162–173

Odem, Mary. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. University of North Carolina Press, 1995

Parenti, Christian. *Lockdown America: Police and Prisons in the Age of Crisis*. Verso, 1999.

Pliley, Jessica. *Policing Sexuality: The Mann Act and the Making of the FBI*. Harvard University Press, 2014.

Schrader, Stuart. *Badges Without Borders: How Global Counterinsurgency Transformed American Policing*. University of California Press, 2019.

Vitale, Alex S. *City of Disorder: How the Quality of Life Campaign Transformed New York Politics*. New York University Press, 2008.

____. *The End of Policing*. Verso, 2017.

White, Jonathan R. "Violence During the 1919 Boston Police Strike: An Analysis of the Crime Control Myth," *Criminal Justice Review* 13, no. 2 (1988): 61-68.

James Q. Wilson and George L. Kelling. "Broken Windows," *Atlantic Monthly* 249, no. 3, (1982): 29-38.



History 8200: History of Policing in the United States – SAMPLE SYLLABUS
3 credits/3 hours

Instructor:

Phone:

Office:

Email:

Course description

This course will explore the history of policing, broadly defined, in the United States. This syllabus represents the general plan for the course but is subject to change.

Policing—both public and private efforts to exert control over places and people—has always been a contentious subject. This course will explore the history of policing in the United States, from the early years of the nation’s existence to the present. It will consider many forms of policing, from slave patrols, to industrial policing, to private detectives, to the emergence and professionalization of federal, state and local police forces. In so doing, the course will examine questions that have emerged historically from debates over policing, and how answers to those questions have changed over time. Who has the right to police whom, when, and why? How have ideas about and practices of policing defined the meaning of criminality and law, perpetrator and victim, and with what consequences? How does policing shape our understanding of such critical ideas as public safety, individual rights, and urban space? How has it reflected and defined shifting meanings of race, class, gender, and sexuality? What do the answers to these questions suggest about how we should understand the future of policing?

This course will combine lecture, small-group and large-group discussion formats, as well as devote time for students to work on writing in class.

Student learning outcomes

Through reading, writing and discussion, students in this class will explore the questions laid out above, as well as the questions they themselves generate. Students will hone their expertise in reading and interpreting both primary and secondary historical texts, as well as in posing their own thoughtful questions about history and in making persuasive arguments based on historical evidence.

Required materials

Materials include readings from current scholarship on the subject, as listed below.

Grading requirements:

- In-class discussion, including preparation and in-class group work: 25%
- Informal written commentary assignments: 25%
- Midterm exam/formal writing: 25%
- Final exam/formal writing: 25%

Academic Integrity Statement

CUNY has very strict policies defining cheating and plagiarism—copying material without crediting the source of the information in your writing. These are serious breaches of conduct that may endanger your grades in the course and your academic career at KCC and beyond. (See <http://www.cuny.edu/about/info/policies/academic-integrity.pdf>).

Accessibility Statement

CUNY provides accommodations for those with disabilities and/or special needs. Kingsborough's Accessibility office is called "Access-Ability Services." AAS serves as a liaison and resource to the Kingsborough community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from Kingsborough's Access-Ability Services in Room D205. Please contact them immediately for assistance.

History 8200: History of Policing in the United States

Course requirements and guidelines

Note: all of the following will be discussed in more detail in class, and further guidelines will be distributed in class and posted online as assignments are given

In-class discussion, including preparation and in-class group work: 25%

Students will be evaluated on how thoroughly they have prepared texts for discussion, including annotations; how intensively they engage with the ideas in the texts and of other students during discussion; and how successfully they use the ideas and information in the texts to advance their own arguments.

Informal written commentary assignments: 25%

In these brief, frequent writing assignments, students will be evaluated on how persuasively they use ideas and information from particular texts to build their own arguments about the history of policing and its implications for the present.

Midterm exam/formal writing: 25%

Students will be evaluated on how persuasively they use ideas and information from the text to build their own arguments about the history of policing and its implications for the present, as well as on how well they are able to synthesize ideas from across several texts.

Final exam/formal writing: 25%

Students will be evaluated on how persuasively they use ideas and information from the text to build their own arguments about the history of policing and its implications for the present, as well as on how well they are able to synthesize ideas from across several texts.

<p style="text-align: center;">History 82: History of Policing in the United States Topics and assignments</p>
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In addition to the main texts noted here, there may be brief background texts and/or primary source materials assigned, which students should also to print, read, annotate, and bring to class. Sometimes the class may be divided into groups, and some students will be assigned one text or a part of a text, while other students read another text or another part of a text. We will also engage with other materials in class, including historical sources and contemporary news items.

Week 1: Slave patrols, southern policing and the ideology of racial control

Readings:

From Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2010.

From Hadden, Sally E. *Slave Patrols: Law and Violence in Virginia and the Carolinas*. Harvard University Press, 2001.

Week 2: Urbanization, colonialism and the creation of professional police forces

Readings:

From McCoy, Alfred E. *Policing America's Empire: The United States, the Philippines, and the Rise of the Surveillance State*. University of Wisconsin Press, 2009.

From Mitrani, Sam. *The Rise of the Chicago Police Department: Class and Conflict, 1850-1894*. University of Illinois Press, 2013.

Informal written commentary #1 due

Week 3: Putting down the strike: Worker unrest and industrial policing

Readings:

From Johnson, Marilyn. *Street Justice: A History of Violence in New York City*. Beacon Press, 2003.

From Miller, Wilbur. *A History of Private Policing in the United States*. Bloomsbury Academic, 2018.

Week 4: Controlling the unruly: Undercover investigators in the Progressive era

Readings:

From Fronc, Jennifer. *New York Undercover: Private Surveillance in the Progressive Era*. University of Chicago Press, 2009

From Miller, Wilbur. *A History of Private Policing in the United States*. Bloomsbury Academic, 2018.

Informal written commentary #1 due

Week 5: Delinquency and deviance: Policing sexuality

Readings:

From Chauncey, George. *Gay New York: Gender, urban culture, and the makings of the gay male world, 1890-1940*. Basic Books, 1994.

From Odem, Mary. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. University of North Carolina Press, 1995

From Pliley, Jessica. *Policing Sexuality: The Mann Act and the Making of the FBI*. Harvard University Press, 2014.

Week 6: Policing and mass incarceration in the postwar era

Readings:

From Hinton, Elizabeth. *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. Harvard University Press, 2016.

From Parenti, Christian. *Lockdown America: Police and Prisons in the Age of Crisis*. Verso, 1999.

Midterm due

Week 7: You have the right to remain silent: The Supreme Court and policing

Readings:

From Goluboff, Risa Lauren. *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s*. Oxford University Press, 2016.

Selected Supreme Court case decisions: *Miranda vs. Arizona, Mapp vs Ohio*

Week 8: Race and resistance: Black Power and the critique of policing

Readings:

From Balto, Simon. *Occupied Territory: Policing Black Chicago from Red Summer to Black Power*. University of North Carolina Press, 2019.

From Felker-Kantor, Max. *Policing Los Angeles: Race, Resistance, and the Rise of the LAPD*. University of North Carolina Press, 2018.

From Joseph, Peniel E. *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*. Henry Holt and Company, 2007.

Informal written commentary #3 due

Week 9: Who cares about a broken window? Quality-of-life policing

Readings:

James Q. Wilson and George L. Kelling. "Broken Windows," *Atlantic Monthly* 249, no. 3, (1982): 29-38.

From Vitale, Alex S. *City of Disorder: How the Quality of Life Campaign Transformed New York Politics*. New York University Press, 2008.

Week 10: The militarization of policing in the 21st century

Readings:

From Graham, Stephen. *Cities Under Siege: The New Military Urbanism*. Verso, 2010.

From Schrader, Stuart. *Badges Without Borders: How Global Counterinsurgency Transformed American Policing*. University of California Press, 2019.

Informal written commentary #4 due

Week 11: Ferguson, Baltimore, and the rise of Black Lives Matter

Documentary film: *Whose Streets?*

Readings:

From Davis, Angela J., ed. *Policing the Black Man: Arrest, Prosecution and Imprisonment*. Knopf, 2017.

Hansford, Justin. "Community Policing Reconsidered: From Ferguson to Baltimore," in Camp, Jordan T. and Christina Heatherton, eds. *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. Verso, 2016.

Week 12: The future of policing?

Readings:

From Vitale, Alex. *The End of Policing*. Verso, 2017.

Final student debate

Preparation for final exam