Learning Objectives
1. Become a knowledgeable citizen who understands the history of police and policing, so that one can make educated choices about the future.
2. Become familiar with basic patterns of how militaries, special guards, magistrate’s assistants, gendarmes, and uniformed municipal and state agents regulated the social order in various societies in the modern period.
3. Distinguish which underlying models and sociological concepts underpin some histories of the police.
4. Gain insight into how the history of policing can be used to reveal “history from below” (daily life, everyday interactions, protest, deviance), “history from above” (the deployment of monitoring, coercive authority, law, sanctioned violence), and “history in between” (the nexus between everyday life, culture, commerce, etc. and intrusion/supervision by agents of authority).
5. Interpret the historical process in which individuals and social groups (based on economics, race, gender, religion, national affiliation, or political view) were marked by police as criminal, deviant, suspicious, immoral, non-citizen, inferior, or enemies of the state, and how they have been affected by policing.
6. Develop the ability to adjust existing paradigms and reach empirical conclusions that may deviate from current historical models.
7. Formulate one’s own concept of comparative history and transnational history in this field.

Course Requirements
1. Weekly critical analyses (30%)
2. Class presentation 1 (10%)
3. Class presentation 2 (10%)
4. Participation (20%)
5. Historiographic review essay or research paper (30%)

Assignments and Participation
1. Critical analyses of weekly readings are due on the Discussions section of Blackboard at 8 a.m. every Thurs. Each should be 500 words, concisely summarizing the works and analyzing the theories or arguments. When there are multiple works assigned, find a creative way to compare/contrast them or otherwise weave them together. Additionally, add two discussion questions (not part of the 500 words). Each submission is worth 2.75% (11 of them, 30% total).

I do not accept the analyses by email. You will not receive credit for late submissions to Blackboard unless you have a valid excuse (documented medical reason, funeral, personal or family emergency).
2. Two 15-minute presentations on two different session topics. These will be assigned during the first session. You should prepare a one-page handout (a Word doc or PDF outlining your main points and listing your discussion questions) and post that as an attachment in the Discussions section of Blackboard by 8 a.m. on the day of your presentation. Your two presentations take the place of the written critical analyses for those weeks. Your presentation will be evaluated for clarity, concision, quality, and success in stimulating historical discussion. (10% each)

3. Participation (20%): Contribute to the discussions every week by answering your fellow students’ questions and raising your own. Engage in constructive dialogue based on the readings and the exploration of historical evidence therein. Think creatively, formulate your own theories, and engage in transnational and cross-cultural comparison. You must attend all the classes. If you must be absent, please inform me in writing in advance. Unexcused absences will reduce your participation grade.

4. Historiographic review essay or research paper (4,000 words, excluding the footnotes and bibliography) must be submitted to the Proposals/Papers section of Blackboard by May 20.

You may choose the topic, but it must be historical, comparative, and connect with the periods, themes, and concepts of the class. You may and should use the works we read, as well as additional ones to make it a true “historiographical review.” All these works have rich bibliographies and footnotes you can mine. You may also do a research paper and register for the independent study add-on. In either case, please consult with me about your paper.

I do not accept papers by email; please submit them to Blackboard. Please use .doc, .docx, or .rtf (NOT PDF) so I can use the comments function in Word. (If you are using open-source software, convert to one of these formats.) Do not submit directly from Google docs, since it translates the file into a PDF.
Schedule of readings/discussions

Readings marked with an asterisk (*) will be on Blackboard. Other online books and journal articles have links to the GC library, Archive.org (free sign-up to check out), and the New York Public Library (library ID required).

Week 1 (2/4): Introduction/Organization of the course

Week 2 (2/11): Historical and Sociological Models of Policing


https://cuny-gc.proxibisgroup.com/permalink/01CUNY_GC/mjfrpc/alma9994303688706140

http://ilsstaff.nypl.org/record=b19866485~S1

https://journals.openedition.org/champpenal/8276

https://ebookcentral.proquest.com/lib/cunygc/detail.action?docID=1764255

https://cuny-gc.proxibisgroup.com/permalink/01CUNY_GC/u14hg7/cdi_crossref_primary_10_4000_c hs_1826

Week 3 (2/18): Intersections with Penal Policy and the Debate about Prison History

https://cuny-gc.proxibisgroup.com/permalink/01CUNY_GC/l239s4/alma9994321945606140


**Week 4 (2/25): Late Imperial China and the Ottoman Empire: Local Control vs. Metropolitan Control (Cross-Cultural Comparison)**

  - Forward, xi- xiv (for reference, see also Ming and Ch’ing [Qing] Reign Titles, xxi-xxii)
  - Wakeman. “Introduction: The Evolution of Local Control in Late Imperial China,” 1-25.


Week 6 (3/11): Bureaucratization and Professionalization of the Urban Police (France, China, and International)

https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/l239s4/alma9994307819506140


https://www.jstor.org/stable/3115142

Week 7 (3/18): The Influence of Statistics and the Creation of the “Criminal Underclass” and “Black Criminality” (Europe and the U.S.)

https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/mjfrpc/alma9994303688706140


Week 8 (3/25) Policing Prostitution in Europe in the 19th C.

https://hdl.handle.net/2027/uva.x001156324 (Archive.org)

https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/mjfrpc/alma9994288412506140

https://publishing.cdlib.org/ucpressebooks/view?docId=ft9199p2dt;brand=ucpress

Spring recess (March 27- April 4)
**Week 9 (4/8) Political Policing: Revolutionary/Enlightenment, Conservative/Monarchical, Nazi, and Modern Republican**


[https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/15fl2fe/alma990039907550106140](https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/15fl2fe/alma990039907550106140)


**Week 10 (4/15) The Impact of Technology (Photography, Fingerprinting, Forensics, and Predictive Databases)**

[https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/15fl2fe/alma991028047137606121](https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/15fl2fe/alma991028047137606121)


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https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/u14hg7/cdi_askewsholts_vlebooks_9781139887991

**Week 12 (4/29) Police Mass Murder and Torture (Soviet Union, Nazi-occupied Poland, Brazil)**


https://catalog.nypl.org/record=b21133381~S1


https://catalog.nypl.org/record=b19673282~S1

**Week 13 (5/6) Police Control of Immigration**


**Week 14 (5/13) Establishing/Re-establishing Police under Military Occupation (the “Democratic Model” and the “Insurgency Model”)**


5/20 Historiography or Research Paper Due

**Course Description**

This course is an introductory historiographical survey of the history of police and policing, examining both the advent of functionally and legally distinct police forces and concepts of social coercion, monitoring, and arrest/detention during the modern historical period. The course will examine the history of police on several different continents (Africa, the Americas, Asia, Europe) but cannot comprehensively cover everything. Rather, the course will be structured thematically: sociological theories about policing; historical explanations about the development of policing from the 18th to 20th centuries; 19th century policing under the influence of the development of statistics and new penal theories about the nature of criminality (including racial theories); colonial policing in Africa and Asia; policing and gender (particularly concerning prostitution); policing immigration; the development of political police (both imperial and national); and the reasons why political police committed mass murder and torture.

The history of policing has grown more transnational and comparative in recent decades, though there are many lacunae and still a tendency to view the world as “the West and the Rest.” Nevertheless, the course aims to assist students in investigations that fit their fields, or direct them to resources that may help them. Students will write weekly critical responses to readings, give presentations, and write a historiographical or research paper on a topic of their choice. Ph.D. students in the History Program may register for the additional two-credit independent study to write a seminar paper. If interested in that, please email Executive Officer Joel Allen and course professor Mark Lewis, and cc Marilyn Weber.