

**Department of Sociology
Brescia University College
Policing, Security and Surveillance
Sociology 2223B, Section 530
Winter 2019**

Instructor: Professor L. Bikos

Email: levans8@uwo.ca

Lectures: Thursday 6:30-9:30pm

Classroom: UH 250

Office Hours: Thursday 5:00-6:00 pm

Office: UH 215

COURSE DESCRIPTION

This course aims to provide a sociological overview of policing, security, and surveillance in Canada, both from a historical and critical perspective. We will explore the challenges of modern day policing from an organizational and operational perspective, while critically examining the changing role of the police in our society. We will use a sociological lens to assess how the safety and security climate in Canada has both changed and remained the same over time in a broader social context. Security and surveillance will be addressed in how they both inform and challenge traditional norms of the police subculture.

Prerequisite(s): 1.0 from Sociology courses at the 1000 level. Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

COURSE LEARNING OUTCOMES

By the end of this course you should be able to:

1. Describe the history of policing, security, and surveillance and how the three inform and reproduce the roles of each other.
2. Critically analyze the role of the police and surveillance in modern society.
3. Analyze the complex relationship between law enforcement, institutions, and groups.
4. Apply relevant criminological theories to the topics of police, security, and surveillance.
5. Differentiate between various policing operational approaches to crime and the community.

6. Participate knowledgably in discussions of police culture, including topics of police misconduct and barriers to diversity.

The main objective of this course is for you to be able to critically assess the operations of the police, security, and surveillance in modern day society.

BRESCIA COMPETENCIES

You will develop the Brescia competencies at introductory and intermediate levels in this course. The Brescia competencies include:

Communication

The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

Critical Thinking

The ability to engage in thinking characterized by the rational, informed, independent, and openminded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.

Social Awareness and Engagement

The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing

The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions

Required Texts and Readings

- a) Canadian Police Work, 4th Edition, Curt T. Griffiths. You can find this textbook at the Western Bookstore or online (e.g., Amazon).

Canadian research on the police is limited. As a result, the course requires a textbook to cover all topics through a Canadian lens. Griffiths offers the novice police scholar a relatively complete overview of police organizations and operations. Below is a list of weekly readings that will supplement the text. Relevant media articles may be added through OWL to ground our academic investigations in practice. Prepare to come to class having read the articles so that we can discuss how they compare or contrast with relevant academic literature.

Contact Information

The best way to reach me is via email at levans8@uwo.ca. I will answer within 24 hours on weekdays and 48 hours on weekends. Please remember that your emails to professors should be professional, edited, and come from your UWO account.

Course Etiquette

This course is designed as a discussion-based experience. I expect you to attempt to complete the readings to the best of your ability prior to class each week. Laptops are fine to take notes with, but I request your professional courtesy when it comes to social media, browsing, messaging etc. The same policy applies for cell phones. These requests are out of respect for your peers, your professor, and to help you get the most out of this course.

Method of Evaluation

This will be a discussion-based course that requires your attendance in class to do well.

Your final grade for this course will be calculated as follows:

Midterm Exam (February 14th)	25%
Assignment (short paper due March 28th)	20%
Summary	20%
Final Exam (scheduled by registrar)	35%

Examinations

The exam formats may be multiple choice, T/F, and short answer questions. The format will be discussed in class. You may be tested on any of the materials covered in the assigned readings, guest lectures, and in-class lectures. Brescia Competencies: Problem Solving, Critical Thinking, Inquiry and Analysis

Assignment

You will write a short 4-5 page critical analysis on a topic covered in the course. Further details and instructions will be provided in class. Brescia Competency: Inquiry and Analysis, Critical Thinking, Communication, Self-Awareness and Development

Summary

In our first class, you will sign up with a group to present a summary of one of the class readings, excluding the text chapters. Further instructions on the presentation format will be provided in class. A written copy of your summary will be uploaded to OWL for studying purposes and will make up part of your mark. The summary sheets will be used to create exam questions. Brescia Competencies: Communication, Self-Awareness and Development, Critical Thinking, Inquiry and Analysis

Late Policy

In the event you will be absent for your summary and/or exams, documentation for medical or non-medical academic accommodation must be submitted directly to academic accommodations and not to the instructor. When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor. Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

The late penalty is 5%/day up to one week, including weekends. After 7 days, the assignment will not be accepted.

Course Outline

Note: the reading list is extensive in this course, but this is to give you options for the summary assignment. We will discuss my expectations on course readings in class. Readings not accessible through the library will be uploaded to OWL.

Jan 10th – Class Introductions & Introduction to Policing (Choose your summary reading)

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson – Chpt. 1

Jan 17th – History of Policing in Canada/Contemporary Policing

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson. – Chpt. 2 & 3

Reiner, R. 2015. “Revisiting the Classics: Three Seminal Founders of the Study of Policing: Michael Banton, Jerome Skolnick and Egon Bittner.” *Policing and Society* 25: 308-327.

Jan 24th - Police Culture

Griffiths, C.T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson – Chpt. 5

A.L. Workman-Stark. 2017. “Inclusive Policing from the Inside Out, Chapter 2: Understanding Police Culture.” *Advanced Sciences and Technologies for Security Applications*.

Bethan Loftus. 2010. “Police occupational culture: classic themes, altered times.” *Policing and Society* 20:1.

Jan 31st - Diversity in Policing

Bikos, L.J. 2016. “I Took the Blue Pill” The Effect of the Hegemonic Masculine Police Culture on Canadian Policewomen's Identities. *MA Research Paper*. Paper 7.

http://ir.lib.uwo.ca/sociology_masrp/7

Couto, J.L. 2014. “Covered in blue: police culture and LGBT police officers in the province of Ontario.” *MA research Paper*.

Matthew, J. & M. L. Williams. 2015. “Twenty years on: lesbian, gay and bisexual police officers' experiences of workplace discrimination in England and Wales.” *Policing and Society* 25 (2):188-21.

Cashmore, E. 2002. “Behind the window dressing: Ethnic minority police perspectives on cultural diversity.” *Journal of Ethnic and Migration Studies* 28(2): 327-341.

Feb. 7th – Police (Mis)Conduct: Deviance, Ethics & Justifications

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson – Chpt. 4 (pg. 74-83); Chpt 6 (pg. 164-171)

Kane, R. J. & M. D. White. 2009. “Bad cops: A study of career-ending misconduct among New York City police officers.” *Criminology & Public Policy* 8 (4): 737-769.

Parnaby, P. & M. Leyden. 2011. "Dirty Harry and the station queens: A Mertonian analysis of police deviance." *Policing and Society* 21: 249-264.

Westmarland, L. & M. Rowe. 2016. "Police ethics and integrity: can a new code overturn the blue code?" *Policing and Society*

Feb. 14th - Midterm

Feb 21st – Reading Week: Enjoy!

Feb. 28th- Police (Mis)Conduct: Peer Reporting, Organizational Justice & Oversight

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson - Chpt. 4 (pg. 83-96)

Wolfe, S. & A. Piquero. 2011. "Organizational Justice and Police Misconduct." *Criminal Justice and Behavior*. 38 (4): 332 – 353.

Reynolds, R. D. et al. 2017. "The Expendables: A Qualitative Study of Police Officers' Responses to Organizational Injustice." *Police Quarterly* 0(0) 1–27.

Branko, L. et al. 2016. "The code of silence and female police officers in Slovenia: gender differences in willingness to report police misconduct." *Policing: An International Journal of Police Strategies & Management* 39 (2).

March 7th – Racial Profiling & Policing in the Community

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson - Chpt. 8

Satzewich & Shaffir. 2009. "Racism vs. Professionalism: Claims and Counter-Claims about Racial Profiling." *Canadian Journal of Criminology and Criminal Justice* 51: 199-226.

Ontario Human Rights Commission. 2015. "OHRC submission to the Ministry of Community Safety and Correctional Services on street checks" <http://www.ohrc.on.ca/en/ohrc-submission-ministry-community-safety-and-correctional-services-street-checks-0>

Ontario Human Rights Commission. 2016. "OHRC Response to the Race Data and Traffic Stops in Ottawa Report" (Read 1-6 – see sidebar) <http://www.ohrc.on.ca/en/ohrc-response-race-data-and-traffic-stops-ottawa-report>

Heston T. and A. Joseph. 2018. "Sustaining Systemic Racism Through Psychological Gaslighting: Denials of Racial Profiling and Justifications of Carding by Police Utilizing Local News Media." *Race and Justice* 1-32

March 14th - Media and the Influence of Public Perception

Brown. 2015. "The Blue Line on Thin Ice: Police Use of Force Modifications in the Era of Cameraphones and YouTube." *British Journal of Criminology*. Published online.

Hirschfield, P.J. & D. Simon. 2010. "Legitimizing police violence: Newspaper narratives of deadly force. Theoretical." *Criminology* 14 (2): 155-182.

Dowler K., & V. Zawilskib. 2007. "Public perceptions of police misconduct and discrimination: Examining the impact of media consumption." *Journal of Criminal Justice* 35(2): 193-203.

March 21st - Models of Policing and Approaches to Crime

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson - Chpt. 9 & 10

Murphy, C. 2007. "Securitizing" Canadian Policing: A New Policing Paradigm for the Post 9/11 Security State?" *Canadian Journal of Sociology* 32: 449-475.

Kraska. 2007. "Militarization and Policing—Its Relevance to 21st Century Police." *Policing* 1: 501-513.

Rashawn R., Marsh, K., and C. Powelson. 2017. "Can Cameras Stop the Killings? Racial Differences in Perceptions of the Effectiveness of Body-Worn Cameras in Police Encounters." *Sociological Forum*, 32, (1).

March 28th – Issues of Surveillance: Enhanced Safety? (Paper Due)

Monaghana, J. & K. Walby. 2012. "Making up 'Terror Identities': security intelligence, Canada's Integrated Threat Assessment Centre and social movement suppression." *Policing and Society* 22: 133-151.

Walsh P.F.& S, Miller. 2016. "Rethinking 'Five Eyes' Security Intelligence Collection Policies and Practice Post Snowden." *Intelligence and National Security* 31 (3): 345-368.

Bennett, C. J., Haggerty, K.D., Lyon, D. & Steeves, V. (2014) *Transparent Lives: Surveillance in Canada – (Introduction/Chpt 1)*. AU Press: Edmonton, Alberta

April 4th– Current Trends

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson -Chpt. 11

Policing Canada in the 21st Century: New Policing for New Challenge. 2014. "The Expert Panel on the Future of Canadian Policing Models." Ottawa: Council of Canadian Academies (Executive Summary - x - xv and chpt. 6)

Giwa, S. 2018. "Community policing in racialized communities: A potential role for police social work." *Journal of Human Behaviour in the Social Environment*.

Rahr, S. and S. K. Rice. 2015. "From Warriors to Guardians: Recommitting American Police Culture to Democratic Ideals." *New Perspectives in Policing Bulletin*. Washington, D.C.: U.S. Department of Justice, National Institute of Justice.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation. A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation. The full policy on requesting accommodation due to illness can be viewed at: <http://www.westerncalendar.uwo.ca/PolicyPages.cfm>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered. If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrarservices/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment.

Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions. Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted. It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

<http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID>

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

<http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID>.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar. If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked Tests/exams: Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the

Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14. Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>. Mental Health and Wellness Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

