

**Department of Sociology
Brescia University College**

**Policing, Security and Surveillance
Sociology 2223B, Section 530
Winter 2018**

Instructor: Professor Lesley Bikos

Email: levans8@uwo.ca

Lectures: Wednesday 6:30-9:30pm

Classroom: Rm 201

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

Office: To be announced

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 or with permission of the instructor

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, social 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 knowledgeably 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.

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. You will find throughout the course that policing varies by country so it is important that we narrow our focus. Griffiths is an excellent primer text that will give the novice police scholar a complete overview of police organizations and operations. Below is a list of weekly readings that will supplement the text. Relevant media articles will 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

I understand that in this age of technology it can be tough to shut it down and engage. This course is designed as a discussion-based experience. I will have weekly slides that I will post on OWL before class to allow you to engage in discussion as well as note-take. I expect you to attempt to complete the readings to the best of your ability 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 handed to your classmates 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

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. Please note that the following course outline is subject to revision, as circumstances may arise throughout the term that require a re-ordering or alteration of topics covered.

January 10th – Class Introductions & Introduction to Policing

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

January 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.

January 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.

January 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

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.

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

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

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.

T.M. Maher (2010) Police Sexual Misconduct: Female Police Officers' Views Regarding Its Nature and Extent. *Women & Criminal Justice* 20 (3): 263-282.

February 7th – Police (Mis)Conduct: Peer Reporting, Organizational Justice & Oversight

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).

February 14th – MIDTERM

No assigned readings

February 19th – READING WEEK – Enjoy!!

No assigned readings

February 28th – Racial Profiling

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>

Bahdi, R. (2003) No Exit: Racial Profiling and Canada's War against Terrorism. *Osgoode Hall Law Journal* 41 (2/3): 293-317.

March 7th – 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 14 - Models of Policing and Approaches to Crime

Griffiths, C. T. 2016. *Canadian Police Work* 4th Edition. Toronto: Nelson - Chpt. 8 & 9

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

March 21th – Guest Lecture: Legalities of Modern Day Surveillance and Bill C-51

Forcese, C. & K. Roach. 2015. "Bill C-51: The Good, the Bad, and the Truly Ugly." *The Walrus* <https://thewalrus.ca/bill-c-51-the-good-the-bad-and-the-truly-ugly/>

March 28th- Issues of Surveillance – Enhanced Safety? *Papers 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* – (Preface/Introduction/Chpt 1/Chpt. 2). AU Press: Edmonton, Alberta.

April 4th – Current Trends

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

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

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.

April 11th – Class Wrap up and Exam Prep

2017-18 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. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. 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. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). 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.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:
<http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an 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/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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.

The 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://westerncalendar.uwo.ca/2017/pg130.html>)

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.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision

from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

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

(http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your 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 Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

