



**The University of Western Ontario**  
**SOCIOLOGY 4451F**  
**Policing and Society**  
**Fall 2016**

**Mondays 12:30 – 3:30pm, NCB 114**

**Instructor: Michael Courey**

Office Hours: Thursday's 10:30 – 11:30am, drop-in or by Appointment

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### **Course Description**

In this course we examine the concept, actions, and social context of police and policing from both historical and contemporary perspectives. The purpose of the course is to provide students with analytical and conceptual tools to understand the 'web' of policing and security as a core mechanism of state making, social control, and an increasingly complex international system. Further, students will be exposed to a wide range of approaches to researching police practice and the police/society relationship empirically. We will focus on the policing of street crime as well as policing political dissent, organized crime, and corporate/state crime. This course should prepare students for pursuing academic research in the field of policing and security. It will also equip students who go on to work in the areas of policing, criminal justice, or security with a balanced perspective on the meaning/context of that work for human liberation and repression.

### ***Prerequisite(s)***

[Sociology 2253A/B](#) and enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology.

### **Learning Outcomes**

The approach taken in constructing this course is meant to provide opportunity for students to acquire breadth and depth of knowledge. The breadth should come from course readings and class participation; the depth will come from your class presentations and also your final essay.

Objectives:

1. To understand the historical role of the police and how it has changed over time
2. To acquire a general sense of the vast body of literature and academic approaches to studying the police
3. To develop a specialized area of knowledge about policing through writing an essay on a chosen topic.
4. To understand the ways in which police are shaped by and shape political, social, and economic conditions.

5. To provide a balanced understanding of policing through both a sympathetic and critical analysis of who the police are and what they do.

## **Required Text(s)**

Required readings will be posted on OWL, accessible from the Weldon Library reserve desk, or available from the library Journal database. You will be responsible for printing off your own readings.

## **Method of Evaluation**

This is a student led course. That means that the quality of the course will depend on how engaged each student is in the readings prior to class as well as discussion in class. As the instructor my task is to facilitate this discussion, encourage participation, and support your learning experience.

## ***Evaluation Breakdown***

### **20% Participation**

Attendance is mandatory for this course, however attendance does not count as participation. It is expected that students will have done the readings for class and can contribute to a lively discussion about them along with bringing in ideas from other sources. Participation will be evaluated on two criteria:

1. Attendance – 20%
2. Participation in Class discussion – 80%

### **10% Weekly Reflection Papers**

Each week students should write a reflection of the readings due for that week along with one question for each reading that you have. These writ-ups should be approximately 2pgs double spaced. Your reflection will be given a grade out of 10 each week.

**NOTE: Each student will be given one freebee (not including our first class) for a missed class or missing handing in a reflection. Reflections are not due on weeks where you present.**

### **15% Presentation**

Each student will be responsible for leading discussion for one seminar. The presenter will provide an overview of the readings, highlighting important points and also pausing to discuss some issues that arise. As well each presenter will bring in a minimum of two external sources to illustrate a point that they see as relevant (one academic source and one non-academic source). Finally the presenter will come prepared with discussion questions for the class. Presentations can take on your own personality, feel free to be creative, use multimedia sources for illustrations or whatever else you think will stimulate discussion.

### **15% Presentation Essay**

The week following your presentation you will hand in a short essay. The essay will be 5-6 pages double spaced and will integrate the readings, discussion that we had in class, and external sources. Again you are free to take this write up in whatever direction you are interested in, the main requirement is that it is written in an academic style and that you do not only describe the readings but make some kind of analytical contribution. (i.e. critiquing the readings or examining contradictory perspectives).

## **40% Final Paper**

More details will be given shortly for the final paper. It will be a 10-12 page double spaced paper, written on a topic of your choosing and reflect course themes.

## **How to Contact Me**

You can contact me any time via email; I will try to be diligent in responding in a timely fashion, but will respond within 48 hours. For emails that are asking for advice or that require a lot of elaboration in order to respond to I will often request that you come to see me at my office.

As well you can come to my office hours or feel free to drop by my office any time to see if I am available. I will be in my office most of the day on Mondays, Tuesdays, and Thursdays.

## **How to get important information**

All important information will be posted on OWL. Any notices I send out will be on the announcement board on Owl and I will also email them to you.

## **Important Policies**

### ***Policies for Assignment Deadlines:***

Presentation Write-ups will be due at the beginning of the class following your presentation. Each day your assignment is late 1% will be subtracted from your grade on the assignment.

Final papers that are handed in after the deadline will receive a late penalty of 2% per day late.

### ***A Note on Plagiarism:***

Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

### **Plagiarism Checking:**

Students may be required to submit their assignments to turnitin.com on the class WebCT website after they are completed. These papers will be subject to submission for textual originality.

### ***Policy on Laptops and other Electronics/Phones in Class:***

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

### ***Policy on Accommodation for Medical Illness***

Western's policy on Accommodation for Medical Illness can be found at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***Accessibility Options:***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***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 the following web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Mental Health***

Students who are in **emotional/mental distress** should refer to Mental Health@Western

([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

### **Course Schedule and Readings:**

<b>Week 1</b> Sept 12	<b>Introduction</b>
<b>Week 2</b> Sept 19	<b>The Origins of Policing</b>  Brodeur, Jean-Paul (2010). Chapter 1: The Policing Assemblage. In <i>The Policing Web</i> . Pp. 43-78.  Kappeler, Victor and Larry Gaines. (2009). A history of Communities and Policing. Pp. 39-77  Whitaker, Reg, Gregory Kealy, and Andrew Parnaby. (2012). Introduction. In <i>Secret Service: Political Policing in Canada from the Fenians to the Fortress America</i> . University of Toronto Press: Toronto. pp. 3-16.
<b>Week 3</b> Sept 26	<b>Policing and the State</b>  Tilley, Chales. (1985). War Making and State Making as Organized Crime. In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (eds.) <i>Brining the State Back</i> . Cambridge: Cambridge University Press.  Garland, D. (1996). The Limits of the Sovereign State: Strategies of Crime Control in Contemporary Society. <i>The British Journal of Criminology</i> 26: 445-467.  Loader, Ian and Neil Walker. (2001). Policing as a Public Good: Reconstituting the Connections between Policing and the State. <i>Theoretical Criminology</i> , 5, 1, 9-35.

<p><b>Week 4</b> Oct 3</p>	<p><b>The Changing Context of Policing in the 21<sup>st</sup> Century</b></p> <p>Christmas, Robert. (2013). Changing Demands in Policing. In <i>Canadian Policing in the 21<sup>st</sup> Century: A Frontline officer on Challenges and Changes</i>. McGill-Queen's University Press. Pp. 43 – 72.</p> <p>Council of Canadian Academics (2014) <i>Policing Canada in the 21<sup>st</sup> Century: New Policing for New Challenges</i> – Selected reading – pp. 1-11 and 22-43.</p> <p>Kraska, Peter (2007). Militarization and Policing – Its Relevance to the 21<sup>st</sup> Century Police. <i>Policing</i>, 1, 4, pp. 501 – 513.</p>
<p><b>Oct 10</b></p>	<p><b>Thanksgiving holiday</b></p>
<p><b>Week 5</b> Oct 17</p>	<p><b>The Politics of the Policing Institution</b></p> <p>Huey, Laura and Danielle Hryniewicz. "We Never Refer to Ourselves as a Lobby Group Because 'Lobby Group' Has a Different Connotation": Voluntary Police Associations and the Framing of Their Interest Group Work. <i>Canadian Journal of Criminology and Criminal Justice</i>, 54, 3, pp. 287 – 308.</p> <p>Leuprecht, Christian. (2014). <i>The Blue Line or the Bottom Line of Police Services in Canada? Arresting the runaway growth in costs</i>. Macdonald-Laurier Institute.</p> <p>Council of Canadian Academics (2014) Internal Challenges facing Canada's Police. In. <i>Policing Canada in the 21<sup>st</sup> Century: New Policing for New Challenges</i>. Pp. 44 – 71.</p>
<p><b>Week 6</b> Oct 24</p>	<p><b>Political Policing in Canada</b></p> <p>Berton, Pierre. (2001). 1929: The Great Repression In <i>The Great Depression 1929 – 1939</i>. Anchor Canada: Toronto. 5pgs</p> <p>Whitaker, Reg, Gregory Kealy, and Andrew Parnaby. (2012). 'Redder Than Ever': Political Policing During the Great Depression. In <i>Secret Service: Political Policing in Canada from the Fenians to the Fortress America</i>. University of Toronto Press: Toronto. pp. 117 – 144.</p> <p>Whitaker, Reg, Gregory Kealy, and Andrew Parnaby. (2012). Conclusion: Policing Canadian Democracy. In <i>Secret Service: Political Policing in Canada from the Fenians to the Fortress America</i>. University of Toronto Press: Toronto. pp. 521 – 544.</p>

<p><b>Week 7</b> Oct 31</p>	<p><b>Policing Protest</b></p> <p>Della Porta, Donatella and Oliver Fillieule. (2004). Policing Social Protest. In David A. Snow, Sara A. Soule and Hanspeter Kriesi (eds). <i>The Blackwell Companion to Social Movements</i>. Blackwell Publishing: Malden MA. Pp. 217-241</p> <p>Schweingruber, David. (2000). Mob Sociology and Escalated Force: Sociologies Contribution to Repressive Police Tactics. <i>The Sociological Quarterly</i>, 42, 3, 371-389.</p> <p>Gillham, Patrick F. (2011). Securitizing America: Strategic Incapacitation and the Policing of Protest Since the 11 September 2001 Terrorist Attacks. <i>Sociology Compass</i>, 5, 7, pp. 636-632.</p> <p>Monaghan, Jeffrey and Kevin Walby. (2012). 'They attacked the city': Security intelligence, the sociology of protest policing and the anarchist threat at the 2010 Toronto G20 Summit. <i>Current Sociology</i>, 60, 5, pp. 653-671</p>
<p><b>Week 8</b> Nov 7</p>	<p><b>Community Policing</b></p> <p>Kappeler, Victor E. and Larry Gaines. (2009). Chapter 1: The Idea of Community Policing. In <i>Community Policing: A Contemporary Perspective. Fifth Edition</i>. Lexis Nexis: Newark, NJ. Pp. 1-36.</p> <p>Gill, Charlotte, David Weisburd, Cody Telep, Xoe Vitter and Trevor Bennett. (2014). Community-Oriented Policing to Reduce Crime, Disorder and Fear and increase Satisfaction and Legitimacy Among Citizens: a systematic review. <i>Journal of Experimental Criminology</i>, 10, pp. 399 – 428.</p> <p>Taylor, Robert, Eric Fritsch and Tory Caeti. (1998). Core Challenges facing Community Policing: The emperor still has not clothes. <i>Academy of Criminal Justice Sciences</i>. XVII, 1, may/june. Pp. 1-5.</p> <p>Murray, John. (2005). Policing Terrorism: A Threat to Community Policing or Just a shift in Priorities? <i>Police Practice and Research</i>, 6, 4, pp. 347-361</p>
<p><b>Week 9</b> Nov 14</p>	<p><b>Policing the Poor</b></p> <p>Wacquant, Loic. (2001). The Penalization of Poverty and the Rise of Neo-liberalism. <i>European Journal on Criminal Policy and Research</i>, 0, 401-412.</p> <p>Eick, Volker. (2003). New Strategies of Policing the Poor: Berlin's Neo-liberal Security System. <i>Policing and Society</i>, 13, 4, pp. 365 – 379.</p> <p>Boyd, Jade and Thomas Kerr. (2016). Policing 'Vancouver's mental health Crisis': A critical discourse analysis. <i>Critical Public Health</i>, 26, 4, 418 – 433.</p> <p>Samara, Tony. (2010). Policing Development: Urban Renewal as Neo-liberal Security Strategy. <i>Urban Studies</i>, 47, 1, pp. 197-214.</p>

<p><b>Week 10</b> Nov 21</p>	<p><b>Race and Gender in Police Bias and Culture</b></p> <p>Hayle, Steven, Scot Wortley and Julian Tanner. (2016). Race, Street Life, and Policing: Implications for Racial Profiling. <i>Canadian Journal of Criminology</i>, 58, 3, pp.</p> <p>Wortley, Scot and Akwasi Owusu-Bempah. (2011). The Usual Suspects: Police Stop and Search Practices in Canada. <i>Policing and Society</i>, 21, 4, 395 – 407.</p> <p>Bikos, Lesley. (2016). 'I Took the Blue Pill' The Effects of the Hegemonic Masculine Police Culture on Canadian Policewomen's Identity. Masters Research Paper, Department of Sociology, University of Western Ontario.</p> <p>Corsianos, Marilyn. (2010). 'Women' Detectives and Perceptions of 'Oppressive Experiences: Exploring Experiential Essentialism and Phenomenology. <i>Critical Criminology</i>, 12, 1, pp. 67 – 85.</p>
<p><b>Week 11</b> Nov 28</p>	<p><b>Policing Organized Crime: Terrorism</b></p> <p>Monaghan, Jeffrey and Kevin Walby. (2011). Making up 'Terror Identities': Security intelligence, Canada's Integrated Threat Assessment Centre and Social movement suppression. <i>Policing and Society</i>, 22, 2, pp. 133-151.</p> <p>Weisburd, David, Tal Jonathan, and Simon Perry. (2009). The Israeli Model For Policing Terrorism: Goals, Strategies, and Open Questions. <i>Criminal Justice and Behavior</i>, 36, 12, pp. 1259-1278.</p> <p>Forcese, Craig and Kent Roach. (2015). Introduction. In <i>The Radicalization of Canadian Anti-terrorism</i>. Toronto, Irwin Law. Pp. 1-19.</p>
<p><b>Week 12</b> Dec 5</p>	<p><b>Police Deviance</b></p> <p>Parnaby, P. and M. Leyden (2011) Dirty Harry and the station queens: A Mertonian analysis of police deviance. <i>Policing and Society</i> 21: 249-264.</p> <p>Kane, Robert J.; Michael D. White (2009) Bad cops: A study of career-ending misconduct among New York City police officers. <i>Criminology &amp; Public Policy</i> 8 (4): 737-769.</p> <p>Terrill, William (2005) Police use of force: A transactional approach. <i>Justice Quarterly</i> 22: 107-138</p> <p>Gerber, Theodore and Sarah Mendelson (2008) Public experiences of police violence and corruption in contemporary Russia: A case of predatory policing? <i>Law &amp; Society Review</i> 42: 1-44.</p>