



The University of Western Ontario

SOCIOLOGY 4451F-650

Policing and Society

Fall 2024

Online

Instructor: Professor Laura Huey

Office Hours: online by appointment

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Course Description: This course provides a comprehensive introduction to the sociology of policing through descriptive, empirical, and theoretical research. It offers a balanced overview of who the police are, what they do, and their interactions with different social institutions and groups. Special attention is given to problems and controversies related to policing. Extra Information: 3 seminar hours.

Prerequisite(s): Registration in third year or above in any Department of Sociology module, or fourth year in any module.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The 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 prerequisites.

Anti-requisite(s): None

Course Objectives and Learning Outcomes:

Students will develop new knowledge and perspectives on the role of police and policing in society through exposure to both academic research and officer experience. Objectives include:

1. Understanding the historical role of the police and how it has changed over time
2. Acquiring a general sense of the vast body of literature and academic approaches to studying the police
3. Developing a specialized area of knowledge about policing through writing an essay on a chosen topic.
4. Understanding how policing can be shaped by political, social, and economic conditions.

Course Material:

I have taped a series of lectures for this seminar that are available to you in two different formats!

For access to the visual and audio version of the lecture, you can simply download the material through OWL. *Where possible I include the PowerPoints for you to access; however, some of these were lost thanks to a computer crash.*

For access to a more portable audio version, you can find links to various audio versions (Spotify, Apple podcasts, Google podcasts, etc.) on <https://anchor.fm/can-sebp-knowledge-incubator>

No text book is required for this course; however, there are assigned podcasts. Please see appropriate assignment.

Communication:

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Otherwise, we will be using email for any questions, discussion, etc.

Method of Evaluation

The evaluation methods described in the course outline are essential requirements for the course.

Podcast assignments (3 x 20)	60 marks
Comment	30 marks
What do we know about policing assignment	10 marks

What do we know about policing assignment (DUE DATE: September 19, 2024)

Please email me a list of 20 questions that you would like answered during this class. I will not only try to answer as many of these questions as I can in a taped response, but I will also be evaluating them in terms of the degree of thought that went into the questions you raised for me to answers. Try to avoid basic questions such as, ‘why do I have to have a speeding ticket?’ in favour of questions like, ‘do the FBI and the RCMP do the same thing?’ or ‘how do they police transnational crime?’. I’m also open to questions about basic police powers, procedure and policy, as long as it’s a thoughtful question. What I’m evaluating you on is the apparent degree of thought you put into thinking about what you asked.

Podcast Assignment (DUE DATES: October 10, November 1, November 15. Although we can be reasonably flexible with these dates, please note I cannot accept the last two podcast assignments later than **December 5th and all work must be in by December 6th**):

I am asking you to turn in **3 reviews** of the Reducing Crime Podcasts (<https://www.reducingcrime.com/podcast>) from among the following podcast episodes:

John Mina
Peter Neyroud
Keith Humphreys
Alex Piquero
Jim Rose

Beatriz Magaloni

For these reviews, you will be expected to provide a succinct two page (single spaced) brief on the key takeaways or messages you learned from listening to the podcast. A lot of this content will tie into ideas, concepts, research from class, so ***make sure that, when possible, you draw links between the podcast and what you learned from lectures provided for in this class.*** Of course, I am happy to accept your work by email.

Comment on What You Learned (DUE DATE: December 6th)

You will be expected to hand in a 6-8 page comment piece in relation to **two** of the topic areas covered in this class. What I'm looking for is to see:

Detailed knowledge of a topic (including references to concepts, ideas, papers and/or discussions from class – **this is your chance to show what you learned**);

You may argue for or against something, compare or contrast two different perspectives or types of policing – I leave that choice up to you. As always, please feel free to float your ideas past me, and be assured that I will set aside time in class to discuss the assignment and where everyone is at.

December 6th is the final day for all assignments to be turned in. Anyone who is unable to meet this final deadline must submit documentation to Academic Counseling in order to receive an accommodation.

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Course Schedule and Readings:

Course Introduction – September 13th Microsoft Teams meeting at 2pm. I will send everyone a Teams meeting invite through your UWO email account. If you can't make it, do NOT worry! I have also taped a greeting for OWL that goes over many of the same things and we can always email or schedule a time for any unanswered questions.

Getting started

Course Schedule and Readings:

Course Introduction – (Week 1) - **January 12th OWL Zoom meeting** at **1pm**. I will send everyone a notice of the meeting invite through OWL. If you can't make it, do NOT worry! I have also taped a greeting for OWL that goes over many of the same things and we can always email or schedule a time for any unanswered questions.

Policing philosophies (Weeks 2-5)

Community Oriented Policing

Problem Oriented Policing

Evidence Based Policing

Broken Windows Policing

Spring term break

Policing strategies (Weeks 7-10)

Focused Deterrence

Hot Spots

Nudge Theory

COMPSTAT

Policing issues & controversies (Weeks 11-13)

The Politics of Policing

Street checks

Unfounded rates

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here. Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.”

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Artificial Intelligence:

All assignments must be completed independently, without the aid of artificial intelligence (AI).

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays, written assignments and/or lab reports should reflect the student’s own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and all them to produce original written contributions. The same

principles also apply to the use of translation software to support the writing the essays and other written assessments.

Academic Policies:

Please review the Department of Sociology “[Important Academic Policies](#)” document

https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Course Selection
- Absence from Course Commitments
- Missed Tests and Exams
- Religious Accommodations
- Accessibility Options
- Mental Health
- Gender-Based and Sexual Violence statement

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