Course Description

The police are amongst the most visible representatives of the state. They are charged with what
some consider to be an “impossible” mandate of controlling and preventing crime, maintaining
peace and order, and providing an array of public services – all within the constraints of the
principles of a democratic society. The police are also granted permission to use of deadly force
and are allowed access into our homes. They may be viewed as one of the few state agencies that
can be mobilized 24/7-365 at just the push of a few buttons on a phone. They are at once
ubiquitous and at the same time often misunderstood.

Modern police agencies are currently facing a number of important challenges ranging from
shrinking budgets, to decreasing officer morale, to a lack of public trust and confidence in the
institution. Evidently, the manner in which police officers and police agencies deal with
members of the public have a major impact the rule of law and public accountability. Police
interactions with the citizens determine the legitimacy of government and faith of the citizens in
democratic ideals.

This course will begin by examining the history and politics of the police by situating the
institution in historical and comparative contexts. We will examine the concept of police
authority within liberal-consent models of policing and look at how to actually “do policing”
(police strategies and management). The course will conclude by examining key themes and
debates in modern policing, including: the role of the police in the War on Drugs; the
militarization and de-militarization of the police; the police and racial/ethnic communities; and
the privatization of the police. Students are expected to write short analytical research notes on a
variety of topics, review books and important journal articles and complete a final essay on a
topic of interest.
This course will help you develop a more nuanced understanding of the role and function of police in contemporary society. This will be achieved by examining research on policing across time and space (by reference to different points in history and across geographical contexts). We will work through empirical pieces by many of the world’s most foremost authorities on policing and society. Thus, you will be introduced to key pieces of scholarship on policing and will examine the different theoretical assumptions and methods employed in police research. As I do not assume you have any prior exposure to the policing literature, I have included chapters from T. Newburn (Ed) *Handbook of Policing* and Reisig & Kane (Eds) *The Oxford Handbook of Police and Policing* on course the syllabus. These chapters provide useful background on the various topics that will be covered in this course in an accessible, comprehensive format.

This course is also intended to stimulate and cultivate your thinking about the intersection of science and public policy. As such we will investigate how knowledge is produced inside and outside of the academy. We will consider what types of knowledge are privileged and delve into the most current policy debates related to policing.

**Course Requirements**

**Assignments and Grading Policies**

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Co-facilitating a seminar session; participation throughout term</td>
<td>(final package due April 3)</td>
<td>40%</td>
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<tr>
<td>Reading Journals (Weekly)</td>
<td>April 7</td>
<td>40%</td>
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1. **Co-Facilitating a Seminar Session**

At the start of the term students will sign up for one week during which they will work with the instructor to facilitate seminar discussion. One part of this is developing a list of 4-5 potential discussion questions. These questions should be emailed to the instructor (a.o.bempah@utoronto.ca) for review by noon on Thursday (i.e., the day before class). The instructor will make suggestions, and then the student will email the questions to the class. During the seminar meeting the student will help lead and guide discussion. Additionally, the student should bring at least one newspaper or magazine article, film clip, etc. that relates to the readings, so that we can read/watch it as a seminar and draw connections. If it would be helpful, students can meet with the instructor just before class for any last-minute preparations.
2. Reading Journals (final package due April 3)

During the term students will write a total of six sets of reading journals. Part of the purpose of these journals is to help seminar participants better prepare for discussion. For the six selected weeks, students write a journal for each reading. Each article should get about half a page in the entry. In particular:

- Write a paragraph that offers a critical summary of the reading. In general, what is the reading all about? How does it relate to other readings? What is new here? Keep this section (critical summary) short.
- Next, identify and explain two or three key arguments that you find particularly interesting or provocative, and explain why.
- Discuss something you find particularly compelling or persuasive, and one problem/gap/challenge/oversight/etc.
- Draft a possible discussion question (or two) based on this reading.

Reading journals should be emailed to the instructor no later than 4pm on the Thursday before class.

3. Term Paper (due April 7)

Students will produce a 15-25 page essay (double-spaced) on a specific topic under the broad umbrella of policing and society. To do this you should:

- Select a topic of interest. Make sure it is narrow enough to work well, but not so narrow that you cannot find enough existing scholarship (I am, of course, happy to help with this).
- Locate, read, and analyze relevant texts (articles, book chapters, excerpts of books, etc.).
- Think critically about how the scholarship in your area fits together; gaps and oversights; strengths and weaknesses; etc.
- Write an essay thoughtfully analyzing/critiquing the research in your area.
- In the conclusion discuss some outstanding research issues, and provide potential questions for further inquiry.

Late Policy:
The term paper will be accepted for up to five business days after it is due, with a deduction of 5% per day late, except where there are legitimate reasons beyond a student’s control.

Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written
work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, 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 or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university’s rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters) and Code of Student Conduct (http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of Commitment Regarding Persons with Disabilities” at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at http://www.studentlife.utoronto.ca/as, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.
Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, http://www.studentlife.utoronto.ca/hwc, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement?

Equity and Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at http://equity.hrancediversity.utoronto.ca.

Course Schedule and Class Lecture Details

Week 1 (Jan 10th) Welcome/Policing in Historical Context


Week 2 (Jan 17th) Politics of the Police


Week 3 (Jan 24th)  
Legitimating Police Authority


Week 4 (Jan 31st)  
Authority and Police Power


Week 5 (Feb 7th)  
Order Maintenance Policing


Week 6 (Feb 14th)  
Cooperative and Community Policing Strategies.


Week 7 (Feb 21st) Reading Week – No Class

Week 8 (Feb 28th) Race, Place and Policing


Week 9 (March 6th) Policing “the Usual Suspects”


Week 10 (March 13th) Global Perspectives on Race and Policing


**Week 11 (March 20th)  The Drug Game**


**Week 12 (March 27th)  Researching Police with Administrative and Survey Data**


**Week 14 (April 3rd)  Ethnographic/Experimental Approaches to Police Research**
