

Course Outline

COURSE:	LAWS 4304C - POLICING & SOCIAL SURVEILLANCE		
TERM:	Winter 2012		
PREREQUISITES:	Fourth-year standing or permission of the Instructor. Class size limitations apply.		
CLASS:	Day & Time:	Thursdays, 2:35 pm – 5.25 pm	
	Room:	Please check with Carleton Central for current room location	
INSTRUCTOR: (CONTRACT)	Dr. Barry Leighton		
CONTACT:	Office:	Loeb B442	
	Office Hrs:	Electronic or by appointment	
	Telephone:	Home Tel: 613-234-3293 (7:30pm-9:30pm)	
		Mobile: 613-314-7170 (9:00am-5:00pm)	
	Email:	barry.leighton@sympatico.ca and WebCT mail box for this course	

"Students with disabilities requiring academic accommodations in this course must contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary Letters of Accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me in order to make the necessary arrangements as early in the term as possible, but no later than two weeks before the first assignment is due or the first test requiring accommodations. For further information, please see: <http://www2.carleton.ca/pmc/students/accommodations> . If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by 7 March 2012 for April exams. For Religious and Pregnancy accommodations, please contact Equity Services, x. 5622 or their website: www.carleton.ca/equity

DESCRIPTION:

This course will examine a series of key legal, social, and other current issues in Canadian policing. It encompasses the enforcement of law as one surveillance mechanism of formal social control, thereby making the link between the laws of parliament and the courts ("law on the books") and the practical application of law by the police as agents of the state ("law in the streets"). In this regard, law enforcement agencies, private police, national security agencies, the private sector, and the public form a spectrum of surveillance for securing public order. The major theme will be the nature of and boundaries between *public, private, personal and other policing and social surveillance roles* in a "free and democratic society" to secure and maintain power by the state and other vested interests

LEARNING OBJECTIVE:

The course objective is to advance our understanding of several key areas:

- ❖ the problem of police and social surveillance for society;
- ❖ the societal problems for which public policing is designed as the solution;
- ❖ the scope, boundaries, and inter-relations of policing and social surveillance functions and entities;
- ❖ the nature of policing and social surveillance work and selected legal powers;
- ❖ the history of and theory about these entities and their operations;
- ❖ their governance, oversight, over-reach, misconduct and response; and
- ❖ technologies of surveillance and future trends in policing and social surveillance.

LEARNING STRATEGIES:

- ◆ critically analyzing some key theories about policing, social surveillance and the state;
- ◆ applying a comparative and historical approach;
- ◆ examining the role, functions, operations, inter-relations of policing entities; and
- ◆ exploring recent events in policing and social surveillance.

COURSE FORMAT:

- Seminar format, with intensive reading, analysis, and discussion with introductory lecture materials.
- As a course within an interdisciplinary legal studies program, students are expected to: blend social science and legal research methodologies, participate fully in discussions, and make presentations.
- Students *should not place themselves at personal risk* when collecting information on police and surveillance agencies.
- Lap tops are encouraged but may only be used in class for purposes related to this course.
- *Cell phones must be turned off during class.*

OUTLINE:**PART 1: LECTURE & DISCUSSION TOPICS – SOCIAL CONTROL, HISTORY & THEORY****1. Week 1, January 5th - Introduction:**

What is policing, surveillance, and social control? What is the problem with policing and surveillance in Canada? Public attitudes and perceptions of surveillance entities. Media portrayals of policing, the policed, and policed events. Agenda setting of problems. Who are the policed? Vulnerable, marginalized, “racialized,” and other populations subject to surveillance. Official and unofficial crime statistics. Social, environmental and other trends shaping these populations and problems. Research resources and methods for studying policing and surveillance.

2. Week 2, January 12th - The web of surveillance:

Who are the police and social surveillers? The span of control, from public police and private police, to national security, border policing, military, transportation, electronic, mass media, social media, and individuals. The current status of public and private policing agencies, including cost and statistical profiles, of gender, ethnicity, class, language, civilianization, etc. The structure of and levels of public and private policing in Canada. The role, function, and inter-relations between the actors of surveillance. Policing and surveillance as state public policy options. The interface between public, private, national security, and border control agencies (“high” and “low” policing).

3. Week 3, January 19th - History of public and private policing:

The evolution of state, private, and public policing in England and Canada, including Canadian adaptations of British inventions. Master patterns in policing and the origins of Canadian policing. The uncritical and romantic nature of Canadian police history. Societal and other trends having an impact on Canadian policing (e.g., the fiscal crisis of the state and hollowing out of the state; marginalization of the nation and local state; porous and encroaching borders). Police innovations and response to these trends.

4. Week 4, January 26th - Theories of policing and surveillance:

Why do police and surveillance agencies exist? Relationship of the state to various forms of surveillance. Theories of social control, surveillance, and models of the state. State and other vested interests in public police. Conservative, liberal and critical views of the role and function of public policing, including the liberal doctrine of “consent” to be policed and community-based policing, their critical view of penetration and co-option, and the minimalist and maximalist models of public policing. The limits to public policing and the growth of private policing.

PART 2: LECTURE & DISCUSSION TOPICS – POWERS, PRACTICES & CONTROL

5. **Week 5, February 2nd - Public police: Powers and practices:**

What is the legal status and mandate of public police and other surveillance agencies, including national security agencies? Original/common law versus statute basis of legal powers and their origins. Scope of police powers. Charter, citizen and human rights. Powers of private security personnel. Powers of citizens. What do the police do when the police do policing and surveillance? Police use of deadly force and the force continuum. Reactive and proactive public policing strategies, command and control model, the rhetoric and reality of policing models. Widening the net of social control through tighter or looser handcuffs on the community. Evaluations and evidence about what works. Technologies of policing and social surveillance. Exporting policing models and ideologies.

6. **Week 6, February 9th - Private Police: Powers and practices:**

What is the legal status and mandate of private police and surveillance agencies? Scope of powers of private security, owners of mass private space, and citizens. What do the private police do when they do private security surveillance? Widening the net of social control in private space. Technologies of public and policing and social surveillance. The surveillance industry and policing for profit.

7. **Week 7, February 16th - Police Governance, accountability and control:**

Police oversight and governance. Police, politics and relative autonomy. Organizational and individual accountability. Police deviance, corruption and misconduct, including police use and abuse of powers. The “force continuum” and use of deadly force. Police investigating themselves. Multiple accountabilities and risk for police. Public complaints processes, criminal and civil proceedings. Reforming public and private police.

8. **Week 8, March 1st - The future of policing and surveillance: Guest Speaker**

PART 3: STUDENT PRESENTATIONS ON POLICING PRACTICES

Weeks 8 – 13, March 8th to April 5th - Student presentations selected from the following topics (select one item):

1. **Policing nuisances:** a) illegal drug use, b) illegal gambling, or c) sex trade workers and clients.
2. **Policing youth:** a) young persons as victims or b) youth gangs
3. **Policing female victims:** a) sexual assault or b) spousal abuse
4. **Policing vulnerable groups:** a) elderly, b) children, or c) mentally disordered persons
5. **Policing thought crime:** a) pornography, b) hate crime, or c) “racialized” minority groups
6. **Policing property:** a) property theft, b) intellectual property theft, or c) cybercrimes.
7. **Policing Mass Public Disorder:** a) riots, or b) demonstrations (ex., G8, G20, Occupy Wall Street).

- Students are required to discuss their topics in detail with the instructor and **obtain approval – a maximum of 3 students may select each topic.**

COURSE PRINCIPLES:

- Students should read the Department of Law *Policy and Procedure Statement*.
- Principles on and/or regulations for issues such as: gender appropriate language; pluralism in teaching; criteria and review of assessment of students; plagiarism, cheating and other student instructional offenses; and the level of scholarship will follow those articulated in the Department *Sessional Lecturers' Handbook* with the Chair of the Department being the appropriate next step for interpretation, review or appeal.
- Discussions with the Instructor will be held only in public places or in the presence of colleagues.
- Course work should be sensitive to pluralism and to class, gender and “race” (racialized groups) bias.

STUDENTS WITH DISABILITIES: Students with disabilities requiring academic accommodations in this course are required to contact a coordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. The student must then make an appointment to discuss their needs with the Instructor at the first class. This is to ensure sufficient time is available to make the necessary accommodation arrangement. Note that there are no in-class or ITV tests in this course. *For further information, please see, <http://www2.carleton.ca/pmc/students/accommodations>.*

COURSE OMBUDSPERSON:

- A class representative, mediator or "ombudsperson" will assist in mediating any misunderstandings and monitoring discussions for appropriate language, gender and “race” bias, etc.

CONTACTING THE INSTRUCTOR:

- Because the Instructor works off-campus and does not have a permanent Department office, students should not expect the same availability as for full-time faculty members.
- All ***e-mail messages*** to the Instructor **must be sent to both the e-mail address noted on page 1 AND to the course WebCT mailbox.**
- Students may call the Instructor's above-noted home telephone number, if possible within the hours preferred above. If you have not had a reply within two days, please assume the Instructor has tried to reply and been unable to contact the caller, so please call again.
- Students who become ill or who are experiencing difficult personal circumstances, workload pressures, or stress, please let the Instructor know by e-mail as soon as possible to discuss an accommodation, if possible before a class is missed or assignment is overdue.

EXTERNAL ASSISTANCE TO STUDENTS:

- Students benefiting from information and other assistance from police or other professional sources for their major paper are expected to send a letter of thanks (copied to the Instructor) together with a copy of their paper.

EVALUATION OF ACADEMIC PERFORMANCE:

- In recognition that any one form of evaluation is inadequate, a variety of student contributions will be used to assess student performance in this course. **There will be no examinations.**
- Students are encouraged to work in groups for common topic areas but will be **marked individually**. Students are also asked to identify a study partner to assist them, especially in case of illness.
- Marks for *class participation* are for the level and quality of participation - *not for attendance* - and will reflect a student's questions and discussion of issues.
- A penalty of one per cent per day MAY be imposed against the mark for late submission of papers or delay of presentation UNLESS a reasonable excuse, preferably in writing (e.g., a physician's note), is provided and, if possible, provided in advance. If in doubt, send the Instructor an e-mail.
- **There are no supplemental or Grade Raising examinations available in this course.**
- **All requirements must be satisfied for a final grade to be given.**

SUMMARY OF REQUIREMENTS:		DUE DATE	LENGTH	MARK
- <u>Topic selection due</u> for #2 & #6 (same topic) & for #5, below		JAN 12th		-
1. Class Participation (not for attendance): A. Questions, comments, critiques – B. Presentation and discussion on current events -		ONGOING		10% 10%
2. The Web of Policing and Social Surveillance In Canada		JAN 19th	8-10 pages	20%
3. Presentation on a Selected Issue in Policing & Surveillance (Topic request due January 19 th)		t.b.d.	-	10%
4. Critique of the Conservative, Liberal, and Critical Models of Public Policing		FEB 16th	8-10 pages	30%
5. Report on a Selected Issue in Policing & Surveillance Practices (same topic as for #3)		APR 5th	8-10 pages	20%
KEY DATES				
JAN	5	Discussion Topic 1: Introduction to the course; problem identification	FEB 23	WINTER BREAK – No Class
	12	Discussion Topic 2: Web of Surveillance DUE - Topic requests	MAR 1	Discussion Topic 8. The future of policing and surveillance Guest Lecture - tbd
	19	Discussion Topic #: History of public and private policing DUE – Census of policing & surveillance agencies in Canada	8	Student presentations (6)
	26	Discussion Topic 4: Theories of policing and surveillance	15	Student presentations (6)
FEB	2	Discussion Topics 5: Public police - Powers and practices	22	Student Presentations (6)
	9	Discussion Topic 6: Private police – Powers and practices.	29	Student Presentations (6) DUE - Report on a selected topic on policing and surveillance practice (students presenting on this date hand in their paper on April 5th).
	16	Discussion Topic 7: Police governance, accountability, and control. DUE – Critique of Conservative, Traditional & Critical Models	APR 5	Student Presentations (6) - Last Day of Class; Last day for handing in all term assignments

READING:

* REQUIRED READING, others are recommended

Additional reading material will be identified as the course progresses and will depend on the issues selected by students.

1. **Week 1, January 5th - Introduction:**

*Bayley, D., and C. Shearing. 2001. *The new structure of policing: description, conceptualization and research agenda*. Washington, D.C.: U.S. Department of Justice, National Institute of Justice. www.ncjrs.gov/pdffiles1/nij/187083.pdf

Tim Newburn & Robert Reiner. 2007. "Policing and the Police." Chapter 27 in Mike Maguire, Rod Morgan, Robert Reiner (eds), *Oxford Handbook of Criminology*, (4th edn).

Crowther, C. (2000). Thinking about the 'underclass': towards a political economy of policing. *Theoretical Criminology* 4(2): 149-167.

2. **Week 2, January 12th - The web of surveillance:**

*Eck, John E. and William Spelman. 1988. "Who ya gonna call? The police as problem busters." *Crime and Delinquency*. 33 (Jan): 31-52

Dunlap, Charles J. 2001. "The thick green line: the growing involvement of military forces in domestic law enforcement." Pp.29-42 in P.B. Praska (ed.) *Militarizing the American Criminal Justice System*. Boston: Northeastern University Press

Brodeur, Jean-Paul. 1999. "Cops and spooks: the uneasy partnership." *Police Practice and Research* 1 (3): 1-25

3. **Week 3, January 19th - History of public and private policing:**

*Brogden, Mike.1987. "The emergence of the police – the colonial dimension." *British Journal of Criminology*. 27(1): 4-14.

Hill, Richard. 1986. *Policing the Colonial Frontier: The Theory and Practice of Co-ercive social and racial control in New Zealand, 1767-1867*. Wellington: Government Printer

*Ignatieff, Michael. 1979. "Police and people: The birth of Mr. Peel's 'blue locusts.'" *New Society*. August 30, 1967. Pp. 443-445.

*Silver, Alan.1967. "The demand for order in civil society" pp.1-24 in D.J. Bordua (ed.), *The police: Six sociological essays*. New York: John Wiley

4. **Week 4, January 26th - Theories of policing and surveillance:**

*Barlow, D.E., and M.E. Barlow. (1999). "A political economy of community policing." *Policing: an International Journal of Police Strategies and Management*. 22(4): 646-674.

Brogden, Michael. 1982. *The Police: Autonomy and Consent*. New York: Academic Press.

*Dalediden, J.R. 2006. "A clumsy dance: the political economy of American police and policing." *Policing: an International Journal of Police Strategies and Management*. 29(4): 602-624.

*Loader, Ian. 1997. "Policing and the Social: Questions of Symbolic Power." *British Journal of Sociology*, 48/1: 1-18.

Marenin, Otwin. 1982. "Parking tickets and class repression: the concept of policing in critical theories of criminal justice." *Contemporary Crises* 6:241-66

Reiner, Robert. 1992. *The Politics of the Police (2nd.edn.)*. Toronto: University of Toronto Press.

Reiner, Robert (ed). 1996. *Policing* (2 vols). Brookfield, USA: Dartmouth

5. **Week 5, February 2nd - Public police: Powers and practices:**

*Bayley, David.1994. "What do the police do?" pp.29-41 in David Bayley, *Police for the Future*. New York: Oxford University Press

*Bitner, Egon. 1990."Florence Nightingale in pursuit of Willie Sutton: A theory of the police." Pp.233-268 in Egon Bittner, *Aspects of Police Work*. Boston: Northeastern University Press.

*Brogden, Mike. 2005. "Horses for courses" and "thin blue lines": community policing in transitional society. *Police Quarterly*, 8(1): 64-98.

*Ericson, Richard V. 1982. "The police as reproducers of order." Pp.3-30 in Richard V. Ericson, *Reproducing order: A study of police patrol work*. Toronto: University of Toronto Press.

- Goldstein, Herman. 1979. "Improving policing: a problem-oriented approach. *Crime and Delinquency*. 25 (April): 236-258
- Kelling, George L. and Moore, Mark. H. 1988. "The evolving strategy of policing." *Perspectives on Policing*. 4 (Nov): 1-15.
- *Leighton, Barry N. 2012. "Community policing in Canada: The broad Blue Line." Pp.140-151 in Julian V. Roberts and Michelle G. Grossman (eds). *Criminal Justice in Canada: A Reader* (4th edn.) Toronto: Nelson
- MacLeod, R.C. & David Schneiderman (eds.). 1994. *Police Powers in Canada: The Evolution and Practice of Authority*. Toronto: University of Toronto Press.
- Manning, Peter. 1978 "The police: mandate, strategies, and appearances." Pp.97-125 in Peter K. Manning & J. Van Maanen (eds), *Policing: A view from the streets*. New York: Random House
- O'Reilly, C., & Ellison, G. (2006). "Eye Spy Private High: Reconceptualising High Policing Theory." *British Journal of Criminology* (46): 641-660.
- Weber, Leanne & Benjamin Bowling. 2004. "Policing migration: A framework for investigating the regulation of global mobility." *Policing and Society* 14(3) 195-212.

6. Week 6, February 9th - Private Police: Powers and practices:

- Johnson, Les. 1992. *The Rebirth of Private Policing*. New York: Routledge.
- *Kempa, Michael, Stenning, Philip, & Wood, J. (2004). "Policing communal spaces: a reconfiguration of the 'mass private property' hypothesis." *British Journal of Criminology* 44(4): 562-581
- Palmer, D., & C. Whelan. (2007). "Policing in the "communal spaces" of major event venues." *Police Practice and Research: an International Journal* 8(5): 401-414.
- *Shearing, Clifford & Stenning, Philip. 1983. "Private security: implications for social control" *Social Problems* 30(5): 493-506.
- *Spitzer, Steven & Scull, A. 1977. "Privatization and capitalist development: the case of the private police." *Social Problems* 25(1): 18-29.

7. Week 7, February 16th - Police Governance, accountability and control:

- *Dixon, David. 1997. "The legal regulation of the police." pp.280-318 in David Dixon *Law in Policing*. Oxford: Oxford University Press.
- *Klockars, Carl B. 1980. "The Dirty Harry problem." *Annals of the American Academy of Political and Social Sciences*. 472:33-47.
- Palango, Paul. 1998. *The Last Guardians: The Crisis in the RCMP...and in Canada*. Toronto: McClelland & Stewart.
- Van Maanen, John. 1978. "The asshole." Pp.302-328 in John Van Maanen & Peter Manning (eds), *Policing: A view from the streets*. New York: Random House

8. Week 8, March 1st - The future of policing and surveillance:

- Bayley, David H. & Shearing, Clifford D. "The future of policing." *Law and Society Review*. 30(3): 585-606.
- Jones, Trevor & Tim Newburn. 2002. "The transformation of policing? Understanding current trends in policing systems" *British Journal of Criminology*. 42(1): 129-146
- Marx, Gary T. 1988. "The new surveillance." Pp.206-233 in Gary T. Marx *Undercover: police surveillance in America*. Berkeley: University of California Press
- *O'Malley, Pat. 1997 "Policing, politics and postmodernity." *Social and Legal Studies: an international journal*. 6(3): 363-381
- *Reiner, Robert. "Policing a postmodern society" *Modern Law Review*. 55(6):761-781

ASSESSMENT #1: CLASS PARTICIPATION

- A) Contributing meaningful questions, comments, and comments** during class discussions, especially when related to the required reading.

DUE: all classes

- B) Initiating class discussion** (at the beginning of each class except for guest lectures) AND preparing a half page analysis (but not description).

This mark assumes regular attendance and that students will keep abreast of current policing issues as presented in course readings, the media and academic journals and will discuss these in class each week.

Of the overall 10% of course marks allocated for class participation, proportional marks will be given for:

1. A current issue or event in policing and surveillance **in Canada**. Note that multiple items may be raised for discussion in each class and submitted in writing at the subsequent class:
2. recent academic journal articles on policing and surveillance (from 2010 and 2011);
3. recent Canadian appellate court decisions (in last 3 years):
4. new internet sites related to policing and surveillance . Note that you can set up Google **Alerts** to receive a daily e-zine on current events (ex. on “policing in Canada”) as well as Google Scholar Alerts academic publications (ex., on policing, surveillance, etc.)

DUE: January 5th to February 16th 2012

ASSESSMENT #2. THE WEB OF POLICING AND SOCIAL SURVEILLANCE IN CANADA

DESCRIPTION:

Provide an overview of the web of state and private instruments and methods of policing and social surveillance

REQUIRED OUTLINE:

1. Introduction (1 page): (a) Briefly describe why it is important to understand the web of public and private instruments, technologies, and methods of policing and social surveillance; and (b) provide an outline of the paper.
2. State/Public Police (2 pages): Describe the deployment of independent public police agencies across Canada together with their level of deployment (local, provincial, federal), including personnel numbers, mandates, and other relevant information.
3. State Surveillance Agencies (2? pages): Identify the key federal government agencies mandated to provide surveillance and control on Canadians, including at international borders and for national security.
4. Private Sector Policing and Surveillance (2? pages): Describe the scale and scope of private police and their mandates as agents for the owners of mass space or of specific commercial interests (ex. payment cards).
5. Other surveillance mechanisms (1 page?): Identify and other methods of surveillance (ex. personal information, monitoring payments).
6. Conclusion (half page): Building on your census of these policing and surveillance mechanisms, present a conclusion about the balance between the state's obligation to protect citizens and citizen's rights against state intrusion.

LENGTH:

Typed, 8-10 letter-size pages, double-spaced, one sided, stapled, additional front page with student name and number, phone number, and your **name plus page number on every page**.

FORMAT:

Headings for sections are required and, where appropriate, sub-headings. Please pay attention to the organization and logic of the paper. Do not use long quotations (more than two sentences): lengthy material may be placed in Appendices (but not included in the total length).

STYLE:

Use standard legal OR social science style and referencing (e.g., APA, Canadian Journal of Sociology, Canadian Journal of Criminology). At 4th year level, 20+ sources are expected.

COPIES:

SUBMIT A COPY ONLY - students must keep the original hard-copy, with a backup on a memory stick or on a second hard-drive

DUE:

January 19th, 2012 – at beginning of class.

VALUE: 20%

STYLE & FORMAT FOR WRITTEN WORK:

- **Typed**, letter-size pages, double-spaced, stapled.
- Provide a **cover page** that looks like this:

FAMILY NAME #100123123
Assessment #...: TITLE OF PAPER by STUDENT NAME for Prof. B. Leighton LAWS 4304C date

- Each page must show (you can use the Header-Footer feature in MS Word):
 - your **FAMILY NAME** in capital/block letters on the top right hand corner, and
 - the **page number** at the bottom of the page.
- Use section headings.
- From an interdisciplinary legal studies perspective, it is not sufficient to just identify, describe and apply legislation and case law – it is also necessary to critique them and to bring social science research evidence and theory to your discussions.
- Use Canadian English spelling and reputable academic sources for definitions - **not Wikipedia.**

REFERENCES:

- **No more than half the sources cited should be available only on the Internet** (the others may be published as books, periodicals and printed reports but can also be available on the Internet).
 - Use subheadings for - books & articles; laws/statutes; internet sources; media reports
 - Internet citations must include the site and date of downloading.
 - Cite but do not quote from the *Criminal Code* and the *Charter*.
 - Use footnotes and a bibliography. i.e., standard Canadian legal reference style.
 - Also see The Department of Law “**Legal Style Sheet for Term Papers.**”
- Use **Canadian spelling** for Canadian sources.
- When discussing US sources, always identify them as such.
- Make reference to material identified on the reading list and to others as appropriate.

SUBMISSION OF PAPERS:

- **Submit a copy only:** One paper copy in class **AND** submit a second copy as an attachment to a message sent to the relevant assignment folder in WebCT.
- You must keep the **original hard-copy** and an **electronic back-up copy** on a memory card

ASSESSMENT #3. PRESENTATION ON A SELECTED ISSUE IN POLICING & SURVEILLANCE

This is an opportunity for you to make a short verbal presentation to your colleagues and to receive the benefit of class feedback, academic support, and suggestions for literature and approaches to the topic. This presentation will also assist you in preparing the outline for the major paper and identifying the key issues

TOPIC REQUEST:

The presentation will be on the same topic chosen for your final paper. On **January 12th** you will submit a 1-paragraph Topic Request, being a description of the topic, obtain approval and discuss the topic and Handout (see below) with the Instructor. This should include:

- (1) a statement of the issue as a social problem,
- (2) a statement of the issue as a police problem, and
- (3) a critique of the policing approach applied to this problem.

PRESENTATION OUTLINE:

- Outline handed out, with problem statement, 6 key references and 6 discussion questions
- Brief verbal outline presented at beginning
- Statement of the topic as a social problem
- Statement of the topic as a crime problem for the police
- Definitions of key terms
- Official and unofficial statistics on scope of the problem, where appropriate
- Any historical background to the topic (e.g., key events)
- Legal context and any legal issues
- Relevant social science explanations for the problem

LENGTH: 15 minute presentation followed by 10 minutes chairing a discussion based on questions from the class and on the six questions you provide.

FORMAT: DO NOT READ YOUR NOTES: Please try to speak **from** the notes. You should use 8-10 Powerpoint slides and may use other instructional aids (ex. maximum 2 minute video clip).

HANDOUT: Prepare a 1 to 2 page (**one** sheet handout, printed both sides), point-form outline with a clear concise statement of the topic as a crime problem for the police, together with the six questions and a "starter bibliography" six key references. Provide a copy of the outline for each class member, with the student presenter's name and presentation date on the top right hand corner. If photocopying is a cost burden, and the Department office is unable to do so, then please have the instructor arrange for copying at least one week ahead.

DUE: tbd, from March 8th to April 5th 2012

VALUE: 10%

MARKING CRITERIA:

- Knowledge of subject matter
- Logical organization of presentation
- Good response to questions from class
- Good discussion/debate by the class
- Good delivery style and clarity - DO NOT READ YOUR NOTES VERBATIM

ASSESSMENT #4: CRITIQUE OF THE TRADITIONAL, LIBERAL, AND CRITICAL MODELS OF PUBLIC POLICING

DESCRIPTION:

Provide a critique of each of the Conservative, Liberal, and Critical Models of Public Policing.

REQUIRED OUTLINE:

1. Introduction (1 page): (a) Briefly describe why it is important to critique and understand the relative merits of state policing and surveillance approaches to societal problems; and (b) provide an outline of the paper.
2. Conservative Model (2 pages): (a) Provide a brief history of the origins of the Conservative (aka Traditional, Professional) model of public policing; (b) Describe the key elements of this model; c) provide a critique of this approach to policing from the perspective of the other two models.
3. Liberal Model (2 pages): (a) Provide a brief history of the origins of the Liberal (aka Problem-Oriented, Community-Based, Maximalist) model of public policing; (b) Describe the key elements of this model; c) provide a critique of this approach to policing from the perspective of the other two models.
4. Critical Model (2 pages): (a) Provide a brief history of the origins of the Critical (aka Minimalist - , via the New Criminology, Political Economy perspective) model of public policing; (b) Describe the key elements of this model; c) provide a critique of this approach to policing from the perspective of the other two models.
5. Conclusion (1 page): Building on your critique of the three models and their underlying theory, present your own model of public policing, such as opting for one of the three models, combining some elements from each, or designing a new model.

LENGTH:

Typed, 8 letter-size pages, double-spaced, one sided, stapled, additional front page with student name and number, phone number, and your **name plus page number on every page**.

FORMAT:

Headings for sections are required and, where appropriate, sub-headings. Please pay attention to the organization and logic of the paper. Do not use long quotations (more than two sentences): lengthy material may be placed in Appendices (but not included in the total length).

STYLE:

Use standard legal OR social science style and referencing (e.g., APA, Canadian Journal of Sociology, Canadian Journal of Criminology).

COPIES:

SUBMIT A COPY ONLY - students must keep the original hard-copy, with a backup on a memory stick or on a second hard-drive

DUE:

February 16th, 2012 – at beginning of class.

VALUE: 30%

ASSESSMENT #5: REPORT ON A SELECTED ISSUE IN POLICING & SURVEILLANCE PRACTICES

DESCRIPTION:

Provide a report on *one current topic in policing* topic selected from the *Student Presentation and Discussion Topics* on page 3 (above), i.e. the same topic as your class presentation. This should focus on the **police response** to a crime or social problem and a critique of the policing approach applied to this problem

REQUIRED OUTLINE:

1. Introduction (1 page): (a) Clearly and concisely describe the specific crime or societal problem as an issue for the state and for public policing; (b) briefly describe your critique of the state and police response to the problem; then (c) provide an outline of the paper.
2. Context for the societal problem (1 page): (a) Argue why it is seen as a problem to be dealt with by the state through the criminal justice system cf. other areas of state governance; and (b) analyze how this issue became socially constructed as a problem for the police (e.g., media, vested interests)..
3. Nature and scope of the problem (1 page): (a) Briefly describe the history of the societal problem; (b) describe what is currently known about the nature and scope of the problem from the social science literature, including statistics, together with a critique of their validity, reliability and usefulness; and (c) identify and “hot spots” in Canada for the societal problem.
4. Police powers (1 page): (a) Identify the relevant state legislation addressing the societal problem; (b) identify any extraordinary police powers and tools provided by the state for the police response; and (c) identify and restrictions on their use (ex., Charter provisions).
5. Theory and critique of the police response (3 pages): (a) Critique the state and police response to the societal problem; and (b) Discuss the relative merits of applying each of the Conservative, Liberal and Critical approaches of public policing.
6. Alternative solutions (1 page): Propose alternative solutions to the societal problem with an appropriate scale and scope of police involvement, drawing upon a range of public policy instruments, such as law, non-legal conflict resolution, crime prevention, private policing, public education, etc.
5. Conclusion: (1 page) Summary and concluding comments.

LENGTH:

Typed, 8-10 letter-size pages, double-spaced, one sided, stapled, additional front page with student name and number, phone number, and your **name plus page number on every page**.

FORMAT:

Headings for sections are required and, where appropriate, sub-headings. Please pay attention to the organization and logic of the paper. Do not use long quotations (more than two sentences): lengthy material may be placed in Appendices (but not included in the total length).

STYLE:

Use standard legal OR social science style and referencing (e.g., APA, Canadian Journal of Sociology, Canadian Journal of Criminology). At 4th year level, 20+ sources are expected.

COPIES:

SUBMIT A COPY ONLY - students must keep the original hard-copy, with a backup on a memory stick or on a second hard-drive

DUE:

March 29th, 2012 – at beginning of class.

Students presenting on this date may submit their paper on April 5th 2012.

VALUE: 20%

MARKING:

The instructor will keep the submitted copy and return comments **only** along with the mark.