



Sociology UNIVERSITY OF TORONTO

SOC6306H

Advanced. Topics in Soc of Crime and Law I: Policing and Society

Fall 2024

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Seminars: Tuesdays 1-3pm
Office Hours: By Appointment

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

| <u>Assignment</u> | <u>Due Date</u> | <u>Weight</u> |
|--|----------------------------|---------------|
| Co-facilitating a seminar session; participation throughout term | | 20% |
| Reading Journals (Weekly) | (final package due Nov 26) | 40% |
| Term Paper | Dec 3 | 40% |

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 Monday (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 Nov 26)

During the term students will write a total of six sets of reading journals. Part of the purpose of these journals 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 Dec 3)

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.hrandequity.utoronto.ca>.

Course Extensions – Extenuating Circumstances

Students are expected to submit course work on time. Occasionally, students may not be able to make agreed upon deadlines due to extenuating circumstances. Students are required to make arrangements with their instructors about how to submit late course work. The graduate office highly recommends that course work extensions remain within the term dates in which the course was taught.

Note: submitting work beyond the term end date (not the last day of instruction but the actual end of term, e.g., the last day of a winter term class may be April 3, but the term ends April 30) requires a discussion with the instructor and the graduate office, as well as completion of an SGS request for an extension of course work form. These forms will be considered by the graduate office and are not automatically approved.

Use of Generative AI in Assignments

Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.

Course Schedule and Class Lecture Details

Week 1 (Sept 10) Welcome/Policing in Historical Context

Whitehouse, D. (2014) Origins of the Police.

<https://worxintheory.wordpress.com/2014/12/07/origins-of-the-police/>

Emsley, C. (2008). The birth and development of the police. *Handbook of Policing*, 72.

Willis, J. J. (2014). A Recent History of The Police. *The Oxford Handbook of Police and Policing*, 1.

Van Maanen, J. (1978). The Asshole. *Policing: A view from the street*, 221-238.

Week 2 (Sept 17) Politics of the Police

Chambliss, W. J. (1994). Policing the Ghetto Underclass: The Politics of Law and Law Enforcement. *Social problems*, 41, 177-194.

Innes, M. (2011). Doing less with more: The 'new' politics of policing. *Public Policy Research*, 18(2), 73-80.

Worrall, J. L. (2014). The Politics of Policing. *The Oxford Handbook of Police and Policing*, 49.

Maguire, E. R. (2014). Police organizations and the iron cage of rationality. *The Oxford Handbook of Police and Policing*, 68.

Week 3 (Sept 24) Legitimizing Police Authority

Tankebe, J. (2013). Viewing things differently: The dimensions of public perceptions of police legitimacy. *Criminology*, 51(1), 103-135.

Kane, R. J. (2005). Compromised Police Legitimacy as a Predictor of Violent Crime in Structurally Disadvantaged Communities. *Criminology*, 43, 469.

De Lint, W. (2014). Police authority in liberal-consent democracies: a case for anti-authoritarian cops. *The Oxford Handbook of Police and Policing*, 217.

Week 4 (Oct 1) Authority and Police Power

Goldstein, H. (1967). Administrative Problems in Controlling the Exercise of Police Authority. *The Journal of Criminal Law, Criminology, and Police Science*, 160-172.

Terrill, W. (2014). Police coercion. *The Oxford Handbook of Police and Policing*, 260.

Ivković, S. K. (2014). Police Misconduct. *The Oxford Handbook of Police and Policing*, 302.

Week 5 (Oct 8) Order Maintenance Policing

- Harcourt, B. E. (1998). Reflecting on the subject: A critique of the social influence conception of deterrence, the broken windows theory, and order-maintenance policing New York style. *Michigan Law Review*, 291-389.
- Rosenfeld, R., Fornango, R., & Rengifo, A. F. (2007). The impact of order-maintenance policing on New York City homicide and robbery rates: 1988-2001*. *Criminology*, 45(2), 355-384.
- Thacher, D. E. (2014). Order Maintenance Policing. *The Oxford Handbook of Police and Policing*. 122.
- Greene, J.R. (2014). Zero Tolerance and Policing. *The Oxford Handbook of Police and Policing*. 172.

Week 6 (Oct 15) Cooperative and Community Policing Strategies.

- Verbitsky-Savitz, N., & Raudenbush, S. W. (2012). Causal inference under interference in spatial settings: A case study evaluating community policing program in Chicago. *Epidemiologic Methods*, 1(1), 107-130.
- Braga, A. A., Kennedy, D. M., Waring, E. J., & Piehl, A. M. (2001). Problem-oriented policing, deterrence, and youth violence: An evaluation of Boston's Operation Ceasefire. *Journal of Research in Crime and Delinquency*, 38(3), 195-225.
- Braga, A. A. (2014). Problem Oriented Policing: Principles, Practice and Crime. *The Oxford Handbook of Police and Policing*. 101.
- Cordner, G. (2014). Community Policing. *The Oxford Handbook of Police and Policing*. 148.

Week 7 (Oct 22) Race, Place and Policing

- Renauer, B. C. (2012). Neighborhood Variation in Police Stops and Searches A Test of Consensus and Conflict Perspectives. *Police Quarterly*, 15(3), 219-240.
- Brunson, R. K., & Weitzer, R. (2009). Police Relations with Black and White Youths in Different Urban Neighborhoods. *Urban Affairs Review*, 44(6), 858-885.
- Gau, J. M., & Brunson, R. K. (2010). Procedural justice and order maintenance policing: A study of inner-city young men's perceptions of police legitimacy. *Justice quarterly*, 27(2), 255-279.

Week 8 (Oct 29) Reading Week – No Class

Week 9 (Nov 5) Policing “the Usual Suspects”

Owusu-Bempah, A. (2017). Race and policing in historical context: Dehumanization and the policing of Black people in the 21st century. *Theoretical Criminology*, 21(1), 23-34.

Harris, D. A. (1999). Stories, the Statistics, and the Law: Why Driving While Black Matters, *The. Minn. L. Rev.*, 84, 265.

Geller, A., Fagan, J., Tyler, T., & Link, B. G. (2014). Aggressive policing and the mental health of young urban men. *American journal of public health*, 104(12), 2321-2327.

Weitzer, R. (2014). Police Race Relations. *The Oxford Handbook of Police and Policing*. 339.

Week 10 (Nov 12) Global Perspectives on Race and Policing

Wortley, S., and Owusu-Bempah, A. (2011). The Usual Suspects: Police Stop and Search in Canada. *Policing and Society*, 21(4), 395-407.

Bowling, B., & Phillips, C. (2007). Disproportionate and discriminatory: reviewing the evidence on police stop and search. *The Modern Law Review*, 70(6), 936-961.

Schneider, C. L. (2008). Police power and race riots in Paris. *Politics & Society*, 36(1), 133-159.

Waddington P. and Wright, M. (2008) Police use of force, firearms and riot control. *The Handbook of Policing*. 465.

Week 11 (Nov 19) The Drug Game

Geller, A., and Fagan, J. (2010). Pot as pretext: Marijuana, race, and the new disorder in New York City street policing. *Journal of Empirical Legal Studies* 7:591-633.

Owusu-Bempah, A., & Luscombe, A. (2021). Race, cannabis and the Canadian war on drugs: An examination of cannabis arrest data by race in five cities. *International Journal of Drug Policy*, 91, 102937.

Beckett, K., Nyrop, K., & Pflingst, L. (2006). Race, Drugs, And Policing: Understanding Disparities In Drug Delivery Arrests, *Criminology*, 44(1), 105-137.

Owusu-Bempah, A., Wallace, D., Gaston, S., Eason, J., & Sevell, E. (2024). Assessing the Impact of Cannabis Decriminalization on Racial Disparities in Chicago’s Cannabis Possession Arrests. *Sociology of Race and Ethnicity*, 10(2), 211-227.

Lee, M. and South, N. (2008) Drugs Policing. *The Handbook of Policing*. 497.

Week 12 (Nov 26) Researching Police with Administrative and Survey Data

Hickman, M.J. (2014). Police Administrative Records as Social Science Data. *The Oxford Handbook of Police and Policing*. 433

Skogan, W.G. (2014). Using Community Surveys to Study Policing. *The Oxford Handbook of Police and Policing*. 449.

Brayne, S. (2017). Big data surveillance: The case of policing. *American Sociological Review*, 82(5), 977-1008.

Week 13 (Dec 3) Ethnographic/Experimental Approaches to Police Research

Braga, A. A., Welsh, B. C., Papachristos, A. V., Schnell, C., & Grossman, L. (2014). The growth of randomized experiments in policing: the vital few and the salience of mentoring. *Journal of Experimental Criminology*, 10(1), 1-28.

Manning, P.K. (2014). Ethnographies of Policing. *The Oxford Handbook of Police and Policing*. 518.