

**ST. JEROME'S UNIVERSITY
UNIVERSITY OF WATERLOO
DEPARTMENT OF SOCIOLOGY AND LEGAL STUDIES**

SOCIOLOGY 327 POLICING IN A DEMOCRATIC SOCIETY

Dr. Frederick J. Desroches
Sweeney Hall 2007
Office Hours: 9:00-10:00 Monday & 11:30-12:30 Tuesday

September 2019
Phone: 519-884-8110 X 28221
fjdesroc@uwaterloo.ca

You are welcome to speak to me before or after class, drop by my office during my office hours, or make an appointment to discuss assignments etc.

Email etiquette: When emailing, please type in the course number in the subject heading so that it is not mistakenly identified as junk mail. Please identify yourself and the course and keep your messages/inquiries brief and to the point. Please do not ask for information that can be found on the course outline (e.g., office hours, midterm date, reading assignments etc.). Please do not forward essays by email. Please do not ask for your grades by email. If you have missed classes, it is your responsibility to obtain notes from a fellow student. Please do not email me asking what you have missed or for copies of my lecture notes.

COURSE DESCRIPTION

A critical examination of the role of police as social control agents in contemporary democratic societies. Topics to be examined include: the historical evolution of policing; police recruitment, training, and education; community policing; the police as a quasi-military and bureaucratic organization; the occupational subculture of the police; patrol and detective work; the police use of the polygraph in criminal investigations; police authority and discretion; policing morality; racial profiling and the police; police deviance and criminality; the police and protest movements; and police and the media.

Course Requirements

The course requirements consist of a midterm examination (25%), one or two brief take-home essay questions (totalling 50%) dealing with various topics covered in the course, and a final in-class test (25%).

You will be required to incorporate both course materials and library research sources in your essays. A choice of essay questions is provided in this course outline.

Due dates:

Midterm exam: October 23, 2019 – Value 25%

Final in-class test: December 3, 2019 – Value 25%

The midterm and the final exams will consist T/F M/C and essay questions. There will be choice on the essay questions.

Essay Assignment - Option 1 – Value 50%

Write a brief essay on two of the essay assignments handed out in class. Length 4 pages double spaced.

Essay 1 – 25% Due date October 21, 2019

Essay 2 – 25% Due date November 18, 2019

Essay Assignment - Option 2 – Value 50%

Write a brief essay on one of the essay assignments handed out in class. Length 8 typed pages double spaced.

Due date: November 18, 2019 Value 50%

Required Textbooks

Griffith, Curt T.

2016 *Canadian Police Work*. 4th edition. Nelson. Toronto.

Desroches, Frederick

2005 *The Crime that Pays: Drug Trafficking and Organized Crime in Canada*. Toronto: Canadian Scholars' Press.

Desroches, Frederick

1995 *Force and Fear: Robbery in Canada..* Toronto: Canadian Scholars' Press.

Lecture Topics

1. Introduction. The Organization of Police Services in Canada
The Due Process vs. Crime Control Model
2. A Historical Overview of Policing
The Metropolitan Police Act – 1829
3. Police Recruitment, Training, Education, and the Professional Model

Functions of Policing: Service, Order Maintenance, and Law Enforcement

4. Police Occupational Stress and the Subculture of Policing
Stress, Danger, Murder, and Suicide
5. Police Patrol Work – Reactive and Proactive Policing
6. Police Discretion – The Decision to Arrest
Racial Profiling and Discrimination
7. Patterns and Theories of Police Deviance
Police Corruption – Canada vs. Other Nations
Overzealous Policing *The MacDonald Commission on RCMP Wrongdoing*
Police Violence and *The Morand Commission Report on the Metropolitan Toronto Police Force and Fear: Robbery in Canada – The Hold-Up Squad’s Use of Force*
The Special Investigative Unit (SIU) of Ontario
The Rodney King Case in the United States
The Role of the Police in Wrongful Conviction Cases
Police Encounters with persons in crisis and the mentally disordered
8. The Police Use of the Polygraph in Criminal Investigations
Strategies and Techniques of Interrogation
9. Policing Morality
The Police Surveillance of Public Washrooms in Ontario (*Tearoms*)
The Crime Control vs. Order Maintenance Model
10. The RCMP Serious Organized Crime Unit – Investigating High Level Drug Traffickers
Undercover and Surveillance Work
Informants and Agents
Proceeds of Crime Legislation
The Use of Conspiracy Laws
Money Laundering Stings
Drug Usage, Drug Trafficking, and Social Policy
11. Domestic Violence and Police Response
Spousal Abuse and the Mandatory Arrest Policy
Elder Abuse
12. Policing Protest Movements, Crowds, and Hooligans
The Repressive (crime control) Model
The Tolerant (order maintenance Model)
13. Community Based Policing
Underlying Principles

Community Based Policing Programs

REQUIRED READINGS

1. Introduction-The Organization of Police Services in Canada

Readings: From Griffith *Canadian Police Work*
Ch. 1 Considering Police Work p.p. 2-23

Course Notes: Two Models of the Criminal Process – The Crime Control and Due Process Models

2. A Historical Overview of Policing

Readings: From Griffith *Canadian Police Work*
Ch. 3 Contemporary Canadian Policing p.p. 52-73

3. Police Recruitment, Education, Training, and the Professional Model

Readings: From Griffith *Canadian Police Work*
Ch. 2 The Origins and Evolution of Police Work p.p. 24-30

4. Police Occupational Stress and the Police Subculture

Readings: From Griffith *Canadian Police Work*
Ch. 5 The Police Occupation p.p. 104-139
Ch. 8 Models of Police Work p.p. 215-216

5. Police Patrol Work – Reactive and Proactive Policing

Readings: From Griffith *Canadian Police Work*
Ch. 5 The Police Occupation p.p. 104-139
Ch. 6 Patrol and General Duty Policing p.p. 140-177

6. Police Discretion – Racial Profiling

Nassiah v. Peel, [2007] HRTO 14 (Ontario Human Rights Tribunal).

7. Patterns and Theories of Police Deviance

Readings: From Griffith *Canadian Police Work*
 Ch. 4. Police Ethics and Accountability p.p. 74-103
 Ch. 6 Patrol and General Duty Policing p.p. 169-172
 Ch. 7 Police Powers and the Use of Force p.p. 178-213

Desroches, Frederick
 1995 *Force and Fear: Robbery in Canada*.
 Ch. 4. The Police and Judicial Response to Robbery

Desroches, Frederick
 Canada's Declining Bank Robbery Rate. *RCMP Gazette*, Vol. 75, No. 4, December 2013,
 pp. 28-30.

The Mental Health Act of Ontario Section 17

The Police Use of the Polygraph in Criminal Investigations

Readings: From Griffith *Canadian Police Work*
 Ch. 10 Case Investigation p.p. 294-296

Desroches, Frederick
 1985 The Police Use of the Polygraph in Criminal Investigations. With Alfred Thomas.
Canadian Journal of Criminology, Vol. 27, No. 1, January 1985, pp. 43-66.

8. Policing Morality

Readings: From Griffith *Canadian Police Work*
 Ch. 2 The Origins and Evolution of Police Work p.p. 42-43

Course Notes: The Crime Control and the Order Maintenance Models

Desroches, Frederick
 1991 Tearoom Trade: A Law Enforcement Problem. *Canadian Journal of Criminology*, Volume
 33, No. 1, January 1991, pp. 1-21.

9. The RCMP Serious and Organized Crime Unit - Investigating Higher Level Drug Traffickers

Desroches, Frederick J.
 2005 *The Crime That Pays: Drug Trafficking and Organized Crime in Canada*. Toronto:
 Canadian Scholars' Press.

Ch. 7 Police Investigations of Higher-Level Drug Traffickers p.p. 163-186, 193-206.
 Ch. 8 Higher-Level Drug Trafficking in Canada: Social Policy Implications p.p. 207-218

Desroches, Frederick

2012 The OPAPA Human Trafficking Case. With Inspector Steve Martin. *RCMP Gazette*, 2012 Vol. 74, No. 4, pp. 30-31.

Desroches, Frederick

2013 The Use of Organized Crime and Conspiracy Laws in the Investigation and Prosecution of Criminal Organizations. *Policing: A Journal of Policy and Practice*. Oxford University Press. Volume 7. doi. 10.1093 Online Feb 4, 2013.

10. The Police Response to Domestic Violence

Course Notes: The Crime Control and the Order Maintenance Models

11. Policing Protest Movements

Readings: From Griffith *Canadian Police Work*
Ch. 7 Police Powers and the Use of Force p.p. 203-204

12. Community Based Policing

Readings: From Griffith *Canadian Police Work*
Ch. 8 Policing in the Community p.p. 214-2

ESSAY ASSIGNMENT 1

Due Dates: October 21 and November 18, 2019 Value 50 %

You are required to write 2 (two) brief essays (**four typed page**, double-spaced with one-inch margins) worth 25% each. You are required to incorporate both course materials and library research in your answers. For this option, you must use a minimum of five (5) academic sources in addition to the text.

You are required to use 2-3 paragraphs per page. Please use a separate page for references. Academic sources include journal articles and books written by academics. You may count only one of the following sources in your essay towards the five (5) required academic sources: government websites, government reports and commissions etc. (e.g. information from the Human Rights Commission, RCMP/OPP websites, Statistics Canada, SIU website etc.).

ESSAY ASSIGNMENT 2

Value 50% Due date November 18, 2019

You are required to write a brief essay (**eight typed pages**), double-spaced with one-inch margins) on one of the following. You are required to incorporate both course materials and library research in your answers. For this option, you are required to use a minimum of ten (**10 academic sources** in addition to the text.

You are required to use 2-3 paragraphs per page. Please use a separate page for references. Academic sources include journal articles and books written by academics. You may count only two of the following sources in your essay towards the ten required academic sources: government websites, government reports and commissions etc. (e.g. information from the Human Rights Commission, RCMP/OPP websites, Statistics Canada, SIU website etc.).

ESSAY QUESTIONS

1. Write a brief paper outlining statistical profiles of police departments in Canada including the numbers of police, gender and ethnic composition, salaries, rank structure etc. You may choose to focus on one particular province or police department (e.g. the OPP, RCMP, Waterloo Regional Police Services etc.).
2. Write a brief paper discussing recruitment and training practices of Canadian police in Canada. You may choose to focus on broad or narrow issues including police attempts to recruit women, first nations people, or ethnic minorities.
3. Briefly explain and discuss the police mandate (a) to provide services to the community, (b) order maintenance, and (c) law enforcement. Please make reference to the *Police Services Act* and to the crime control and due process models in your discussion of the police mandate in Canada.
4. Write a brief paper discussing issues related to the police use of force in Canada. Your essay can focus on police training, the law, and/or specific topics such as the police use of deadly force, the use of Taser guns etc.
5. Write a brief essay discussing one form of police deviance related to over-zealous policing. What examples can you find of this type police deviance in Canada? Briefly explain and apply three theoretical models to this type of police deviance.
6. Write a brief essay discussing problems in defining and conducting research on police occupational stress. Include in your answer occupational studies that consider variables such as suicide, alcohol and other substance abuse, divorce, health issues etc.
7. Write a brief essay analysing the Rodney King incident in relation to the following:
 - a. What is meant by the police use of reasonable vs excessive use of force.

- b. How did the defence convince the jury in the first trial that the force used was reasonable?
 - c. Why did this defence fail in the second trial?
 - d. What extraneous events and issues influenced the trials and eventual outcomes?
8. Critically discuss what is meant by community-based policing in relation to the following:
- a. What are the goals of community-based policing and how can they realistically be attained?
 - b. What problems are there in defining and operationalizing the concept of “community”?
 - c. Describe and analyse an example of a community-based policing program/initiative.
 - d. How can the success or failure of community-based policing programs be measured?
 - e. Provide examples of community organizations that the police partner/consult with.
9. Briefly explain what is meant by police corruption. How does police corruption differ from over-zealous policing? Explain why police corruption is not a serious problem in Canada. Why is police corruption so pervasive in other countries?
10. Write a brief paper discussing issues related to the police handling of persons in crisis and the mentally disordered in Canada. In your answer, please refer to the following: problems in defining and recognizing mental disorder; police powers under Section 17 of the *Mental Health Act of Ontario*; police use of force; and mental disorder and homelessness.
11. Discuss the necessity, tactics, and strategies of (a) reactive and (b) proactive policing in relation to two (2) of the following:
- a. drug trafficking
 - b. impersonal sex in public places
 - c. policing protest movements and/or crowd behaviour
- Define what is meant by proactive policing and how it differs from reactive policing. Critically analyse the advantages and limitations of proactive policing. What concerns do civil libertarians have about proactive policing?
12. Write a brief essay discussing police investigations of illicit drug trafficking in relation to the following:
- a. The use of agents/informants
 - b. The use of undercover officers
 - c. Electronic and physical surveillance
 - d. The police use of stings

13. Critically analyse the police response to incidents of domestic violence (i.e., spousal assault) in relation to the following:
- a. The police use of the order maintenance model
 - b. The rise of mandatory arrest policies – the crime control model
 - c. A critique of both models as they apply to domestic violence

ADVICE FOR RESEARCHING AND WRITING YOUR ESSAYS

Before you choose an essay topic from the list of questions above, spend time in the library researching the question to ensure that you can find sufficient studies and other academic materials. If you cannot, then it is advised that you find another topic for which there are ample materials. You cannot write a decent library research essay without adequate resources.

Be sure to search for **research studies** that have examined the topic under discussion and discuss the findings of these academic studies in your essay. Do not simply make vague unsubstantiated assertions that something is true without documenting the source(s) and providing research results that corroborate your assertions.

Begin your essay by telling the reader what the essay is about and what issues, theories, etc, you will discuss.

Apply theoretical models to your analysis of the topic (e.g. feminist theory, crime control model, due process model, order maintenance model, social control theories, deterrence theory, conflict theory etc.).

Define the concepts you are discussing in a clear fashion and use these definitions throughout the essay.

Do not rely on the course texts for most of your materials. You are required to find your own sources.

The essay cannot be a one sided biased position paper. You must discuss the pros and cons, advantages and disadvantages, and criticisms of each side of the issues. Do use moralistic, judgemental, or overly dramatic terms in your essay.

Please ensure that your essay is well organized and clearly written. The essay should have clear organization and focus. Your task is to present and analyse the research materials available that deal with the specific issue under discussion.

Please use more than the required minimum number of library research sources if you are aiming for a high grade for these assignments.

IMPORTANT INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.