Course Outline and Objectives
Through the use of empirical evidence and academic literature this course will present the various, and often contrasting, perspectives surrounding a number of contemporary North American policing innovations; including community policing, broken-windows policing, hotspots policing, intelligence-led policing, and the use of modern technologies such as body-worn cameras. The course will discuss the extent to which these contemporary policing innovations have been implemented in Canada and the U.S., controversies surrounding these innovations, and the impact these techniques have had on crime and public safety. The goal of this course is to demonstrate to students the ways in which modern innovations are (and are not) being used in contemporary policing, issues with such innovations, and barriers that exist which prevent uptake of such methods.

Learning Outcomes
- Students are taught to think critically about modern policing tactics
- Through discussion leadership students learn to prepare thought provoking discussion questions, practice presentation and leadership skills, and are encouraged to contextualize policing within the current political, social, and economic climate
- Students formulate logical arguments through writing assignments, as well as they are taught to develop research skills, and learn how to search the library catalogue and use peer-reviewed journal articles to answer research questions

Required Reading
Required readings are listed below and can be accessed electronically from the library. Readings will also be posted on OnQ.

Accessibility Needs
If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Queen’s Student Accessibility Services as soon as possible (www.queensu.ca/studentwellness/accessibility-services).

Academic Integrity
Queen’s University treats cases of academic misconduct very seriously. See the Faculty of Arts and Science webpage on academic integrity for guidelines on avoiding departures from academic integrity and the processes for addressing academic offences (http://www.queensu.ca/artsci/students-at-queens/academic-integrity). If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, please contact me or other available campus resources such as Queen’s Learning Commons Student Academic Success Services.

Grading:
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:
Evaluation: | Due Date
---|---
Attendance and Participation: 20% | On going
Discussion Questions/Leadership: 20% | On going - last day to submit questions is 3 pm the day before
Term Paper #1: 30% | Oct. 10
Term Paper #2: 30% | Nov. 7

Participation
Participation is critical in a seminar course and you are expected to come to class prepared to discuss the topic and the readings. Accordingly, you will be graded in this category based on your attendance and active participation by volunteering your ideas and making reasoned, thoughtful, and informed contributions in class and in the question/leadership discussions. You will begin the term with 20 points for attendance, and for each day you miss, you will lose 3 points. If you are present, but do not participate, you will lose 2 points for that day. Missing ≥7 classes will result in 0 points for attendance and participation.

Discussion Questions/Leadership
Each student must sign up for a day to lead discussion. Up to two students may lead discussion each class. Each student must submit to the professor via OnQ Dropbox a set of five discussion questions by 3pm on the day before they are scheduled to lead. Late submission will not be accepted!

1. Based on the readings for your discussion leadership day prepare a very brief summary of the articles (just a couple of sentences will do since the class will have done the readings) and five questions you find particularly interesting. Your questions should aim to contextualize the readings and/or the policing innovation topic of the week within the current political, social, and economic climate, or current controversial issues. Good questions should be insightful, reflect an understanding of the readings and the ability to contextualize the themes that week within the broader society and course topics.

2. Students who submitted questions for a given week will lead in discussion for 30-40 mins beginning with their brief summary of the articles, followed by their five discussion questions. It is recommended, but not mandatory, that students put their questions into a PowerPoint presentation to allow the class to take time to read over each question and contemplate their responses.

Students will be graded on the quality of their questions and on discussion leadership.

Missed Discussion Questions/Leadership
Students who do not lead a discussion will receive a grade of zero. Given the need to organize discussion leadership dates in advance, there is no make-up opportunity available for this assignment.

Term Paper
This course includes two major written assignments. Students will complete two 6-8 page analytical papers on issues relating to policing innovations. Student may write about policing innovations that have or have not been covered in class. Students may use course readings and any other applicable academic sources. Papers should be in Times New Roman font, double-spaced, with 1inch margins. Students must reference their work properly using APA referencing style.
Papers must show critical engagement with the literature. Some examples include a critical analysis of the policing innovation itself, a critical analysis of the lack of uptake of the innovation by a particular police department or jurisdiction, or a critical analysis of the lack of empirical research surrounding a particular innovation. Students might focus on a particular crime type, jurisdiction, or sub-category of an innovation. There are no strict guidelines regarding topic and students are encouraged to write about what interests them in the area of policing—provided the thesis includes a critical analysis.

Term papers must be submitted online using the OnQ assignment dropbox.

**Term Work Regulations**

Students are responsible for ensuring the instructor receives all course work. It is also the student's responsibility to back up their work either electronically or by photocopy. Requests for special consideration will not be granted for students who are unable to produce a copy of their term work.

Students will not be given essay extensions due to travel (employment, vacations), weddings, or other personal/professional commitments.

**Requests for Remarking Late Assignments**

Late papers will incur a penalty of 5% per day (including weekends) for assignments handed in late (i.e. after 2:40 pm on the day the paper is due). Papers will not be accepted in the form of e-mail attachments as proof that the paper has been written while a copy is uploaded to OnQ at a later date.

**Extensions**

Requests for extensions will be considered if there are legitimate medical or compassionate grounds only. Requests must be received in writing, by the professor, preferably well before the due date along with proper documentation. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uscwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: http://www.queensu.ca/artsci/accommodations.

**Requests for Remarking**

If you wish to request a remarking of an assignment or test, please submit a detailed memo *in writing* in which you specify the questions or portions of the assignment or test that you believe were marked incorrectly (and why you think the mark was incorrect) within 1 week of the assignment being made available for pick-up, together with the original assignment.


### Tentative Course Schedule

The instructor reserves the right to change the schedule at any time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Sept 12</td>
<td>Introduction, discussion sign up</td>
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<td>Sept 19</td>
<td>Community Policing</td>
<td>Gill et al. (2014)</td>
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<td>Oct 3</td>
<td>Problem-Oriented Policing</td>
<td>Weisburd et al. (2010); Braga (2010); Manitoba Auto Theft Task Force (2009)</td>
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<tr>
<td>Oct 10</td>
<td><strong>Term Paper #1 Due</strong></td>
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<td>- Guest Speaker from Special Investigations Unit</td>
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<td>Oct 31</td>
<td>Hot Spots Policing</td>
<td>Braga et al. (2012)</td>
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<td>Nov 7</td>
<td>Compstat</td>
<td>Bratton &amp; Malinowski (2008); Eck &amp; McGuire (2006)</td>
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<td><strong>Term Paper #2 Due</strong></td>
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<td>Nov 14</td>
<td>Technology in Policing (Body-worn cameras)</td>
<td>Ariel et al. (2015); Ariel et al. (2016); Laming (2016 May 24); Laming (2016 August 9)</td>
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<td>Nov 21</td>
<td>Evidence-Based Policing</td>
<td>Huey &amp; Ricciardelli (2016); Bullock &amp; Tilley (2009)</td>
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<td>Nov 28</td>
<td>Intelligence-Based Policing</td>
<td>Sanders et al. (2015); Jouvenal (2016 November 17)</td>
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<td><strong>Pick up Term Papers</strong></td>
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### Readings:


