

<b>Professor</b>	Dr. Victoria Sytsma victoria.sytsma@queensu.ca
<b>Professor Office Hours</b>	Wednesdays 8:30-9:30 via MS Teams

## Course Outline and Objectives

This course is being offered remotely and asynchronously via OnQ and MS Teams. This means that after our first meeting to review the syllabus and OnQ page (which will be recorded and posted to OnQ), you will be able to work through the course content on your own scheduled. However, please be mindful of weekly deadlines for course deliverables as described below.

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, 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 online discussion posts students learn to prepare thought provoking discussion questions, practice 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 catalog and use peer-reviewed journal articles to answer research questions
- Through guest speakers students learn how policing innovations are being applied in the local community and where such innovations are situated within the current political, social, and economic climate

## Required Reading

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

## Accessibility Needs

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://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 points. The final grade you receive for the course will be derived by summing points, converting to a percentage, and then to a letter grade according to Queen’s Official Grade Conversion Scale:

Queen’s Official Grade Conversion Scale:

A+	90-100%	C+	67-69%
A	85-89%	C	63-66%
A-	80-84%	C-	60-62%
B+	77-79%	D+	57-59%
B	73-76%	D	53-56%
B-	70-72%	D-	50-52%
		F	0-49%

Evaluation:	Due Date
Weekly Reading Summary: 24% (3% per week X 8 weeks)	On going; due by 8:30 am on Wednesday each week
Weekly Discussion Post: 20% (2% per week X 10 weeks)	On going; due any time on Wednesday each week
Term Paper #1: 26%	Oct. 14
Term Paper #2: 30%	Nov. 11

**Weekly Reading Summary**

In a seminar course you are expected to stay up to date with the assigned weekly readings. To ensure you do so you are expected to prepare very short (approximately 2 sentences) reading summaries for *each* assigned reading, *each week*. Some weeks you are assigned 2 or more readings and must prepare 2 or more short summaries, and some weeks you are assigned one reading and must prepare one short summary. On occasions where there is a guest speaker scheduled, you are not expected to complete a reading summary as there are no assigned readings for those weeks. Note: Guest speaker presentations are video recorded and are available on OnQ.

Reading summaries are due by 8:30 am on Wednesdays, but you are permitted to submit them in advance.

In order to submit reading summaries you are provided with textboxes under ‘Quizzes’ in OnQ, which are delineated by date and topic. You must insert your reading summary into the textbox and select the ‘Yes’ option confirming you have done so. The confirmation option can be found immediately below the textbox for the respective date and topic. In order to avoid “timing out” on OnQ, it is recommended you write out your summary in a word-processing program first, and then copy and paste your response into OnQ once your summary is completed. **Failure to submit a reading summary by the deadline will result in a grade of zero for that week. Barring extenuating circumstances, late submissions will not be accepted.**

**Note:** By selecting the ‘Yes’ option confirming you completed your reading summary, your response will be immediately auto-graded via OnQ. I will periodically review reading summaries to confirm completion and quality—as such your grade may change upon review.

**Weekly Discussion Post**

For each course topic I have posted a wide variety of materials (readings, videos, news articles, websites). Each week students are expected to draw on those materials to engage in discussion with classmates on the topic of the week. In order to do so students must **start a at least one thread** containing a question for discussion and **reply to at least one thread**. I have started a thread under each topic to help facilitate the discussion each week (and give the first person to post that week a question to respond to!). Discussion topics will unlock at midnight each Wednesday morning and

remain open until 11:30 pm on Wednesday evening. **Failure to make a weekly discussion post of both a question and a reply will result in a grade of zero for that week. Barring extenuating circumstances, late submissions will not be accepted.**

Your discussion posts should aim to contextualize the readings, other materials, and the policing innovation topic of the week **within the current political, social, and economic climate, or current controversial issues, as well as within the course more generally.** Good posts should be insightful, **reflect an understanding of the readings** and other course materials, and the ability to **contextualize the themes that week within the broader society and course topics.**

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

### **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 or disorder 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. 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 term work extensions due to travel (employment, vacations), weddings, or other personal/professional commitments. Late Reading Summary and Discussion Posts will not be accepted.

### **Requests for Remarking Late Assignments**

Late term papers will incur a penalty of 5% per day (including weekends) for assignments handed in late (**i.e. after 8:30 am 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**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted here:

<http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator.

Please consider the following:

Academic consideration requests for brief absences through the portal provide an extension of 72 hours. A request longer than 72 hours requires documentation. Documentation for requests more than 3 days will be vetted by FAS staff.

Requests for consideration during December and April exam periods will require documentation.

If no documentation is readily available for a request that is less than 3 days (in the event the request is not the student's first), a Formal Attestation may be used. The Formal Attestation is a signed statement that is used in lieu of official documentation, affirming that there is a valid extenuating circumstance. Students can get a Formal Attestation form from the Student Services desk in Dunning Hall.

In order to be considered for an academic consideration, once you have accessed the Portal you **must** follow-up with me to discuss the request, and confirm which academic consideration can be granted. **Failure to follow-up with me will result in denial of academic consideration.**

### Requests for Remarking

If you wish to request a remarking of an assignment, please submit a detailed memo *in writing* in which you specify the portions of the assignment 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.

### Course Schedule

Date	Topic	Readings
Sept 9	- Introduction	
Sept 16	- Community Policing	Gill et al. (2014)
Sept 23	- Broken Windows Policing	Kelling & Sousa Jr. (2001); Harcourt (2006)
Sept 30	- Problem-Oriented Policing	Weisburd et al. (2010); Braga (2010); Manitoba Auto Theft Task Force (2009)
Oct 7	- <b>Guest Speaker from Ontario Provincial Police (video posted to OnQ)</b>	
Oct 14	- <b>Term Paper #1 Due</b> - Pulling Levers Policing	Braga et al. (2018); Griffiths & Christian (2016)
Oct 21	- Third Party Policing	Buerger & Mazerolle (1998); Desmond & Valdez (2012)
Nov 4	- Hot Spots Policing	Braga et al. (2012)
Nov 11	- <b>Guest Speaker on Police Accountability (video posted to OnQ)</b> - <b>Term Paper #2 Due</b>	
Nov 18	- Compstat	Bratton & Malinowski (2008); Eck & McGuire (2006)
Nov 25	- Body-worn cameras	Ariel et al. (2015); Yokum et al. (2019); Laming (2019)

### Readings:

Ariel, B., Farrar, W.A., & Sutherland, A. (2015). The effect of police body-worn cameras on use of force and citizens' complaints against the police: A randomized controlled trial. *Journal of Quantitative Criminology*, 31, 509-535.

Braga, A., Papachristos, A., & Hureau, D. (2012). Hot spots policing effects on crime. *Campbell Systematic Reviews*.

Oslo, Norway: Campbell Collaboration.

Braga, A. (2010). Setting a higher standard for the evaluation of problem-oriented policing initiatives. *Criminology & Public Policy*, 9(1), 173-182.

Braga, A., Weisburd, D., & Turchan, B. (2018). Focused deterrence strategies and crime control: An updated systematic review and meta-analysis of the empirical evidence. *Criminology & Public Policy*, 17(1).

Bratton, W., & Malinowski, S. (2008). Police performance management in practice: Taking COMPSTAT to the next level. *Policing*, 2(3), 259-265.

Buerger, M.E., & Mazerolle, L. (1998). Third-party policing: A theoretical analysis of an emerging trend. *Justice Quarterly*, 15(2), 301-327.

Desmond, M., & Valdez, N. (2012). Unpolicing the urban poor: Consequences of third-party policing for inner-city women. *American Sociological Review*, 78(1), 117-141.

Eck, J., & McGuire, E. (2006). Have changes in policing reduced violent crime? An assessment of the evidence. In A. Blumstein & J. Wallman (Eds.), *The Crime Drop in America* (Revised ed.) (207-265). New York: Cambridge University Press.

Gill, C., Weisburd, D., Telep, C.W., Vitter, Z., & Bennett, T. (2014). Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: A systematic review. *Journal of Experimental Criminology*, 10, 399-428.

Griffiths, E., & Christian, J. (2016). Considering focused deterrence in the age of Ferguson, Baltimore, North Charleston, and beyond. *Criminology & Public Policy*, 14(3), 573-581.

Harcourt, B.E. (2006). Broken windows: New evidence from New York City and a five-city social experiment. *University of Chicago Law Review*, 73(1), 271-320.

Kelling, G.L., & Sousa Jr., W.H. (2001). Do police matter? An analysis of the impact of New York City's police reforms. Manhattan Institute: New York, NY.

Laming, E. (2019). Police use of body worn cameras. *Police Practice and Research*, 20(2), 201-216.

Manitoba Auto Theft Task Force. (2009). The Winnipeg auto theft suppression strategy. *Herman Goldstein Award* [technical report].

Weisburd, D., Telep, C.W., Hinkle, J.C., & Eck, J.E. (2010). Is problem-oriented policing effective in reducing crime and disorder? Findings from a Campbell systematic review. *Criminology & Public Policy*, 9(1), 139-172.

Yokum, D., Ravishankar, A., & Coppock, A. (2019). A randomized control trial evaluating the effects of police body-worn cameras. *Proceedings of the National Academy of Sciences of the United States of America*, 116(21), 13029-10332.