



**Sociology 2223b (570)
Police and Security
Fall/ Winter 2025-2026**

Instructor: J. Young-Marcellin

Email: jyoungma@uwo.ca

Course Information

Calendar Description:

This introduction to policing provides the student with a sociological framework in which to examine important issues in both the history and development of policing, security and surveillance in North America.

Prerequisite(s): 1.0 from Sociology courses at the 1000 level or with permission of the instructor.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: SOCIOLOG

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



SOC 2223b (570)

Police and Security

Fall/Winter 2025-2026

Instructor: Dr. J. Young

Email: jyoungma@uwo.ca

Class Time: Tuesdays 2:30-5:30pm, In-person

Description:

This course provides an examination of policing and security in Canada through a critical and abolitionist perspective. Specifically, we will explore policing practices, sentencing outcomes, rates of imprisonment, and the treatment of crime victims in marginalized communities. We will identify which racialized groups are most heavily targeted and how other intersecting differences such as gender, class, or sexual orientation, shape criminal justice outcomes. Other topics will include police culture, community trust, resistance, reform attempts and 'defunding'.

Prerequisite(s): 1.0 from Sociology courses at the 1000 level or with permission of the instructor.

Extra Information: 3 lecture hours

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SOCIOLOG

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KING'S UNIVERSITY COLLEGE
Department of Sociology
Sociology 2223A:
Police and Security
Winter (January) 2026

Course Director: Dr. Julie Young
Office: Zoom
E-mail: jyoungma@uwo.ca

Class Time: Tuesdays 2:30-5:30pm, In-person
Office Hours: At the beginning or end of class, or by appointment.

Course Description:

This course provides an examination of policing and security in Canada through a critical and abolitionist perspective. Specifically, we will explore policing practices, sentencing outcomes, rates of imprisonment, and the treatment of crime victims in marginalized communities. We will identify which racialized groups are most heavily targeted and how other intersecting differences such as gender, class, or sexual orientation, shape criminal justice outcomes. Other topics will include police culture, community trust, resistance, reform attempts and 'defunding'.

Please note: at times, this course will contain subject matter of police harm and violence. Lectures are created with the assumption that there are those who may have lived experienced of harm. Material is chosen with care and class discussions carefully moderated. However, discussions of police violence, victimization, and systemic 'isms' will occur. Please feel welcome to approach me with any concerns/suggestions.

Prerequisite(s): 1.0 from Sociology courses at the 1000 level or with permission of the instructor.

COURSE LEARNING OUTCOMES

By the end of this course, you should be able to:

1. Analyze the history of Canadian law enforcement and its ongoing impacts as a white supremacist, cisheteropatriarchy, capitalist project.
2. Critically analyze the police role within the matrix of "public safety."
3. Identify how intersecting identities impact perceptions, biases, fears, and assumptions of self and others.
4. Participate knowledgeably in discussions of police practices and their impacts.
5. Examine practical solutions aimed at reducing or eliminating systemic racism and disproportionate outcomes in criminal justice institutions and beyond.
6. Self-reflect on community safety and justice and apply abolitionist principles and practices to social problems.
7. Create recommendations for policymakers about viable pathways to reduce systemic discrimination in criminal justice institutions given limited resources and engagement time.
8. Outline the role intersectionality plays in the current Canadian landscape.

Required Texts and Readings

Chan, W., & Chunn, D. (2014). *Racialization, crime, and criminal justice in Canada*. University of Toronto Press. The cost of this book is \$39.56. Additional weekly materials will be posted on OWL Brightspace.

Contact Information

The best way to reach me is by speaking to me before or after class, or via email at jyoungma@uwo.ca. I will try to respond within 48 business hours (Monday to Friday, 9 am to 4pm).

Evaluation Breakdown: Component	Weight	Date/Deadline
In-Class Contribution	35%	Ongoing
Reflections	30% (3 x 10% each)	Feb 3; Feb.24; Mar..17
Tests	20% (2 x 10% each)	Feb. 3; Mar. 10
Court Observation	15%	Mar. 31

Detailed Course Outline

Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. It is your responsibility to do all required readings, and to attend class. If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.

CLASS DAYS	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
Week 1 Jan. 6	Introduction History of Canadian law enforcement as a white supremacist, cisheteropatriarchy, capitalist project; Concepts & Theories	Chan and Chunn Introduction Chan and Chun Chapter 1 Cullen et al (2018)
Week 2 Jan. 13	Policing & Systemic Racism	Chan and Chun, Chapter 5 Reasons et al (2016) Alexander (2011)
Week 3 Jan. 20	Intersectionality	Chan and Chunn Chapter 2 Hankivsky and Cormier (2011) Paik (2017)
Week 4 Jan. 27	Legacies of Segregation / Policing “Space”	Chan and Chun Chapter 6 Bass (2001)
Week 5 Feb. 3	Test	No New Readings
Week 6 Feb. 10	Policing, Gender & Sexual-based Violence (Power and Control Wheel)	White & McMillian (2021) Dubinsky & Givertz DV Victim Experiences Report
Feb. 17	Reading Week, No Classes	No New Readings
Week 7 Feb. 24	Policing, Gender & Sexual-based Violence	Crenshaw (1991) Victim Blaming Report WHO Report on SV/GBV
Week 8 Mar. 3	Representations of Minority Groups in Media and the Impact on Criminal Justice Policies/Policing Policing and Mental Health Test Review	Chan and Chunn Chapter 4 Lopez (2020) Chan and Chunn Chapter 3
Week 9 Mar. 10	Test	No New Readings
Week 10 Mar. 17	Systemic Discrimination & Indigenous Communities	Clark (2019)
Week 11 Mar. 24	Court Observation	No New Readings
Week 12 Mar. 31	Police Shootings, Community Trust, and Systemic Racism	Hughey (2015) Bradford & Jackson (2011)
Week 13 Apr. 7	Reforming the Police /Courts / Post-Conviction Support	TBD

DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE

1) In Class Contribution (35%)

Students will engage in and complete various experiential and interactive activities during class time throughout the semester.

2) Tests (20%)

The test(s) are a mixed format and may include a combination of multiple choice, definitions, short answer and long answer questions. A test review will be conducted the week prior to the test.

3) Reflection Assignment (Total of 30%, 10% each reflection)

Reflections involve learning from everyday experiences with the intent of applying learning and improving our civic engagement and community practice. Through reflection, an individual may gain insight into self, social relations and how social location may shape one's worldview/standpoint. This course may present new ideas that push students out of their comfort zones. Your reflections are designed to allow space to process new ideas, underlying assumptions and beliefs, and your relationships to power, privilege, 'safety' and the criminal justice system. Students will receive a series of reflection prompts and will respond in written format, by responding to each question provided in the reflection worksheet. Students must submit their reflections through OWL Brightspace.

4) Court Observation Experiential Learning Project (15%)

Students will attend a live criminal court session (on or before) during Week 11 in their local jurisdiction. They will observe and document the proceedings, paying particular attention to the following: the interactions between police officers, lawyers, judges, and defendants, the presentation and handling of evidence, the treatment of victims, witnesses, and accused individuals and any observable disparities or biases (e.g., based on race, gender, class). Following their observation, students will write a personal reflection (1,000–1,500 words) that critically analyzes what they observed in relation to course themes.

Alternative Assignment: Content Analysis

If a student misses an evaluated component of the course, they may complete the alternative assignment. Students will investigate the media's representation of marginalized communities. They will conduct a content analysis of seven to ten media articles or reports. The focus will be on identifying and categorizing instances related to the course themes (such as victim-blaming in sexual violence cases).

Course Specific Policy on Academic Considerations:

Built-in Flexibility: Student Reflection Assignments and the Group Written Report have built-in flexibility and students may take up to an additional two-day extension, without formal documentation.

Absences from Tests: If you miss a test, you may be eligible to write a special test to make-up for the missed test. You must contact your professor immediately if you miss a test.

Academic Integrity and Course Specific AI Policy:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Course policy on use of generative AI, including translation/grammar aids: Within this course, generative AI tools such as ChatGPT are permitted exclusively for: [e.g. information-gathering and preliminary research purposes; development of an essay outline]. If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King’s University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.