



**Sociology 3327g (570)
Special Topics
Fall/ Winter 2025-2026**

Instructor: L. Bikos
Email: levans8@uwo.ca

Course Information

Calendar Description:

Topic and course description will be available at time of registration.

Prerequisite(s): 1.0 from Sociology courses at the 1000 level.

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.

**Department of Sociology
Kings University College
Special Topics 3327G, Section 570
Winter 2026**

Instructor: Prof. Lesley Bikos

Email: levans8@uwo.ca

Office Hours: Mondays 10:30- 11:20 am, in person or virtually, please make an appointment if possible

Mode of Instruction: In person

Course Description Building from Critical Approaches to Policing I, this course investigates the question: If not policing, then what? Through an examination of historical (and ongoing) social movements, lived/living experience, community interventions, academic contributions, and policy formation we will explore approaches to community safety that address crime/harm with a focus on prevention, root causes, community building, and care. This experiential learning course features guest speakers with lived/living experience and/or members of local organizations who work within community care organizations, local trip(s), and an action-based project to better understand various intersections of how this work is being done (and by whom), its impacts, and the possibilities for the future. You are welcome to join this course without Critical Approaches to Policing I (Soc 3375). Soc 3375 provides the background to better understand the ‘why,’ this course provides reflections on the ‘how.’

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

1. Gain an in-depth understanding of the institution of policing as a carceral, colonial, white supremacist, capitalist, cis-heteropatriarchy project through historical, material, and cultural lenses, its intersecting systems of oppressions, and the impacts on marginalized peoples.
2. Learn about programs and initiatives at the local, Nations, national, and international levels that address root causes of crime/harms, prevention, healing of those harmed/those who cause harm/community healing, and work toward vibrant, healthy communities for all.
3. Learn how community-led safety and care is enacted at micro, meso, and macro levels through experiential learning focused on local people/organizations/communities/movements/programs/approaches/Land-based learning.
4. Enact praxis through the application of course teachings into a collaborative, co-created class project focused on community-led safety, community building, and care.
5. Apply relevant critical sociological and criminological theories/concepts and Indigenous ways of Knowing and Being to course themes, in particular decolonial/anti-colonial, abolitionist, transformative justice, and liberatory scholarships.

Course Materials There is nothing to purchase for this course. A list of weekly course materials will be posted to Brightspace. There are two trips as part of this course, with no cost to students.

Contact Information The best way to reach me is via email at levans8@uwo.ca. I will respond within 48 business hours.

Method of Evaluation

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| 1. Weekly seminars | 25% |
| • Participation | 15% |
| 2. Critical Reflection | 20% |
| • Due Feb. 24th (48 hr grace period) | |
| 3. Final Class Project (April 6 th , 48 hr grace period) | 20% |

- Individual participation (self-assessment chart due April 6th)

20%

The university requires that a 2000 and above essay course must contain written assignments that meet at least 2500 words and must be so structured that the student is required to demonstrate competence in essay writing to pass the course. Because this is an essay course, the Senate Regulations state that you must pass the essay component to pass the course. That is, the average mark for your written assignments must be at least 50%.

Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT) is not permitted for work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.

Attendance Requirement: This course requires consistent attendance to do well and support its learning style and outcomes. If you have barriers for this requirement, for example due to family care responsibilities or disability accommodations/access needs, please contact me. I never expect you to come to class ill and life happens, so two weeks of class participation/seminar work can be missed without penalty for any reason (you do not have to reach out to me). You get **two total** for the term. This includes missing class and/or not submitting the weekly work required before class. Meaning there **are not** four potential 'freebies.' Missing class and/or not submitting the weekly seminar materials has the same outcome - one freebie gone to support the pedagogical structure of the course. If you miss submitting the seminar material for that week, please feel welcome and encouraged to still attend class – you will still benefit from the discussions and learning. Your seminar grade and/or participation grade for the missed week will be redistributed to your final grade twice in the term, after that will be a grade of zero for that week. Frequently missed classes without prior arrangements/agreements will significantly impact your seminar and attendance grades and require a meeting to discuss your progress in the course.

Weekly Seminars: This course is a seminar-style course with a twist. Each week you will submit short answers **by 5pm the day before class** based on the weekly materials to the same questions I will provide. These can be written, audio files, video files, Zines or other forms of art that provide enough information for assessment. These responses will be the foundation of our weekly time together and be used in small group and larger group discussions, to provide clarification on points and/or answer questions, make connections to real-life cases and events, prepare for guest speakers, and plan activities for further learning/application to course concepts, theoretical ideas, and/or resistance movements/actions. Understanding that our best work often comes over the course of a semester, these submissions will not be individually graded but reviewed as a whole semester of contributions in deciding your final grade for this portion of the course. A progress report will be provided within the first 5 weeks to allow you time for adjustments as needed.

Participation: *Tied to your weekly seminar grade* is an additional participation grade for group and larger class discussions. Because this is a seminar-style course, *attendance with participation/engagement* is required. Our classroom is a community where we will learn together and engage with complex ideas. Being accountable and supportive of each other during weekly class seminars is part of our shared responsibility. This means attendance, completing weekly materials, and meaningful engagement during seminar discussions (both small group and larger class discussions), activities, and trips/guest speakers. Frequently missed classes will significantly impact your participation grade as will consistently not being prepared for class or being frequently distracted by technology.

Critical Reflection: You will submit a critical reflection to reflect on your journey through the course. Please note: You do not have to align with everything you learn in this course, your reflections are your own and will be marked on your critical engagement and use of evidence to support, not your agreement. The process of thinking through your stance and why has value within itself. Further details will be

discussed in class and posted on Brightspace under the content section. A 48-hour grace period is built into the reflection due date.

Final Class Project: Keeping in line with our community-based classroom, together you will create an action-based (praxis) project toward community-led safety and care. There will be class time to work together but some work may need to be completed outside class time. This project is worth 40% total (20% group grade, 20% your own contributions).

Course Outline

Weekly topics and plans are subject to change to support the flexibility needed for the experiential learning structure of the course, such as trips and guests.

January 5th: Introduction (attendance is important):

- Going over the course
- Creating our Community Agreement

January 12th: Setting the Context

- Policing as a carceral, colonial, white supremacist, capitalist, cisheteropatriarchal project and the impacts on equity deserving/denied/marginalized groups through an intersectional lens

January 19th: Police Reform

- Historical and ongoing popular police reforms
- Evaluation of police reforms

January 26th: Anti-colonial, Liberatory Movements/Scholarship

- Abolition, decriminalization, transformative justice
- Indigenous Justice

February 2nd: Frequently Asked Questions/Concerns/Barriers

- What about gender and sexual-based violence? Violent crime? Won't there be societal chaos? How do we hold people to account when they harm without carceral systems?

February 9th: But How Do We Do It? 1000 Experiments and Learning Through Experience

- Addressing the macro, meso, and micro in social transformation work:
- Personal growth, learning, (un)learning, relearning
- Working within, across, and from the outside
- Interpersonal relationships
- Institutional and policy work
- Community and movement building
- **Guest speaker – Frances Elizabeth Moore**

February 16th: Reading Week

February 23rd: Defund and Reallocate

- Prep work for the final class project
- **Critical Reflection Due**

March 2nd: Community Wellness and Connection

- How do we engage in a community-led care response vs. police as first response for those with acute needs (for example, street involved folks, unhoused/homelessness, substance use, mental health and the intersections therein)? How does this connect to reducing criminalization, carceral violence/harms, and address root causes and prevention for those most marginalized in our community?
- **Guest panel**

March 9th: Community Wellness and Connection

- How do we create thriving, connected communities? How does this connect to reducing the need for police interventions? How does this support anti-Black racism, anti-racism, anti-colonial, and anti-oppression work?
- **Guest panel**

March 16th: Connection to the Land, All Our Relations

- Trip to New Moon Community Homestead for land-based learning on how food security, community connection, connection to the land and All Our Relations connects to community safety and care. Dress for the weather and to work on the land (please get in touch with me for any accessibility needs).

March 23rd Planting Seeds for the Future: Chippewas of the Thames First Nation (COTTFN)

- Class trip to learn about COTTFN and their ongoing work on a community-led model of safety and care (hybrid policing model) focused on Indigenous Justice and Mino bimaadiziwin (the good life), root causes, and prevention. A bus leaves from King's at 9:30am and will return to King's at 2:30pm. Dress for the weather and to be outside around a fire (please get in touch with me for any accessibility needs).

March 30th: Class assignment

- In-class work period for the final class project

April 6th: Class assignment

- In-class work period for the final class project
- **Final project and participation self-evaluation due** (48-hour grace period for both)

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.