



CIEE Global Institute – London

Course name:	Terrorism, Security, and Policing in the Metropolitan City
Course number:	SOCI 2010 LNEN
Programs offering course:	January in London
US semester credits	3
Contact hours	45
Term	January 2020

Course description

This course explores the idea of security in the metropolitan city: from the risk of terror through to the perceived intrusions of the wrong kind of behavior. The course will use London as a case study: drawing on the history of the police force in the UK, the development of Metropolitan Police and the contemporary relationships between the police, the judicial system and the public. Students will be encouraged to use their experience and study to compare and contrast security and policing in London with other global cities. Topics covered will include: the regulation of everyday life, police corruption, race relations, policing major demonstrations and riots, and the response to threats of terror. Students will explore the politics behind decisions and the framework of the law.

Learning objectives

By the end of this course, students will be able to:

- Compare and contrast security and policing between two metropolises, using London as one reference point;
- Demonstrate how various methodological tools such as case study, comparative research, ethnography and institutional analysis have been applied in research and analysis of security and policing in cities;
- Identify key sociological perspectives and analyse how they are applied in analysis and theories of security and policing:
 - *Structural characteristics* of cities in history and society, including the evolution of property and class relations, and relationships of power, tensions and consensus;
 - *Cultures* of policing and law and order, understood in relation to their institutional, political and social context;
 - Contemporary *perceptions of risk and social solidarity*;
 - Relationships between the *state authorities* and various sections of *civic society*



- Identify, draw upon and critically evaluate some concepts in relation to crime and security, such as ideas of the cycle of crime, gang cultures, canteen cultures, the bent cop and the bad apple, institutional racism, terror and the global city, citizens in the neo-liberal world order;
- Analyse the changing policing and state security responses to specific challenges to public order and to wider shifts in the social context for policing;
- Discuss these issues in depth and demonstrate students' understanding through written and oral presentation of their ideas.

Course prerequisites

None

Methods of instruction

The course content will primarily be delivered through lectures and class seminars. The lectures will also draw upon a range of teaching resources, including video films and documentaries, reports, academic and policy documents, news articles and historical and cultural texts. The class will make a number of field trips to visit key projects, developments and examples of London's infrastructure.

Students will be provided with key readings to be studied prior to each of the weekly lectures and seminars.

Assessment and Final Grade

Participation	20%
Presentation	15%
2 Short Papers	30%
Poster	15%
Final Exam	20%

Course Requirements



Short papers: are 1300 words in length and engage with themes from the course. More detailed instructions will be given in advance of each assignment. DEADLINES: ESSAY 1 SUBMISSION BY 10pm on 7th January; ESSAY 2 SUBMISSION BY 10PM on 16th January.

Presentation: Small groups of students will choose a country or city to provide context and critical analysis on an aspect of policing strategy. Presentations are no longer than 15 minutes and will be assessed on the basis of preparation, structure, and content. At least 3 sources not included in the syllabus should be discussed in the presentation. (Presentations will be made in the 'Hot Topics' lessons scheduled for 10th and 11th January).

Poster: Students will create a poster that promotes or critically engages with policing in the community. Include at least 3 references to the readings and concepts discussed during the course. The poster should be a mixture of concise text mixed with tables, graphs, pictures, and other presentation formats. (Posters need to be completed so they can be mounted in class on 18th January at 10am).

Final Exam: will be in the last session and students will be expected to demonstrate their knowledge of key readings and topics covered throughout the course. The exam will consist of short-answer questions, of 200 words each, and a choice of three options for a 1000 word paper. The Exam will take place at 10am on 22nd January.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements

10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Week 1

Class 1.1 Overview and Introduction: Policing London in an age of insecurity

Part 1: This session will set the scene for the course by reviewing the contemporary context for London policing. It will introduce a number of major issues of concern for the police and the public. We will review the syllabus and confirm the course requirements.

We will briefly introduce the history of the development of the British policing system and begin to consider how the British model of ‘policing by consent’ was established. We will enquire into the public’s experience of, satisfaction with, and confidence in the police. We will describe two decades of ‘modernisation’ from the late 1980s to the late 1990s in the context of popular perception of the need for a return to ‘Law and Order’. We will analyse the paradoxical relationship between the modernisation agenda and the decline in public confidence in the police. We will consider the changes in the legal framework in a period when the political focus might be said to have shifted from policing crime to reducing the fear of crime and tackling anti social behaviour.

Part 2: Workshop: Can we trust the police?

We will hear some voices from the police and from a range of citizens considering questions of trust, safety and security. We will compare and contrast issues of policing between UK and America.

Reading:



Public insecurities about crime: a Review of British Research Literature; Jonathan Jackson, Stephen Farrall, Mike Hough, Ben Bradford; November 2008

Week 2

Class 2.2 Co-curricular visit

Out East 1: Security, Regulation and the Commercial District (Canary Wharf)

Out East 2: Neighbourhood Policing in a working class district (Poplar)

We will visit the community police team of Poplar Housing and Community Regeneration Association: the first ever police officers in the UK employed directly by a housing association.

Class 2.3 Co-curricular visit continues

Out East 3: Security at Major Sporting Events (The Olympic Park)

Class 2.4 From a Police Force to a Police Service: the development and fraying of policing by consensus.

The first part of this lecture will comprise a brief overview of the development of London policing up to the early 1960s. We will assess how World War Two changed British politics, society and culture, creating the conditions for a national consensus around the vision for a Welfare State, and the emergence of the Metropolitan Police as a key institution within it. The second part of the lecture will review the fraying of the consensus in the post war period, including accusations of corruption between police and criminals, the emergence of the inner city and race as key areas of contestation and tension. We will identify and assess the changing institutional character and the strategy of policing in what might be identified as a late industrial society. Our review will chart a number of defining moments for policing strategy in that period, including: the race riots of the late 1950s and then the 1980s; the constraining of police autonomy and the conclusions of the Scarman Review (1981) the enactment of the Police and Criminal Evidence Act (1984) and the creation of the Crown Prosecution Service (1986); the racist



murder of Stephen Lawrence, and the subsequent Macpherson Report into the police investigation into that murder.

Readings:

Robert Reiner, *the Politics of the Police*, pages 67-94

Policing in the 21st Century: Reconnecting police and the people, HMSO, 2010

Assignment: Short Essay 1

Class 2.5 Racism, Riots and Disorder on London's Streets

This lesson will review the history of riots and disorder on London's streets. We will focus especially on race riots in post war London between the late 1950s and the late 1980s, and the factors that led to continuing attempts by the police to restructure and address the challenge of institutional racism. We will explore the social and political context of the riots and the controversies around the policing response to them.

Reading:

The English Riots of 2011: a Summer of Discontent (edited by Daniel Briggs); 2012
(preview available online)

Chapter 1 – Introduction p9-26

Chapter 2 – Frustrations, Urban Relations and Temptations: Contextualising the English Riots p27 - 42

Article: *Institutional racism and policing: the MacPherson Report and its consequences*; John Lee (2000).

[Revised version of article appeared as *The MacPherson Report and the question of Institutional Racism in the Howard Journal of Criminal Justice* 39(3): 219-233]

Workshop: *Criminal Justice and the Rehabilitation of Offenders*

This session will introduce students to the Criminal Justice System in the UK. We will learn about the London Mayor's proposals to wrest control of criminal justice from central government, and the implementation of a New York-style system, where its mayor holds



to account those responsible for investigation and arrest, through to charging, prosecution and sentencing.

Reading:

The Crown Prosecution Service Business Plan 2014-15

<http://www.oldbaileyonline.org/static/Policing.jsp> Article from Old Bailey online on Policing in London (1674-1913)

Class 2.6 Policing Hot Topics (Small Group Presentations)

Assignment: Student Presentations

Small groups of students will choose a country or city to provide context and critical analysis on an aspect of policing strategy. Presentations are no longer than 15 minutes and will be assessed on the basis of preparation, structure, and content. At least 3 sources not included in the syllabus should be discussed in the presentation.

Class 2.7 Introduction to research methods and analytical frameworks in criminology and policing studies

If necessary, we will complete the 'Policing Hot Topics' session by taking any small group presentations.

The lecture and workshop will explore a number research methods and analytical frameworks relevant to the study of policing, crime and security.

Week 3

Class 3.8 Overnight Trip

Class 3.9 Overnight Trip

Assignment: Second Short Essay

Class 3.10 Terror and Violence on London's Streets

In this lesson, we will consider how contemporary experiences of terror attacks and gang violence in the capital, accompanied by the increase in knife crime and gun violence, are reshaping the policing agenda. We will ask whether the commitment to policing by consensus still holds or whether police values are changing as pressure grows for armed responses to threats. We will consider how the forthcoming national decision to remain a member of the European Union may affect security and freedom in London, and how these issues are addressed in political and public discourse.

Reading: 'Terror threat: UK upgrades armed police response' Frank Gardner 2017

<http://www.bbc.co.uk/news/uk-39810721>

Reading: 'Safer Together- Policing a Global City in 2020

<https://www.thersa.org/discover/publications-and-articles/reports/safer-together-policing-a-global-city-in-2020> Painter et al, 2015

Class 3.11 Cops on Film: Media constructions of London Crime and Policing

Guest Lecturer: David Adam

We will review the portrayal of the police in literature, and in film and TV drama across the years. We will focus, first, on the portrayal of issues of law and order in Victorian literature, in Dickens' novels and in newspaper coverage of the Jack the Ripper murders and, second, we will analyse the portrayal of the police and criminals in 20th Century film and TV, focusing on the popular 1960s TV drama 'Dixon of Dock Green' and on the 1970s film 'The Long Good Friday'.

Class 3.12 Anti Social Behaviour and the Regulation of everyday life in London

Assignment: Poster Presentations to be mounted at the start of class

The lesson will comprise a lecture, followed by the Poster session, when we will review the posters prepared by students as a coursework requirement.

We will also review the regulation and use of London's places and spaces. We will start by considering how urban designers and planners have engaged with issues of safety and security in the planning and management of streets, spaces and buildings and the social theories that underpin urban policies and practice connected with the public realm.

We will then review the extension of powers of the state through the Anti-Social Behaviour Act 2003, which introduced a wide and unprecedented number of measures to tackle a range of 'undesirable' behaviour, from young people gathering on the street, use of houses for drug dealing, playing music on the street and much more. Welcomed by many, reviled by others, we will look at the impact in London of the rise of what one writer has characterised as 'The Busybody State'.

Reading: 'Enough with pavement justice from badged busybodies' Josie Appleton
<https://www.theguardian.com/commentisfree/libertycentral/2010/jun/15/badged-busybodies-fines-alcohol-confiscations> 2010

Ground Control: Fear and Happiness in the 21st Century City, Anna Minton. Penguin, London, 2012.

In the second half of the lesson, we will review students' poster presentations. Students will create a poster that promotes or critically engages with policing in the community. Include at least 3 references to the readings and concepts discussed during the course. The poster should make explicit who is the author of the poster, so that the reader can engage critically with the perspective or institutional outlook that is expressed in the messages of the poster. The poster should be a mixture of concise text mixed with tables, graphs, pictures, and other presentation formats.

Class 4.13 Terrorism in the Irish Context

This class will review the threat of terror from an Irish perspective, drawing on Belfast as a case study. and review the interplay between citizenship and policing in the exceptional context of the Troubles in northern Ireland

Reading: 'To be confirmed. Photocopied material will be provided.

In the final part of this lesson we will review the course and draw conclusions about policing and justice in the global city.

4.14 Assignment: Final Exam

Course Materials

Readings

Appleton, Josie. 2016. *Officious: The Rise of the Busybody State*, Zero Books: London

Farrall, Stephen; Hough, Mike; Ben Bradford, Ben. 2008 'Public insecurities about crime: a Review of British Research Literature' in Jokinen, A., Ruuskanen, E., Yordanova, M., Markov, D. and Ilcheva, M. (eds.) *Review of Need: Indicators of Public Confidence in Criminal Justice for Policy*

Flint, John; Nixon, Judy. 2006 'Governing Neighbours: Anti-social Behaviour Orders and New Forms of Regulating Conduct in the UK' *Urban Studies* Volume: 43 issue: 5-6, page(s): 939-955.

Gormally, Sinead; Deuchar, R. 2012. 'Somewhere between distrust and dependence: young people, the police and anti-social behaviour management within marginalised communities' in *International Journal on School Disaffection* 9 (1) 51-67

Long, Tony. 2016 *Lethal Force* Penguin: London.

Minton, Anna 2012 *Ground Control* Penguin: London



Parmar, Alpa. 2011. 'Stop and search in London: Counter-terrorist or counter-productive?' in *Policing & Society* 21 (4) 369-383

Reiner, Robert 2010 *The Politics of the Police* Oxford University Press: Oxford

Stott, Cliff; Riecher; Steve. 2011 *Mad Mobs and Englishmen?: Myths and realities of the 2011 Riots*, Constable and Robinson: London

Toy, Jonathan *Silent Voices*, Peaches Publications, London, 2016

Waddington, PAJ; Wright, Martin. 2010. *What is Policing?* Learning Matters Ltd: Exeter

Online Resources

Appleton, Josie. 2010. 'Enough with pavement justice from badged busybodies'
<https://www.theguardian.com/commentisfree/libertycentral/2010/jun/15/badged-busybodies-fines-alcohol-confiscations>

Gardner, Frank. 2017 'Terror threat: UK upgrades armed police response'
<http://www.bbc.co.uk/news/uk-39810721>

Painter, Anthony; Schifferes, Jonathan; Balaram, Brhmie. 2015. 'Safer Together- Policing a Global City in 2020 <https://www.thersa.org/discover/publications-and-articles/reports/safer-together-policing-a-global-city-in-2020>