

## Course Outline

**COURSE:** CRCJ 3100A Policing (in)Security

**TERM:** Fall 2021

**PREREQUISITES:** CRCJ 1000, third-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.

**CLASS:** **Day & Time:** Monday, 11:35am - 14:25pm  
**Type/Room:** Blended Online / Via Zoom (see below for technical requirements)

**INSTRUCTOR:** Andy Crosby  
**(CONTRACT)**

**CONTACT:** **Office:** N/A this semester  
**Office Hrs:** By appointment, online or by phone  
**Telephone:**  
**Email:** [andrewcrosby@cunet.carleton.ca](mailto:andrewcrosby@cunet.carleton.ca)

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**Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form [click here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **COURSE DESCRIPTION**

The course examines theories and case studies addressing contemporary efforts to police the world of (in)securities, with emphasis on Canadian dynamics and the approach of the field of Surveillance Studies within these broader transformations. As we are still recovering from a global pandemic and unable to meet in person, this year's course will primarily feature short lectures, guest speakers, and a collection of guest video lectures from the leading Canadian and international scholars in the field of Surveillance Studies. Surveillance in Western society has become ubiquitous. It impacts virtually all aspects of our public and private lives, from CCTV cameras, to consumer profiling, to risk management practices, to social (media) relationships. As a multidisciplinary field, surveillance studies scholars define surveillance as "any systematic focus on personal information in order to influence, manage, entitle, or control those whose information is collected" (Bennett et al, 2014: 6). Understanding surveillance practices as much broader than merely snooping or eavesdropping, scholarship from surveillance studies underlines how mechanisms of collecting, managing, categorizing are central instruments of modern governance. But, moreover, these functions of "social sorting" result in highly differential forms of visibility and treatment depending how people are categorized and sorted. The result can be discrimination and social exclusion for some populations, while convenience, mobility and privileges are experienced by others. Related elements of modern surveillance practices will be examined in half of the course. The other half of the course is dedicated to understanding how insecurity is policed in Canada in the "settler colonial present" (Veracini 2015). In particular, students will gain an understanding of how surveillance and policing is racialized in Canada through an examination of various experiences with policing and the criminal justice system. This course introduces students to the world of Surveillance Studies as well as how elements of insecurity are policed in a settler colonial society such as Canada.

## **COURSE ORGANIZATION**

- ~ This course is offered fully online and is classified as "blended online" – the definition of which you can see here: <https://carleton.ca/registrar/registration/course-delivery-types/>
  - o Please see minimum technical requirements here: <https://carleton.ca/its/help-centre/learning-in-an-online-environment/>
- ~ We will be having weekly synchronous discussion sessions on Zoom from 1:00pm to 2:25pm on Mondays. **Discussion sessions are mandatory.**
- ~ Discussion sessions will consist of a brief overview of weekly materials, the discussion of administrative affairs and assignments, and may include group activities.
- ~ Zoom links for each weekly lecture will be available on Brightspace.
- ~ Most weeks will include guest lectures videos that will be posted to Brightspace before our scheduled class time and should be **viewed before and/or during the first 1.5 hours of class** on Monday in preparation for the weekly discussion sessions.
- ~ For each class, students will be **required to do the corresponding readings** (see schedule below).
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

## **LEARNING OUTCOMES**

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

- ~ demonstrate general knowledge about the field of Surveillance Studies and understand how mechanisms of surveillance are deployed as techniques of modern governance.
- ~ describe what settler colonialism is and articulate the role of insecurity and policing in settler societies like Canada.
- ~ apply critical analytical skills through close readings of key texts and writing reflections.
- ~ evaluate, summarize, and integrate sources in the construction of an essay outline and annotated bibliography.
- ~ demonstrate improved academic writing skills through the production of a book review and research essay.

## **REQUIRED TEXTS**

The following book is required for the class to complete the Book Review assignment:

Starblanket, Gina, and Dallas Hunt. 2020. *Storying Violence: Unravelling Colonial Narratives in the Stanley Trial*. Winnipeg: ARP Books.

Students are responsible for obtaining a copy of the book for the course. I have pre-ordered a limited number of books through Octopus Books, located on 116 Third Avenue (at Bank Street). Octopus will deliver anywhere in Canada and are available for in-store pick-up as well. <https://shop.octopusbooks.ca/CRCJ3100>

All other required readings are available online through the Carleton University Library or posted on Brightspace directly or via ARES Reserves through Brightspace.

A great introductory guide to the field of surveillance studies is *Transparent Lives: Surveillance in Canada* (2014) authored by Colin Bennett, David Lyon, Kevin D. Haggerty, and Valerie Steeves. This book is an excellent resource and will be helpful for your writing assignments and final essays. The book is available for free here:

[https://www.aupress.ca/app/uploads/120237\\_99Z\\_Bennett\\_et\\_al\\_2014-Transparent\\_Lives.pdf](https://www.aupress.ca/app/uploads/120237_99Z_Bennett_et_al_2014-Transparent_Lives.pdf)

## **COURSE POLICIES**

**Course Communications:** There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Emailing the instructor is almost always the last resort. Here is a guide to communicating with me and your peers:

- ~ “*I have questions about course content, assignments, and policies*”: ask these on the “Ask the Instructor” Topic in the Discussion Forum on Brightspace (Tools > Discussions) and/or during the synchronous group session on Mondays @ 1:00-2:25pm. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.

- ~ *“I have questions about work I’m doing on my own assignments”*: book a 15-minute office hour meeting (Office Hours TBD). These are usually not matters that can be handled efficiently over email.
- ~ *“I need to connect with a peer to discuss a class-related issue”*: post your question or request via the “Peer-to-Peer Exchange” Topic in the Discussion Forum on Brightspace (Tools > Discussions) and/or send the student an email using the Email function in Brightspace.
- ~ *“I need to discuss something private, or to set up a time to discuss something private”*: book a 15-min office hour meeting (Office Hours TBD). These are usually not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book a meeting at an alternate time, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line that begins with “CRCJ 3100” and limit yourself to the issues outlined above.

**Netiquette:** In this class, we will collectively strive to create a harmonious and productive learning environment, and that means being very attentive to our language and tone. Please familiarize yourself with Carleton’s “[Netiquette: Expectations of Student Behaviour Online](#)” as well as “[Online Discussion Tips for Students](#).” For any synchronous components of our course (Q&A sessions, office hours, the peer reviews), please have a mic and, preferably, a webcam, and if possible enable both when you are engaging in conversation with other people.

**Assignment Submission:** All assignments in this course are to be submitted via Brightspace. Email submissions will NOT be accepted. For all written assignments, please save your file as a .DOCX or .DOC (and no other format) before you upload. All assignments should use a reasonably sized font (e.g., 12-point Times New Roman or Arial font) and be double-spaced. Any citation style may be used as long as you remain consistent. Please consult the library at <https://library.carleton.ca/help/citing-your-sources>.

**Late Assignments:** A late assignment will be marked down five percent for each day submitted after the due date (including weekend days). Extensions will be only given out in extraordinary circumstances. You must apply for an extension prior to the due date for the assignment. Appropriate documentation will be required to accompany requests for extensions. Computer failure, conflicts with work schedule or similar problems are not a valid excuse for failure to submit an assignment on time. No assignments will be accepted beyond 7 days late.

## **EVALUATION**

**(All components must be completed in order to get a passing grade)**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Critical weekly reading reflections (x2)	20%	Due: Sept 24; Varies
Essay outline and annotated bibliography	15%	Due: Oct 15

Collaborative Indigenous Learning Bundle	10%	Due: Oct 22
Book review	20%	Due: Nov 12
Research essay	35%	Due: Dec 10

### **Critical Weekly Reading Reflections (20%)**

Students must submit 2 reflections on weekly readings. 1000-1500 words (max). Each reflection worth a total of 10% each.

Critical reflections are to be short, concise engagements with the weekly readings. Submissions should provide a synthesis of key concepts and key arguments from the readings. Empirical findings or examples from the readings can be discussed. Students are encouraged to apply the main themes or concepts (or examples) from the readings to other contemporary issues, relating how the readings can inform our understanding of social or political events.

Students are required to submit a critical reflection on Week 2 (due Sept 24). Subsequently, you can select 1 of 4 eligible weeks from the remaining weeks; eligible weeks are Week 3, 4, 9, or 10. Non-eligible weeks include Weeks 1, 5, 6, 7, 8, 11, 12. Weekly reflection submissions will be due by the Friday after the specific week being reflected upon (4 days after our class).

Reflections are to be submitted online on Brightspace. No emailed assignments will be accepted. Late assignments lose 5 percent per day.

### **Essay Outline and Annotated Bibliography (15%)**

4-5 pages. Due: October 15 (Friday of Week 5).

Students must provide a one-page, single-spaced outline of their proposed research essay. The outline must outline their research topic and identify case study(ies) that will be used to explore the topic. The outline should give a sense of preliminary research, highlighting major issues, debates, challenges, etc., that are germane to the research topic.

Students must also provide a 3-4-page annotated bibliography. The bibliography should have minimum 10 academic citations regarding the field or topic under investigation. Each entry should have 2-3 sentences outlining the relevance of the entry to the research topic. Major works in the area should be identified. The annotated bibliography should also list 5-10 references of 'case study' references to highlight the case study component of the research paper. Detailed instructions for creating the outline and annotated bibliography will be provided during Zoom class sessions.

Submissions are due on October 15 (Friday of Week 5) and to be submitted on Brightspace. No emailed assignments will be accepted. Late assignments lose 5 percent per day. Please combine both the essay outline and annotated bibliography into one file.

### **Collaborative Indigenous Learning Bundle (10%)**

Bundles provide the necessary factual and theoretical basis for understanding Indigenous history and politics in Canada, while also prompting students to consider how this knowledge might be applied in their area of study. This Bundle is a basic introduction that could be used in

many courses, to give some context to Indigenous perspectives.

Students are expected to complete all Bundle modules and complete a short writing reflection to be submitted on Brightspace by October 22 (Friday of Week 6). The writing reflection will be a 150-200 words (max) summary of the significance of differing worldviews and colonization. No emailed assignments will be accepted. Late assignments lose 5 percent per day.

### **Book Review (20%)**

1000-1500 words (max). Due: November 12 (Friday of Week 9).

We will be reading one short book during the class, Gina Starblanket and Dallas Hunt's *Storying Violence*. Students should start reading *Storying Violence* at the beginning of class and finish it during Reading Week. Week 8 will include a recorded discussion by the authors. Students are expected to read and critically engage with the book. A useful guide to writing an academic book review essay can be found here:

<http://libguides.usc.edu/writingguide/bookreview>

Submissions are due November 12 (Friday of Week 9) and to be submitted on Brightspace. No emailed assignments will be accepted. Late assignments lose 5 percent per day.

### **Research Essay (35%)**

15-20 pages, double-spaced, due December 10 (Friday of Week 13).

The research essay must address a contemporary issue of surveillance and society. We will discuss options for the research essay in class. Please consider consulting with me (via email) beforehand to discuss topics or other issues related to the essay.

Submissions are due on December 10 (Friday of Week 13) and to be submitted on Brightspace. No emailed assignments will be accepted. *Late assignments will not be accepted outside of exceptional circumstances, in which case students are required to fill out a submit a Self-declaration for Academic Accommodations form.*

### **Useful Resources**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: [carleton.ca/csas](http://carleton.ca/csas).

### **CARLETON UNIVERSITY STATEMENT ON PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet

and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **CARLETON UNIVERSITY STATEMENT ON INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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### **SCHEDULE AND REQUIRED WEEKLY READINGS**

*Please note that on occasion the class schedule may vary slightly from the course outline*

#### **Week 1 (Sept 13) Introduction**

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No readings required.

#### **Week 2 (Sept 20) Surveillance Key Concepts**

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Featuring recorded lectures by Kevin Haggerty, University of Alberta:

- Surveillant Assemblage (28 min)
- Discipline and Punish (27 min)

- The Panopticon (27 min)

Haggerty, Kevin D., and Richard V. Ericson. 2000. "The surveillant assemblage." *The British Journal of Sociology* 51, no. 4: 605-622.

Haggerty, Kevin. 2006. "Tear down the walls: on demolishing the panopticon." In *Theorizing Surveillance: The Panopticon and Beyond*, edited by David Lyon, pp. 37-59. London: Willan.

\*\*\* Critical reflection on this week's readings is required (Due Sept 24).

### **Week 3 (Sept 27) Artificial Intelligence, Big Data, and Automation**

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Featuring recorded lectures from Mike Zajko (UBC) and Mark Andrejevic (Monash University):

- Artificial Intelligence (Zajko) (27 min)
- Automated Surveillance (Andrejevic) (45 min)

Zajko, Mike. 2020. "Conservative AI and social inequality: Conceptualizing alternatives to bias through social theory." *arXiv*. Available online:

<https://arxiv.org/ftp/arxiv/papers/2007/2007.08666.pdf>

Andrejevic, Mark. 2019. "Automating surveillance." *Surveillance & Society* 17, no. ½: 7-13.

### **Week 4 (Oct 4) Algorithmic Policing**

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Featuring recorded lecture by Cynthia Khoo (Lawyer at Tekhnos Law, research fellow at the Citizen Lab, and co-author of *To Surveil and Predict: A Human Rights Analysis of Algorithmic Policing in Canada*), as well as recorded interview with Khoo, Kate Robertson (Lawyer, Markson Law, Research Fellow at Citizen Lab, and author of *To Surveil and Predict: A Human Rights Analysis of Algorithmic Policing in Canada*), and Ryan Prox (adjunct professor at Simon Fraser University's School of Criminology, and Officer in Charge of Crime Analytics for Vancouver Police Department):

- To Surveil and Predict: What Does Algorithmic Policing Mean for Our Constitutional and Human Rights? (Khoo) (57 min)
- Algorithmic Policing (The Agenda) (23 min)

Required reading:

1. Please read the Executive Summary of *To Surveil and Predict*, available online:

<https://citizenlab.ca/2020/09/to-surveil-and-predict-a-human-rights-analysis-of-algorithmic-policing-in-canada/>

For your reference, the full report is also available online: Kate Robertson, Cynthia Khoo, and Yolanda Song, "To Surveil and Predict: A Human Rights Analysis of Algorithmic Policing in Canada" (September 2020), Citizen Lab and International Human Rights Program, University of Toronto. Available online: <https://citizenlab.ca/wp-content/uploads/2020/09/To-Surveil-and-Predict.pdf>



2. Carney, Bryan (2020). 'Project Wide Awake': How the RCMP Watches You on Social Media," The Tyee, Mar 25: [https://thetyee.ca/News/2019/03/25/Project-Wide-Awake/?fbclid=IwAR0PACWb\\_sdssTLXI4VnTWTUW7eW0FpLCLkMy9mqGIYEZwfxwAsAI\\_W27Lw](https://thetyee.ca/News/2019/03/25/Project-Wide-Awake/?fbclid=IwAR0PACWb_sdssTLXI4VnTWTUW7eW0FpLCLkMy9mqGIYEZwfxwAsAI_W27Lw)
3. Carney, Bryan (2020). "RCMP Hires US Artificial Intelligence Firm to Spy on Web Users," The Tyee, Sept 23: <https://thetyee.ca/News/2020/09/23/RCMP-US-Artificial-Intelligence-Firm-Spy-Users>

### **Week 5 (Oct 11) Statutory holiday**

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No Class

\*\*\* *Essay outline and annotated bibliography due this week (Due Oct 15).*

### **Week 6 (Oct 18) Collaborative Indigenous Learning Bundle – The First Peoples: A Brief Overview**

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\*\*\* *Complete Bundle modules and writing reflection this week (Due Oct 22).*

### **Week 7 (Oct 25) Reading week**

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No Class

### **Week 8 (Nov 1) Colonialism and Insecurity in Canada**

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Featuring recorded discussion of book by Gina Starblanket (University of Calgary) and Dallas Hunt (University of British Columbia):

- Colonial narratives in the trial of Gerald Stanley: Is Justice Possible for Indigenous People? (54 min)

Starblanket, Gina, and Dallas Hunt. 2020. *Storying Violence: Unravelling Colonial Narratives in the Stanley Trial*. Winnipeg: ARP Books.

### **Week 9 (Nov 8) Settler Colonial Policing in Canada**

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Featuring recorded lecture by Scott Thompson (University of Saskatchewan) and webinar with prominent Indigenous land defenders:

- Surveillance and the Colonial Dream: National Security Surveillance, and the Criminalization of First Nations Sovereignty (60 min)
- The Ransom Economy: What #ShutDownCanada Reveals About Indigenous Land Rights (88 min)

Crosby, Andrew. 2021. "The racialized logics of settler colonial policing: Indigenous 'communities of concern' and critical infrastructure in Canada." *Settler Colonial Studies*. <https://doi.org/10.1080/2201473X.2021.1884426>.

Barrera, Jorge. 2016. "RCMP intelligence centre compiled list of 89 Indigenous rights activists considered 'threats'." APTN News, November 8. <https://www.aptnnews.ca/national-news/rcmp-intelligence-centre-compiled-list-of-89-indigenous-rights-activists-considered-threats/>

\*\*\* *Book review due this week (Due Nov 12).*

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## **Week 10 (Nov 15) Racializing Surveillance and the Policing of Social Movements**

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Featuring recorded lecture by Jeff Monaghan (Carleton University):

- Surveillance and Social Movements (42 min)

Browne, Simone. 2015. "Notes on Surveillance Studies: Through the Door of No Return." In *Dark Matters: on the Surveillance of Blackness*. pp. 31-62. Durham: Duke University Press.

Monaghan, Jeffrey and Lucas Melgaço (2018). "Introduction: Taking it to the Streets in the Information Age." In Monaghan and Melgaço (eds) *Protests in the Information Age: Social movements, digital practices, and surveillance*. Routledge: Crime and Security Series.

Biddle, Sam. 2020. "Police Surveilled George Floyd Protests with Help from Twitter-affiliated Startup Dataminr." *The Intercept*, July 9, 2020. <https://theintercept.com/2020/07/09/twitter-dataminr-police-spy-surveillance-black-lives-matter-protests/>

Shere, Anjuli and Jason Nurse. 2020. "Police surveillance of Black Lives Matter shows the danger technology poses to democracy." *The Conversation*, July 24. <https://theconversation.com/police-surveillance-of-black-lives-matter-shows-the-danger-technology-poses-to-democracy-142194>

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## **Week 11 (Nov 22)**

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Guest Lecture (TBD)

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## **Week 12 (Nov 29) Police Visibility**

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Featuring a recorded lecture by Ajay Sandhu (Ryerson University):

- Police Visibility (3 parts, 37 min)

Sandhu, Ajay, and Kevin D. Haggerty. 2017. "Policing on camera." *Theoretical Criminology* 21, no. 1: 78-95.

Goldsmith, Andrew. 2010. "Policing's new visibility." *The British Journal of Criminology* 50, no. 5: 914-934.

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## **Week 13 (Dec 6)**

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No formal class. Drop-in session / office hours for working on final research paper.

\*\*\* *Research essay due this week (Due Dec 10).*