Carleton University   **Institute of Criminology & Criminal Justice**

Course Outline

COURSE:		CRCJ 3202D
TERM:		Fall 2022
PREREQUISITES:		CRCJ 1000, third-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice
CLASS:	**Day & Time:**	Wednesdays, 2:35 – 5:25pm
	Room:	Please check Carleton Central for current room location.
INSTRUCTOR: (CONTRACT)		Alex Luscombe
CONTACT:	**Office:**	Online office hours will be announced via Brightspace
	Office Hrs:	
	Telephone:	
	Email:	alex.luscombe@carleton.ca
TEACHING ASSISTANT:		Natasha Moodie Office hours: TBD Email: natashamoodie@cmail.carleton.ca

Link to Brightspace page: https://brightspace.carleton.ca/d2l/home/156118

DESCRIPTION

This course will introduce students to the nascent field of digital or "big data" criminology. Students will be introduced to digital criminology's many forms, from the uptake of predictive, algorithmic techniques and non-traditional data sources by police and other criminal justice agencies, to the uses of digital methods for criminological research, to the rise of "data activism" within Black Lives Matter and other social movements. Students will engage with a wide range of scholarship that equips them to better understand and critically evaluate the many facets of criminology's big data turn, including, but not limited to, the problem of bias in algorithmic decision-making, the complex legal and ethical implications of scraping and analyzing social media data using machine learning, and the emergence of citizen-led data science and civic tech as means of disrupting state-sanctioned narratives. Although hands-on computer programming is not a part of this course, students will be encouraged to deepen their digital literacy through an accessible introduction to some of the more technical aspects of computing and computer infrastructure.

TEXTS

Required readings will be freely available on Brightspace, via CU library, and/or via open links provided in the course calendar below.

EVALUATION

Assignment	Percent total	Due date
Reading reflections x 2	20%	Ongoing
Essay topic and annotated bibliography	15%	October 5
Midterm exam	25%	October 19
Black Mirror Writers Room	10%	November 30 (presentations on December 7)
Research Essay	30%	December 7

Reading reflections x 2 (20%)

Short, concise, and critical engagements with the week's readings. Each reflection is graded out of ten (10) and worth 10% of the course mark for a total of 20%. Students may choose any week to write their reflections, except for Week 1 (no required readings) and Week 13 (no required readings). Reading reflections should engage with

key concepts, ideas, and arguments critically, i.e., not simply summarize. Students are encouraged to apply key concepts, ideas, and arguments from the week's readings to a current event, or to critically compare multiple readings from the week to each other. Reflections should be a maximum of 2-4 pages in length (excluding references), doubled-spaced, one-inch margins, size 12 Times New Roman or equivalent font. Course readings only need to be cited in-text. If external resources are used, these should be cited both in-text and in a references list at the end of the reflection. Reading reflections are due at 12:35pm, 2-hours before the beginning of class on the week reflected on. A student that writes a reflection for the week 'Week 3: Predictions, platforms, and policing', for example, would need to submit their reflection via Brightspace before 12:35pm on September 21.

Essay topic and annotated bibliography (15%)
Propose a topic and locate, read, and annotate six (6) academic (peer-reviewed) or 'grey literature' (e.g., government reports) sources relevant to it. The topic should fit broadly within the scope of digital criminology as defined in the first two weeks of class. The total length of the assignment is 7-pages, double-spaced, one-inch margins, size 12 Times New Roman or equivalent font. This includes a 1-page outline of the general essay topic and 6-pages of annotations (one page per source). This assignment is intended to get students thinking about their final research essays early on, although it is still possible to change topics for the final research essay after completing this assignment. Example essay topics, along with more detailed instructions on the requirements, structure, and rubric for evaluating this assignment will be provided in the first week of class. Essay topic and annotated bibliography due on Brightspace before 11:59pm on October 5.

Midterm exam (25%)
Short and long answer in-class exam on the week's readings and lectures covering weeks 1-5 (inclusive). The exam will cover all course material, including required readings, guest lectures, in-class discussions, and video clips played in lecture. Further information on the midterm exam will be provided in class in the weeks leading up to it. Midterm exam will take place at the beginning of class at 2:35pm on October 19.

Black Mirror Writers Room (10%)
"A reason that Black Mirror is so compelling is that it often builds upon our existing anxieties about technology and pushes them just a step farther. This is the perfect place to build from when using creative speculation to think through the possible consequences of new technology" (Casey Fiesler). Drawing from course themes and material, students will individually create their own synopsis for a Black Mirror episode (see examples here: https://tinyurl.com/25zz4cz6), answer three short questions about their episode concept (750 words max) and pitch their episode concept to their class mates in a short 2-3 minute presentation on the final day of class. Further information on this assignment will be provided in class and on Brightspace. Assignment due on Brightspace before 11:59pm on November 30. Presentations will take place December 7.

Research essay (30%)
Final research essay on a topic in the general area of digital criminology as defined in the first two weeks of this class. Students that wish to change their topic from the one proposed in the essay topic and annotated bibliography assignment should consult the instructor or teaching assistant about their topic change beforehand. Research paper should be 12-15 pages in length maximum (excluding references), double-spaced, one-inch margins, size 12 Times New Roman or equivalent font. The essay will be graded based on demonstrated evidence of knowledge of the subject matter, strength of critical analysis, use of relevant literature, and essay structure, spelling, and grammar. Research essays must have a clear topic, argument, and question, a literature review and theoretical position, a detailed presentation of data and evidence, and a conclusion. A detailed rubric for grading the final research essay will be provided in advance of the essay's due date. Final research essays are due on Brightspace before 11:59pm on December 7.

GRADING
In accordance with the Carleton University Undergraduate Calendar, letter grades assigned in this course will have the following percentage equivalents:

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

LATE PENALTIES
Late assignments will be deducted a penalty of 2% for each day submitted after the due date (weekdays and weekend days both apply). Extensions must be arranged with the instructor in advance of the due date. Assignments that are submitted more than one week (7 days) after the due date will be given a grade of 0 and will no longer be considered. Late assignments should still be submitted electronically via Brightspace.

EMAIL POLICY
University policy dictates that every student is expected to have a Carleton email address and to check it regularly. The instructor and TA will not send e-mails to students at any other email address. Students are encouraged to check their Carleton email regularly to ensure they have up-to-date information on the course. In advance of sending an email to the instructor or TA team related to a general or specific course question course (which is not related to a private or personal matter), students are asked to:

   A. Check the "Ask Your Teaching Team Forum" in Brightspace to see if the question has already been answered.
   B. If a question or issue is not addressed in Forum, students are strongly encouraged to post the question so all students in the class can benefit from the response information.

The instructor and the TA will respond to Forum posts and direct emails between 9am-5pm on weekdays within a 72-hour time frame. Please note that the instructor and TA will not respond to emails on weekends.

COURSE CALENDAR

Week 1: Introduction (September 7)

No required readings

Week 2: Digital criminology (September 14)

Smith, G. J., Bennett Moses, L., & Chan, J. (2017). The challenges of doing criminology in the big data era: Towards a digital and data-driven approach. *The British journal of criminology*, *57*(2), 259-274.

boyd, d., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, communication & society*, *15*(5), 662-679.

Week 3: Predictions, platforms, and the real-time cop (September 21)

With guest lecture from Thomas Linder, Open North

Brayne, S. (2017). Big data surveillance: The case of policing. *American Sociological Review*, *82*(5), 977-1008.

Linder, T. (2019). Surveillance capitalism and platform policing: the surveillant assemblage-as-a-service. *Surveillance & Society*, *17*(1/2), 76-82.

Optional:
Wilson, D. (2019). Platform policing and the real-time cop. *Surveillance & Society*, *17*(1/2), 69-75.

Week 4: Actuarial sentencing and bias behind bars (September 28)

With guest lecture from Tom Cardoso, The Globe and Mail

Barry-Jester, A. et al. (2015). Should prison sentences be based on crimes that haven't been committed yet? *FiveThirtyEight* https://fivethirtyeight.com/features/prison-reform-risk-assessment/

Cardoso, T. (2020). Bias behind bars. *Globe and Mail* https://www.theglobeandmail.com/canada/article-investigation-racial-bias-in-canadian-prison-risk-assessments/

Optional:
Hannah-Moffat, K. (2013). Actuarial sentencing: An "unsettled" proposition. *Justice Quarterly*, *30*(2), 270-296.

Week 5: Police communications, visual politics, and social media (October 5)

Essay topic and annotated bibliography assignment due

Cheng, T. (2021). Social media, socialization, and pursuing legitimation of police violence. *Criminology*, *59*(3), 391-418.

Walby, K., & Wilkinson, B. (2021). The visual politics of public police Instagram use in Canada. *New Media & Society*.

Week 6: Encoded inequities and amplified racial hierarchies (October 12)

In-class, midterm exam

Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code* (Introduction only). John Wiley & Sons.

Zajko, M. (2021). Conservative AI and social inequality: conceptualizing alternatives to bias through social theory. *AI & Society*, *36*(3), 1047-1056.

Optional:
Harcourt, B. E. (2004). Rethinking racial profiling: A critique of the economics, civil liberties, and constitutional literature, and of criminal profiling more generally. *U. Chi. L. Rev.*, *71*, 1275.

Week 7: Facial recognition, machine testimony, and wrongful conviction (October 19)

Moy, L. (2021). Facing injustice: How face recognition technology may increase the incidence of misidentifications and wrongful convictions. *William & Mary Bill of Rights Journal*, 30(2). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4101826

NYT's 'The Daily' podcast episode, "Wrongfully accused by an algorithm" (2020) https://www.nytimes.com/2020/08/03/podcasts/the-daily/algorithmic-justice-racism.html

Brockbank, N. (2021). Toronto police used Clearview AI facial recognition software in 84 investigations. *CBC News* https://www.cbc.ca/news/canada/toronto/toronto-police-report-clearview-ai-1.6295295

--- Fall break, no classes (October 24-28) ---

Week 8: Microwork and the hidden labour of AI (November 2)

Pew Research Center. (2016). Research in the crowdsourcing age, a case study. https://www.pewresearch.org/internet/2016/07/11/research-in-the-crowdsourcing-age-a-case-study/

Altenried, M. (2020). The platform as factory: Crowdwork and the hidden labour behind artificial intelligence. *Capital & Class*, *44*(2), 145-158.

Optional:
Newman, A. (2019). I found work on an Amazon website. I made 97 cents an hour. *New York Times* https://www.nytimes.com/interactive/2019/11/15/nyregion/amazon-mechanical-turk.html

Week 9: Resistance, regulation, and human-centered design (November 9)

Roussi, Antoaneta. (2020). Resisting the rise of facial recognition. *Nature* https://www.nature.com/articles/d41586-020-03188-2

Courtland, R. (2018). The bias detectives. *Nature* https://www.nature.com/articles/d41586-018-05469-3

Optional:
Green, B., & Viljoen, S. (2020, January). Algorithmic realism: expanding the boundaries of algorithmic thought. In *Proceedings of the 2020 conference on fairness, accountability, and transparency* (pp. 19-31). https://www.benzevgreen.com/wp-content/uploads/2020/01/20-fat-realism.pdf

Week 10: Alternative datasets and computational methods in criminology (November 16)

Lazer, D. M., Pentland, A., Watts, D. J., Aral, S., Athey, S., Contractor, N., ... & Wagner, C. (2020). Computational social science: Obstacles and opportunities. *Science*, *369*(6507), 1060-1062.

Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., ... & Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. *Proceedings of the National Academy of Sciences*, 114(25), 6521-6526.

Week 11: Alternative epistemologies, data activism, and the politics of representation (November 23)

Milan, S., & Van der Velden, L. (2016). The alternative epistemologies of data activism. *Digital Culture & Society*, *2*(2), 57-74.

Take 15-20 minutes to explore 1-2 of these examples:
      -Mapping Police Violence: https://mappingpoliceviolence.org/
      -Policing the Pandemic: https://www.policingthepandemic.ca/
      -White Collar crime Risk Zones: https://whitecollar.thenewinquiry.com/
      -Anti-eviction Mapping Project: https://antievictionmap.com/

Week 12: Open-source investigations, human rights, and the civilian witness (November 30)

Black Mirror assignment due

With guest lecture from Giancarlo Fiorella, Bellingcat

McPherson, E., Thornton I.G., Mahmoudi, M. (2019). Open source investigations and the technology-driven knowledge controversy in human rights fact-finding. In *Digital Witness: Using Open Source Information in Human Rights Investigation, Documentation and Accountability.* Oxford University Press. https://www.repository.cam.ac.uk/bitstream/handle/1810/289459/McPherson%2c%20Guenette%20Thornton%2c%20Mahmoudi%20Open%20Source%20Investigations.pdf?sequence=2&isAllowed=y

Fiorella, G. (2021). First steps to getting started in open source research. *Bellingcat* https://www.bellingcat.com/resources/2021/11/09/first-steps-to-getting-started-in-open-source-research/

Week 13: Black Mirror Writers Room (December 7)

Final research essay due + Black Mirror poster session

No required readings.

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, artworks, 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 marks.

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.

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).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

Carleton Resources:
• Mental Health and Wellbeing: https://carleton.ca/wellness/
• Health & Counselling Services: https://carleton.ca/health/
• Paul Menton Centre: https://carleton.ca/pmc/
• Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
• Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
• Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources:
• Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, https://www.dcottawa.on.ca/
• Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, http://www.crisisline.ca/
• Empower Me: 1-844-741-6389, https://students.carleton.ca/services/empower-me-counselling-services/
• Good2Talk: 1-866-925-5454, https://good2talk.ca/
• The Walk-In Counselling Clinic: https://walkincounselling.com

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS
Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the Instructors' Guide to Academic Accommodation.

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 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