

Course Outline

COURSE:	LAWS 4304A – Policing and Social Surveillance
TERM:	Fall 2021
PREREQUISITES:	LAWS 2908, CRCJ 3001, or CRCJ 3002, and 0.5 credit from LAWS 2301 or LAWS 2302, and fourth-year honours standing.
CLASS:	Day & Time: Mondays 18:05PM to 20:55PM This course is an online synchronous seminar using the Zoom videoconferencing platform.
INSTRUCTOR:	Gregory R. (Greg) Brown, Ph.D.
CONTACT:	Office: Off campus (online) Office Hours: Throughout the term, I will be holding online office hours, by appointment, via various videoconferencing platforms (FaceTime, Zoom, Skype, etc.). Email: gregoryr.brown@carleton.ca This is the best way to contact me. Please appreciate that a response may take up to 24 hours and, for emails requiring considerable elaboration, I will request that you make an appointment to speak with me during my office hours. Also, please note that I do not work on weekends.

CALENDAR COURSE DESCRIPTION

Theoretical consideration of the emergence and transformation of ‘policing’ activities through an examination of law and changes in social relations, with special attention to the myriad agencies involved in contemporary security provision. Evolving notions of risk, surveillance, the state, and the private-public dichotomy.

COURSE DESCRIPTION

This course examines the emergence, and modern concepts and operationalization, of surveillance – vis-à-vis state agencies (most particularly the public police) and, more generally, throughout various aspects of contemporary society and our lived experiences therein. Various scholars have characterized recent developments in surveillance; perceptions of, and efforts to manage, risk; and the ways in which society is ‘policed’ today (subsuming both the public police and the myriad agencies involved in contemporary security provision), as emblematic of significant transformations in our social relations.

This course will follow a seminar format and our sessions will be structured around discussion of each week’s assigned and required readings. This course is organized on the assumption that learning results from a continuing process of rational discourse, the free exchange of different ideas and perspectives, and the application of critical thinking. Students are expected: 1) to attend each online seminar; 2) to have completed the required readings, to have prepared notes, and to have formulated questions emerging from the student’s deliberations on each of the required readings (to facilitate dialogue among the group); and 3) to be prepared to consider, inquire, and engage with issues/arguments emerging from the readings and the observations of your colleagues and the instructor. This course is reading intensive, with the expectation that students will closely read and understand scholarly materials in advance of each week’s online session. The readings have been chosen, with much deliberation, to intellectually challenge, inform, and stimulate.

This course is a real-time (synchronous) online seminar where the instructor and students meet via web conferencing tools, on a scheduled day and at a specific time each week. Instructors and students share information, ideas, and learning experiences in a virtual course environment. Participation in synchronous courses requires students to have reliable, high-speed internet access, a computer (ideally with a webcam), and a headset with a microphone. The time zone that will be used for the purposes of all assignment submissions, synchronous class activities, and so on, will be Eastern Standard Time (EST). If you are not in this time zone, you should make the appropriate adjustments to the times specified in this course outline.

REQUIRED TEXTS

There are no textbooks required for this course. All course readings will be available electronically (through the library’s online journal database, Google Scholar, and/or within our course Brightspace site).

EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the department and 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 department and the dean.

REQUIREMENT	% OF FINAL GRADE	DUE DATE
Attendance & Participation	25%	assessed throughout the term
Midterm Assignment	25%	November 15, 2021
Take-Home Examination	50%	December 23, 2021

In alignment with expectations for a fourth-year course in law and legal studies, please note that spelling, grammar, structure (organization), and comprehensibility (clarity) will be assessed and will account for 20% of the midterm assignment and the final take-home examination mark.

1. Attendance & Participation (25%)

This online synchronous course will be highly interactive and consists of co-produced learning (involving collaboration between instructor and students) through a series of seminars. Therefore, students must attend all seminar sessions. Just attending our sessions is not considered participation. Collegial discussion is essential to the development and articulation of ideas, and, in this regard, our seminars will focus, each week, on the examination of a specific topic within the context of assigned readings and related issues that emerge during our deliberations on those readings.

These discussions will be directed by student facilitators and the instructor. Each student will contribute to at least one presentation on a required reading and chair the discussion of that article/chapter during the corresponding online seminar session. To facilitate these presentations, a virtual sign-up sheet will be completed during our first session on September 13, 2021. The discussants will provide an overview of the reading, highlight particularly important points, and introduce, and then facilitate, discussion on issues, as they see them, that arise from the article/chapter. The discussants are encouraged (but not required) to introduce one other scholarly source of information, of their choice, into our deliberations on the assigned reading. To assist with our discussions, the discussants will come to the seminar prepared with discussion questions (perhaps 3 to 5) pertaining to their assigned reading. Please understand that presentations can take on your own personality, so feel free to be creative! For example, bringing in popular media pieces, audience participation quizzes, or multimedia sources for illustration (e.g., video footage) ...whatever you think will compliment your presentation on, and interpretation of, the topic and stimulate discussion among your colleagues.

The evaluation of class participation is based on the student's participation in, and fostering of, discussion during our seminar sessions and demonstration of a solid understanding of the assigned materials. Like writing, it is often hard work, requiring preparation and commitment. Students are expected to arrive at each seminar having completed the reading requirements and ready to actively engage in the discussion. Attendance and participation represent 25% of the overall course mark.

2. Midterm Short Paper Assignment (25%)

Students will prepare a paper that presents their observations on, and thoughts in relation to, the contemporary proliferation of body-worn cameras throughout the front-line policing landscape. Further information will be communicated on specific requirements for this paper, well in advance of the due date.

Length: 8 to 10 pages (double-spaced, standard formatting)

Citation Style: flexible (APA, ASA, Harvard, MLA, Chicago, McGill) but consistent throughout

References Required: a minimum of six (6) peer-reviewed scholarly journal articles and/or book chapters

The midterm short paper assignment is due by no later than 4:00PM on **November 15, 2021**. Please familiarize yourself with the instructor's policy on extensions and late penalties for this assignment (see below). This component will be graded at 25% of the overall course mark.

3. Take-Home Examination (50%)

To promote further consideration of ideas developed throughout this course and to provide the opportunity for additional higher-order learning, in the context of individual interests, a take-home examination will require students to engage with one topic (of their choosing), which we have reflected on throughout the course.

Length: 15 to 18 pages (double-spaced, standard formatting)

Citation Style: flexible (APA, ASA, Harvard, MLA, Chicago, McGill) but be consistent throughout

References Required: a minimum of ten (10) peer-reviewed scholarly journal articles and/or book chapters

Further information on producing an effective take-home examination will be communicated throughout the term. For now, students should understand that the key to doing well on this take-home examination is to present a thorough and well-reasoned analysis of the chosen topic, which you support with contributions from scholars in the field. You are not expected to conduct original empirical research as we do not have the time or resources to administer questionnaires, empanel focus groups, make applications to the Ethics Review Board to conduct interviews, etc. Rather, you are to engage with a particular topic (of your choosing but

emerging from one of the seminar sessions in this course) and to present an in-depth and insightful examination of that topic.

The final take-home examination is due by no later than 4:00PM on **December 23, 2021**. Please familiarize yourself with the university's policy on extensions for take-home examination (see below), as the instructor has no authority over such matters. This component will be graded at 50% of the overall course mark.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Subject to the granting of an extension by the instructor, any midterm short paper assignment turned in after the specified due date, will be penalized one grade point per day. For example, an otherwise A- midterm assignment submitted at 9:00AM on November 16, 2021 will be assigned a B+ grade. This is not done to be punitive, but rather to be fair to all students in the course and to encourage students to develop good time management skills and be proactive in preparing for the take-home final examination.

Pursuant to university regulations (4.3.2 Deferred Final Examinations), students who are unable to write a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination. The student must apply for the deferral through the Registrar's Office.

The application for deferred examination must be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and be fully supported in cases of illness by a medical certificate or by appropriate documents in other cases.

SCHEDULE

Please understand that, although unlikely, the schedule may be subject to change at the discretion of the instructor.

Week 1: Introduction

[Sep. 13, 2021]

No assigned readings

Week 2: Panoptic/synoptic surveillance

[Sep. 20, 2021]

Assigned readings:

1. Foucault, M. (1977) Panopticism. In (A. Sheridan, trans.) *Discipline and Punish*: 195-230. New York: Vintage.
2. Haggerty, K. (2006) Tear down the wall: On demolishing the Panopticon. In (D. Lyon, ed.) *Theorizing Surveillance: The Panopticon and Beyond*: 23-45. Cullompton, UK: Willan.
3. Mathiesen, T. (1997) The viewer society: Michel Foucault's 'Panopticon' revisited. *Theoretical Criminology*, 1(2): 215-232.

Week 3: Thoughts on contemporary surveillance

[SEP. 27. 2021]

Assigned readings:

1. Doyle, A. (2011) Revisiting the synopticon: Reconsidering Mathiesen's 'The Viewer Society' in the age of Web 2.0. *Theoretical Criminology*, 15(3): 283-299.
2. Haggerty, K. & Ericson, R. (2000) The surveillant assemblage. *British Journal of Sociology*, 51(4): 605-622.
3. Bruno, F. (2012) Surveillance and participation on Web 2.0. In (K. Ball, K. Haggerty & D. Lyon, eds.) *Routledge Handbook of Surveillance Studies*: 343-351. New York: Routledge.

Week 4: Surveillance and the public police

[Oct. 4, 2021]

Assigned readings:

1. Haggerty, K. (2012) Surveillance, crime and the police. In (K. Ball, K. Haggerty & D. Lyon, eds.) *Routledge Handbook of Surveillance Studies*: 235-243. New York: Routledge.
2. McMullan, J. (1998) Social surveillance and the rise of the 'police machine'. *Theoretical Criminology*, 2(1): 93-117.
3. Bloss, W. (2007) Escalating US police surveillance after 9/11: An examination of causes and effects. *Surveillance & Society*, 4(3): 208-228.
4. Williams, C. (2003) Police Surveillance and the Emergence of CCTV in the 1960s. *Crime Prevention and Community Safety*, 5(3): 27-37.

Week 5: No class – Thanksgiving

[Oct. 11, 2021]

No assigned readings

Week 6: New visibility and today's policing

[Oct. 18, 2021]

Assigned readings:

1. Thompson, J. (2005) The new visibility. *Theory, Culture & Society*, 22(6): 31-51.
2. Goldsmith, A. (2010) Policing's new visibility. *British Journal of Criminology*, 50: 914-934.
3. Brown, G. (2016) The blue line on thin ice: Police use of force modifications in the era of camera phones and YouTube. *British Journal of Criminology*, 56(2): 293-312.

Week 7: No class – Fall term reading week

[Oct. 25, 2021]

No assigned readings**Week 8: Police body-worn cameras (part 1)**

[Nov. 1, 2021]

Assigned readings:

1. Miller, K. (2016) Watching the watchers: Theorizing cops, cameras, and police legitimacy in the 21st century. In *The Politics of Policing: Between Force and Legitimacy*. Emerald Group Publishing.
2. Lippert, R. & Newell, B. (2016) Debate introduction: The privacy and surveillance implications of police body cameras. *Surveillance & Society*, 14(1): 113-116.
3. Jones, R. (2021) Theorizing police body-worn cameras. In (Newell, B., ed.) *Police on Camera*: 38-47. New York: Routledge.
4. Flight, S. (2021) Taking off the blinders: A general framework to understand how bodycams work. In (Newell, B., ed.) *Police on Camera*: 25-37. New York: Routledge.

Week 9: Police body-worn cameras (part 2)

[Nov. 8, 2021]

Assigned readings:

1. Brown, G. (2021) Police body-worn cameras in the Canadian context: Policing's new visibility and today's expectations for police accountability. In (Newell, B., ed.) *Police on Camera*: 122-148. New York: Routledge.
2. Louis, E., Saulnier, A. & Walby, K. (2019) Police use of body-worn cameras: Challenges of visibility, procedural justice, and legitimacy. *Surveillance & Society*, 17(3/4): 305-321.
3. Goold, B. (2021) Not just about privacy: Police body-worn cameras and the costs of public area surveillance. In (Newell, B., ed.) *Police on Camera*: 167-181. New York: Routledge.

Week 10: Other contemporary forms of police surveillance

[Nov. 15, 2021]

Assigned readings:

1. Brayne, S. (2017) Big data surveillance: The case of policing. *American Sociological Review*, 82(5): 977-1008.
2. Joh, E. (2016) The new surveillance discretion: Automated suspicion, big data, and policing. *Harvard Law & Policy Review*, 10: 15-42.
3. Loftus, B. (2019) Normalizing covert surveillance: The subterranean world of policing. *British Journal of Sociology*, 70(5): 2070-2091.
4. Trottier, D. (2017) 'Fear of contact': Police surveillance through social networks. *European Journal of Cultural and Political Sociology*, 4(4): 457-477.

Week 11: Suspicion

[Nov. 22, 2021]

Assigned readings:

1. Dunham, R., Alpert, G., Strohshine, M. & Bennett, K. (2005) Transforming citizens into suspects: Factors that influence the formation of police suspicion. *Police Quarterly*, 8(3): 366-393.
2. Larsson, S. (2016) A first line of defence? Vigilant surveillance, participatory policing, and the reporting of 'suspicious' activity. *Surveillance & Society*, 15(1): 94-107.
3. Schlembach, R. (2018) Undercover policing and the spectre of 'domestic extremism': The covert surveillance of environmental activism in Britain. *Social Movement Studies*, 17(5): 491-506.

Week 12: Private policing, security, and responsabilization of the citizenry

[Nov. 29, 2021]

Assigned readings:

1. Rigakos, G. & Greener, D. (2000) Bubbles of governance: Private policing and the law in Canada. *Canadian Journal of Law and Society*, 15(1): 145-185.
2. Mols, A. & Pridmore, J. (2019) When citizens are 'actually doing police work': The blurring of boundaries in WhatsApp neighbourhood crime prevention groups in the Netherlands. *Surveillance & Society*, 17(3/4): 272-287.
3. Eick, V. (2006) Preventive urban discipline: Rent-a-cops and neoliberal glocalization in Germany. *Social Justice*, 33(3): 1-19.

Week 13: Peer-review of students' final take-home examination topics

[Dec. 6, 2021]

No assigned readings

During this session, students will have the opportunity to discuss their final take-home examination topic choices and to benefit, in advance of the due date, from ideas, suggestions

about potential literature selections, and other feedback from their peers and the instructor. This is in furtherance of facilitating student's higher-order learning in this fourth-year seminar.

Week 14: **Writing seminar, discussion (open forum), course wrap-up**

[Dec. 10, 2021)

No assigned readings

Fall Term 2021 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
September 6, 2021	Statutory holiday. University closed.
September 8, 2021	Fall term begins. Fall and fall/winter classes begin.
October 11, 2021	Statutory holiday. University closed.
October 25-29, 2021	Fall break, no classes.
November 26, 2021	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 10, 2021	Fall term ends. Last day of fall term classes. Classes follow a Monday schedule.
December 11-23, 2021	Formally Scheduled Final Exams may be held.
December 23, 2021	All take home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 25, 2021 through January 1, 2022 inclusive	University closed.

COVID-19 PREVENTION MEASURES

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand

hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://students.carleton.ca/course-outline/>.

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](#).

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

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (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 as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable):

<https://carleton.ca/pmc>.

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>.

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 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/studentssupport/svpolicy/>.

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. Read more here:

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>.

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/student-experience-resources/>.

INTELLECTUAL PROPERTY AND COPYRIGHT

The materials used in this course are designed for use as part of this LAWS4304 course at Carleton University and are the intellectual property of the instructor. Unless a user's right in Canada's *Copyright Act* covers the particular use, you may not record, copy, publish, post on an Internet site, sell, or otherwise distribute this course's content without the instructor's express permission. In other words, unauthorized student recording of online classroom or other academic activities (including online advising sessions or online office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of university policy. Students requesting the use of assistive technology as an accommodation should contact the Paul Menton Centre. Under the university's copyright policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate university office for follow-up.

SEMINAR ETIQUETTE

All students are expected to contribute towards an engaging, inclusive, and safe learning environment. During all class-related activities, students are expected to engage in respectful and courteous communication. We may disagree on certain issues; however, we must keep an open mind and consider the differing opinions and points of view of our colleagues. Focus on the issue/argument and not the person. In accordance with the Student Rights and Responsibilities Policy, discrimination and/or harassment will not be tolerated. It is a violation of course policy to cut and paste, screen shot, share course content, or post the words of your classmates or instructor outside of class without permission.

ADDITIONAL STUDENT SUPPORT

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 on the 4th floor of MacOdrum Library or online at carleton.ca/csas.