

Course Outline

COURSE:	LAWS 4304 A – Policing and Social Surveillance
TERM:	Fall 2024
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 at 8:35 am - 11:25 am Room: Please check Carleton Central for current Class Schedule Seminar
INSTRUCTOR:	Professor Dale Spencer
CONTACT:	Office: Loeb 594 Office Hrs: Zoom by Request Telephone: 613-520-2600 Ext. 8096 Email: Dale.Spencer@carleton.ca

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.

LEARNING OUTCOMES

By taking this course students will: Develop the ability to closely read and understand scholarly materials in relation to policing and social surveillance; Enhance writing, critical thinking, comprehension, and presentation skills; Apply advanced theories related to policing and social surveillance, and; Evaluate different perspectives on policing and social surveillance in the 21st century.

REQUIRED TEXTS

All required materials can be found on Brightspace.

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.

Presentations (20%)

Each student will conduct **two** presentations. See sign-up sheet (Students will co-present at least one reading).

Presentations will introduce the class to the major issues related to the designated topic, will synthesize the required readings of the respective week, and will evaluate the material in terms of its strengths and limitations (presenters are encouraged to include their own views, criticisms, and interpretations). The presenter(s) will prepare a presentation of approximately 30 minutes in length. The remainder of the class will be dedicated to a discussion of the issues. The use of visual aids is encouraged as the aim of the presentation is to promote class discussion and debate not only on the content of the material but also on the general theme.

Critical Commentaries & Attendance/Class Participation (40%)

Students who are not presenting are expected to attend each presentation and are responsible for engaging in scholarly debate, posing critical questions, or raising scholarly points for discussion on the assigned readings and the presentation of the assigned readings (20%)

To promote class discussion and participation, each class member shall prepare a written critical commentary on the required readings (**choose one reading per week**) and be prepared to raise issues from their commentaries in class each week (20%) from class 2 through class 11.

Critical commentaries should briefly outline the central claims and issues, the central debates or points of comparison, and the scholarly strengths and limitations of material as you see it (interpretations of the material are encouraged). The discussions of the strengths and limitations should take up most of the assignment.

Commentaries must include at least two critical questions that will inform class discussion and stimulate debate of issues of scholarly importance.

Each submission of critical commentaries must be **three** double-spaced typed pages in length and **submitted to Brightspace the day before the reading is assigned** (each commentary is worth 2.22%). There will be no exceptions to this deadline; students will receive the grade of "0" if you do not hand in the assignment on the day it is assigned. Don't even bother asking to submit a

critical commentary late.

Paper Abstract and Bibliography Assignment (5%) – Due October 28th, 2024

This assignment involves the development of a specific research question and research parameters for your final paper.

The abstract (250 words) should briefly outline the ***thesis and/or research question***, issues, and arguments you will present in your final paper. Try to choose a clearly delineated and manageable topic and avoid embarking on vast research enterprises.

The bibliography should present the literature you propose to use to address these issues. The bibliography is expected to conform to the minimum requirements for the final research paper (see below).

You are strongly encouraged to discuss your papers with me, particularly at the abstract stage.

Research Paper (30%) – Due December 6th, 2024

For this assignment, students shall write an essay on a subject matter suitable to the course. It is important to utilize ideas, arguments, and concepts presented in class and in course readings and to discuss and critically evaluate the materials you use in your paper. The aim of the research paper is to synthesize, discuss, and assess (not simply describe or summarize) scholarly literature and to develop a conceptual analysis of the topic chosen.

Papers shall be **15-17 pages** and must be ***typed*** and ***double-spaced***.

Composition of the Research Paper: The paper should reflect and communicate specific information from the writer to the reader. It should start with a statement of intentions and objectives, followed by a discussion and analysis of supporting and illustrative materials. Do not limit yourself to descriptive analyses only; employ relevant concepts and incorporate theoretical (or formal explanatory) arguments within your study. In writing your essay, you should be able to summarize the **thesis** (major argument) in a brief statement or short paragraph.

Layout of the Research Paper:

Introduction: The introduction presents the theme or issues explored in the essay. It briefly outlines your approach to the topic and the major ideas and argument(s) advanced in the main body of the essay. This section is 1-2 pages in length.

Main body of the research essay: This section develops and contains the central thesis or argument(s) of the essay. This main body should review and assess the appropriate literature, while providing an exposition of the central points. The research theme, together with ideas relating to the central thesis, should be clearly presented and substantiated. Ideally, each

paragraph should focus upon a major point related to the central argument(s) or theoretical framework. Internal headings and sub-headings are useful as a device to mark shifts in discussion while, at the same time, maintaining an integration of points to the central theme. This section is 10-12 pages in length.

Conclusion: This last section provides a brief summary of the essay's major argument(s) within the context of the central theme addressed. The conclusion is 1-2 pages in length.

Bibliography/References: A minimum of twenty **cited** scholarly references is required including journal articles or academic quality book chapters on your selected topic by different reputable social scientific authors. You are not allowed to use Wikipedia or newspaper articles as sources.

References to source(s) of information should include the author's surname, year of publication, and pagination as in the ***American Psychological Association Style Guide (5th or 6th edition) or the Harvard Style Guide.***

Citation of the sources must always be given for the following: all direct quotations; paraphrases of the statements of others; opinions, ideas, and theories not your own; and, information which is not a matter of general knowledge. Even when using proper citation, it is a mistake to place too much reliance on one source. Furthermore, direct quotations from one or more authors should seldom occur in an essay and should not be longer than two or three sentences in length. All quotations of over four text lines should be indented and single spaced with quotation marks omitted. Quotations of any kind, however, must be acknowledged by a reference to the source, and include the page number(s). Quotations should be used as a way to emphasize a point or because the original author has an authority of expertise that can be best expressed by her/him/they).

Final Paper Presentation (5%) – Week 13, December 2nd, 2024 - Students are required to present some of the main ideas of their research paper in a short presentation (approx. 5 minutes) during the final seminar. This session will be organized as a mini-conference or workshop where students can share ideas and receive feedback on their work before submitting their final paper.

All components must be successfully completed in order to get a passing grade.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor or prior to the assignment due date: <https://carleton.ca/registrar/academic-consideration-coursework-form/>.

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

SCHEDULE

Week 1 – September 9, 2024 - Introductions

Week 2 – September 16, 2024 – Policing Defined

Mulone, M. (2018). History of Policing. *The Handbook of Social Control*, 207-220.

Miller, E. J. (2023). The Concept of the Police. *Criminal Law and Philosophy*, 17(3), 573–595.

<https://doi.org/10.1007/s11572-023-09682-8>

Suggested: Colquhoun, Patrick. orig. 1795. Treatise on the Police of the Metropolis., pp. 261-276 and pp. 21-25 in A General Police System.

Week 3 – September 23, 2024 – What is surveillance?

Foucault, M. 1977. Ch. 3 Panopticism. In *Discipline and Punish* (A. Sheridan, Trans.). New York: Vintage Books.

Deleuze, G. (1992). Postscript on the Societies of Control. *October*, 59, 3–7.

Haggerty, K. D., & Ericson, R. V. (2000). The surveillant assemblage. *The British Journal of Sociology*, 51(4), 605–622.

Week 4 – September 30, 2024 - Citizenry, Policing and Surveillance

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.

Canella, G. (2018). Racialized Surveillance: Activist Media and the Policing of Black Bodies. *Communication, Culture and Critique*, 11(3), 378–398. <https://doi.org/10.1093/ccc/tcy013>

Lincoln, R., & McGillivray, L. (2019). Citizen surveil-labour: Analysing Crime Stoppers and its alliance of police, media, and publics. *Australian & New Zealand Journal of Criminology*, 52(2), 291–307. <https://doi.org/10.1177/0004865818786761>

Week 5 – October 7, 2024 – Surveillance, Policing, and the Urban Poor

Zajko, M. (2023). Automated Government Benefits and Welfare Surveillance. *Surveillance & Society*, 21(3), 246–258. <https://doi.org/10.24908/ss.v21i3.16107>

Ranasinghe, P. (2012). Jane Jacobs' framing of public disorder and its relation to the 'broken windows' theory. *Theoretical Criminology*, 16(1), 63–84.

O'Malley, P., & Smith, G. J. (2022). 'Smart' crime prevention? Digitization and racialized crime control in a Smart City. *Theoretical Criminology*, 26(1), 40–56.

[October 14, 2024 – Thanksgiving – no class]

[October 21, 2024 – Fall Break]

Week 6 – October 28, 2024 - Privatization and Policing

Singh, A.-M., & Light, M. (2019). Constraints on the growth of private policing: A comparative international analysis. *Theoretical Criminology*, 23(3), 295–314.

Walby, K., Lippert, R. K., & Luscombe, A. (2020). Police foundation governance and accountability: Corporate interlocks and private, nonprofit influence on public police. *Criminology & Criminal Justice*, 20(2), 131–149.

Harkin, D. (2021). The uncertain commodity of 'security': Are private security companies 'value for money' for domestic violence services? *Journal of Criminology*, 54(4), 521–538. <https://doi.org/10.1177/26338076211046686>

Week 7 – November 4, 2024 – Policing and Body-worn cameras

Petersen, K. (2022). Looking at the Big Picture: Using Systems Theory to Understand the Impact of Body-Worn Cameras on Police Accountability. *Critical Criminology*, 30(4), 861–878. <https://doi.org/10.1007/s10612-022-09613-4>

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.

Sandhu, A., & Simmons, J. S. (2023). Police officers as filmmakers: The cinematography of body worn cameras. *Policing and Society*, 33(5), 593–603.

Week 8 – November 11, 2024 – Policing Sex

Spencer, D. C., Ricciardelli, R., Ballucci, D., & Walby, K. (2019). Cynicism, dirty work, and policing sex crimes. *Policing: An International Journal*, 43(1), 151–165.

Dodge, A., Spencer, D., Ricciardelli, R., & Ballucci, D. (2019). “This isn’t your father’s police force”: Digital evidence in sexual assault investigations. *Australian & New Zealand Journal of Criminology*, 52(4), 499–515. <https://doi.org/10.1177/0004865819851544>

Rosenbloom, R. E. (2015). Policing Sex, Policing Immigrants: What Crimmigration’s Past Can Tell Us about Its Present and Its Future. *Immigration and Nationality Law Review*, 36, 511.

Week 9 – November 18, 2024 – Security, Surveillance, and Criminalization

Berry, C. R. (2021). Under surveillance: An actor network theory ethnography of users’ experiences of electronic monitoring. *European Journal of Criminology*, 18(6), 817–835. <https://doi.org/10.1177/1477370819882890>

Lageson, S. E. (2022). Criminal Record Stigma and Surveillance in the Digital Age. *Annual Review of Criminology*, 5(1), 67–90. <https://doi.org/10.1146/annurev-criminol-030920-092833>

Sandhu, A., & Trottier, D. (2023). The Criminal Selfie: Conveying Grievance While Recording and Live Streaming Antisocial Behavior. *European Journal on Criminal Policy and Research*, 29(3), 423–436.

Week 10 – November 25, 2024 – Surveilling the Consumer

Ball, K. (2017). All consuming surveillance: Surveillance as marketplace icon. *Consumption Markets & Culture*, 20(2), 95–100. <https://doi.org/10.1080/10253866.2016.1163942>

Gidaris, C. (2019). Surveillance Capitalism, Datafication, and Unwaged Labour: The Rise of Wearable Fitness Devices and Interactive Life Insurance. *Surveillance & Society*, 17(1/2), 132–138. <https://doi.org/10.24908/ss.v17i1/2.12913>

West, E. (2019). Amazon: Surveillance as a Service. *Surveillance & Society*, 17(1/2), 27–33. <https://doi.org/10.24908/ss.v17i1/2.13008>

Week 11 – December 2, 2024 – Final Paper Presentations

Week 12 – December 6, 2024 – Class Summary – Final Papers Due

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

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. Students are prohibited from re-using their own work from a different course/assignment, or if they choose to do so, must seek the professor’s permission before doing so. Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. 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, and AI tools.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

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. For more information, please consult <https://wellness.carleton.ca/>

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://studentcare.ca/rte/en/IHaveAPlan_CarletonUniversityUndergraduateStudentsCUS_A_EmpowerMe_EmpowerMe
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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

Pregnancy Obligation and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 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 visit: <https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).