

## Course Outline

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<b>COURSE:</b>	<b>LAWS 4304 – Police and Social Surveillance</b>
<b>TERM:</b>	<b>Winter 2024</b>
<b>PREREQUISITES:</b>	<b>LAWS 2908, CRCJ 3001, or CRJ 3002, and 0.5 credit from LAWS 2301 or LAWS 2302, and fourth-year Honours standing.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Fridays at 11:35AM – 2:25PM</b> <b>Room: Please check Carleton Central for current Class Schedule Seminar</b>
<b>INSTRUCTOR:</b>	<b>Professor Dale Spencer</b>
<b>CONTACT:</b>	<b>Office Hrs: <i>Zoom by Request</i></b> <b>Telephone: Ext 8096</b> <b>Email: <a href="mailto:Dale.Spencer@carleton.ca">Dale.Spencer@carleton.ca</a></b>

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### 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.

### REQUIRED TEXTS

*All required materials can be found on Brightspace.*

### SCHEDULE

**Week 1 – January 12, 2024 - Introductions**

**Week 2 – January 19, 2024 – Policing Defined**

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

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>

### **Week 3 – January 26, 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 – February 2, 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 – February 9, 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.

### **Week 6 – February 16, 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/10.1177/263380762111046686>

### **Week 7 – February 23, 2024 - Study Week: No Classes**

### **Week 8 – March 1, 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 9 – March 8, 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 10 – March 15, 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/10.1177/147737081988289>

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 11 – March 22, 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 12 – March 29, 2024 – Statutory Holiday – No classes**

### **Week 13 – April 5, 2024 – Final Paper Presentations**

#### **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 February 16<sup>th</sup>, 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**, 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 April 10<sup>th</sup>, 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 (5<sup>th</sup> or 6<sup>th</sup> 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, April 5<sup>th</sup>, 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/wp-content/uploads/self-declaration.pdf>.

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).

## **University and Departmental Policies**

### **DEPARTMENT POLICIES AND REGULATIONS**

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

### **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, 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.

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>

**ACADEMIC ACCOMMODATIONS**

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 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](mailto: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/>