



**SURVEILLANCE  
CRIM 4090 FAO**

*Fall 2019*

Instructor name: Dr. Mehmet F. Bastug	Time and date: Mon & Wed 11:30– 01:00
Office location: X3010 Desk#11	Classroom location: OA 1025
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**D2L link:** <https://mycourselink.lakeheadu.ca/d2l/home/61749>

**Course Description and Learning Outcomes**

This course will introduce students to the field of Surveillance Studies by exploring the theory, practice, and policy of surveillance, and its use in crime prevention. The course will examine the concept and nature of surveillance conducted by the state, private corporations, institutions, individuals, and machines. We will discuss various issues and topics related to modern surveillance, including contemporary surveillance practices, big-data policing, intelligence gathering, and privacy in the era of mass surveillance.

After completion of the course, students are expected to be able to:

- (1) Develop an understanding of the nature and functions of modern surveillance;
- (2) Distinguish between various methods of surveillance conducted by different actors;
- (3) Analyze the effectiveness of current and emerging surveillance practices in preventing crimes;
- (4) Discuss the ethical issues associated with contemporary surveillance practices;

**COURSE MATERIALS**

**Required Textbook**

No textbook is required.

Readings, or links to electronic copies, will be posted on D2L.

## GRADING AND EVALUATION

### Course Evaluation and Assessment Weighting

Evaluation	Due Date	Value
Research proposal and annotated bibliography	October 21	30%
Research paper	December 2	40%
Research presentation	See the assessment details section	15%
Lead discussant	See the assessment details section	15%

Late research proposal and research paper will be deducted 5% per day and will not be accepted more than 5 days after the deadline. Assignments submitted more than 5 days after the deadline will result in a mark of 0. Late submissions are not accepted for online discussions except extraordinary circumstances.

### Assessment Details

#### *Research proposal and annotated bibliography (30%)*

The major form of evaluation in this course will be a written assignment and its presentation. You will submit your research paper in two steps. In the first step, you will submit a research proposal and an annotated bibliography which is worth 30% of your final grade. For this assignment, you will first find a topic of your interest that is relevant to the course content and academic sources that you will use in your final research paper. Your research proposal will include:

- The title of your paper
- The purpose of the study (e.g., “The purpose of this study is to explore the ethical issues associated with the use of CCTV in crime prevention” or “This paper will examine person-based predictive policing and its link to practices of mass surveillance”)
- Research question(s) (e.g., “When does CCTV monitoring cross the line from an efficient crime prevention tool to a violation of individuals’ reasonable expectation of privacy?”, or “Does predictive policing encourage mass surveillance?”). You can list more than one research question if you wish to do so.
- A discussion about why your research question is important to study
- Background of the problem

Your research paper should be at least 3 double-spaced pages in length (annotated bibliography is not included). You should also attach an annotated bibliography listing at least 5 academic sources (journal articles, books, or reports) and their one-paragraph brief summaries. I encourage you to find at least one empirical research study that addresses, directly or indirectly, your research question.

I also encourage you to email me your research topic before starting to write your research proposal to make sure you are working on a relevant topic.

### ***Research paper (40%)***

After you submit your research proposal, you will continue working on the same topic and extend your paper into a full research paper. Your research paper will include your proposal. You will not collect data for the research paper but will conduct a literature review addressing your research question and provide findings from previous research in the literature. You will also provide your thoughts and perspective on the topic. The research paper will include a cover sheet with the title, your name and student number, and a list of references at the end. You should cite at least 5 academic sources. In addition to that, you can also use other sources such as newspapers, web pages, etc. Your final paper should be at least 8 double-spaced pages in length. The page count does not include the cover page or the reference page.

Students are required to complete the online AWARE (Academic Writing and Research E-Learning) course that is available through myCourseLink before submitting their final research paper (for more information, go to <https://www.lakeheadu.ca/current-students/student-success-centre/skills-for-success-seminars/orillia>). This is a free, self-registered, online course which helps students to learn about academic integrity, including issues surrounding plagiarism and proper citation. It takes approximately four to six hours to complete. After completing the course, you will submit your certificates to a folder in the Assignments section of the course website. If you have already completed this course, you don't have to take it again. **If you don't complete the course, 10% of the assignment value will be deducted from your mark.**

### ***Research Presentation (15%)***

Students will present their research in Week 11 and 12. Your presentation will take around 10 - 15 minutes. You can use audio/visual materials in your presentation. If you want to include a video in your presentation, make sure that it is less than 5 minutes in length.

### ***Lead Discussant (15%)***

You will be the lead discussant in one class. You will summarize one of the readings (required or recommended) from your assigned week in the class (with or without visual aids) and prepare 2 discussion questions for the class.

## **COURSE SCHEDULE, READINGS, AND KEY DATES**

(The schedule is subject to change where deemed necessary by the Professor)

### **Week 1: Introduction to the course**

September 4, 2019: Introduction and Course Syllabus Review

#### **Reading:**

None

### **Week 2: Introducing Surveillance Studies**

September 9, 2019: An introduction to surveillance

#### **Reading options (choose one):**

Marx, G. T. (2015). Surveillance studies. *International encyclopedia of the social & behavioral sciences*, 23, 733-741.

Marx, G.T. (2002). What's new about the 'new surveillance'? Classifying for change and continuity. *Surveillance & Society*, 1(1), 9-29.

September 11, 2019: Theory and History of Surveillance

#### **Reading options (choose one):**

Galič, M., Timan, T., & Koops, B. J. (2017). Bentham, Deleuze and beyond: An overview of surveillance theories from the panopticon to participation. *Philosophy & Technology*, 30(1), 9-37.

Murakami Wood, D. (2009). The surveillance society: Questions of history, place and culture. *European Journal of Criminology*, 6(2), 179–194.

#### **Additional recommended readings:**

Mathiesen, T. (1997). The viewer society: Michel Foucault's 'Panopticon' revisited. *Theoretical Criminology*, 1(2), 215-234.

McCahill, M. (2015). Theorizing Surveillance in the UK Crime Control Field. *Media and Communication*, 3(2), 10-20.

### **Week 3: Surveillance by the State - I**

September 16, 2019: Surveillance and National Security - I

#### **Reading options (choose one):**

Walsh, J. P. (2010). From Border Control to Border Care: The Political and Ethical Potential of Surveillance. *Surveillance & Society*, 8(2), 113-130.

Guzik, K. (2009). Discrimination by Design: predictive data mining as security practice in the United States' 'war on terrorism'. *Surveillance & Society*, 7(1), 3-20.

September 18, 2019: Surveillance and National Security -II

**Reading:**

Monaghan, J., & Walby, K. (2012). Making up 'Terror Identities': security intelligence, Canada's Integrated Threat Assessment Centre and social movement suppression. *Policing and Society*, 22(2), 133-151.

**Additional recommended reading:**

Monaghan, J., & Walby, K. (2017). Surveillance of environmental movements in Canada: Critical infrastructure protection and the petro-security apparatus. *Contemporary Justice Review*, 20(1), 51-70.

**Week 4: Surveillance by the State - II**

September 23, 2019: Surveillance and Crime Control

**Reading:**

Haggerty, K. D. (2012). Surveillance, crime and the police. *Routledge handbook of surveillance studies*, 236-243.

**Additional recommended readings:**

Welsh, B. C., & Farrington, D. P. (2009). *Making public places safer: Surveillance and crime prevention*. (Chapter 2: The Politics of Surveillance for Crime Prevention). Oxford University Press.

Sanders, C. B. & Hannem, S. (2012). Policing "the risky": Technology and surveillance in everyday patrol work. *Canadian Review of Sociology*, 49(4), 389-410.

September 25, 2019: The Use of CCTV and drones in crime prevention

**Reading options (choose one):**

Deisman, W., Derby, P., & Doyle, A. (2009). *A report on camera surveillance in Canada: Part 1 and 2*. Surveillance Camera Awareness Network (SCAN).

West, J. P., & Bowman, J. S. (2016). The domestic use of drones: An ethical analysis of surveillance issues. *Public Administration Review*, 76(4), 649-659.

**Additional recommended readings:**

La Vigne, N. G., Lowry, S., Dwyer, A. M., & Markman, J. A. (2011). Using public surveillance systems for crime control and prevention: A practical guide for law enforcement and their municipal partners. *Washington, DC: US Department of Justice, Office of Community Oriented Policing Services. Urban Institute, Justice Policy Center.*

Verga, S. (2011). *Closed-circuit TV surveillance evaluation: statistical analysis of the effects on rates of crime*. Defense Research and Development Canada, Centre for Security Science.

## **Week 5: Surveillance by Other Agents**

September 30, 2019: Surveillance by Industries and Institutions

### **Reading options (choose one):**

Ball, K. (2010). Workplace surveillance: An overview. *Labor History*, 51(1), 87-106.

Taylor, E. (2012). The rise of the surveillance school. *Routledge handbook of surveillance studies*, 225-231.

### **Additional recommended readings:**

Zuboff, S. (2015). Big other: surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology*, 30(1), 75-89.

October 2, 2019: Surveillance by Each Other and Machines

### **Reading options (choose one):**

Reeves, J. (2012). If you see something, say something: Lateral surveillance and the uses of responsibility. *Surveillance & Society*, 10(3/4), 235-248.

Weinberg, B. D., Milne, G. R., Andonova, Y. G., & Hajjat, F. M. (2015). Internet of Things: Convenience vs. privacy and secrecy. *Business Horizons*, 58(6), 615-624.

### **Additional recommended readings:**

Bennett, C. J., Haggerty, K. D., Lyon, D., & Steeves, V. (Eds.). (2014). *Transparent lives: surveillance in Canada*. Chapter 9: Watching by the People: From Them to Us (pp. 167 – 181). Athabasca University Press.

Maras, M. H. (2015). Internet of Things: security and privacy implications. *International Data Privacy Law*, 5(2), 99.

## **Week 6: Dataveillance and Fusion Centers**

October 7, 2019: Big Data Surveillance

### **Reading:**

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

### **Additional recommended readings:**

Degli Esposti, S. (2014). When big data meets dataveillance: The hidden side of analytics. *Surveillance & Society*, 12(2), 209-225.

Van Dijck, J. (2014). Datafication, dataism and dataveillance: Big Data between scientific paradigm and ideology. *Surveillance & Society*, 12(2), 197-208.

October 9, 2019: Fusion Centers

**Reading:**

Regan, P., Monahan, T. & Craven, K. (2015). Constructing the suspicious: Data production, circulation and interpretation by DHS fusion centers. *Administration & Society*, 47(6), 740-762.

**Additional recommended readings:**

Monahan, T. & Regan, R. (2012). Zones of opacity: Data fusion in post 9/11 security organizations. *Canadian Journal of Law and Society*, 27(3), 301-317.

Taylor, R. W., & Russell, A. L. (2012). The failure of police 'fusion' centers and the concept of a national intelligence sharing plan. *Police Practice and Research*, 13(2), 184-200.

**OCTOBER 14 – 18: FALL STUDY BREAK****Week 7: Big Data Policing**

October 21, 2019: Person-Based Predictive Targeting

**Reading:**

Bennett Moses, L., & Chan, J. (2018). Algorithmic prediction in policing: assumptions, evaluation, and accountability. *Policing and Society*, 28(7), 806-822.

**Additional recommended reading:**

Sanders, C. & Condon, C. (2017). Crime analysis and cognitive effects: the practice of policing through flows of data. *Global Crime*, 18(3), 237-255.

October 23, 2019: Place-Based Predictive Targeting

**Reading:**

Mohler, G. O., Short, M. B., Malinowski, S., Johnson, M., Tita, G. E., Bertozzi, A. L., & Brantingham, P. J. (2015). Randomized controlled field trials of predictive policing. *Journal of the American statistical association*, 110(512), 1399-1411.

**Week 8: Surveillance and Intelligence Gathering**

October 28, 2019: Criminal Intelligence

**Reading:**

Brown, S. D. (2007). The meaning of criminal intelligence. *International Journal of Police Science & Management*, 9(4), 336-340.

**Additional recommended readings:**

Hewitt S. (2015). Forgotten Surveillance: Covert Human Intelligence Sources in Canada in a Post-9/11 World. *Law, privacy and surveillance in Canada in the post-Snowden era*, 45-67.

Israel, T. (2015). Foreign intelligence in an inter-networked world: Time for a re-evaluation. *Evaluation*.

October 30, 2019: Wiretapping

**Reading:**

Diffie, W., & Landau, S. (2010). *Privacy on the line: The politics of wiretapping and encryption. Chapter 7: Wiretapping* (125 - 140). MIT press.

**Additional recommended readings:**

Diffie, W., & Landau, S. (2010). *Privacy on the line: The politics of wiretapping and encryption. Chapter 5: Law Enforcement* (125 - 140). MIT press.

**Week 9: Surveillance and Privacy**

November 4, 2019: Surveillance and the violation of privacy

**Reading:**

Cavoukian, A. (2013). *Surveillance, then and now: Securing privacy in public spaces*. Information and Privacy Commissioner of Ontario, Canada.

**Additional recommended readings:**

Solove, D. (2007). I've Got Nothing to Hide, and Other Misunderstandings about Privacy. *San Diego Law Review*, 44.

Bennett, C. J., Haggerty, K. D., Lyon, D., & Steeves, V. (Eds.). (2014). *Transparent lives: surveillance in Canada (Surveillance and Privacy Law, pp. 197 – 204)*. Athabasca University Press.

November 6, 2019: Ethical issues

**Reading options (choose one):**

Gilliom, J., & Monahan, T. (2012). *SuperVision: An introduction to the surveillance society*. Chapter 6: Security at any cost? University of Chicago Press.

Goold, B. J. (2010). How much surveillance is too much? Some thoughts on surveillance, democracy, and the political value of privacy. In D.W. Schartum (ed), *Overvåkning i en rettsstat – Surveillance in a Constitutional Government*. Fagbokforlaget: Bergen.

**Week 10: Current and Future Challenges**

November 11, 2019: Surveillance Post Snowden

**Reading:**

Geist, M. (2015). Why Watching the Watchers Isn't Enough: Canadian Surveillance Law in the Post-Snowden Era. In M. Geist, *Law Privacy and surveillance in Canada in the Post Snowden Era*, University of Ottawa Press.

**Additional recommended readings:**

Landau, S. (2013). Making sense from Snowden: What's significant in the NSA surveillance revelations. *IEEE Security & Privacy*, 11(4), 54-63.

Lyon, D. (2015). The Snowden stakes: challenges for understanding surveillance today. *Surveillance & Society*, 13(2), 139-152.

November 13, 2019: Counter-surveillance

**Reading options (choose one):**

Monahan, T. (2006). Counter-surveillance as political intervention? *Social Semiotics*, 16(4), 515-534.

Welsh, B. C., & Farrington, D. P. (2009). *Making public places safer: Surveillance and crime prevention. (Chapter 7: 'Contesting' and 'Resisting' Surveillance: The Politics of Visibility and Invisibility)*. Oxford University Press.

**Week 11: Presentations**

November 18, 2019: Presentations

**Reading:** None

November 20, 2019, 2019: Presentations

**Reading:** None

**Week 12: Presentations**

November 25, 2019: Presentations

**Reading:** None

November 27, 2019: Presentations

**Reading:** None

**Week 13: Course Review**

December 2, 2019: Course Review

**Reading:** None

Lakehead University Grading Scale	
A+	90-100%

A	80-89%
B	70-79%
C	60-69%
D	50-59%
E Fail	40-49%
F Fail	1-39%
F Academic Dishonesty	0%

## **COURSE AND UNIVERSITY POLICIES**

### **Course Drop Deadline**

Please be aware that the deadline to drop this course is Friday, November 8, 2019.

### **Student Courtesy**

I expect all students to be respectful in their interactions with any person involved with the course, both in the class and online. You are welcome to use laptops during the class.

### **Tests, Exams and Term Work**

If you are going to miss a test, it is very important that you email me as soon as you know that you will be missing the test. Missed tests will be accommodated only in extraordinary circumstances that are supported by written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<https://www.lakeheadu.ca/current-students/examination/medical-notes/node/10641>

Final examinations run from December 05-15, inclusive. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabus). It is your responsibility to check the final exam schedule and arrive at the scheduled date/time/location to avoid a grade of zero. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

### **Academic Integrity**

Plagiarism, cheating and academic dishonesty of any kind will not be tolerated. Being caught engaging in any such activities will result in disciplinary action either within the course or at the university level. A listing of University Regulations can be found at:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>. The code of student behaviour and disciplinary procedures

can be found at: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>.

The following rules shall govern the treatment of students who have been found guilty of attempting to obtain academic credit dishonestly:

- (a) The minimum penalty for a student found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A student found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

### **Disability Accommodation**

If you have a disability that requires accommodations, I strongly encourage you to make use of those accommodations. I am here to assist you, but need your help in ensuring I accommodate you properly. More generally, Lakehead is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities. Student Accessibility Services (SAS) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus website: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

## **LAKEHEAD RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

**The Student Success Centre** has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

**The Lakehead Library** provides access to resources, study rooms, and research support both online via chat and in person with more details available here <https://library.lakeheadu.ca/>.

**Public Computer Labs** are available on campus where you may write and/or print out your work. For more details go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

**Student Life and Services** offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here <https://www.lakeheadu.ca/current-students/student-services/or>.

**Office of Human Rights and Equity.** You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here  
<https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.