

Instructions for Mapping Campus Security Cameras (Take These With You)

## An Overview of Rights and Safety Concerns

### **FIRST: SAVE THESE NUMBERS TO YOUR PHONE:**

Dan Hockaday, Assistant Director of Campus Safety: 253-538-6229

[X], Your Instructor: [X] (Please do not share this cell phone number or use this number beyond today; you may use the instructor’s office phone at any time beyond class today # [X])

**Your instructor worked with Campus Safety to ensure your safety with this assignment; all campus safety officers have been made aware that students will take photos of campus surveillance cameras between 11:30 am and 2:20 pm on January 29, 2020.**

**If you run into any problems, call either or both of us. If ANY patrol confronts you, tell them that Dan Hockaday approved the assignment. If campus safety approaches you, you can ask the patrol if they are an official police officer. Please feel that you can leave your assigned area at any time if you feel unsafe or opt out of this assignment.**

## Your Rights

According to Washington State Law, citizens have the right to record police officers. Citizens have the right to remain silent. Citizens have the right to ask if they are free to go. Citizens have the right to refuse turning over their phones to police officers and refuse searching of personal belongings or body. Citizens have the right to state aloud that they hold these rights. Citizens do not have the right to physically touch police officers.<sup>1</sup>

According to Washington State Law, Washington state officers do not have the right to ask suspected undocumented immigrants about their legal status or place of birth, unless the questions are connected to an ongoing investigation. If an immigration agent asks for immigration documents and you have them on you, the law indicates you must show them. If you do not have your immigration documents on you, you can remain silent and ask to consult a lawyer before turning over any documents. You have the right to refuse to show them to a police officer. You have the right to refuse a search on your personal belongings or body. You have the right to remain silent.<sup>2</sup>

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<sup>1</sup> American Civil Liberties Union Washington, “Know Your Rights,” accessed January 25, 2020, <https://www.aclu-wa.org/know-your-rights>; American Civil Liberties Union, “Know Your Rights,” accessed January 25, 2020, <https://www.aclu.org/know-your-rights/stopped-by-police/>

<sup>2</sup> American Civil Liberties Union, “Know Your Rights, Immigrants,” accessed January 25, 2020, <https://www.aclu.org/know-your-rights/immigrants-rights/>

## Other Accessibility Concerns

If you have any mobility impairment, please let the instructor know, if you feel comfortable doing so, during the break after we go over this assignment. You will have the option of participating in the assignment. If you choose to participate, you will have first choice of the location, based on mobility needs.

There are approximately 70 cameras on campus. Most of the campus surveillance cameras are in outdoor locations. I ask that you also canvas indoor locations, because there are some “retail” locations that use surveillance cameras. You do not need to explain to retail workers your reason for being there. Please do not interrupt any classes underway or go into private offices.

If it is too cold outside today, please feel that you can suspend your activities. If so, please let teammates know immediately. Please also email the instructor ([ritchiem@plu.edu](mailto:ritchiem@plu.edu)) to let them know, when you feel comfortable doing so.

**Please travel in your group and do not leave your group, unless absolutely necessary.** The group-dynamic is inspired by PISSAR activists auditing locations on campuses; the group dynamic helps to ensure everyone’s safety.

Your instructor is available to travel with your group, should your group request it during the break; if there are multiple requests, the instructor will consider differential needs and portion their time appropriately.

## A Note on Fieldnotes

Fieldnotes are handwritten notes that observe a “field” of behavior.

With your fieldnotes and cell phones, it is recommended: Do not record any information about cell phone cameras you may see. Do not record information about any other kind of surveillance technology you may see. Do not record any information about any member of PLU. Do not record (with a video recorder) any member of PLU’s campus or civilian who may or may not be affiliated with PLU (in Washington State law, you need the consent of both parties to do so). Do not record or take images of your teammates without their consent.

**Keep your campus map and written fieldnotes and bring them to class for Thursday, January 30<sup>th</sup>. Bring a laptop to class on January 30<sup>th</sup> if you have one. You can also use the Ingram 115A Computer Lap.**

Your instructor will not see your fieldnotes. Your instructor will not collect your fieldnotes.

## Map of “All Gender” Restroom Locations

Here is a map of “All Gender” restrooms across campus. Please do not use these restrooms unless you need them for safety concerns:



## Instructions

1. With your team, decide how you plan to go about your fieldwork. Decide who will take photographs. I highly encourage your team to develop a system for labeling and keeping track of each camera you monitor.
2. With your team, please travel within your designated campus area, including inside and outside buildings and within parking lots.
3. With your team, take fieldnotes about any campus surveillance camera that you see.
  - a. How to take fieldnotes, for every student:
    - i. Use the map: Mark the campus location on your provided campus location map.
    - ii. Use a notebook or the backside of the map: Write written fieldnotes (instructions below).
  - b. What to include in your fieldnotes:
    - i. One picture of the surveillance camera. Try to take a high-resolution photograph (not blurry).
    - ii. A written description of the location of the surveillance camera. This description should include the *precise* location of where the camera is on campus (the place within a building or the place within a parking lot—in other words, a geographic marker of where the camera is within the building or parking lot).
    - iii. A written title of what you will call the surveillance camera. This title should include the location of the surveillance camera. An example is: “Harstad Parking Lot Northwest Camera.”
    - iv. A written description of what the camera looks like. This should include the color of the camera, the estimated height (in feet) of where the camera is placed, whether the camera is contained in a dome apparatus (a black sphere that hides it), the direction the camera points and what space it appears to capture, whether the camera appears to move upon inspection. You can include any other information you find relevant.
    - v. A written description of how you (individually) feel looking at the camera. This can (obviously) include any emotion you would like.
4. After your team has done your fieldnotes, if you have remaining class time, please gather in a location of your choice together to debrief.
  - a. Suggestions of what to include in your debrief (you may take a written record of the debrief):
    - i. Any safety concerns raised by your fieldwork.
    - ii. Any discussion of power and hierarchy teammates would like to discuss.
    - iii. Questions raised by the fieldwork. Questions related to sousveillance.
    - iv. Suggestions for making campus safety accessible to students and other stakeholders and reframing “campus safety” as a concept to align with theoretical lenses discussed in the course.
5. You do not need to return to [X] after completing the debrief. The instructor will have office hours from 2:30 – 3:30 pm in [X], if you would like to stop in to discuss anything.

## **Assessment**

There is no presentation for this group work day. Today factors into overall group work participation. Here is how the class assesses group work (100 points total):

**90-100** – Exhibited teamwork, ensured an equitable distribution of labor, contributed influential ideas, tried to disrupt groupthink (going with the first idea), actively listened to others, present for all group work days

**80-89** – Exhibited cooperation with others, contributed some ideas, listened to group members, present for all group work days

**70-79** – Contributed some ideas, was present during the group meetings, one absence from a group work day

**60-69** – Made little effort to contribute to the group’s success, was distracted during group meetings, multiple absences from group work days

**0-59** – Consistently disrupted the group’s efforts