

## Course Outline

<b>COURSE:</b>	<b>LAWS 4304A – Policing &amp; Social Surveillance</b>
<b>TERM:</b>	<b>Summer 2014</b>
<b>PREREQUISITES:</b>	<b>Fourth-year Honour's standing and one of LAWS 2301, LAWS 2302</b>
<b>CLASS:</b>	<b>Day &amp; Time: Tuesday-Thursday 11:35am – 14:25pm</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR:</b> <b>(CONTRACT)</b>	<b>Aysegul Ergul</b>
<b>CONTACT:</b>	<b>Office: Loeb B442</b> <b>Office Hrs: Tuesday 3:00pm – 5:00pm or by appointment</b> <b>Email: aysegul.ergul@carleton.ca</b>

---

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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

**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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

**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. 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*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

---

## **COURSE DESCRIPTION**

The rapid development of policing in the 21<sup>st</sup> century has generated questions regarding the relationship between public and private police, alternative policing strategies and surveillance technologies as well as the fragmented interests in urban environments and the arrangements of space. Taking up these concerns, this course aims at examining the origins and transformation of the idea of policing. Therefore, the first half of the course will concentrate on the historical analysis of the concept of policing in the axis of state-capital relationship. The second half of the course will focus on the critical examination of policing through exploring debates and questions about policing and order, discipline and surveillance, and regulation and social welfare in the contemporary neoliberal risk society.

**REQUIRED TEXTS****Mandatory:**

1) Rigakos, George S., John L. McMullan, Joshua Johnson and Gulden Ozcan (eds.), *A General Police System: Political Economy and Security in the Age of Enlightenment* (Ottawa: Red Quill Books, 2009).

2) Rigakos, George S. and Mark Neocleous (eds.), *Anti-Security*, (Ottawa: Red Quill Books, 2011).

[Available at: Octopus Books: 116 Third Ave., Ottawa Ont., 613-233-2589 or on-line through [www.redquillbooks.com](http://www.redquillbooks.com)]

**All additional course materials are available on CULearn.**

**EVALUATION**

Students will be evaluated on the basis of:

**Attendance & Participation** **15%**

This course is structured as a seminar. Thus, participation plays a key role in the evaluation of students. Attendance will also be taken in the class. See details about the evaluation of participation on page 5.

**Essay Proposal** **20%**

Students are required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the themes, questions, and discussions covered in this class. Each proposal should be six to eight pages, including an annotated bibliography. You can find the details on page 6. Essay proposals should be handed to the instructor on **July 22, 2014** at the beginning of the class.

**Mid-Term Exam (In-class)** **25%**

Take-home exam will include three questions, which will cover the first six weeks of the course. It will be **handed out** to students on **July 22, 2014**. Students will have nine days to work on these questions. On **July 31, 2014**, students are expected to come to the class to write their exam. In the exam, students will be asked to respond to two out of the three questions that were handed-out to them. They are not required to use any outside resources to respond to the questions in the exam. For the purposes of the exam students are only responsible for the class readings assigned for the weeks **up to, and including, July 22, 2014**. The exam will be three hours long. There are no readings assigned for the week of the exam.

**Final Essay** **40%**

Students are required to submit a research paper, which **must** be based on their essay proposal. Final paper should be 10 to 15 pages, and be submitted on **August 14, 2014** to the instructor at the beginning of the class. Please see the details on final essay on pages 7-8.

**\*\*\* STUDENTS MUST COMPLETE ALL THE REQUIREMENTS OF THE COURSE TO GET A PASSING GRADE.**

**ATTENTION!!! Policies on Assignments**

- a) All assignments in this course must be **12 pt Times New Roman font, double-spaced** and have standard **one-inch margins**.
- b) They should be free of spelling and grammatical errors.
- c) They must include appropriate citations and bibliography. For examples see the Legal Studies style guide (see website for details: [http://www.library.carleton.ca/howdol/uniform\\_legal\\_style.pdf](http://www.library.carleton.ca/howdol/uniform_legal_style.pdf)).
- d) Assignments without any citations will be returned to the student ungraded.
- e) A penalty of 2% a day will be applied to late assignments.
- f) Instructional offences (including plagiarism) are taken very seriously by the University. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. It is also important to keep in mind that it is not acceptable to submit the same assignment in two different courses.

**Final/Deferred Final Examinations**

“...The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance...” (page 40, 2.5b Deferred Final Examinations, paragraph 2).

**COURSE SCHEDULE****July 3<sup>rd</sup> Introduction to the course****July 8<sup>th</sup> Origins and Transformation of The Concept of ‘Police’**

- 1) Knemeyer, F. L. “Polizei,” *Economy and Society*, 9 (2) (1980), pp. 172-196.
- 2) Introduction to *A General Police System*, pp. 1-28.
- 3) McMullan, J. L. “Social surveillance and the rise of the ‘police machine,’” *Theoretical Criminology* 2(1) (1998), pp. 93-117.
- 4) Neocleous, M. *The Fabrication of Social Order: A Critical Theory of Police Power* (Sterling: Pluto Press, 2000), chapter 1.

**July 10<sup>th</sup> The Rise of Political Reason, or The Rise of ‘Police’: Mercantilism and Cameralism**

- 1) Petty, William. in *A General Police System*, pp. 41-51.
- 2) von Justi, Johann H.G. in *A General Police System*, pp. 92-97.
- 3) Sonnefels, Joseph von. in *A General Police System*, pp. 102-134.

**Recommended:**

Foucault, M. “*Omnes et Singulatim*: Toward a Critique of Political Reason,” in *Power: Essential Works of Michel Foucault: 1954-1984*, James D. Faubian (ed.) (New York: The New Press, 2000).

**July 15<sup>th</sup> Search for Limiting Political Reason, or Restricting ‘Police’ (!):  
Capitalism & Liberalism**

- 1) Smith, Adam. *Lectures on Justice, Police, Revenue and Arms* (1896) in *A General Police System*, pp. 150-161.
- 2) Beccaria, Cesare. *On Crimes* (1764) in *A General Police System*, pp. 164-185.
- 3) Neocleous, M. *The Fabrication of Social Order: A Critical Theory of Police Power* (Sterling: Pluto Press, 2000), chapter 2.

**July 17<sup>th</sup> The Emergence of Police as an Institution**

- 1) Colquhoun, Patrick. *Treatise on the Police of the Metropolis* (1795) in *A General Police System*, pp. 244-258.
- 2) Fielding, Sir John A. *Plan for Preventing Robberies* (1775) in *A General Police System*, pp. 138-147.

**July 22<sup>nd</sup> Policing, Panopticon, Surveillance Society****ESSAY PROPOSALS DUE IN-CLASS.**

- 1) Bentham, Jeremy. *The Panopticon Writings* (1787), in *A General Police System*, pp.220-240.
- 2) Foucault, M. “Panopticism,” in *Discipline and Punish*, A. Sheridan (trans.) (New York: Vintage Books, 1977), chp. 3.

**July 24<sup>th</sup> The Commodification of Security and Security Fetishism**

- 1) Marx, K. “The Fetishism of Commodities,” in *Capital Vol. 1* (London: Penguin Books, 1978).
- 2) Neocleous, M. “Security, Commodity, Fetishism,” *Critique: Journal of Socialist Theory* 35 (3) (2007), pp. 339-355.
- 3) Spitzer, S. & Scull, A. T. “Privatization and Capitalist Development: The Case of The Private Police,” *Social Problems* 25 (1) (1977), pp. 18-29.
- 4) Rigakos, George S. “Public vs. Private Policing: The Problematic Dichotomy,” in *The New Parapolice: Risk Markets and Commodified Social Control* (Toronto: University of Toronto Press, 2002), pp. 37-47.
- 5) Kempa, Michael. “Public Policing, Private Security, Pacifying Populations,” in *Anti-Security*, George S. Rigakos and Mark Neocleous (eds.) (Ottawa: Red Quill Books, 2011), pp. 85-107.

**July 29<sup>th</sup> Security and Liberty? Security or Liberty?**

- 1) Neocleous, M. "The Supreme Concept of Bourgeois Society: Liberalism and the Technique of Security," in *Critique of Security* (Edinburg: Edinburg University Press, 2008), pp. 11-39.
- 2) Foucault, M. *The Birth of Biopolitics* (New York: POicador: 2008), pp. 51-75.
- 3) Neocleous, M. "The Problem of Normality: Taking Exception to Permanent Emergency," *Alternatives: Global, Local, Political* 31 (2): 191-213.
- 4) Aradau, C. "Forget Equality? Security and Liberty in the War on Terror," *Alternatives* 33 (2008): 293-314.
- 5) O'Flynn, N. "Their Freedoms and Ours: The Genesis and Social Function of the Neoliberal Concept of Freedom," *Critique* 37 (2) (2009): 237-251.

**July 31<sup>st</sup> IN-CLASS EXAM on weeks 1 through 6.****August 5<sup>th</sup> Ordering (Neo-liberasing) the City: urban enterpreneurialism and 'undesirables'**

- 1) Peck, J, and Adam Tickell. "Neoliberalizing Space," *Antipode* 34 (3) (2002): 380-404.
- 2) Adalberto Aguirre, Jr., Volker Eick, and Ellen R. "Introduction: Neoliberal Globalization, Urban Privatization, and Resistance," *Social Justice* 33 (3) (2006).
- 3) Wilson, J. Q., & Kelling, G. L. "Broken windows: The police and neighbourhood safety," *Atlantic Monthly* (March 1982): 29-38.
- 4) Eick, Volker. "Preventive urban discipline: Rent-a-cops and neoliberal glocalization in Germany," *Social Justice* 33 (3) (2006):1-19.
- 5) Coleman, R. "Surveillance in the City: Primary Definition and Urban Spatial Order," *Crime, Media, Culture* 1 (2) (2005): 131-148.
- 6) Ericson, R. & Haggerty, K., "The policing of risk," in *Policing: Key Readings*, T. Newburn (ed.) (Devon: Willan Publishing, 2005), pp. 550-564.

**August 7<sup>th</sup> Anti-Security**

- 1) Rigakos, George S. and Mark Neocleous. "Anti-Security: A Declaration," in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011), pp. 15-23.
- 2) Neocleous, M. "Security as Pacification," in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011), pp. 23-57.
- 3) Rigakos, George S. "'To extend the scope of productive labour': Pacification as a Police Project," in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011), pp. 57-83.
- 4) Rimke, H. "Security: Resistance," in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011), pp. 191-211.
- 5) Seri, G. "'All the People Necessary Will Die to Achieve Security,'" in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011), pp. 243-267.

**August 12<sup>th</sup> The Role of Trade-Unions, Intellectuals and Classifications in Policing - PAPERS DUE IN-CLASS.**

- 1) Rigakos, G. S. and Aysegul Ergul. "Policing the Industrial Reserve Army: An International Study," *Crime, Law and Social Change* 56 (2011): 329-371.
- 2) Neocleous, M. "Security Intellectuals," in *Critique of Security* (Edinburg: Edinburg University Press, 2008), pp. 160-185.
- 3) Jackson, W. "Liberal Intellectuals and the Politics of Security," in *Anti-Security*, George S. Rigakos and Mark Neocleous (eds.) (Ottawa: Red Quill Books, 2011), pp. 191-217.
- 4) Aas, K. F. "'The body does not lie': Identity, risk and trust in technoculture," *Crime, Media, Culture* 2(2) (2006), pp. 143-158.
- 5) Amoore, L. "Biometric Borders: Governing Mobilities in the War on Terror," *Political Geography* 25 (2006): 336-351.

**August 14<sup>th</sup> Review – FINAL ESSAYS DUE IN CLASS.**

**EVALUATION DETAILS****Participation: 15% [Attendance: 5% and Participation: 10%]**

Participation is a key requirement of seminar courses. Therefore, students will be evaluated on the basis of their meaningful, informed and thoughtful participation. Your comments during the seminar should draw on the readings and show a critical assessment of the material rather than being limited to personal opinions. Attendance will be taken at the **end** of each class and it will be counted in the assessment of participation. Seminar participation assessment will be based on the following guidelines:

**Grades:****A+**

- Attendance — Perfect
- Completion of weekly readings and preparation for the class
- Drawing connections between readings, key concepts, and theories
- Excellent assessments of individual readings
- Attentive to news, journal articles, newspapers concerning the course material
- Generating class discussions by asking relevant questions
- Respectful and “non-dominating” interventions in class discussions

**A/A-**

- Attendance — Almost perfect
- Completion of weekly readings and preparation for the class
- Demonstrated ability to draw connections between course readings and key themes
- Offering very good assessments of individual readings
- Frequent participation in class discussions
- Generating class discussions by asking relevant questions

**B+**

- Attendance — Near Perfect
- Completion of weekly readings and preparation for the class
- Offering useful observations on weekly readings
- Frequent participation in class discussions

**B\B-**

- Attendance — Regular
- Completion of most of the readings
- Displaying a good understanding of the course themes
- Some problems making connections between readings and key themes
- Regular participation in class discussions

**C**

- Attendance — Less than regular
- Completion of only some of the readings
- Limited participation in class discussions
- Participation is mostly informed by common-sense or opinion rather than class readings

**D (or less)**

- Attendance — Poor
- Displaying a lack of interest in the course material and class discussions
- Very poor or no participation

**Essay Proposal: 20%**

The purpose of this assignment is to give students an opportunity to conduct preliminary research in order to develop and frame their research topic. This proposal will also ensure that all the students will receive early feedback and have a chance to make necessary adjustments to their papers — if required. Students should be aware that the final paper has to follow the outline developed in the essay proposal. Therefore, it is important to give the necessary attention and dedicate the required time to their essay proposals. The best method, in writing your proposal, would be to treat your proposal as a short version of your final paper. **The use of point format in the proposal is not allowed.**

**Your proposal must include:**

- a) a statement of topic,
- b) a brief summary of your preliminary research,
- c) a tentative structure for your final paper,
- d) an annotated bibliography.

**HOW TO WRITE A GOOD PROPOSAL/PAPER?****THESIS**

**Focus your thesis.** In order for your proposal to be successful, it needs to have a focus. Meaning that your proposal should limit the scope of your proposed research to a specific issue/topic/problem. In other words, you need to propose a topic that is narrowed down so that it can be effectively examined, discussed, and questioned in your final paper.

**Inappropriate thesis.** Key to this assignment is finding an argument, question or a thesis which allows you to critically address, analyze and discuss a topic concerning policing and social surveillance. A proposal does not fulfill the requirement for critical thought if it does not address how the proposed topic relates to policing and social surveillance, or fails to prove the importance of the issue at hand.

**Thesis statement, or Paper Questions.** A proposal tests your ability to formulate the basics dimensions of your final paper. Such formulation requires a clear statement of the intended direction of your final paper. For this purpose, you can formulate a tentative thesis statement, or identify the basic questions your paper will attempt to respond. In either case, your questions and thesis statement should not revolve around commonsensical claims or purely subjective opinions (e.g., “I love that there are more private security guards”; “The state should stop supporting people and reduce taxes. Taxes are just a burden on people”; “People fear crime because they cannot walk safely on the streets”; “Terrorism is a great threat and the state should do everything possible to stop this threat”). There is one commonality among these claims: None of them is grounded on statistical/factual evidence or justified on a theoretical basis. Such claims will demonstrate not only the lack of attention, effort and laziness but also show the lack of academic and intellectual inability to communicate your thoughts effectively.

A thesis statement is a one or two sentence condensation of the argument to follow. If you prefer to raise questions instead of formulating a thesis statement, the same idea still applies. Your questions should be directed to address a specific topic/issue/problem, and they should be precise and direct.

**STRUCTURE**

**Needs structure.** Your proposal, as well as your paper, needs to have a structure – an introduction, development and conclusion sections. In your proposal, you should also provide a tentative structure for your final paper. You can do so in explaining what you plan to do in each section of your final paper. You should limit yourself to one main idea per paragraph and have each paragraph build logically towards a supported thesis both in your proposal and final paper.

**Inadequate Description.** You are expected to demonstrate your knowledge of primary sources concerning the topic you will analyze in your final paper. Therefore, you need to show that you read at least some of this literature in your proposal. Vague comments such as, “I will read secondary sources for my final paper.” Or “I read some main articles and I will continue to do so” neither exhibits any knowledge of the material nor demonstrate that you did any reading. When you structure both your proposal and final paper, keep in mind that it is necessary to

provide a sufficient context and general description of the content on the basis of which you will develop your analysis.

**Title.** Each paper needs a title, which states, or at least suggests, the topic and thesis of the paper. “Proposal for LAWS 4304A,” or “Research Paper” is insufficient as a title.

**Introductory paragraph.** The introduction helps to locate the ideas of your argument. You should be working towards (from general comments to the specifics of) your thesis (i.e. thesis statement) or questions. Do not start your proposal or paper with an analysis right away. Concentrate on introducing ideas centred on your thesis.

**Segue/transition.** Proposals/papers need to demonstrate flow. Not only should one idea lead logically to the next, but also does each sentence and each paragraph. Lacking proper segues leads to prose in which sentences or paragraphs seem unrelated to the one before (or after). This lack hinders comprehension and demonstrates the lack of care and effort.

**Avoid repetition.** Key to a strong argument is a logical structure. Repeating similar concepts suggests that you have not adequately thought out the most effective arrangement of your ideas, and are unable to make connections between similar, yet different, situations.

**Length:** The proposal should be 6 to 8 pages in length, including annotated bibliography, double-spaced, one inch margins, and in a 12 point *Times New Roman* font.

**Use explicit reasoning.** Always attempt to simplify your reasoning and place all logical steps within your proposal/paper. While you likely have excellent reasons for moving from one idea to the next, the paper does not always make it clear to the reader why you make a certain conclusions. Assertions and conclusions must be backed up with proof (factual, statistical, theoretical) or citations to prove your point.

**Demonstrate your thought.** Your paper should demonstrate your thinking and not chiefly rely on secondary sources. This assignment as well as final paper aims to test your ability for analysis and critical thinking.

**Introduce quotations.** Quotations cannot be placed within your text as an independent unit. They must be introduced (even if only as, “X makes this clear when he says...”). This framing allows your writing to point to how you are taking the quotation (i.e. negative or positively) and to give it a sense of context. Do not introduce a direct quotation as if indirect speech (i.e. do not use, “he says that” unless you are paraphrasing).

**Analyze arguments/quotations.** You identify some good ideas from secondary sources which seem to demonstrate the points you make. You need, however, to be explicit about how idea and quotations demonstrate your specific point. The meaning that you wish to demonstrate with the quotation is not necessarily self evident to the reader and must be made clear within your discussion.

**Do a grammar/spelling check.** It is often a good idea to get someone other than yourself to proofread your paper. By doing this, you will ensure that simple typos and grammar mistakes are eliminated, especially those a computer program will not recognize.

**Diction (word choice).** Be sure that your vocabulary fits the context and style of the sentence/paper. Ensure that you correctly use words and/or concepts. If you do not know their meaning or how to spell them properly, please take the time and make the effort required to inform yourself. This also applies to the names of theorists and scholars.

**Avoid colloquialisms.** Use academic discourse and avoid language which seems more suited to verbal discussions than to written work. Try to avoid contractions (e.g. use “can not”, not “can’t”), and keep idiomatic expressions to a minimum.

**Avoid banal generalizations.** Try to avoid such conclusions that are moot or glaringly obvious.

**References:** You can use the citation style of your choosing. But, it has to be consistent throughout your proposal/paper.

**Annotated Bibliography:** Your proposal should include **at least six scholarly sources**.

- a) Each entry should include the following:
  - i) Full citation;
  - ii) The central idea/theme of the source;
  - iii) A brief explanation of why this particular source is relevant for your topic.
- b) Each source's theme and its relevance for your paper should be addressed in no more than four sentences.
- c) Although you can make use of course materials in your final paper, your annotated bibliography should include a list of sources that **do not** appear in the course outline.

**Bibliography:** All sources you have read should be listed in the bibliography. You do not need to provide a bibliography for your proposal. For, you will be providing an annotated bibliography. However, in your final paper, you are expected to provide a bibliography (not an annotated bibliography).

### Final Essay: 40%

For this assignment, students are expected to demonstrate their understanding and knowledge of the course material as well as their capacity to think and write critically and analytically. It is important to keep in mind that your research paper must be based on your essay proposal. The suggestions provided about "how to write a good proposal" could be used for the purposes of your final paper. There are three different approaches students can adopt in developing their research paper.

#### 1. **Writing an observational paper\***

\*Disclaimer: Please be advised that it is important to remember that the nature of an observational paper requires the author to engage in a research activity that likely will bring them into contact with the public and may place them in situations which are not entirely under their own control. Students are strongly cautioned to take adequate steps to ensure their own safety and to avoid behaviour or environments that could place them at risk. Their only role should be that of an observer, and it is strongly recommended that they err on the side of caution in evaluating the potential risks and select a topic accordingly. Additionally, students should make themselves aware of the relevant university policies and regulations regarding observational research please refer to: <http://www2.carleton.ca/secretariat/policies/the-ethical-conduct-of-research/>. Furthermore, students should be respectful of the fact that their proposed course of observation may involve activities taking place either in or directly observing places of business both private and public and it is necessary in those cases to request permission from the organizations (for example: a business or in the case of a gated community a community representative).

In this type of paper, students are expected to apply the concepts, ideas, and theories about policing and social surveillance discussed in the course to everyday practices. Students are required to analyze an example of contemporary policing practices in their communities.

The guideline for an observational paper:

- a) You might pick one of the following topics:
  - Home surveillance technologies
  - Private security initiatives
  - Gated communities
  - CCTV practices (in malls, workplaces, museums, campus, airports, casinos, etc.)
  - Biometric technologies
  - Business Improvement Areas (BIAs)
  - Ride-along with a police officer or a security guard
- b) Collect popular information — website, advertisement, news, flyers, photographs — about your topic. Frame your observations and information gathered **theoretically**. It is necessary to associate the chosen topic to **a theory** discussed in the seminar.



- c) You might wish to consider the following questions in your community analysis: What type of order is imagined and how it is enforced? What is the relationship between public and private policing? What are the impacts of home surveillance technologies on the enclosure of space? What has brought about the commodification of security and what are the consequences of the dichotomy between public and private policing? These questions are only guidelines for your community analysis. They should not limit the possible questions you might wish to raise in your paper.
- d) Do not forget that your paper needs to be a comprehensive, scholarly research paper. **Observations presented as a narration** without any connection to theories covered in the course **are insufficient for a passing grade.**

## 2. Writing a theoretical paper

A theoretical paper requires a clear and comprehensive understanding of the theoretical concepts, themes, and discussions at hand. Students who choose to write a theoretical paper need to make sure that they have a sufficient knowledge and understanding of the relevant literature. It is also important to keep in mind that a theoretical paper is **more than a summary of the theoretical themes concerned**. The goal of a theoretical paper is to make an original contribution to the literature, to raise significant doubts about the existing theories, or to discuss why one or another theory is significant in assessing certain issues.

Another way of writing a theoretical paper could be to choose a film or documentary whose concerns overlap with the questions and discussions raised in this course. Such a paper requires:

- a) A comprehensive and thorough understanding of the key concepts, themes, and theories chosen.
- b) A detailed analysis of the film within the framework of these concepts, themes, and theories.
- c) Establishing the connections between the concepts, themes, and theories discussed throughout the course with the concerns and issues raised by the film.
- d) Possible films: *The Lives of Others*, Florian Henckel von Donnersmarck (dir.); *1984*, Michael Radford (dir.); *Enemy of the State*, Tony Scott (dir.); *Minority Report*, Steven Spielberg (dir.); *Gattaca*, Andrew Niccol (dir.); *Elysium*, Neill Blomkamp (dir.); *National Geographic: Inside 9/11*, written by Michael Eldridge and Lance Hori; *In Time*, Andrew Niccol (dir.); *La Haine*, Mathieu Kassovitz (dir.).
- e) Possible novels: *1984* by George Orwell, *We* by Yevgeny Zamyatin, *Brave New World* by Aldous Huxley, *Hunger Games* by Suzanne Collins.

## 3. Art/Theory/Practice

This is a type of work where the students are expected to combine their creativity with their understanding of the class material and manifest their experience in a work of art. The students can use an art form (painting, photography, film, theater, literature etc.) to represent and question an issue raised in the course. If this is the type of work that a student decides to pursue, s/he is expected to provide a short written explanation, which will explain what s/he tried to portray in one's artwork. The students who choose this type of paper have to discuss and clarify the details with the instructor.

### Structural Requirements for the Final Paper:

1. It needs to be between 10-15 pages.
2. Referencing style should be consistent throughout the paper.
3. There should be a bibliography page at the end of the paper.
4. Your bibliography should include at least **12 scholarly** sources. **Websites, on-line dictionaries, magazines, newspapers, TV news, etc. are not scholarly sources.** You might need to use these sources; however, you should be aware that they will not be counted as scholarly sources when listed in your bibliography.

**Assessment of Essay Proposal and Final Paper:**

<b>Grades</b>	<b>Percentage</b>	<b>Comments</b>
A/A+	85-100	Excellent and clear statement of the research question and/or the thesis. Excellent understanding of the literature and critical analysis of the topic. Clear identification of key arguments. Excellent research and writing (free of inaccuracy and poorly understood concepts). Excellent choice of sources.
A-	80-84	Comprehensive understanding of the literature. Clear statement of the research question. Very good assessment of the material and analysis of the topic. Clear identification of key arguments. Clear and good writing, free of inaccuracy. Very good choice of sources.
B+	77-79	Clear statement of the thesis. Good understanding of the material and summary of the topic. Solid assessment of the research question. Writing is free of inaccuracy and grammatical errors. Good choice of sources.
B	73-76	The thesis statement is not as clear as it should be. Attempt to note key discussions and themes and to make an assessment of the topic. Some key themes and discussions are noted. There is no major inaccuracy but the understanding and presentation of the arguments might be vague. The paper is clearly written. Sufficient number of sources is used.
C+/B-	67-72	Effort to meet the requirements of the assignment. Summary of the readings rather than an assessment of the research question. The thesis statement is not clear. Some of the key themes and discussions are overlooked. The theoretical analysis or observations are not sufficiently developed. Not enough sources are used.
C or less	66 or less	Lack of effort to meet the requirements of the assignment. No clear identification of the research questions or key claims. Writing is difficult to read. Bibliography and references are not carefully chosen or presented.