

**Course Outline**

<b>COURSE:</b>	<b>LAWS 4304B — Policing and Social Surveillance</b>
<b>TERM:</b>	<b>Winter 2012-13</b>
<b>PREREQUISITES:</b>	<b>Fourth year honours standing and one of LAWS 2301, LAWS 2302</b>
<b>CLASS:</b>	<b>Day &amp; Time: Friday 08:35-11:25</b>
	<b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR: (CONTRACT)</b>	<b>Aysegul Ergul</b>
<b>CONTACT:</b>	<b>Office: Loeb B442</b>
	<b>Office Hrs: Friday 12:00-15:00 or by appointment</b>
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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. 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). For Religious and Pregnancy accommodations, please contact Equity Services, x. 5622 or their website: [www.carleton.ca/equity](http://www.carleton.ca/equity)

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**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]

**All additional articles and course materials are available on WebCT.**

## **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 **February 15<sup>th</sup> 2013** at the beginning of the class.

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

The take-home exam will include three questions, which will cover the first six weeks of the course. It will be **posted on WebCT on February 22<sup>nd</sup> 2013**. Students will have a week to work on these questions. On **March 1<sup>st</sup> 2013**, students are expected to come to class to write their exam **in-class**. In the exam, you will be asked to respond to two out of the three questions. Students are not required to use any outside resources to respond to the questions in the exam. For the purposes of the exam you are only responsible for the class readings assigned for the weeks **up to and including February 15<sup>th</sup> 2013**. The exam will be three hours long. There are no readings assigned for the 7<sup>th</sup> week.

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

Students are required to submit a research paper, which **must** be based on their essay proposal. The paper should be 10 to 15 pages. It should be submitted to the instructor on **April 5<sup>th</sup> 2013** 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 RECEIVE A PASSING GRADE.**

### **Policies on Assignments:**

All assignments in this course must be 12 pt Times New Roman font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. 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)). Assignments without any citations will be returned to the student ungraded. A penalty of 2% a day will be applied to late assignments.

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).

## **LAWS 4304A — POLICING AND SOCIAL SURVEILLANCE**

### **COURSE SCHEDULE**

#### **January 11<sup>th</sup> Introduction to the course**

#### **January 18<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) Neocleaus, M. *The Fabrication of Social Order: A Critical Theory of Police Power* (Sterling: Pluto Press, 2000), chp. 1.

#### **January 25<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).

#### **February 1<sup>st</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) Neocleaus, M. *The Fabrication of Social Order: A Critical Theory of Police Power* (Sterling: Pluto Press, 2000), chp. 2.

#### **Recommended:**

Neocleaus, M. *Critique of Security* (Edinburg: Edinburg University Press, 2008), pp. 11-32.

#### **February 8<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.

#### **February 15<sup>th</sup> Policing, Panopticon, Surveillance Society**

- 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.

**Essay proposal due in class.**

#### **February 18<sup>th</sup> to 22<sup>nd</sup> Winter Break.**

**February 22<sup>nd</sup> Mid-term questions will be posted on WebCT.**

**March 1<sup>st</sup> In-Class Exam on weeks 1 through 6.**

#### **March 8<sup>th</sup> The Commodification of Security**

- 1) Spitzer, S. & Scull, A. T. "Privatization and Capitalist Development: The Case of The Private Police,"

*Social Problems* 25 (1) (1977), pp. 18-29.

- 2) Couch, Stephen R. "Selling and Reclaiming State Sovereignty: The case of the coal and iron police," *Critical Sociology* 10-11 (4-1) (1981): 85-91.
- 3) Weiss, Robert. "The Emergence and Transformation of Private Detective Industrial Policing in the United States, 1850-1940," *Crime and Social Justice* 9 (1987): 35-48.
- 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.

### March 15<sup>th</sup> Security Fetishism

- 1) Marx, K. "The Fetishism of Commodities," in *Capital Vol. 1* (London: Penguin Books, 1978).
- 2) Spitzer, S. "Security and Control in Capitalist Societies: The Fetishism of Security and the Secret Thereof," in *Trancarceration: Essays in the Sociology of Social Control*, J. Lowman, T. S. Palys, R. J. Menzies (eds.) (Aldershot: Gower, 1987): 43-58.
- 3) Neocleous, M. "Security, Commodity, Fetishism," *Critique: Journal of Socialist Theory* 35 (3) (2007), pp. 339-355.
- 4) Neocleous, M. "Security, Liberty and the Myth of Balance: Towards a Critique of Security Politics," *Contemporary Political Theory* 6 (2007): 131-149.
- 5) Murphy, C. "'Securitizing' Canadian Policing: A New Policing Paradigm For the Post 9/11 Security State?," *The Canadian Journal of Sociology* 32 (4) (2007): 449-475.
- 6) Aradau, C. "Forget Equality? Security and Liberty in the War on Terror," *Alternatives* 33 (2008): 293-314.
- 7) 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.

### March 22<sup>nd</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) 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.

### March 29<sup>th</sup> Statutory Holiday. University Closed.

### April 5<sup>th</sup> Ordering (Neo-liberating) the City I: urban entrepreneurialism and 'undesirables'

- 1) Jessop, B. "The Entrepreneurial City: re-imagining Localities, Redesigning Economic Governance, or Restructuring Capital?" in *Transforming Cities: Contested Governance and New Spatial Divisions* (Nick Jewson and Susanne MacGregor (eds.) (London: Routledge, 1997), pp. 28-42.
- 2) Adalberto Aguirre, Jr., Volker Eick, and Ellen R. "Introduction: 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) Erzen, T. "Turnstile Jumpers and Broken Windows: Policing Disorder in New York City," in *Zero Tolerance: Quality of Life and the New Police Brutality in New York City*, A. McArdle and T. Erzen (eds.) (New York University Press, 2001), pp. 19-49.
- 5) Eick, Volker. "Preventive urban discipline: Rent-a-cops and neoliberal globalization in Germany," *Social Justice* 33 (3) (2006):1-19.
- 6) Lyon, D. "Everyday Surveillance: Personal Data and Social Classifications," *Information,*

Communication and Society 5 (2) (2002) : 242-257.

7) Ericson, R. & Haggerty, K., "The policing of risk," in *Policing: Key Readings*, T. Newburn (ed.) (Devon: Willan Publishing, 2005), pp. 550-564.

8) Aas, K. F. "The body does not lie': Identity, risk and trust in technoculture," *Crime, Media, Culture* 2(2) (2006), pp. 143-158.

9) Moore, D. & Haggerty, K. "Bring it on Home: Home Drug Testing and the Relocation of the War on Drugs," *Social and Legal Studies* 10 (3) (2001), pp. 377-395.

10) Monahan, T. "Dreams of Control at a Distance: Gender, Surveillance and Social Control," *Cultural Studies and Critical Methodologies* 9 (2) (2009): 286-305.

11) Hempel, L. and Eric Töpfer. "The Surveillance Consensus: Reviewing the Politics of CCTV in Three European Countries," *European Journal of Criminology* 6 (2) (2009): 157-177.

**Papers due in class.**

## **EVALUATION DETAILS**

### **Participation: 15%**

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 counts in the assessment of participation and attendance will be taken at the **end** of each class. 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—if required. Students should be aware that the final paper has to follow the outline developed in their essay proposal. Therefore, it is important to give the necessary attention and dedicate the required time to your essay proposal. **Do not use point format in your proposal.**

Your essay proposal must include:

**1. A statement of topic**

- What is your interest in this topic?
- How does it relate to course material?
- What is your thesis statement?
- What are the directions you intend to pursue in your research paper?
- Why do you think your thesis and your topic are significant?
- A brief summary of what you learned during your preliminary research in the relevant scholarly literature
- A brief statement of how you will carry on the rest of your research

**2. Annotated bibliography**

Your proposal should include **at least six scholarly sources**. Each entry should include the following:

- Full citation
- The central idea/theme of the source.
- A brief explanation of why this particular source is relevant for your topic.

**3. Structural Requirements:**

- The essay proposal should be 6-8 pages.
- You should use Times New Romans, 12 pt font.
- You can use the citation style of your choosing. But, it has to be consistent throughout the proposal.
- It is important to pay attention to spelling and the use of grammar.
- Please 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.

**Important Note:** 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.

**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. There are two 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 your community. 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
- 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 **at least two theories** 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 through 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.); *The Conversation*, Francis Ford Coppola (dir.); *Rear Window*, Alfred Hitchcock (dir.); *1984*, Michael Radford (dir.); *Enemy of the State*, Tony Scott (dir.); *Minority Report*, Steven Spielberg (dir.); *Gattaca*, Andrew Niccol (dir.); *National Geographic: Inside 9/11*, written by Michael Eldridge and Lance Hori.

#### Structural Requirements for the Final Paper:

1. It needs to be between 10-15 pages.
2. It needs to be double-spaced, 12 pt font, Times New Roman.
3. Referencing style should be consistent throughout the paper.
4. There should be a bibliography page at the end of the paper.
5. 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:

Grades	Percentage	Comments
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.