

## Course Outline

COURSE:	LAWS 4304 A – Policing and Social Surveillance
TERM:	Summer 2017
PREREQUISITES:	Fourth year honour's standing and one of LAWS 2301, LAWS 2302
CLASS:	<b>Day &amp; Time:</b> Tuesday: 11:35am – 2:25pm Thursday: 11:35am – 2:25pm <b>Building/Room:</b> Canal Building, Room 2400
INSTRUCTOR: (CONTRACT)	Martin Vihrenov Manolov
CONTACT:	<b>Office:</b> Loeb B442 <b>Office Hours.:</b> Tuesday and Thursday 3:00pm – 5:00pm or by appointment <b>Email:</b> <a href="mailto:martin.manolov@carleton.ca">martin.manolov@carleton.ca</a>

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

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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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

**Plagiarism**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of

calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at:  
<http://carleton.ca/studentaffairs/academic-integrity/>

### **Department Policy**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations.

<http://carleton.ca/law/current-students/>

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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 notion of policing. Therefore, the first half of the course concentrates on the historical analysis of the concept of policing at the intersection of the state and capital. The second half of the course focuses on the critical examination of policing by 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, and on library reserve under the course number.**

### **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.

Students will be evaluated on the basis of:

#### **Attendance & Participation** **20%**

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.

#### **In-Class Presentation & Deck** **30%**

Students are required to prepare one presentation based on the course readings. This includes a **30 minute oral**

**presentation** (worth 15%) **and a PowerPoint Deck** (worth 15%). The selection of presentation topic/reading will be done during the first class on **July 4<sup>th</sup>**. Therefore, it is important that you are present for this. Should you not be able to attend, you must submit a list of three readings, ranked in order of preference, to the instructor at least one week before the first class. If you are not present and do not submit such a list, you will be automatically assigned a topic/reading based on what is left-over. Please review the Presentation/Deck guide, starting on page 6 for more information.

**Briefing Note: 20%**

Students will be required to submit to the instructor a written briefing note which will be based on the reading that they selected for their presentation. This **must** be submitted on the day of the presentation. Please review the briefing note guide, starting on page 7

**Final Paper 30%**

Students are required to submit a final paper, which **must** be based on one of the three topics assigned. The final paper should be 8 to 10 pages, and be submitted on **August 15, 2017** to the instructor at the beginning of the class. Please see the details regarding the final paper, starting on page 8.

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

**ATTENTION!!! Policies on Assignments**

- a) Assignments in this course must use **12 pt Times New Roman font** and be **double-spaced**.
- 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/howdoin/uniform\\_legal\\_style.pdf](http://www.library.carleton.ca/howdoin/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 4<sup>th</sup> Introduction to the course and selection of presentations topics/readings****July 6<sup>th</sup> Origins and Transformation of The Concept of 'Police'**

1. Introduction to *A General Police System*, pp. 1-28.
2. McMullan, J. L. "Social surveillance and the rise of the 'police machine,'" *Theoretical Criminology* 2(1) (1998), pp. 93-117.
3. Neocleous, M. *The Fabrication of Social Order: A Critical Theory of Police Power* (Sterling: Pluto Press, 2000), chapter 1.

**July 11<sup>th</sup> The Rise of Political Reason and The Emergence of Police Science: Mercantilism and Cameralism**

1. Petty, William. in *A General Police System*, pp. 36-52.
2. von Justi, Johann H.G. in *A General Police System*, pp. 53-99.
3. Sonnefels, Joseph von. in *A General Police System*, pp. 102-134.

**July 13<sup>th</sup> Search for Limiting Political Reason and Restricting the Scope of Policing: The Rise of Capitalism and 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 and Punishments* (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 18<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.

**MOVIE DAY: TBD****July 20<sup>th</sup> Panopticon and Panoticism**

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.
3. Haggerty, Kevin D. "Tear Down the Walls: on demolishing the panopticon," in *Theorizing Surveillance*, David Lyon (ed.) (Devon: Willan Publishing, 2006): 23-46.

**July 25<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): 339-355.
3. 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): 37-47.

**July 27<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): 11-39.
2. Foucault, M. "24 January 1979," in *The Birth of Biopolitics* (New York: Picador: 2008): 51-75.
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): 191-217.
4. Bigo, Didier. "Delivering Liberty and Security? Reframing of Freedom When Associated with Security," in *Europe's 21<sup>st</sup> Century Challenge: Delivering Liberty*, Didier Bigo et. all (eds.) (Burlington: Ashgate Publishing Company, 2010): 263-289.

**August 1<sup>st</sup> Ordering (Neo-liberalizing) the City: urban entrepreneurialism and ‘undesirables’**

1. Peck, J, and Adam Tickell. “Neoliberalizing Space,” *Antipode* 34 (3) (2002): 380-404.
2. Wilson, J. Q., & Kelling, G. L. “Broken windows: The police and neighbourhood safety,” *Atlantic Monthly* (March 1982): 29-38.
3. Eick, Volker. “Preventive urban discipline: Rent-a-cops and neoliberal globalization in Germany,” *Social Justice* 33 (3) (2006): 1-19.
4. Coleman, R. “Surveillance in the City: Primary Definition and Urban Spatial Order,” *Crime, Media, Culture* 1 (2) (2005): 131-148.

**August 3<sup>rd</sup> Anti-Security – I**

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): 15-23.
2. Neocleous, M. “Security as Pacification,” in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011): 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): 57-83.
4. Rimke, H. “Security: Resistance,” in *Anti-Security*, Mark Neocleous and George S. Rigakos (eds.) (Ottawa: Red Quill Books, 2011): 191-211.

**August 8<sup>th</sup> Anti-Security – II**

1. 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): 243-267.
2. Smith, Adrian A. “Pacifying the ‘Armies of Offshore Labour’ in Canada,” *Socialist Studies* 9 (2) (2013): 78-93.

**MOVIE DAY: TBD****August 10<sup>th</sup> Risk Society, Surveillance Society, Information Society**

1. Beck, Ulrich. “On the Logic of Wealth Distribution and Risk Distribution,” in *Risk Society: Towards a New Reflexive Modernity* (London: Sage Publications, 1992): 19-50.
2. Ericson, R. & Haggerty, K., “The policing of risk,” in *Policing: Key Readings*, T. Newburn (ed.) (Devon: Willan Publishing, 2005): 550-564.
3. Aas, K. F. “‘The body does not lie’: Identity, risk and trust in technoculture,” *Crime, Media, Culture* 2(2) (2006), pp. 143-158.
4. Ajana, Btihaj. “Identity Securitization and Biometric Citizenship,” in *Governing through Biometrics: The Biopolitics of Identity* (Basingstoke: Palgrave Macmillan, 2013): 108-159.

**August 15<sup>th</sup> Review****FINAL PAPERS DUE IN CLASS.**

## EVALUATION DETAILS

**Participation: 20% [Attendance: 10% and Participation: 10%]**

**That is approximately 1.5% per day. So, be there, make a meaningful contribution!**

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.

**In-Class Presentation and PowerPoint Deck: 30% [Oral presentation 15% and PowerPoint Deck 15%]**

### **Oral Presentation Guide:**

- You will be responsible for presenting the material that is covered by the topic/reading that you selected during the first class. Your presentation needs to be approximately **30 minutes long**.
- You have the option to either speak or read your presentation. If, however, you chose to read it, please ensure that you do so in an engaging manner. A monotonous tone and speed-reading will result in deduction of marks.
- Pro-rated **penalties apply** where your oral presentation is significantly (5 minutes or more) under or over the allocated time limit. For example, if your presentation is 20 minutes, then the highest grade you can achieve for this assignment would be 10 out of 15.
- The best way to ensure that you do well for this assignment is to start early and practice your presentation a few times before you deliver it in class.
- **The Deck guide below also serves as the guide for what your presentation must contain.** Note that there are 10 slides that make-up your Deck, this in turn means that you have approximately 3 minutes of oral presentation per slide.

### **PowerPoint Deck Guide:**

- You **must** submit a printed (hard copy) version of your PowerPoint presentation (Deck) to the instructor **on the day of your presentation**. Late Decks will **not** be accepted, barring a valid doctor's note, or prior approval from the instructor. **Electronic submissions must be sent to, and received by, the instructor prior to the beginning of the class.**
- Your Deck must include a total of **10 slides**. Pro-rated **penalties apply** if your Deck is under or over that limit.
- You can organize your slides which-ever way you want; the only limitation is that you **absolutely must** include the following:
  - Your **first slide** must contain:
    - The title of your presentation.
    - The complete citation of the assigned reading,
    - Your name,
    - The name and number of the course,
    - The date.
  - You need to have a general introduction to the text including a discussion of the author: **(2 slides suggested)**
    - When he wrote the text?
    - What was the social context of the times?
    - Why was this important at the time?
  - You also need an overview of the main issues/concerns that are the basis for the article **(2 slides suggested)**
    - What is the article trying to address?
    - Is it a political issue, an economic one, a social one, or a combination?

- You also need an overview of the main arguments of the article (**1 slide suggested**)
  - This should be an unbiased description of the arguments.
- You need to provide your assessment of the author's arguments (**2 slides suggested**)
  - Do they make sense, why, why not?
  - Are they believable?
  - Are they supported with evidence or is it simply musings?
- You also need to link the article that you are presenting to a current issue today (**1 slide suggested**)
  - For this you need to state the connections.
  - Explain how the text is related to it.
  - And how this helps us understand the current issue?
- Your **last slide** must contain 6 discussion questions, for the class.
  - **Most, if not all**, of your questions should be derived from your discussion of a **current issue!**
  - Please note that these need to be thought-provoking and engage with the material at hand, along with the other readings for that week.
  - Bonus marks will be awarded to those that establish meaningful connections between the readings across multiple weeks.

## Briefing Note Guide: 20%

- You **must** use **one** of your discussion questions identified in your Deck as the basis of your briefing note.
- You **must** submit a printed (hard copy) version of your briefing note to the instructor **on the day of your presentation**. Without a valid doctor's note, or prior approval from the instructor, late briefing notes will be subject to a **penalty of 2% per day** (beginning at the end of the class). **Electronic submissions must be sent to, and received by, the instructor prior to the beginning of the class.**
- Your briefing note must be **no more than 2 pages long**. Unlike your final paper, your briefing note must also be **single spaced**.
- **Your briefing note must include the following headings/content:**
  - **Issue:**
    - Here you **must** provide a concise statement of the issue at hand (your chosen question).
    - **Do not** simply copy and paste the question. You must explain in one or two sentences (2-3 lines) what the topic is and why this matters.
  - **Background:**
    - Here you **must** provide some details about your chosen issue.
    - This would include the contextualization of the issue (e.g., the history of the topic, what has led to the issue, and how it has evolved).
    - This can be somewhat longer than the "Issue" section but should still be concise (6-7 lines)
  - **Current Status:**
    - Here you need to offer a discussion of how your chosen issue relates to the current context. You can refer to any recent events that may have happened in the past few years.
    - You need to describe how those are related to your chosen issue and who is involved.
    - This also needs to be relatively short. **Longer** than the "Issue" section, but **shorter** than the "Background" section.
  - **Key Considerations:**
    - This is the main body of your briefing note.
    - Here you need to offer a discussion of the important facts.
    - As such, you need to be as unbiased as possible.
    - The goal is to present the details of the author's arguments which relate to the issue you identified.

- If you use quotes here, you must also explain their relevance to the topic at hand.
  - In this section, you can also include arguments from the other readings for that week that relate to your topic. This is **not** mandatory, but will certainly make for a better briefing note.
  - Ultimately, you decide what to include and what to leave out. As long as what you include clearly relates to the issue you identified.
- **Comments (aka., next steps or options):**
    - Here you need to make observations regarding the arguments presented by the author which you stated in the “Key Considerations” section.
    - This can include counter-arguments that you come up with, and/or a discussion of the strengths and weaknesses of the author’s arguments.
  - **Conclusion (aka., Recommendations):**
    - Here you need to offer a discussion of what you want the reader to infer from the briefing note.
    - Basically, you need to clearly provide a response to the question that you selected.
    - Do not introduce any new information, and be concise.
- **Note:** This may seem like a difficult assignment, but it truly is not, especially if you have already done the work for your presentation/deck assignment.

## Final Paper Guide: 30%

Students **must** pick **one** of the three essay topics identified below. 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. Please thoroughly review the “How to Write a Good Paper” section, starting on page 10.

### Structural Requirements for the Final Paper:

- It needs to be between 8-10 pages.
- Referencing style should be consistent throughout the paper.
- There should be a bibliography page at the end of the paper.
- Your bibliography should include at least **10 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.

### Notes:

- You **must** submit a printed (hard copy) version of your final paper to the instructor on the last day of class: **August 15<sup>th</sup> 2017.**
- Without a valid doctor’s note, or prior approval from the instructor, late final papers will be subject to a **penalty of 2% per day** (beginning at the end of the class).
- **Electronic submissions must be sent to, and received by, the instructor prior to the beginning of the class.**

### Essay topics:

#### Option 1:

**Difficulty level: Man, I’m just a fourth year! (Standard Analysis)**

*“The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread.”* Anatole France, *The Red Lily* (1894)

*“The rule of law has regularized and maximized the injustices that existed before the rule of law. That is what the rule of law has done.”* Howard Zinn, 1970 Speech “The Problem is Civil Obedience”

On the basis of these quotations, discuss whether the concept of police (policing as an activity) is eliminated



under the rule of law, or it is re-defined in liberal terms. If it is eliminated, explain the reasoning behind its elimination. If it is re-conceptualized, explain for what purposes it has been re-defined, and by which means it has been operationalized.

**Must Haves:**

**Firstly,**

- a) explain the significance of the shift from the *Poliziestaat* to the *Rechtstaat*,
- b) explain the relationship between law and order in the liberal state,
- c) explain the relationship between the state, capital and security,

**Secondly,**

- a) explore whether security functions as a constitutive power in the fabrication of order in the liberal state.

**Option 2:**

**Difficulty level: Where do I sign-up for a Master's program? (Creative Analysis)**

Imagine that one of the police theorists (William Petty, or Johann von Justi, or Joseph von Sonnenfels), or liberal thinkers (Adam Smith, or Cesare Beccaria, or Henry Fielding, or Patrick Colquhoun, or Jeremy Bentham) or critical theorists (e.g., Karl Marx) reincarnated into contemporary society, and decided to form a political party.

For this question, you need to formulate a political party objectives and proposed policies in relation to the theories of these thinkers discussed in class. But do not forget that these theorists cannot just suggest exactly the same notions of the state and police they recommended in the 18<sup>th</sup> century. Their suggestions should be formulated in a way that would be acceptable under the contemporary conditions. While doing this, you need to:

**Must Haves:**

**Firstly,**

- a) discuss the relationship between the state, capital and police;
- b) discuss the relationship between law, order and politics;
- c) discuss the role of the state in the organization and regulation of the economy in a globalized world (i.e., think in relation to: trade, wealth creation, taxation, circulation of money)

**Secondly,**

- a) present a formulation of policies concerning environment;
- b) present a formulation of policies concerning data gathering (tele-communications);
- c) present the administrative and regulatory measures concerning different groups within society (such as: classes, ethnicities, races, gender, religious, etc. – **pick 2**).

**Option 3:**

**Difficulty level: You may call me “Dr., Professor,” so-and-so! (Epic-ly Creative Analysis)**

Construct your own *police science* in relation to the needs of the contemporary society.

**Must Haves:**

**Firstly,**

- a) clarify the relationship between a) the sovereign and the people, b) the market and the state, c) the state and civil society;
- b) explain the foundation of contemporary society (e.g., law and order, slave morality, pastoral power, etc.);
- c) assess the interplay between a) freedom and security, b) liberty and constraint, c) state and capital;

**Secondly,**

- a) present your own notion of police;
- b) describe what the relationship should be between a) the state and the people, b) the market and the state, c) the state and civil society;
- c) identify and illustrate the policing measures you think are necessary.

## HOW TO WRITE A GOOD PAPER?

### THESIS

**Thesis statement.** This requires a clear statement of the intended direction of your paper. For this purpose, your thesis statement should identify the basic questions your paper will attempt to respond to. 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 are grounded on statistical/factual evidence or justified on a theoretical basis. Such claims will demonstrate not only the lack of attention and effort but also show the lack of academic and intellectual ability to communicate your thoughts effectively.

A thesis statement is 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 paper needs to have a structure – an introduction, development and conclusion sections. You should limit yourself to one main idea per section and have each paragraph in the given section build logically towards a supported thesis.

**Inadequate Description.** You are expected to demonstrate your knowledge of primary sources concerning the topic you will analyze in your paper. In other words, you need to show that you read this literature. When you structure your 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 develop your analysis.

**Title.** Each paper needs a title, which states, or at least suggests, the topic and thesis of the paper. “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 centered on your thesis.

**Transitions.** 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 transitions 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.** The 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.

**Use explicit reasoning.** Always attempt to simplify your reasoning and place all logical steps within your 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 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 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 the 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 grammatical mistakes are eliminated, especially those a computer program will not recognize.

**Diction (word choice).** Ensure 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.

**Bibliography:** All sources that you have read should be listed in the bibliography.