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 21st 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:


[Available at: Octopus Books: 116 Third Ave., Ottawa Ont., 613-233-2589 or on-line through 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 **February 12, 2014** 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 handed out to students on **February 12, 2014** Students will have a week to work on these questions. On **February 22, 2014**, 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 which were handed-out to you. 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 12, 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 **April 2, 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/howdoI/uniform_legal_style.pdf](http://www.library.carleton.ca/howdoI/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

January 8th  Introduction to the course

January 15th  Origins and Transformation of The Concept of 'Police'

January 22nd  The Rise of Political Reason, or The Rise of 'Police': Mercantilism and Cameralism

January 29th  Search for Limiting Political Reason, or Restricting 'Police' (!):
   Capitalism & Liberalism

February 5th  The Emergence of Police as an Institution

February 12th  Policing, Panopticon, Surveillance Society
ESSAY PROPOSALS DUE IN-CLASS.

February 17th - 21st Winter Break. University closed.

February 26th  IN-CLASS EXAM on weeks 1 through 6.

March 5th  The Commodification of Security and Security Fetishism
March 12th Security and Liberty? Security or Liberty?

March 19th Anti-Security

March 26th Ordering (Neo-liberasing) the City: urban enterpreneuralism and ‘undesirables’

April 2nd The Role of Trade-Unions, Intellectuals and Classifications in Policing PAPERS 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 use of point format in the proposal is not allowed.**

Your essay proposal must include:

1) **A STATEMENT OF TOPIC:** In the formulation of your statement of topic, you can think about the following questions. However, you should be aware that you do not have to limit yourself to these questions nor you have to respond to all these questions in your proposal. These questions are only examples for you to think about.
   - 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) **A BRIEF SUMMARY OF WHAT YOU LEARNED IN YOUR PRELIMINARY RESEARCH**

3) **A BRIEF EXPLANATION ABOUT HOW YOU WILL CARRY ON THE REST OF YOUR RESEARCH**

4) **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 a short paragraph.
   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.

**STRUCTURAL REQUIREMENTS:**

a) The essay proposal should be 6-8 pages.

b) You can use the citation style of your choosing. But, it has to be consistent throughout the proposal.

c) 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.

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 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 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; 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:**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>85-100</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>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.</td>
</tr>
<tr>
<td>C+/B-</td>
<td>67-72</td>
<td>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.</td>
</tr>
<tr>
<td>C or less</td>
<td>66 or less</td>
<td>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.</td>
</tr>
</tbody>
</table>