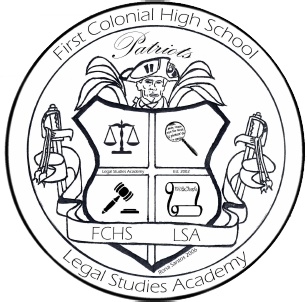
**Project Proposal**



James Alexander Byng

Project Proposal

**Abstract**

The title of my paper will be Crusader or Criminal: An educated look at real life Vigilantism and the title of my project will be Super Crime. The topic for my paper is vigilantism, which is when an individual acts as a state actor without any authority to do so.

The guiding questions that will be driving the research for my paper go as follows:

What are the laws regarding vigilantism in the United States?

What are the laws regarding vigilantism in other nations?

What is the link, if any exists, between vigilantism and terrorism?

What is the history of vigilantism in both the United States and other nations?

Why does vigilantism occur in the first place?

I have chosen the topic of vigilantism for my paper due to the influx of police brutality reports in the media combined with the rise of violent crime in United States cities. I wanted to see how vigilantes have responded to the aforementioned problems and if it is a viable solution.

The project itself will consist of two parts: the writing of a book and a miniature comic convention to promote said book. The convention will be held at the Meyera E. Oberndorf Central Library and will be held sometime in the second semester of 2017. My consultant for my project is Rebecca Masson, the Legal Studies Academy’s chemistry teacher.

The goal of my project is to educate people about the reality of vigilantism, I intend to complete that goal through the writing of a book on vigilantism as well as a convention promoting the book to others. The success of the project will be judged by the people's response to the convention and their thoughts on the book itself from an exit survey.

**B. Learning Skills**

The skills that I will be learning throughout the project will be how to manage and host a

convention at a public facility, advertising the convention at both my school and in public, learning how to outline a book, the steps to creating relatable and complex characters, and how to manage a group of volunteers.

**C. Marketing Plan/Facilities/Audience**

The audience I am targeting is the group of teenagers who attend conventions like ComicCon and other such conventions. These teens range in age from roughly 13-19. The people who attend these conventions generally have a basic level of understanding of the legal system as well as a basic interest in it mostly consisting of major news issues such as bathroom laws in North Carolina or gay rights or police brutality. By having a combination of the legal issue of vigilantism (which many of them could latch on to due to the popularity of vigilantes in superhero films) in a convention it will benefit them by allowing them to learn actual facts about law while enjoying themselves. It will be held at the Meyera E. Oberndorf Central Library and marketed both there and First Colonial High School via flyers. Both these locations have a high volume of those who would fit into my target audience.

**D. Project Steps**

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| --- | --- | --- |
| **Preliminary Steps** | Research how to outline a book, begin outline of book, acquire space needed at library, begin rough draft, meet with consultant to receive feedback on story direction and legal connection, meet with people to learn what should be at a convention | **8 hours** |
| **Midway Steps** | Revise first version of rough draft, acquire volunteers to help with convention, plan out how the convention will run, continue meeting with consultant, acquire a peer review of the revised story | **6 hours** |
| **Later Steps** | Gather materials for the convention, complete one final revision of the peer reviewed | **6 hours** |

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| --- | --- | --- |
|  | story, reconfirm space acquired at the library, continue consulting with my consultant |  |
| **Follow Up** | Clean up space, analyze data taken at convention, write thank you notes to volunteers, write thank you note to consultant, write thank you note to library for allowing me the space | **3 hours** |
| **Total** |  | **23 hours (minimum)** |

**E. Project Documentation**

I will document my senior project in the following ways:

The documentation for the book will be saving emails, saving prewriting notes, saving copies of every iteration of the rough draft of the book, photos of me writing, saving of emails between me and anyone (consultant along with any other). The documentation for the library event will be emails between me and the library, photos of setting up the event, video from the event, and scanned copies of the surveys given at the end.

**F. Project Justification**

Throughout the course of human history one of the ways that we have been able to convey lessons and information is through literature. Novels such as Uncle Tom’s Cabin are able to show the true life of a slave in the southern United States in the 1800’s. Dr. Seuss books such as The Lorax convey to young readers the importance of the environment while still making it entertaining. Even the *Bible* and other holy texts such as the *Quran* and the *Torah* offer readers entertainment with larger than life heroes and still manage to teach them lessons that shape not only individuals lives but in some cases entire nation's laws. Writing a book and promoting it to those who don’t have knowledge about the issue of vigilantism is a perfect canvases to teach them about the issue in a real life fashion as opposed to teaching in a classroom where it feels forced down their throat.

**G. Project-Paper Connection**

As the paper is about vigilantism, both homebound in the United States and abroad, a book about the real life consequences of vigilantism and promoting it to those who don’t have legal knowledge of the issue tie directly with one another. The event itself will provide an environment to not only promote the book (as well as being able to get a physical copy), but also have the attendees leave happy and informed. The information conveyed through a table on the history of vigilantism, a table on the legal repercussions superheroes would face, a table on other countries vigilantism, a Q&A table, and a table having trivia on vigilantism. Finally I will be able to judge the success through an exit survey that asks them what they learned, how entertaining was it, and what their thoughts on vigilantism are now compared to before.

**H. Academic Honesty**

Academic Honesty is doing all the work I am given by myself and not plagiarizing any of it. Plagiarism is taking the work or words of others and claiming it to be my own without citing them or failing to cite them correctly. I understand that any academic dishonesty by me on any part of the project will result in failure of the Senior Project and forfeiture of the Legal Studies Seal on my High School diploma.

I. **PARENT AGREEMENT** As a First Colonial High School, Legal Studies Academy parent, I recognize all parts of the Senior Project are graduation requirements and I intend to support my student throughout the process. However, I will at no time do any of the work for my student or falsify any documentation, such as consultant agreements, absence/excuse notes. I understand the physical project must be a product or performance which takes at least 20 hours outside of class time to complete, and which challenges my son/daughter’s current skills and knowledge. Additionally, I recognize I may obtain needed information via the Senior Project Manual; posted online. I fully understand this project selection decision is made independently of the staff and administration of First Colonial High School. The project selection and approval is parent and student-centered. Final approval for the project is governed by the Senior Project Advisory Board. Due to the importance of the Senior Project, submittal of a project without approval will result in a failure or forfeit of Legal Studies Graduation. Thus, if the project or c

onsultant is altered or changed, a Project Revision Form must be submitted by October 21, 2016. Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Day Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evening Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

J. TEACHER APPROVAL I have read this Proposal Packet, asked for clarification when needed, and believe this project will challenge the student. Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_\_ Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_