

**SOCIOLOGY/ANTHROPOLOGY
SOCI 5805 F
GRADUATE SEMINAR**

Contemporary Criminological Issues

FALL 2013

Class Location: Loeb A-715

Class day and time: Tuesdays 18:00-21:00 Hours

Seminar Coordinators: Michel Vallée & Aaron Doyle

Participating Professors: Aaron Doyle, Lara Karaian, Evelyn Maeder, Maeve McMahon, Michael Mopas, George Rigakos and Michel Vallée

**TITLE OF SEMINAR: CONTEMPRARY
CRIMINOLOGICAL ISSUES**

This seminar addresses a series of contemporary issues in criminology and criminal justice and introduces students to the research in this area being undertaken by a range of faculty members in the departments of Sociology and Anthropology and of Law, and the Institute Criminology and Criminal Justice. In the process, various aspects of the nature and workings of the Canadian criminal justice system will be considered, as well as the broader socio-political context in which the justice system operates.

REQUIRED READINGS

There are a number of required readings each week, which you must before the class in question. A brief summary and critical response (one double spaced page) is required for each class reading and will be submitted at the beginning of the class in question. An analytical format pertaining to the summaries will be provided at the first class. Always retain a copy of work submitted.

COURSE REQUIREMENTS - GRADING

The final grade will be based upon three required evaluation components of the course. These are:

- (1) The reading responses prepared for each class, which will be graded by professors Doyle or Vallée. Students may skip any one week of the reading summaries, or, should you complete all the summaries, we will not count your lowest mark. **(25 per cent)**
- (2) Term paper on a particular criminological issue **(50 per cent)**. Topic should be identified and discussed with professors Doyle and Vallée by **October 08, 2013**. The course outline provides some suggestions as to possible topics. However, any other topic areas can be considered in consultation with the professor who leads/will lead discussions related to that particular theme. The final version of the term paper is due **December 10, 2013**.
- (3) Class attendance, participation in discussion and in-class presentations. Presentations on your papers in progress will be held the final three weeks of term **(25 per cent)**

SPECIAL NOTES

Students with disabilities requiring academic accommodations are encouraged to contact a coordinator at the Paul Menton Centre to complete the necessary letters of accommodation. Make an appointment to come and discuss your needs with Michel or Aaron before the third week of class. This is to ensure sufficient time to make the necessary arrangements.

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy

days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

No class will be held during the fall break from October 28 to November 1, 2013.

Final grades are subject to the approval of the Dean.

Instructional offences will be dealt with as outlined in the regulations enacted by the Senate of the University and presented in the section entitled “General Regulations – Academic Standing” of the 2013/2014 Graduate Calendar. The University has in placed regulations and procedures to deal with allegations of misconduct made against students in the areas of discrimination and sexual harassment. Please refer to the section entitled “General Regulations - Academic Standing” of the 2013/2014 Graduate Calendar for regulations and procedures.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized

material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Course reading materials are provided by way of a coursepack accessible through Carleton's Cu-Learn under the course heading of SOCI 5805 F Fall 2013 or directly from the professor.

Michel Vallee will be available to meet students 60 minutes before class in room A707 of the Loeb Building. Aaron's office hours will be announced. Additional time will be made available upon request and by appointment with the individual professors and the professor-coordinators.

Michel Vallée can be reached phone at: (613) 520-2600 ext. 2606 or by e-mail at: michel_vallee@carleton.ca. Aaron Doyle can be reached at (613) 520-2600 ext. 1914 or by e-mail at: aaron_doyle@carleton.ca. Appointments can also be made with individual professors for other time periods.

SEMINAR OUTLINE

Each professor has been asked to discuss contemporary issues pertaining to their individual areas of interest. In addition, the classes segments will be co-lead by the presenting professor and the professor co-ordinating the course. In some cases, they may be joined by other members of the teaching team.

Class #1 2013-09-10

A short introduction to the seminar by professors Doyle and Vallée followed by a discussion of course requirements (in particular the reading summaries and the term paper) and grading.

Class #2 2013-09-17 (Professor Aaron Doyle)

A discussion situating the weeks which follow in a broader theoretical context, trying to theorize trends in Canadian contemporary criminal justice in light of broader social dynamics, and exploring the diversity of theoretical configurations and debates in criminology, notably the social and political roles of the criminologist and the emerging idea of “public criminology”.

Mandatory Reading:

1. Doob, Anthony N. and Cheryl Marie Webster, "Countering Punitiveness: Understanding Stability in Canada's Rate of Imprisonment", *Law and Society Review*, 40(2), 2006, 325-368
2. Armstrong, Sara. *and* McAra, Lesley, (2006). Audience, borders, architecture: The contours of control. *In* S. Armstrong *and* L. McAra (eds.) *Perspectives on punishment: The contours of control*. Oxford: Oxford University Press.
3. Loader, Ian and Sparks, Richard, "Criminology's Public Roles: A Drama in Six Acts", in Mary Bosworth and Carolyn Hoyle (eds.), *What is Criminology?* (Oxford University Press 2011)

Class # 3 2013-09-24 (Professor Aaron Doyle)

The discussion will include the following questions: What roles do the mass media play in influencing public opinion and public policy concerning criminal justice issues in Canada? How might the mass media

affect the operations of the justice system itself in various harmful (or helpful) ways? What could and should be done about these problems?

Mandatory readings:

1. Pratt, John (2007) "Penal Populism, The Media and Information Technology" Ch. 3, pp. 66-93, in J. Pratt, Penal Populism. London: Routledge.
2. Greer, Chris and Reiner, Robert (2012) "Mediated Mayhem: Media, Crime and Criminal Justice", in M. Maguire, R. Morgan and R. Reiner (eds.) *Oxford Handbook of Criminology*, fifth edition, Oxford: Oxford University Press.
3. Doyle, Aaron (2003) "Reality Television and Policing: The Case of *Cops*" Ch. 3, pp. 32-63, in A. Doyle, Arresting Images: Crime and Policing in Front of the Television Camera. Toronto: University of Toronto Press.

Class # 4 2013-10-01 (Professor Maeve McMahon)

Despite early critical criminologists' desire to transform existing power structures, their major accomplishments over the decades have been to analytically document negative and repressive consequences of the exercise of power. Efforts in the late 1960s/early 1970s to participate in prisoner movements and to support de-institutionalization by the mid-1980s had solidified into a virtually unanimous and devastating critique of 'net-widening' and other ominous effects of reform movements. This was accompanied by a growing political impasse. My presentation will provide reflections on the influence of Foucault on critical criminology. At issue is how to move beyond analytical and political pessimism and to engage more positive perspectives on power that will facilitate constructive ways of working for social justice and human rights.

Mandatory Readings:

1. Stanley Cohen (1985) Visions of Social Control: Crime, Punishment and Classification. Cambridge: Polity Press. Chapter 7 - "What Is To Be Done?" an example of leading scholar Stanley Cohen's attempt to deal with the schism between intellectual scepticism and political commitment in critical criminology.
2. Maeve McMahon (1996) Critical Criminology and the Problem of Power. *Chronicles/Chroniques/Xponika* [Greek Journal of Criminology]. 9:1-20.

Class #5 2013-10-08 (Professor Michel Vallée)

An introduction to the historical development of youth justice legislation in Canada: The early history, the 1908 *Juvenile Delinquents Act*, the 1982 *Young Offenders Act* and the 2003 *Youth Criminal Justice Act*. What were the issues and have things really changed?

Mandatory Readings:

1. Davis-Barron, Sherri (2009). *Canadian Youth & the Criminal Law: One Hundred Years of Youth Justice Legislation in Canada*. Chapter 1, pp. 1-68. Lexis-Nexis, Markham, Ontario [ISBN 978-0-433-45200-3]
2. Barnhorst, Richard (2012) "Youth Justice Policy Reform: The *Youth Criminal Justice Act* " Chapter 5, pp. 110-134 in Karim Ismaili, Jane B. Sprott & Kim Varma (Editors). *Canadian Criminal Justice Policy: Contemporary Perspectives*. Oxford University Press, Don Mills, Ontario. [ISBN 978-0-19-543941-0]
3. Vandergoot, Mary E. (2006) *Justice for Young Offenders: Their Needs, our Responses*. Chapter 2, pp. 32-40. Purich Publishing Limited Saskatoon, Saskatchewan. [ISBN 1-895830-27-3]

Class #6 2013-10-15 (Professor Michael Mopas)

Science and technology play a central role in various criminal justice contexts. From risk assessment tools to DNA profiles, scientific advancements have greatly influenced the ways in which we deter, identify, apprehend, monitor and explain the 'criminal'. In this seminar, we will discuss the processes by which certain forms of knowledge about crime and criminality gain the status of 'scientific fact' and the various implications this has for criminal justice.

Mandatory Readings:

1. Cole, S. 1998. "Witnessing Identification: Latent Fingerprinting Evidence and Expert Knowledge". *Social Studies of Science* 28(5-6): 687-712.
2. Nikolas Rose (2000) "The Biology of Culpability: Pathological Identity and Crime Control in a Biological Culture". *Theoretical Criminology* 4(1): 5-34.

3. Mopas, Michael (under review) "The Politics of Counting Crime". In *Criminalization, Representation and Regulation*, edited by D. Brock, A. Glasbeek and C. Murdocca, Vancouver: UBC Press. (*This reading will be distributed directly by Professor Michael Mopas*)

Class #7 2013-10-22 (Professor Lara Karaian)

This week's seminar will examine the policing of youth sexual expression and Canada's crime prevention response to sexting (aka "child pornography"). Together we will consider how the crime prevention efforts of legal and extra/quasi legal actors--such as criminal lawyers, police and child welfare agencies--construct 'crime' and enact disciplinary power relations that work to simultaneously produce and regulate criminalized sexual acts and identities.

Mandatory Readings:

1. Karaian, Lara (2012) "Lolita Speaks: 'Sexting', Teenage Girls and the Law' *Crime Media Culture* 8(1): 51-73.
http://journals2.scholarsportal.info.proxy.library.carleton.ca/details.xqy?uri=/17416590/v08i0001/57_lstgat1.xml.
2. Gotell, Lise (2001/2002) "Inverting Image and Reality: *R. v. Sharpe* and the Moral Panic Around Child Pornography" *Constitutional Forum* 12(1): 9-22.
<http://heinonline.org.proxy.library.carleton.ca/HOL/Page?handle=hein.journals/consfo12&id=11&collection=journals&index=journals/consfo>
<http://www.texted.ca/app/en/xtras>
<http://www.respect-yourself.ca/app/en/>
2. Amy Adler, 'The Perverse Law of Child Pornography', *Columbia Law Review* vol. 101 (no. 2), (March 2001), 209-273.
<http://www.jstor.org/stable/1123799?seq=5>

Class # 8 2013-11-05 (Professor George Rigakos)

The topic to be discussed is: "How to do Anti-security"

We are told we are living in exceptional times. That the world changed after 9/11. That our age is a new age of insecurity and risk. That the

police have been forced to respond in ways that are a product of this very difficult epoch. This class re-evaluates these notions arguing that the concept of "security" has always trumped liberty, camouflaged domestic and international pacification and acted as a blockage to intellectual debates about social problems and potential social change. The idea of security was an Enlightenment project that quickly rose to the status of "the supreme concept of bourgeois society", eventually colonizing all aspects of commodity production and consumption, and by extension human relations. In this class we more closely scrutinize false binaries such as liberty versus security, public versus private, soft versus hard, domestic versus international, exceptional versus normal, and civilization versus barbarism.

Mandatory Readings:

1. Neocleous, Mark (2011) "The Police of Civilization: The war on Terror as Civilizing Offensive ". *International Political Sociology* (2011) 5, 144-159 [ISBN]
2. Rigakos, George S. (2011) "To extend the scope of productive labour: Pacification as a police project." [No ISBN number]
3. Spitzer, Steve (1995) "Security and control in capitalist societies: the fetishism or security and the secret thereof" *Transactional Essays in the Sociology of Social Control*. *Canadian Journal of Sociology*, pages 43-58. [ISBN]

Class # 09 2013-11- 12 (Professor Evelyn Maeder)

Further information will be available shortly on her topic (Jury selection).

Mandatory Readings:

To be finalized

Class # 10 2013-11-22 (Special Guest)

Class #11 2013-11-29 (Class presentations of term papers in progress)

Class # 12 2012-12-03 (Class presentations of term papers in progress)