

Course Outline

COURSE: CRCJ 2100 C Criminological Theories

TERM: Winter 2024

PREREQUISITES: CRCJ 1000 and second-year standing

CLASS: **Day & Time:** Tuesday 2:35pm-5:25pm
Room: Please check Carleton Central for current room location

INSTRUCTOR: Jeffrey Monaghan
(CONTRACT)

CONTACT: **Office:** Dunton Tower (DT) 1721
Office Hrs: Tuesday 1pm-230pm or by appointment
Telephone:
***Email:** Jeffrey.monaghan@carleton.ca

*You must use your Carleton email address in all correspondence with the instructor.

CARLETON UNIVERSITY'S ACKNOWLEDGEMENT & AFFIRMATION**ANISHNABE**

Ni manàdjyànànìg Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì migiwewàdj.

Ni manàdjyànànìg kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig. Nìgijewenimànànìg ogog kà nigànì sòngideyedjig; weshkad, nongom; kaye àyànìkàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future

COURSE DESCRIPTION

The aim of this course is to explore competing and complementary theories of criminology; raising questions around, and competing understandings of, definitions of 'crime', the pursuit of crime control, approaches to (and critiques of) practices of criminal justice, as well as the interrogation of social and historical structures within which these approaches to crime, deviance and harm are presented. In exploring a broad terrain of criminological theories, our aim is to interrogate the socio-political, economic, and ideological influences that make analytical and prescriptive efforts to govern the criminal question possible. During the course, we will explore varying definitions of crime, disagreements on the extent or distribution of crime, deferring visions of social order, the causes of crime, and numerous theories regarding the criminal justice system. Throughout the course, students are encouraged to develop the analytical skills needed to think about crime and criminology theoretically and from multidisciplinary perspectives.

REQUIRED TEXTS

All required readings are listed in the weekly breakdown provided below. The vast majority of these readings are uploaded to Brightspace via the ARES. Other materials are available online through the Library or other means. No materials used in this course require additional monetary payment. Should you have any questions about reading materials, please email me directly.

At your earliest convenience, log-in to your Brightspace account and ensure that you can view/download the materials in this course. Contact me via email if there's a problem.

COURSE CALENDAR

Week 1 (January 9) Introduction

No readings.

Week 2 (January 16) Classical criminology and rational choice

Melossi, Dario. 2008. "Leviathan's Subjects: From the social contract to Cesare Beccaria." In *Controlling Crime, Controlling Society: Thinking about crime in Europe and America*. Pgs 15-38.

Anderson, James F. 2015. "The classical school of thought." In: *Criminological Theories: Understanding crime in America* (second edition). Pgs 63-79.

Week 3 (January 23) Biological and Psychological theories

Akers, Ronald, Christine Sellers, and Wesley Jennings. 2017. "Biological and biosocial theories." In *Criminological Theories: Introduction, evaluation, and application* (seventh edition). Pgs 44-67.

Akers, Ronald, Christine Sellers, and Wesley Jennings. 2017. "Psychological theories." In *Criminological Theories: Introduction, evaluation, and application* (seventh edition). Pgs 68-82.

Group Discussion material:

Portnoy, Jill, Kate Legee, Adrian Raine, Olivia Choy, and Anna S. Rudo-Hutt. 2019. "Biosocial risk factors for academic dishonesty: Testing a new mediation model in young adults." *Journal of Contemporary Criminal Justice* 35 (1): 21-35.

Week 4 (January 30) Rejecting individualism: Chicago school, social learning, control theory

Lilly, Robert, Francis Cullen, and Richard Ball. 2019. "Rejecting Individualism: The Chicago School." In: *Criminological Theory: Context and consequences* (Seventh edition). Pgs 32-58.

Lilly, Robert, Francis Cullen, and Richard Ball. 2019. "Society as Insulation: The Origins of Control Theory." In: *Criminological Theory: Context and consequences* (Seventh edition). Pgs 86-104.

Group discussion material:

Kelling, G. & Wilson, J.Q. 1982. "Broken Windows: The police and neighborhood safety." *The Atlantic Magazine*. Available online: <http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>

Week 5 (February 6) Strain theory

Agnew, Robert and Timothy Brezina. 2010. "Chapter 5: Strain Theory." In *The Sage Handbook of Criminological Theory*. Pgs 96-113.

Contreras, Randol. 2013. "Drug robbery torture." In *The Stickup Kids: Race, drugs, violence, and the American dream*. Univ of California Press. Pgs 151- 175.

*** Theory essay #1 on Monday, February 12th. Upload to Brightspace.

Week 6 (February 13) Emotions and violence

Katz, Jack. 1998. "Introduction" and "Righteous slaughter" in *Seductions of Crime*. Pgs 5-51.

Katz, Jack. 2016. "A theory of intimate massacres: Steps toward a causal explanation." *Theoretical Criminology* 20(3): 277-296.

Week 7 (February 20) No Class – Reading week

Week 8 (February 27) Mid-term

Week 9 (March 5) Conflict / Lesser Eligibility Thesis / Sociologies of punishment

Lilly, Robert, Francis Cullen, and Richard Ball. 2019. "Social power and the Construction of crime: Conflict theory." In *Criminological Theory: Context and Consequences* (Seventh edition), pgs 164-191.

Bonnet, Francois. 2019. "The Upper Limit" in *The Upper Limit: How Low-Wage Work Defines Punishment and Welfare*. Pgs 9-28.

Week 10 (March 12) Social reaction and moral panics

Muncie, John. 2010. "Chapter 7: Labelling, Social Reaction and Social Constructivism." In *The Sage Handbook of Criminological Theory*. Pgs 139-152.

Hall, Stuart and Chas Critcher, Tony Jefferson, John Clarke, and Brian Roberts. 1978. "Introduction" and "The Social History of a 'Moral Panic'." Pp vii – 28 in *Policing the Crisis: Mugging, the State, and Law and Order*. New York: Holmes and Meier.

Week 11 (March 19) Racialization and Criminalization

Muhammad, Khalil. 2019. "The Mismeasurement of Crime." In *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Pgs 1-14.

Comack, Elizabeth. 2012. "Racial profiling versus racialized policing." In *Racialized Policing*. Pgs 27-65.

Cardoso, Tom. 2020. "Bias behind bars: A Globe investigation finds a prison system stacked against Black and Indigenous inmates." *Globe and Mail*, November 11. Online:

<https://www.theglobeandmail.com/canada/article-investigation-racial-bias-in-canadian-prison-risk-assessments/#:~:text=At%20the%20start%20of%20their,maximum%2C%E2%80%9D%20than%20white%20men>

Please note: You might have to access this resource – unless you have a subscription – using the CU Library.

Week 12 (March 26) The Surveillance Society: Context, Drivers, Trends

Bennett, Colin J., Kevin D. Haggerty, David Lyon, Valerie Steeves (eds) (2014). "Introduction: How Canadian Lives Became Transparent to Watching Eyes." In *Transparent lives: Surveillance in Canada*. Pgs 3-17.

Monaghan, Jeffrey and Kevin Walby. 2020. "Under the gaze: Policing social movements that resist extractive capitalism." In Brooks, Carolyn, Mitch Daschuk, James Popham (eds.) *Exclusion and Resistance: An Introduction to Social Control in Canada*. Fernwood Publishing, pgs 439-461.

Group Discussion material:

Maughan, Tim and sava sahari singh (2022). #tresdancing.
<https://www.surveillance-studies.ca/projects/screening-surveillance/tresdancing>

Week 13 (April 2) Securitization and radicalization

Vuori, Juha. 2017. "Constructivism and Securitization Studies." In *Routledge Handbook of Security Studies* edited by Myriam Dunn Cavelty and Thierry Balzacq. Pgs 64-74.

Ahmad, Fahad, and Jeffrey Monaghan. 2019. "Mapping Criminological Engagements Within Radicalization Studies." *The British Journal of Criminology* 59(6): 1288–1308.

Week 14 (April 9) No Class

Essay #2 due. Submit on Brightspace.

EVALUATION

(Note: Carleton University policy requires all components must be completed in order to get a passing grade)

<u>Evaluation components</u>	<u>Value</u>	<u>Date</u>
Group discussions and attendance	10%	on-going
Theory essay 1	20%	Wk 5 (Feb 12)
Mid-term (In-class)	20%	Wk 8 (Feb 27)
Theory essay 2	30%	Wk 13 (Apr 9)
Final exam (online)	20%	TBA

Group discussions and attendance

Attendance and participation are required components of this course. During some of our lectures the class will be divided into discussion groups and each group will be required to produce a submission addressing issues raised during the week's reading and lecture.

Each group will produce one document per session that responds to questions about the readings, lectures, or additional group work materials provided in class. A record of the discussions, the group answers, and the attendance, must be submitted to me by the end of class.

Theory essay #1

Students will write an essay covering aspects of course materials covered from Week 2 to Week 5. Specific essay questions will be provided; students will choose one essay question to address. Questions will be posted to Brightspace. Further instructions will be provided in class on weeks 3, 4, 5.

Submissions are to be submitted on Brightspace. No emailed assignments will be accepted. Late assignments lose one mark per day, no assignments will be accepted beyond 7 days late.

Mid-term

Based on the content of all lectures and readings from week 1 to 6 and will take place during course hours on Tuesday, February 27th (Week 8). Closed-book format. The mid-term will be comprised of short-answers questions only. Details will be discussed in class on weeks 4, 5, and 6.

Theory essay #2

Students will write an essay covering aspects of course materials covered from Week 9, 10, 11, 12 and 13. Specific essay directions will be provided during the second half of the course and instructions/discussions about Essay #2 will take place in-class on weeks 10, 11, 12. Essays are due the last day of class, April 9th.

Take Home Exam

Students will be given a take home exam as the final component of the course. Specific dates will be confirmed during the Winter semester.

Grade Definitions

A+ Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the course requirements.

A / A- Excellent. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the course requirements.

B+ Very Good. Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in

the use of those concepts/techniques in satisfying the course requirements.

B / B- Average / Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+ Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the course requirements.

C / C- Sub-standard. Spotty level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the course requirements.

D+ Poor performance. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the course requirements. Generally indicative of students not having understood course materials.

D / D- Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the course requirements. Indicative of students not having understood or attempted readings or lectures.

F Fail. Cannot demonstrate a basic knowledge of the course materials.

Universal disclaimer provided by the University administration: Standing in a course is determined by the course instructor subject to the approval 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 Dean.

EMAIL GUIDELINES

Email is an efficient way of communication – but it's also a medium that can create confusion when complex discussions are done hastily. I strongly encourage you to speak to me about any class-related issues in-person. If an in-person discussion is not possible, emails should be limited to quick clarification or brief information exchanges, or anything of a personal nature that you would prefer to communicate by email. In general, I encourage you to email me if you have any specific questions related to class with the following exceptions:

- 1. Assignment directions / instructions.** All relevant information for assignments is provided during the class. If there are concerns or ambiguities, questions about assignments should be discussed in-person either before/after class, office hours, or at arranged meeting times. Last minute emails about substantive directions on assignments will not be responded to.
- 2. Clearly provided information.** Any email questions that have been answered in-class, are provided in the assignment instructions, or listed in the syllabus, will be responded to with a cut-and-paste of this email guideline.
- 3. Overview of broad topics.** If there's a complicated idea, topic, theme, etc., from class that you want explained, please come discuss in person. Emails can be counter-productive and add to the confusion.

CARLETON UNIVERSITY STATEMENT REGARDING PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

CARLETON UNIVERSITY STATEMENT ON INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

... ON THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (FOR THIS COURSE)

Any use of robotic intelligence for written submissions in this class will be strictly disciplined and unflinchingly moralized. Substituting yourself, your work and your writing to robot-generated production is not only an academic infraction that subverts the very purpose of your participation in this learning environment; it is also an act of replacing yourself and humans-in-general with robotic capacities. The tech itself is controlled by a small, incredibly wealthy group of actors and, while Artificial Intelligence is often presented as benign or even helpful technology, the spread of AI is expected to result in widespread job losses, with significant elements of the human population entirely excluded from these economies or their benefits. Who exactly do you think will be rendered surplus first, what do we expect to happen with these populations? Under what conditions can we possibly imagine AI not making a massive contribution to global

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generative AI is human cannibalism in commodified digital form—our online selves tokenised, taxidermied, and sold back to us as a service.

9:14 a.m. · 25 Jul 23 · 2,930 Views

12 Retweets 58 Likes 5 Bookmarks

Sarah Badr سارة بدر @sarahbadr · 9h
Replying to @sarahbadr

it's really fitting that the words ingestion and disgorgement are used in reference to our data in generative AI systems, as though to make the cannibalism even more explicit.

inequalities? What are the implications of technologies, controlled by a small group, in undermining democratic systems with deepfake, misinformation, self-interested information channeling, etc? How would you feel working for a robot boss, having a robot make decisions about your life? Do you like being free of all-encompassing digital surveillance? Or, are you feeling concerned about a robot-centric future? If so, don’t cheat on your papers and don’t willingly give your future away to robots. The skills and training you receive at university – critical thinking, analytical reasoning, communications skills – are the essential building blocks of modernity. Substituting your own skill-development for momentary robot-provided relief is like shoving a sliver into the heart of the modern project. Ah, you think this warning is being overly dramatic? Consider this: many of the most notable AI engineers have called for halting [the use of generative AI](#) (another important open letter [here](#)). Hundreds of AI industry leaders—including executives from Microsoft, Google, and OpenAI— [have warned](#), rather bleakly, that “mitigating the risk of extinction from AI should be a global priority alongside other societal-scale risks *such as pandemics and nuclear war*.” UofT professor, Geoffrey Hinton, [often labelled as the “Godfather of AI”](#), has warned that generative AI, like ChatGPT, presents “*profound risks to society and humanity*” (see similar claims from another leading Canadian AI developer [here](#)). These are not the warnings of social

scientists (although we’ve produced excellent warnings too, for starters see: [here](#), [here](#), [here](#), [here](#), [here](#), [here](#) too), they are stark advisories from the very producers of generative AI; these are the doctor Frankenstein’s stuck chasing their monster across the (melting) tundra. And we (the public) are not only an audience to the chase: our digital habits are also the monsters’ raw material, sustaining its dangerous expanse. And, if you’re expecting our AI creations to exhibit the kinds of human sentimentalities expressed by Shelley’s Creature (ultimately a narrative reflection of her

faith in humanity), you're setting yourself up for [a terrible disappointment](#).

The risks associated with AI are not only limited to economic precarity and the massive amounts of misinformation created and recirculated by bots like ChatGPT but also, through every generative transaction, how these robots are [becoming more powerful, autonomous](#) – and more dangerous. The concern here is not only about jobs and misinformation but that artificial intelligence technology could pose a real and present danger to humanity's existence. So, what is to be done? For starters, please, don't feed the bears robots. Write your own papers.

CARLETON UNIVERSITY STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

I am happy to grant a wide-range of academic accommodations. Should you need to discuss any options, please do so with me directly. We can discuss after class, during office hours, via email, or arrange a short Zoom call.

Carleton University text on accommodations: You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link: <https://students.carleton.ca/course-outline/>