+Carleton University   **Institute of Criminology & Criminal Justice**

Course Outline

COURSE:		**CRCJ 2100 A Criminological Theories**
TERM:		**Fall 2024**
PREREQUISITES:		**CRCJ 1000 and second-year standing**
CLASS:	**Day & Time:**	**Thursday 11:35pm-2:25pm**
	Room:	Please check Carleton Central for current room location
INSTRUCTOR: **(CONTRACT)**		**Jeffrey Monaghan**
CONTACT:	**Office:**	**Dunton Tower (DT) 1721**
	Office Hrs:	**Tuesday, 10am-11am 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 manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.
Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjin Odàwàng.
Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.
Nigijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

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

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COURSE DESCRIPTION

The aim of this course is to explore competing and complementary theories of criminology; raising questions around, and competing understandings of the 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, criminalization, deviance, harm. 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. The course is divided between what Stan Cohen referred to as the two poles of criminological theorization: explanations of causation and explanations of social control (or criminalization). In the first half of the course, we explore a broad terrain of causal theories, our aim is to interrogate the socio-political, economic, and ideological influences that make analytical and prescriptive efforts to causal question of what causes crime and what we can do to intervene against the causes of crime. In the second half of the course, we explore social control and criminalization theories; efforts to account how we react to problems governed under the labels of crime and criminal justice. 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 (Sept 5) Introduction

No readings.

Week 2 (Sept 12) 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 (Sept 19) 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 (Sept 26) 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 (Oct 3) 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, October 7th. Upload to Brightspace.

Week 6 (Oct 10) 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 (Oct 17) Mid-term

Week 8 (Oct 24) No Class – Reading week

Week 9 (Oct 31) 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 (Nov 7) Colonial law and the production of criminals

Stark, Heidi Kiiwetinepinesiik. 2016. "Criminal empire: The making of the savage in a lawless land." *Theory & Event* 19, no. 4, online: https://muse.jhu.edu/article/633282

Coulthard, Glen. 2014. "Subjects of Empire" in *Red skin, white masks: Rejecting the colonial politics of recognition* Minneapolis: Minnesota University Press, Pgs 1-24.

Week 11 (Nov 14) 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 saheli singh (2022). #tresdancing.
https://www.surveillance-studies.ca/projects/screening-surveillance/tresdancing

Week 12 (Nov 21) 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 13 (Nov 28) 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 (Dec 5) 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)

Evaluation components	Value	Date
Group discussions and attendance	10%	on-going
Theory essay 1	20%	Wk 5 (Oct 7)
Mid-term (In-class)	20%	Wk 7 (Oct 17)
Theory essay 2	30%	Wk 14 (Dec 5)
Final exam (In-person)	20%	TBA - Final exam period

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 Thursday, October 17th (Week 7). 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, December 5th. Submission on Brightspace, no late assignments accepted without approved extensions.

Final Exam
Final exam will be scheduled during Carleton's exam period. More information to follow.

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 POLICIES ON ACADEMIC INTEGRITY

Please familiarize yourself with the University's Academic Integrity Policy: https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf

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.

In this course, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

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 AI or robotic intelligence for assignment submissions in this course is entirely unwelcome – and will be subject to investigation under the terms outlined in Carleton's academic integrity policy. Should I have any suspicions of AI use, those materials will be sent – in accordance with the policy – for investigation w/ the office of the Associate Dean.

Far beyond the concerns about academic training and acts of cheating, we should also consider the broader ethical and humanist questions that arise with our uses of AI technology. 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. In some respects, AI could make a devastating contribution to global inequalities at a historical moment when those inequalities are trending towards an ever increasingly polarized world. Meanwhile, the AI industry is on-track to be one of the largest contributors to carbon emissions (not to mention the industries contributions to e-waste and water consumption) (some worthwhile references: here, here). Although using an AI tool like ChatGPT might be experienced as harmlessly using an innocuous website, the individual environment consequences are significant: it's been calculated that a single #ChatGPT query can generate 100 times more carbon than a regular Google search. But wait, doesn't AI provide valuable information? Not always! More and more evidence is being collected on AI "hallucinations"; a term to describe how AI robots reproduce inaccurate (sometimes fabricated) information often based on the 'garbage in, garbage out' principle. And, guess what… AI companies have no substantive plan to improve

hallucination problems. When using AI to understand case law, it has been estimated that hallucinations are alarmingly prevalent, occurring between 69% of the time with ChatGPT 3.5 and 88% with Llama 2. While there's certainly a LOT of 'garbage in', the tech companies have had significant problems obtaining good and verifiable information to "train" AI properly. So much trouble, in fact, that they've been gathering huge volumes of datasets and information illegally… stealing thousands and thousands of copyrighted materials. Book thieves, digital book thieves. What do the criminologists have to say about that? Maybe the harms of these transgressions are dramatically outweighed by the positive contributions attained from stealing peoples work? Hmmm… Ok. But Sam Covello might disagree. Covello is Goldman Sachs' Head of Global Equity Research and acknowledged as one of the world's leading authorities on semi-conductors. Featured in a report by a high-profile capitalist firm, Covello had a range of disparaging things to say about the potentials for AI (interview starts on page 10 of the report). Most incredibly: Covello puts the combined financial costs of the generative AI boom at *one trillion dollars* by the next few years and asks one very simple question: "what trillion dollar problem will AI solve"? Covello insists the rewards will never match the investments nor the potential downside consequences. Others have ventured to answer this 'trillion-dollar' question with some incisive and hopeful ambitions, yet for the great promise of improved health-care and quality-of-life, there are wildly disproportionate downsides. In addition to the environmental consequences, the forecasted impacts on job markets are significant. A recent Statistics Canada report in 2020 suggested up to 40 per cent of Canadian workers were at high to moderate risk of job transformation. A recent report in the UK says that 8-million jobs in their economy could be lost to AI. The IMF has put the number at 40% of jobs globally, a finding that goes alongside significant concerns around increased economic inequality. But these must be jobs that few humans are interested in performing? Not so. AI is most likely to replace highly desirable jobs: artists, writers, policy workers, creative economies, analytics, white collar work. Perhaps most startling are the military implications. Aside from helping students write B- papers on Durkheim and making every website super annoying with those pop-up chatbots, the main application for AI at the moment, like most emerging technologies, is directed towards military applications. Such applications have lead to a number 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). So here's the point: our personal use of AI cannot be disaggregated from its social dimensions. Although we are but little specs in the universe, our actions and associations reverberate, and we can withdraw our use and support of this vampiric technology.

CARLETON UNIVERSITY STATEMENT ON STUDENT MENTAL HEALTH
As a 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. For more information, please consult
https://wellness.carleton.ca/

Other resources:

Emergency Resources (on and off campus)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources
- Mental Health and Wellbeing: https://carleton.ca/wellness/
- Health & Counselling Services: https://carleton.ca/health/
- Paul Menton Centre: https://carleton.ca/pmc/
- Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
- Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at https://www.dcottawa.on.ca/
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at http://www.crisisline.ca/
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: call 1-866-925-5454 or connect online at https://good2talk.ca/
- The Walk-In Counselling Clinic: for online or on-site service https://walkincounselling.com

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/