

## Course Outline

<b>COURSE:</b>	<b>CRCJ 2100 B Criminological Theory</b>	
<b>TERM:</b>	<b>Summer 2021</b>	
<b>PREREQUISITES:</b>	<b>CRCJ 1000 and second year standing</b>	
<b>CLASS:</b>	Day & Time:	<b>Live classes via zoom Tuesdays &amp; Thursdays 11:35 AM</b>
	Location:	<b>Hybrid format on Brightspace – Pre-recorded &amp; posted Lectures, with Audio Only Recordings of Live classes posted for those who prefer asynchronous</b>
<b>INSTRUCTOR:</b>	<b>Lori Stinson</b>	
(CONTRACT)		
<b>CONTACT:</b>	Office:	<b>Via Zoom link</b>
	Office Hours:	<b>by appointment (flexible) Tuesdays &amp; Thursdays (after 5:30 PM)</b>
	Email:	<a href="mailto:lori.stinson@carleton.ca">lori.stinson@carleton.ca</a> or <a href="mailto:lstinson@bell.net">lstinson@bell.net</a>
<b>TEACHING ASSISTANT:</b>	<b>Faraasa Lawrence</b>	<a href="mailto:faraasalawrence@cmail.carleton.ca">faraasalawrence@cmail.carleton.ca</a>
<b>ONLINE &amp; RESOURCE ASSISTANT:</b>	<b>Maseh Hadaf</b>	<a href="mailto:MasehHadaf@cmail.carleton.ca">MasehHadaf@cmail.carleton.ca</a>

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### Academic Accommodation

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 to Faculty of Public Affairs as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**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 [click here](#).

**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](mailto: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).

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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 <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **CALENDAR DESCRIPTION**

Comprehensive survey of the plurality of criminological theories, from phrenology to contemporary theories concerned with issues related to crime and punishment. Students are encouraged to develop critical and reflexive thinking on various criminological issues and theories.

## **COURSE OBJECTIVES**

This class offers students a chance to explore selected complimentary and contradictory foundational theoretical perspectives in criminology. As such it provides a basic introduction to the array of theoretical tools, approaches and basic concepts crossing over the main currents of foundational theory in western contemporary criminology. We will pay particular attention to the place of theory in illuminating, making sense of, and even producing and reproducing deviance, harm, crime, criminality, victims, justice and what are seen to be legitimate solutions to the 'problem of crime.' Do these theories, or tools for facilitating understanding and action, widen, curtail, or obscure our field of vision and our ability to respond appropriately when problems appear to arise in society?

In the interests of allowing students the opportunity to compare, contrast and test the veracity of the theories presented the specific objectives of the course will be as follows:

1. Situate the historical, social, political, economic, cultural, and academic impetuses and contexts through which selected foundational theories have emerged, continued to flourish or not, and potentially how they transform, change, or grow
2. Outline current applications of theories, including affected and involved communities, practices, and central concepts associated with each perspective
3. Consider the sets of questions these theories seek to raise and respond to, and how or why they frame and understand those questions as they do
4. Interrogate the assumptions and explanations of crime, deviance and social control respective traditions present and advocate
5. To assess how well these perspectives stand up to critical evaluation, comparison, contrast, and practical criticism
6. Potentially apply these conceptual and theoretical tools to the analysis of specific contemporary issues in theory, policy, and advocacy

We will also work on improving academic writing, referencing and citation skills in completion of the introductory assignments and the midterm and final exams.

## **REQUIRED TEXT**

\*Robert M. Bohm and Brenda L. Vogel (2015). *A Primer on Crime and Delinquency Theory* 4th edition. Durham NC: Carolina Academic Press.

Other selected original source articles (including a few from *The Sage Handbook of Criminological Theory*) as listed on the outline and available via Ares through links for that purpose on Brightspace, as will be supplementary (not required) texts.

\*Hard copies of the text are available via Octopus Books, 116 Third Avenue, Ottawa, Ontario, K1S 2K1. For ease of pick-up or delivery you may order online at <https://shop.octopusbooks.ca/CRCJ2100>

Any audio-visual materials (including lectures, documentaries, and audio recordings of live class meetings) will be available via links within the module to which they pertain.

## **SUPPLEMENTARY MATERIALS**

Some supplementary articles and online content, with a focus on news, science, policy, application, and evaluation of the theoretical perspectives we will be examining will also be posted through links in individual modules. Please note you will be able to incorporate these into your written work in addition to the required readings if you wish; however, they will not count as equivalent to the required readings where assignments stipulate required readings.

## **LEARNING STRATEGY & STRUCTURE**

The course is set-up in a modular hybrid format. **Each module** will contain the listing of the **required readings from your text** (available via Haven Books) and **original source articles** (free of charge via Ares), two associated **lectures** (via Kaltura), a **power point deck outlining the content of the lectures**, a **live discussion class** (via Zoom), and at roughly regular intervals (as listed on the course schedule) a **quiz on the content** of the required readings and lectures. Modules may also contain brief supplementary articles or audio-visual materials. Getting your required readings done quickly at the beginning of each module will help you stay on top of your work, especially in a condensed summer semester.

Each module focuses on a different theoretical tradition in criminology with the first half of the course focused on positivist traditions (Modules 1-5), transitioning through Microsociological, social learning and societal reaction perspectives (Modules 7 & 8); to contemporary critical theories (Modules 9-12). At regular intervals (roughly every other module), you will find **quizzes (or knowledge checks)** with 15 True/False questions on the content of your required course readings and lectures. Your **midterm and final exams will focus on long answer or essay questions** asking you to pull together what you are learning from completing the readings, lectures, and other resources via the modular (weekly or bi-weekly) framework.

For the live discussion classes, in addition to answering any questions you might have on course content we will go over the requirements of the assignments with specifics on how to put your assignments together, how to, and how much to cite (always including page numbers), and what to do to **improve your written work and get better grades in general**. For those who cannot attend the live sessions a **zoom audio only recording** will be provided in the associated module by the following day, so no matter what you will still be able to listen to that and post any questions in the clarification forum (available at the top of the course page in the welcome module). Participation in all required aspects of the class (lectures, required readings, quizzes and exams) is essential in successfully completing the course.

Detailed instructions on how to complete any evaluations of your course work will be included with and alongside each assignment in the respective modules they arise. Lectures are recorded in the same manner as they would be delivered live, but you may watch at your own pace – take breaks to stretch, get a drink or something to eat to help keep your focus up. Do keep track of any questions or areas of confusion you might have so we can go over it in live sections. Some modules may also include audio-visual clips to supplement your understanding of lectures and readings.

In addition to a live welcome lecture, the **first ‘get acquainted’ module** offers ways to **build your grade** while getting used to the online format and the way the quizzes (knowledge checks) will work. It will also let you check your knowledge on course content as outlined in this syllabus, and academic essentials including the fundamentals of plagiarism and academic fraud (document provided to go

over), and essential requirements for citation in assignments (like page numbers in all citations).

The introductory module gives you a mark for introducing yourself to your classmates, 2 marks for responding to questions on academic integrity and plagiarism, and two marks for completing some true/false questions on content from the outline with emphasis on academic requirements – all relatively easy marks just for getting acquainted with the course requirements, the online quiz tools and format that will be used for the regular quizzes (knowledge checks) on the content, and briefly introducing yourself to your classmates.

Each new module will open on or before the date and time the class is scheduled for in the university term calendar (the same date it is associated with in the upcoming Course Schedule). As we progress through content the previous modules submission portals will close. Remember it will be your responsibility to make sure to pay attention to activity and assignment deadlines; however, if you miss a deadline, do not panic. Just contact me or your online assisting, engagement TA.

In addition to the 5 marks for acquainting yourself with the course and your classmates with you, your final grade for the course will be distributed across the 5 true/false 15 question quizzes worth 5 marks each (for a total of 25 % on the content of your required readings and lectures), a long answer ‘take-home’ midterm exam, and long answer ‘take-home’ final exam. The final exam will focus only on content after the midterm exam. Whichever you receive the highest grade on between your midterm and final exam will be worth 40% of your final grade for the class, and the lower will be worth 30% as outlined below in the evaluation format table.

Everyone is strongly encouraged to be active, thoughtful, and respectful participants and contributors to the knowledge generated and shared in the virtual classroom over the course of the semester.

## **EVALUATION**

### **(all components must be completed for a passing grade)**

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, so final exam marks and grades cannot be released beforehand.

### **COMPONENTS OF FINAL MARK**

Your grade for the class will be determined as follows with 40 % of your final grade for the course going to the higher of your mark for the midterm or the final; and 30% to the lower.

<b>EVALUATION FORMAT</b>	<b>WEIGHT</b>	<b>DUE DATES</b>
Introduce yourself	1%	July 12
Quiz: Academic Integrity	2%	July 12
Quiz: Course Requirements	2%	July 12
Knowledge Check Quizzes	(5 x 5 %) for 25 % total	July 14 & 27, August 2, 9 & 25
Long Answer Midterm Exam	30 % or 40 %	July 27
Long Answer Final Exam	40 % or 30 %	August 25

All due dates allow for **submission up until 11:55 PM on the date listed.**

Detailed descriptions and rubrics are included in the relevant module on your CULearn course page.

## GRADING

Grades will generally be distributed according to the following template:					
A+	90-100%	A	85-89%	A-	80-84%
B+	77-79%	B	73-76%	B-	70-72%
C+	67-69%	C	63-66%	C-	60-62%
D+	56-59%	D	53-56%	D-	50-52%
F	Below 50				

All your **written work will be graded for** insight, analytical skill, inclusion and organization of relevant course materials, appropriate academic form, references and appropriate citation (**including page numbers**), clarity of expression (logical flow, readability, grammar, correct word usage and spelling), accuracy and relevance of content. Poorly written work will be penalized, so please go through the materials in the Introductory module for detailed information on organizing, formatting, writing, correctly citing and referencing your work and for specifics on evaluation and grading.

**Late submissions and Missed Exams** are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your Lori or your engagement teaching assistant as quickly as possible should you require accommodation on deadlines. Each day of late submission without an arranged extension may result in a penalty of 5% per day cumulative. University regulations require absences and late submissions on final exams be supported by documentation. Information and forms should you require a formal final exam deferral are available online:

<https://carleton.ca/registrar/special-requests/deferral/>

**Always keep copies of all your written work** submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all essays, term papers, contributions to forums, take-home exams and any other written work submitted in your courses.

### **STATEMENT ON PLAGIARISM**

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- 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 including page numbers, or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment (citations including page numbers) in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of improper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

**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.

### 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 any lecture notes, recordings, or any other course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).**

**Email to Professor or TA:** Where needed emails should receive a response within **two business days**. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or CULearn, requests for ‘extra credit assignments,’ or whether required readings are required (they are).

**Virtual Campus:** For any technical difficulties, questions, or problems with any of Carleton’s virtual learning and management platforms contact the system support folks immediately responsible for the respective systems (via help links on respective pages or general main page help listings).

### CLASS SCHEDULE

Please complete your required readings and lectures within the dates of the module for which they are listed, and assignments by the dates they are indicated as due in ‘Components of Final Mark’.

DATE	TOPICS	ASSIGNMENTS (indicated by bullets) & REQUIRED READINGS
<b>Module 1</b> July 6	Introduction to Course Essentials, Assignments, & Cross module themes  Why Theory? Why theorize crime & deviance?	Welcome to Criminological Theories <b>Read:</b> Course Outline & Statement on Academic Integrity <b>Peruse:</b> Writing Resources Folder & Communication Forums <ul style="list-style-type: none"> <li>• Introduce Yourself</li> <li>• Knowledge Check on course outline and requirements</li> <li>• Knowledge Check on academic standards including plagiarism</li> </ul> Bohm, R.M. & Vogel, B.L. (2015). Chapter 1: An Introduction to Theory. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 3-18.
<b>Module 2</b> July 8	Classical, Neoclassical & Positivist Theory	Bohm, R.M. & Vogel, B.L. (2015). Chapter 2: Classical & Neoclassical Theory. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 19-32.  Bohm, R.M. & Vogel, B.L. (2015). Chapter 3: Positivist Theories. <i>A Primer on Crime and Delinquency Theory</i> 4th edition, 33-42.

<p><b>Module 3</b> July 13</p>	<p>Biology, Ideology &amp; Science</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 4: Biological Theories. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 43-66.</p> <p>Baker, L.A., Tuvblad, C. &amp; Raine, A. (2010). Genetics and Crime. In <i>The Sage Handbook of Criminological Theory</i>, 21-39.</p> <ul style="list-style-type: none"> <li>• <b>Module 1-3 Quiz</b></li> </ul>
<p><b>Module 4</b> July 15</p>	<p>Psychology, Psychoanalytics, Personality &amp; Humanism</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 5: Psychological Theories. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 67-90.</p> <p>Farrington, D.P. (2010). Life-Course and Developmental Theories in Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 249-270.</p>
<p><b>Module 5</b> July 20</p>	<p>Durkheim, Social Disorganization, Routine Activities, Anomie &amp; Strain</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 6: Macrosociological Theory. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 91-120.</p> <p>Chamard, S. (2010). Routine Activities. In <i>The Sage Handbook of Criminological Theory</i>, 210-224.</p> <ul style="list-style-type: none"> <li>• <b>Module 4-5 Quiz</b></li> </ul>
<p><b>Module 6</b> July 22-27</p>	<p><b>LONG ANSWER TAKE-HOME MIDTERM EXAM</b></p>	
<p><b>Module 7</b> July 27</p>	<p>Social Learning, Subculture, and Social Control</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 7: Microsociological Theories. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 121-144.</p> <p>Hallsworth, S. &amp; Young, T (2010). Street Collectives and Group Delinquency: Social Disorganization, Subcultures and Beyond. In <i>The Sage Handbook of Criminological Theory</i>, 72-95. (Article covers content presented in Modules 7-11)</p>
<p><b>Module 8</b> July 29</p>	<p>Social Reaction Theory: Interactionism, Labelling</p> <p><b>Optional Film:</b> <i>The Central Park Five</i> (2014) 120 mins.</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Origins, Interactionism &amp; Labelling. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 145-151.</p> <p>Muncie, J. (2010). Labelling, Social Reaction and Social Constructionism. In <i>The Sage Handbook of Criminological Theory</i>, 139-152.</p> <p>Horton, J. (1979). Review: Stuart Hall, et al.: Policing the Crisis – Mugging, the State, and Law and Order. <i>Crime and Social Justice</i> 12(Winter): 59-63.</p> <ul style="list-style-type: none"> <li>• <b>Module 7-8 Quiz</b></li> </ul>

<p><b>Module 9</b> August 3</p>	<p>Conflict, Radical, Criminology</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Conflict, Radical, Left Realist Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 152-163 &amp; 167-168.</p> <p>Bohm, R. (1982) Radical Criminology: An Explication. <i>Criminology</i> 19 (4) February: 565-589.</p>
<p><b>Module 10</b> August 5</p>	<p>Feminist, Left Realist &amp; Peacemaking Criminologies</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Feminist &amp; Peacemaking Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 164-167 &amp; 168-169.</p> <p>Daly, K. &amp; Chesney-Lind, M. (2002) Feminism and Criminology. <i>Justice Quarterly</i> 5(4): 497-538.</p> <p>Pepinsky, H. (2013) Peacemaking Criminology. <i>Critical Criminology</i> 21: 319-339.</p> <ul style="list-style-type: none"> <li>• <b>Module 9-10 Quiz</b></li> </ul>
<p><b>Module 11</b> August 10</p>	<p>Post-structural, Constitutive, cultural &amp; Governmental Criminology</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Conflict, Radical, Left Realist, Feminist &amp; Peacemaking Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 169-173.</p> <p>Ferrell, J. (2010) Cultural Criminology: The Loose Can[n]on. In <i>The Sage Handbook of Criminological Theory</i>, 303-318.</p> <p>O'Malley, P. (2010). Governmental Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 319-336.</p>
<p><b>Module 12</b> August 12</p>	<p>Rural, Convict, Queer, Global &amp; Ecological Criminologies</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: . In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 173-179.</p> <p>Aas, K.F. (2010) Global Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 427-446.</p> <p>White, R. (2003) Environmental Issues and the Criminological Imagination. <i>Theoretical Criminology</i> 7(4): 483-506.</p> <ul style="list-style-type: none"> <li>• <b>Module 11-12 Quiz</b></li> </ul>
<p><b>Module 13</b> August 25</p>	<p><b>LONG ANSWER TAKE-HOME FINAL EXAM DUE</b></p>	