

**INSTITUTE OF CRIMINOLOGY & CRIMINAL JUSTICE  
CARLETON UNIVERSITY  
WINTER 2019**

**CRCJ4300-B – Social Control**

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Office hours: Tuesdays, 10am-12pm

## **CONTENT**

Social control is a central concept in academic and cultural analyses of the social, frequently mobilized as a tool to ground the critique of various manifestations of domination, oppression, repression and subjugation. This seminar is organized around major perspectives on social control and key contemporary issues. It provides a thorough introduction to classical and novel ways to grasp social control, from early theorizations linking social control to the genesis of the self and the dynamic reproduction of society, to preoccupations with the sorting of humans and the guiding of their conducts, and to contemporary engagements with issues such as surveillance, 'rape culture', penal intensification, and immigration control.

## **OBJECTIVES**

At the end of the seminar, students will have been thoroughly introduced to the major perspectives on social control, enabling them to:

- Understand and compare various conceptualizations of social control;
- Critically mobilize these conceptualizations in sociologically informed analysis of various phenomena.

## **MATERIAL**

Students are expected to read the articles and book chapters detailed in the schedule (see below) before class.

All mandatory readings are available electronically on Ares.

*Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).*

## EVALUATION

a) Participation in the seminar (15%)

*To participate means to actively take part in the seminars' exchanges. Each student is responsible for identifying the key elements of 1 text at the beginning of a seminar. Responsibilities are attributed on week 1.*

b) 1<sup>st</sup> assignment (15%)

Due: variable

*Critical summary, texts of a given seminar – 4-5 pages (annexes, bibliography and cover page do not count as pages)*

c) 2<sup>nd</sup> assignment (15%)

Due: variable

*Critical summary, texts of a given seminar – 4-5 pages (annexes, bibliography and cover page do not count as pages)*

The first two assignments consist of critical summaries. In a short text, you identify the main arguments and ideas advanced in the 3 texts selected for a given week, and conclude by providing a critical assessment of these main ideas and arguments.

First summary: selected readings of any given week, week 2 to week 6.

Second summary: selected readings of any given week, week 7 to week 12.

You choose the bundle of texts you want to engage with and submit your assignment in class, the day we discuss the selected bundle of texts. For example, doing your first assignment on disciplinary power (week 4) means that you provide a critical summary of the three pieces by Foucault detailed in the schedule, and that you submit your assignment in our seminar on September 27.

d) Outline of term project (10%)

Due: February 27

*Preliminary statement of the working thesis that will be developed in your term assignment, and preliminary identification of bibliographical material – 1-3 pages (annexes, bibliography and cover page do not count as pages).*

You quickly present the phenomenon that you will be analyzing for your term assignment, providing elements of context and identifying the theoretical perspectives that you plan to use. You provide a preliminary bibliography of academic sources that will be relied on (empirical research and theoretical work).

e) Term assignment (45%)

Due: April 9

*A critical criminological analysis of a phenomenon, grasped through one perspective on social control. In a paper of 12-15 pages (annexes, bibliography and cover page do not count as pages), you will rigorously*

*analyze, from a theoretically informed viewpoint, a contemporary manifestation of social control in the criminological field.*

Some remarks:

- *Evaluation will be guided by the following criteria:*
  - *Quality (clarity, rigor, precision, justification, depth, exhaustiveness);*
  - *Originality;*
  - *Finesse (dodging common sense, considering alternative points of view, sharp but prudent and well supported affirmations);*
- *I really don't care which font you use but choose a reasonable size, use the justify function in your word processor, use 1.5 line spacing, insert page numbers;*
- *Make a cover page;*
- *Secure your work with staples;*
- *Print with black ink (except for eventual pictures, figures and so on);*
- *Make sure all cited work appears in the bibliography (and by the way, I really suggest you don't try to rely on plagiarism...);*
- *I don't accept submission of assignments through emails;*
- *Any late assignment is penalized at -10% per business day (except on exceptional circumstances with supporting documentation);*
- *Any assignment which is not directly handed in to me in class has to be dropped in the Criminology drop box (C562 Loeb).*

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### **Requests for 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**

Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send

your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

### **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 is 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: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### **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. Please contact your instructor 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>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

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.

### **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 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 in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper 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 lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

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## **SCHEDULE**

### **I – Introduction – January 9**

#### **II – Domination and Manipulation – January 16**

Mead, G.H. (1925). The genesis of the self and social control, *International Journal of Ethics*, 35 (3), 251-277.

Mills, C.W. (1939[1963]). Language, logic and culture, in Horowitz, I.L., *Power, Politics and People. The Collected Essays of C.W. Mills*, New York: Oxford University Press, 423-438. ISBN: 978-0-1950-0752-7.

Marcuse, H. (1964). The new forms of control, in Marcuse, H., *One-Dimensional Man. Studies in the Ideology of Advanced Industrial Society*, Boston: Beacon Press, 1-18. ISBN: 978-0-8070-1417-2.

#### **III – The Social Reaction Perspective – January 23**

- Becker, H.S. (1963). Outsiders, in Becker, H.S., *Outsiders. Studies in the Sociology of Deviance*, New York: The Free Press, 1-18. ISBN: 978-0-6848-3635-5.
- Black, D. (1984). Social control as a dependent variable, in Black, D. (ed.), *Toward a General Theory of Social Control*, Orlando: Academic Press, 1-36.
- Cohen, S. (1985). Inside the system, in Cohen, S., *Visions of Social Control. Crime, Punishment and Classification*, Cambridge: Polity, 40-86. ISBN: 978-0-7456-0021-5.

#### **IV – Disciplinary Power – January 30**

- Foucault, M. (2003). Lecture of January 14, 1976, in Bertani, M. and A. Fontana (eds.), *Michel Foucault. "Society Must Be Defended". Lectures at the Collège de France, 1975-1976*, New York: Picador, 23-41. ISBN: 978-0-312-42266-0.
- Foucault, M. (1977). The means of correct training, in Foucault, M., *Discipline and Punish. The Birth of the Prison*, trans. Sheridan, A., New York: Pantheon, 170-194. ISBN: 978-0-6797-5255-4.
- Foucault, M. (1976). Right of death and power over life, in Foucault, M., *The History of Sexuality, Volume I: An Introduction*, trans. Hurley, R., New York: Vintage, 135-159. ISBN: 978-0679-72469-8.

#### **V – Governmentality – February 6**

- Garland, D. (1997). 'Governmentality' and the Problem of Crime: Foucault, Criminology, Sociology, *Theoretical Criminology*, 1 (2), 173-214.
- Rose, N. (1999). Freedom, in Rose, N., *Powers of Freedom. Reframing Political Thought*, Cambridge: Cambridge University Press, 61-97. ISBN: 0-521-65905-1.
- Walters, W. (2012). Foucault, Power and Governmentality, in Walters, W., *Governmentality. Critical Encounters*, New York: Routledge, 9-43. ISBN: 978-0-415-77954-8.

#### **VI – Risk and Security – February 13**

- Haggerty, K.D. (2003). From Risk to Precaution: The Rationalities of Personal Crime Prevention, in Ericson, R.V. and A. Doyle (eds.), *Risk and Morality*, Toronto: University of Toronto Press, 193-214. ISBN: 0-8020-8760-4.
- Ericson, R.V. (2007). Domestic Security, in Ericson, R., *Crime in an Insecure World*, Cambridge: Polity, 155-203. ISBN: 0-7456-3829-5.
- Martel, J., Brassard, R. and M. Jaccoud (2011). When Two World Collide. Aboriginal Risk Management in Canadian Corrections, *British Journal of Criminology*, 51, 235-255.

#### **February 20 – WINTER BREAK**

#### **VII – Moralization – February 27**

- Ibarra, P.R. and J.I. Kitsuse (1993). Vernacular constituents of moral discourse: An interactionist proposal for the study of social problems, in Holstein, J.A. and G. Miller (eds.), *Reconsidering Social Constructionism. Debates in Social Problems Theory*, New York: Aldine de Gruyter, 25-58. ISBN: 978-0-2023-0864-7.
- Hier, S. (2016). Moral Panic, Moral Regulation, and the Civilizing Process, *British Journal of Sociology*, 67, 414-434.
- Gotell, L. and E. Dutton (2016). Sexual Violence in the 'Manosphere': Antifeminist Men's Rights Discourses on Rape, *International Journal for Crime, Justice and Social Democracy*, 5, 65-80.

### **VIII – Penal Intensification – March 6**

- Wacquant, L. (2010). Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity, *Sociological Forum*, 25, 197-220.
- De Lissovoy, N. (2012). Conceptualizing the Carceral Turn: Neoliberalism, Racism, and Violation, *Critical Sociology*, 39, 739-755.
- Carrier, N. (2010) Anglo-Saxon Sociologies of the Punitive Turn: Critical Timidity, Reductive Perspectives, and the Problem of Totalization, *Champ pénal/ Penal Field*, VII [online: [champpenal.revues.org/7952](http://champpenal.revues.org/7952)]

### **IX – Surveillance – March 13**

- Wilkinson, B. and R. Lippert (2012). Moving Images Through an Assemblage: Police, Visual Information, and Resistance, *Critical Criminology*, 20, 311-325.
- Monaghan, J. and K. Walby (2012). Making Up ‘Terror Identities’: Security Intelligence, Canada’s Integrated Threat Assessment Centre and Social Movement Suppression, *Policing & Society*, 22, 133-151.
- Monahan, T. (2017). Regulating Belonging: Surveillance, Inequality, and the Cultural Production of Abjection, *Journal of Cultural Economy*, 10, 191-206.

### **X – The Camp – March 20**

- Agamben, G. (1998). The Camp as the ‘Nomos’ of the Modern, in Agamben, G., *Homo Sacer. Sovereign Power and Bare Life*, Stanford: Stanford University Press, 166-180. ISBN: 0-8047-3218-3.
- Larsen, M. and J. Piché (2009). Exceptional State, Pragmatic Bureaucracy, and Indefinite Detention: The Case of the Kingston Immigration Holding Centre, *Canadian Journal of Law & Society*, 24(2), 203-229.
- Minca, C. (2015). Geographies of the Camp, *Political Geography*, 49, 74-83.

### **XI – Automation and Simulation – March 27**

- Lianos, M. and M. Douglas (2000). Dangerization and the End of Deviance. The Institutional Environment, *British Journal of Criminology*, 40, 261-278.
- Lianos, M. (2003). Social Control after Foucault, *Surveillance & Society*, 1 (3), 412-430.
- Bogard, W. (1996). Surveillance, its Simulation, and Hypercontrol in Virtual Systems, in Bogard, W., *The Simulation of Surveillance. Hypercontrol in Telematic Societies*, Cambridge: Cambridge University Press, 25-53. ISBN: 0-521-55081-5.

### **XII – Borders and Mobility – April 3**

- De Giorgi, A. (2010). Immigration Control, Post-Fordism, and Less Eligibility, *Punishment & Society*, 12, 147-167.
- Aas, K.F. (2011). ‘Crimmigrant’ Bodies and Bona Fide Travelers: Surveillance, Citizenship and Global Governance, *Theoretical Criminology*, 15, 331-346.
- Moffette, D. and S. Vadasaria (2016). Unhinged Violence: Race and the Securitization of Immigration, *Critical Studies on Security*, 4, 291-305.