

Course Outline

COURSE:	CRCJ 4400A Emotions, Affect, and Criminology
TERM:	Winter 2026
PREREQUISITES:	CRCJ 1000, CRCJ 2100, fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.
CLASS:	Day & Time: Thursday 8:35 – 11:25am Room: Please check Carleton Central for current room location.
INSTRUCTOR:	Jaime Snow (she/her)
CONTACT:	Office: Dunton 1720B (17th floor) Office Hrs: Monday 10:00 – 11:30am (via Zoom or in-person) *Email: jaimesnow@cunet.carleton.ca

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/364981>

ACKNOWLEDGEMENT & AFFIRMATION**ANISHNABE**

Ni manàdjiyànànig Mamiwininì 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 endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànànig ogog kà nigàni 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.

COURSE DESCRIPTION

This course introduces students to theories of emotions, affect, the senses, before considering how these theories help us make sense of crime, criminalization, victimization, punishment, and social control. We begin with an introduction to the “emotional turn” in criminology. From here we survey foundational texts on the sociology of emotions, affect, and law and the senses. We consider how emotions and affect challenge the rational/emotional duality in criminology. Experiences of fear, anxiety, panic, pleasure, disgust, distress, shame, humiliation, pain, empathy, and revenge are examined in relation to fear of crime, offending, processes of criminalization, victimization, adjudication, parole, imprisonment, and the desire for punishment and social control.

LEARNING OUTCOMES

- Identify, describe, explain, and apply the key concepts and theories employed in a multidisciplinary criminology, which not only draws on psychological, sociological, and legal knowledge, but also on historical, philosophical, political, and cultural forms of knowledge
- Explain the relevance of systemic oppression and social justice to contemporary criminological issues.
- Explain the implications of criminological research for criminological policy and practices.
- Demonstrate clear and effective communications skills, including but not limited to written and oral communications, for both academic and non-academic audiences.
- Articulate the benefits and limits of criminological, social, psychological, and legal knowledge and the implications of each.
- Analyze and problem solve through critical thinking.

COURSE TEXTS

There is no textbook for purchase for this course. All course materials will be made available on Brightspace and through Ares.

EVALUATION

Please read the detailed assignment guidelines provided on Brightspace before writing any of your assignments. The following are general descriptions.

Assignment	Weight	Due Date
In-Class Participation	20%	Ongoing
Critical Reading Responses	30% (2 x 15% each)	Ongoing (Tuesdays, 11:59pm)
Final Paper Proposal	10%	Feb. 12 th (11:59pm)
Final Paper Presentation	5%	March 26 th and April 2 nd (In class) Sign-up sheet to be circulated in class
Final Research Paper	35%	April 8 th (11:59pm)

Please note: All course components must be completed to earn 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.

In-Class Participation (20%, Ongoing):

The seminar format relies on students taking an active role in generating, sharing, and learning knowledge. Attendance is taken for every class, and your participation is evaluated at the end of each seminar. You are allowed to miss one class without repercussion. After this, a penalty applies for every class missed. However, if you have a reason for missing class, please contact me as soon as possible (preferably before our weekly seminar) and I will be happy to discuss accommodations.

Critical Reading Responses (2 for 15% each, Tuesdays at 11:59pm)

You are required to complete two (2) reading responses over the course of the semester.

Each response must focus on one (1) assigned reading. Your response is due before or by 11:59pm on the Tuesday before the class that the reading will be discussed. You cannot submit a response about a reading that has already been discussed in class. The purpose of these responses is to help you engage with the readings in advance and prepare for our class discussions.

Each response paper should include a short yet thorough summary of the reading, as well as a thoughtful engagement with the article's key arguments. Your response papers should be 3-4 pages (font size 12, Times New Roman, double-spaced) and should do the following:

- 1) Provide a concise explanation of the author's topic and their main goals.
- 2) Summarize the author's specific arguments and sub-arguments.
- 3) Note which methods AND theoretical framework(s) are being used by the author(s). If no methods or theoretical frameworks are explicitly identified, explain what you think is being used and why.
- 4) Provide a thoughtful reflection on the article's **arguments** (not just its general topic). Your response must draw connections to at least **one (1) previous course reading** and some of our in-class discussions.
- 5) Include APA in-text citations **WITH** page numbers even for paraphrased information.

Final Paper Proposal (10%, February 12th at 11:59pm)

This assignment requires you to develop a proposal explaining what your final paper will examine. Your final paper must engage with a topic that relates to course themes but does not simply recreate class discussions. Examples of possible topics will be discussed in class. Before beginning the proposal assignment, you should familiarize yourself with the Final Research Paper guidelines.

The proposal allows you to get an early start on your final assignment and to receive feedback. Your proposal should be 3-4 pages (font size 12, Times New Roman, double-spaced), be written in complete sentences, and include the following:

- 1) Topic: What is the specific topic of your final assignment? What lead you to choose this topic?
- 2) Argument: What is your preliminary argument, research question, or thesis? This argument can change as you continue to research your topic.
- 3) Theoretical Framework: What theoretical framework(s) will inform your analysis?
- 4) Examples: What examples will you use to help ground and support your arguments? Examples can include case law, legal and political debates, cultural phenomena such as emerging films, TV/YouTube series, social media examples, etc.
- 5) Scholarship: What course readings will you use to develop and support your argument? Provide some details about why you chose these texts and how you will incorporate them.
- 6) A minimum of five (5) peer-reviewed scholarly materials that you are considering using for your assignment.
 - a. A short summary of the reading's key arguments.
 - b. An explanation of why you think the source is relevant.
 - c. A short explanation (1-2 sentences) of how you found the source (e.g., what database and search terms did you use?).

Final Paper Presentation (5%, March 26th and April 2nd in class)

In this presentation, each student will present the central arguments and key findings from their final research paper. The goal of the presentation is to clearly communicate your paper's focus and receive feedback from your peers.

Your presentation should include:

- 1) Research focus and central argument: Clearly state your paper's main question or thesis. Explain why this topic is significant and what motivated you to choose this topic.
- 2) Theoretical framework: Discuss the framework(s) that inform your analysis.
- 3) Key Sources: Highlight the sources or scholars that shape and/or contribute to your argument.
- 4) Main Findings: Summarize your core findings, arguments, and/or conclusions.

The presentation should last 8-10 minutes. Students are encouraged to use slides or other visual aids to help convey complex ideas clearly.

The presentation is an opportunity to practice sharing your research, demonstrate your engagement with key sources, and show how your thinking has developed over the semester.

Final Research Paper (35%, April 8th, 11:59pm)

Write a final research paper (12-15 pages) on a topic that engages with course themes. The topic may overlap but must not reproduce the exact topics discussed in class. The paper must advance and support a central argument. This argument must be developed and supported by at least two (2) course readings and at least eight (8) additional scholarly readings.

ALL assignments must be cited using APA – you must include a page number for every citation even if you are paraphrasing information.

LATE PENALTIES

Late assignments will be deducted a penalty of 2% for each day submitted after the due date (including week-end days) except under exceptional circumstances. If you require an extension, please make arrangements with me **ahead of time**. Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time. Students submitting late assignments must submit them via the assignment link on Brightspace. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

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 failing to acknowledge sources with 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 follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

COURSE AI POLICY

Students may use AI tools ONLY for basic word processing functions, including grammar and spell checking (e.g.,

Grammarly, Microsoft Word Editor). It is not necessary to document the use of AI for the permitted purposes listed above.

This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students. The goal of adopting this policy is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals 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).

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/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)

E-MAIL POLICY

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class must be cancelled, or if there is any other matter that you should know about prior to class, you will be sent an email on your Carleton account. E-mails will generally be returned within two business days. Please note that I read and respond to email between 9:00am-5:00pm on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

COURSE CALENDAR

Assigned readings are to be completed **BEFORE** class.

DATES	TOPIC	READINGS
Week 1: Thursday, Jan. 8	Introduction to the Course	No assigned readings.
Week 2: Thursday, Jan. 15	The Turn to Emotions in Criminology	<p>Required Readings:</p> <ul style="list-style-type: none"> De Haan, W., & Loader, I. (2002). On the emotions of crime, punishment and social control. <i>Theoretical criminology</i>, 6(3), 243-253. Karstedt, S. (2002). Emotions and criminal justice. <i>Theoretical Criminology</i>, 6(3), 299–317. https://doi.org/10.1177/136248060200600304
Week 3: Thursday, Jan. 22	Theoretical Frameworks I: What are Emotions and Affects?	<p>Required Readings:</p> <ul style="list-style-type: none"> Sarah Ahmed (2004) "Collective Feelings or, The Impressions Left by Others" <i>Theory, Culture & Society</i> 21(2): 25–42. Shouse, E. (2005). Feeling, Emotion, Affect. <i>M/C Journal</i>, 8(6). <p>Suggested Further Reading:</p> <ul style="list-style-type: none"> Ahmed, S. (2004). The cultural politics of emotion. Edinburgh University Press. Eduardo Bericat (2016) "The Sociology of Emotions: Four Decades of Progress" <i>Current Sociology</i> 64(3): 491–513.
Week 4: Thursday, Jan. 29	Theoretical Frameworks II: Affective and Sensorial Ways of Knowing	<p>Required Readings:</p> <ul style="list-style-type: none"> McClanahan B. and N. South (2020), "'All Knowledge Begins with the Senses': Towards a Sensory Criminology" in <i>British Journal of Criminology</i> 60: pp 3-23. Hemsworth, K. (2016). 'Feeling the range': Emotional geographies of sound in prisons. <i>Emotion, Space and Society</i>, 20, 90–97. <p>Suggested Further Reading:</p> <ul style="list-style-type: none"> Brown, M. (2014). Visual criminology and carceral studies: Counter-images in the carceral age. <i>Theoretical criminology</i>, 18(2), 176-197.
Week 5: Thursday, Feb. 5	Fear of Crime	<p>Required Readings:</p> <ul style="list-style-type: none"> Hartnagel, T. F., & Templeton, L. J. (2012). Emotions about crime and attitudes to punishment. <i>Punishment & Society</i>, 14(4), 452–474. https://doi.org/10.1177/1462474512452519

		<ul style="list-style-type: none"> Sarah E. H. Moore and Simon Breeze (2012) "Spaces of Male Fear: The Sexual Politics of Being Watched," <i>British Journal of Criminology</i> 52: pp 1172–1191. <p>Suggested Further Reading:</p> <ul style="list-style-type: none"> Murray Lee (2011) "Fear of Crime: A Selective Prehistory" in <i>Inventing Fear of Crime: Criminology and the Politics of Anxiety</i>, Routledge, pp 25-55. De Haan, W. (2011). Making Sense of 'Senseless Violence.' In <i>Emotions, Crime and Justice</i> (pp. 37–54). Bloomsbury Publishing.
Week 6: Thursday, Feb. 12	Morality, Pain, and Punishment	<p>Required Readings:</p> <ul style="list-style-type: none"> Carvalho, H., & Chamberlen, A. (2018). Why punishment pleases: Punitive feelings in a world of hostile solidarity. <i>Punishment & Society</i>, 20(2), 217–234. Dilts, A. (2022). Carceral enjoyments and killjoying the social life of social death. In C. Taylor & K. S. Montford (Eds.), <i>Building Abolition</i> (1st ed., Vol. 1, pp. 196–223). Routledge. https://doi.org/10.4324/9780429329173-16 <p>Suggested Further Reading:</p> <ul style="list-style-type: none"> Rob Canton (2015). Crime, Punishment and the Moral emotions: Righteous minds and their attitudes towards punishment. <i>Punishment & Society</i>, 17(1): 54–72. <p>Final Paper Proposal Due at 11:59pm</p>
Thursday, Feb. 19	Winter Break	No class / no readings!
Week 7: Thursday, Feb. 26	Feeling the Carceral	<p>Required Readings:</p> <ul style="list-style-type: none"> Crewe, B., Warr, J., Bennett, P., & Smith, A. (2014). The emotional geography of prison life. <i>Theoretical Criminology</i>, 18(1), 56–74. Fayter, R., & Kilty, J. M. (2024). Walking an Emotional Tightrope: Examining the Carceral Emotion Culture(s) of Federal Prisons for Women in Canada. <i>The Prison Journal (Philadelphia, Pa.)</i>, 104(1), 24–45. <p>Suggested Further Reading:</p> <ul style="list-style-type: none"> Mussell, L., Piché, J., Walby, K., & Guenther, L. (2022). "A prison is no place for a party": Neoliberalism, charitable fundraising, carceral enjoyments and abolitionist killjoys. <i>Contemporary Justice Review</i>, 25(1), 56–81. Kilty, J. M., Fayter, R., & Piché, J. (2025). Feeling the Carceral: Emotions and the Affective Politics of

		<p>Incarceration. <i>Journal of Prisoners on Prisons</i>, 34(1), 1-10.</p> <p>Presentation sign-up sheet to be circulated in class</p>
Week 8: Thursday, Mar. 5	Shame, Rejection, and Reintegration	<p>Required Readings:</p> <ul style="list-style-type: none"> Antojado, D. (2025). The affective, atmospheric, and sensory dimensions of parole. <i>Probation Journal</i>. https://doi.org/10.1177/02645505251364211 Harris, N., Walgrave, L., & Braithwaite, J. (2004). Emotional dynamics in restorative conferences. <i>Theoretical criminology</i>, 8(2), 191-210. <p>Suggested Further Reading:</p> <ul style="list-style-type: none"> Mark. R. Pogrebin et al. (2015) "Rejection, Humiliation, and Parole: A Study of Parolees' Perspectives" <i>Symbolic Interaction</i> 38(3): 413–430.
Week 9: Thursday, Mar. 12	Empathy and Punishment	<p>Required Readings:</p> <ul style="list-style-type: none"> Michelle Brown (2012) "Empathy and Punishment," <i>Punishment and Society</i> 14(4): 383-401. Lawrence W. Sherman and Heather Strang (2014) "Empathy for the Devil: The Nature and Nurture of Revenge" in Susanne Karstedt, Ian Loader and Heather Strang (Eds.) <i>Emotions, Crime and Justice</i>, Hart Publishing, pp. 145-168.
Week 10: Thursday, Mar. 19	Abolitionist Feelings	<p>Required Readings:</p> <ul style="list-style-type: none"> Reed, A. R. (2022). We're Here! We're Queer! Fuck the Banks!: On the Affective Lives of Abolition. <i>GLQ</i>, 28(2), 227–247. Kaba, M. (2021). Hope is a Discipline. In T. K. Nopper, (Ed.), <i>We do this 'til we free us: Abolitionist organizing and transforming justice</i> (pp. 26-28). Haymarket Books. Jackson, J. L., & Meiners, E. R. (2011). Fear and loathing: Public feelings in antiprison work. <i>WSQ: Women's Studies Quarterly</i>, 39(1), 270-290.
Week 11: Thursday, Mar. 26	Final Paper Presentations	No assigned readings.
Week 12: Thursday, Apr. 2	Final Paper Presentations	No assigned readings.

**END OF TERM
ENJOY YOUR SUMMER BREAK!**