

CRCJ4400B Crime, Emotion, and the Senses
Winter 2023

Institute of Criminology & Criminal Justice Carleton University

CRCJ4400B
Crime, Emotion, and the Senses Course Outline

Term: Winter Semester 2023

Class Date & Time: Tuesday, 11:35 to 2:25pm

Location: Residence Commons Room 210

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.

Max. Enrolment: 35 students

Instructor: Meg D. Lonergan [she/they]

Email: Megan.Lonergan@Carleton.ca

Office Hours: Wednesday at noon or by appointment, Loeb C560

Course Calendar Description:

This course examines the relationship between sensations, emotions, affect, crime, criminalization, social control, and penalty. It questions the rational/emotional binary and investigates how shame, humiliation, fear, panic, pain, pleasure, disgust, empathy, and revenge, relate to offender motivation, criminalization, victimization, adjudication, and punishment.

Course Texts:

Required readings are available on Brightspace.

The following are recommended texts. Both books are useful and accessible texts to improve the quality and clarity and quality of your writing:

- Klineborg, Verlyn. (2012). Several short sentences about writing. New York: Vintage.
- Strunk, William., and White, E.B. ([1918] 1959). The elements of style. London: Macmillan.

Email Correspondence Policy

I try to reply to emails within 72 hours, not including weekends and statutory holidays. If you do not receive a reply to an email after 72 hours, please do send a follow up email, it may have gotten lost in the abyss of my inbox.

Email correspondence is expected to reflect a professional and respectful tone. You may find sample email formatting on the Brightspace page

Assignments

Late Penalties and Extension Policy

Please be sure to ask for extensions as far in advance as is foreseeable. Asking in advance demonstrates organization and planning. Sometimes unforeseeable things do happen, of course, so please let me know if situations arise and you need accommodations.

Assignments submitted late without notice and extensions will be penalized 5% per day. Assignments more than 7 days late may not be accepted.

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Course Evaluation Breakdown

- Attendance and Active Seminar Participation 10%*
- Weekly Course Reflections and Discussion Questions 20%*
- Assignment I: Aesthetic Criminology Assignment 20%*
- Assignment II: Applied Analysis Assignment 20%*
- Crime, Affect and Emotions Take Home Exam 30%*

All assignments in this course are evaluated based on demonstrated engagement and knowledge of the course materials, including required readings, lectures, and seminar discussions. I can only evaluate and grade you based on what you show me you know or show me that you are trying to understand and/or make connections with; you demonstrate this understanding and engagement through your written and other course assignments, as well as in seminar discussion.

Please do make use of my office hour, schedule an appointment with me, or email me with any questions. I am here to help you understand the course concepts, themes, and ideas, and be successful in the course. You do not start with 100% and receive dedications, rather you start at 0% and earn marks.

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Attendance and Active Participation in Seminar Discussions 10%

Cumulative, attendance and participation mandatory

- o Attendance is showing up
- o Active participation is asking or answering questions, making connections between different content both from within the course, other courses, popular culture, and current events, etc.
- o I post lectures the night before class on the expectation students will look over my questions on the slides which can also guide your reading of the materials and will be put to the class for discussion in seminar
- o Because I post my slides, I do encourage students to take notes the old-fashioned way with pen and notebook, as this does help many people avoid distraction and help the information sink in
- o Oftentimes asking a question is even more valuable than knowing a correct answer, as this demonstrates to me that you're engaging with the materials, being an advocate for your own learning, and in turn benefiting your peers who may not be comfortable asking the same question

Weekly Discussion Questions 20%

Cumulative, submitted via Brightspace

- o 10 weeks x 2% each Due via Brightspace by 10pm on Monday evenings (the night before class)
- o No extensions are available for this component
- o Weekly submissions should be approximate 2 pages in length total (encompassing all of the required readings, not per each reading), double spaced, 1-inch margins, 12-point Times New Roman Font
- o Submissions should include a summary of the thesis; personal reflection about the article; and 1 or more discussion questions per reading; proper references for each reading discussed and in-text citations where appropriate
- o Please see assignment guidelines in Brightspace folder for more details on discussion questions

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Assignment 1: Aesthetic Criminology 20%

Due February 17th by midnight via Brightspace

- o Creative component: 50%
- o Written component: use of course materials 30% stylistic and mechanics 20%
- o Title Page: Creative title, your name, assignment and course information, date submitted
- o Assignment Body: 4-6 pages (double spaced, 1-inch standard margins)
- o Works Cited: Alphabetical by author's last name and in accordance with selected citation style
- o Citation Style: Either in-text citation (APA or ASA) or McGill footnotes
- o Minimum: 3 course readings + 2 additional academic sources

Aesthetic criminology is concerned with the aesthetic, emotional, and affective encounters with crime, culture, deviance, and justice. In the spirit of sensing and considering emotions in relation to crime, for this first assignment you will take a creative approach to demonstrating engagement and understanding of the course concepts and themes so far. Focusing on one of the five senses (touch, sight, sound, taste, or smell) create a project that engages both emotion/emotions and the senses through aesthetic or affective experience. A short-written component will accompany your project and explain and unpack your creation and its relevance to course themes. Additional information and grading rubric available on Brightspace.

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Assignment 2: Crime, Emotion, and Embodied Knowledge 20%

Due March 17th by midnight via Brightspace

- Title Page: Creative title, your name, assignment and course information, date submitted
- Assignment Body: 8-10 pages (double spaced, 1-inch standard margins)
- Works Cited: Alphabetical by author's last name and in accordance with selected citation style
- Citation Style: Either in-text citation (APA or ASA) or McGill footnotes
- Minimum: 4 course readings + 2 additional academic sources

Popular culture texts, such as movies, significantly inform and reflect society's cultural and socio-legal understandings of crime, justice, and law. In this assignment you will have the choice of three films to analyze, each of which complicates boundaries and feelings of crime, justice, and morality. For this assignment, you will choose one of the three movies below and write a critical and reflective analysis of the themes in the film using materials from the course. Not only will students engage in textual analysis of the film and apply their knowledge from the course, but they will also reflect on their own affective experience of watching and engaging with the film of their choice. Further details available on Brightspace under the assignments tab.

Choose from:

A Clockwork Orange (1971)

Themes: deviance; morality; rehabilitation/punishment Helpful article:

- Strange, Carolyn. (2010). Stanley Kubrick's A Clockwork Orange as art against torture. *Crime Media Culture*, 6(3), 267-284.

Hard Candy (2005)

Themes: pedophilia; vigilante justice; morality Helpful article:

- "Representing the pedophile," in *Routledge International Handbook of Visual Criminology* (1st ed.). New York: Routledge, pp. 190-102.

Or

Deadgirl (2008)

Themes: personhood/human rights; sexual violence; retributive justice Helpful article:

- Jones, Steve. (2013). Gender monstrosity: Deadgirl and the sexual politics of zombie- rape. *Feminist Media Studies*, 13(3), 525-539.

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Crime, Emotion, and the Senses Take Home Final
Policy Applications in Pursuit of Justice: 30%

Due TBD by exam services

- Title Page: Creative title, your name, assignment and course information, date submitted
- Assignment Body: 10-12 pages (double spaced, 1-inch standard margins)
- Works Cited: Alphabetical by author's last name and in accordance with selected citation style
- Citation Style: Either in-text citation (APA or ASA) or McGill footnotes
- Minimum: 5 course readings + 4 additional academic sources

Social science informed policy is what criminologists strive to contribute to with their expertise and research. In this assignment option, you will choose a criminological issue to apply your knowledge about Crime, Emotion, and the Senses in a policy context. There are two major questions to address in this assignment:

- How do emotions and senses impact understanding or governance relate to this issue?
- How can emotions and centering or reflecting on the senses change the way we understand, approach, and regulate this issue?

You will write a policy proposal advocating how the concepts, themes, and theories learned over the term in this course can aid in pursuing greater social justice in relation to your chosen topic. Additional details and rubric available on Brightspace.

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Course Schedule

Week 1: Introduction to Crime, Emotion, and the Senses

Tuesday, January 17th

Ahmed, Sara. (2004). Collective feelings or, the impressions left by others. *Theory, Culture & Society* 21(2): 25–42.

Shaw, Julia J. (2018). From Beethoven to Bowie: Identity framing, social justice and the sound of law. *International Journal for the Semiotics of Law*, 31, 301-324.

Soilen, Karen Louise Grova. (2020). Safe is a wonderful feeling: Atmospheres of surveillance and contemporary art. *Surveillance & Society*, 18(2), 170-184.

Supplemental:

Young, Mark., Schlie, Erik. (2011). The rhythm of the deal: Negotiation as a dance. *Negotiation Journal*, 27(2), 191-203.

Week 2: Criminology, Emotions, and Knowledge

Tuesday, January 24th

de Haan, Willem and Loader, Ian. (2002). On the Emotions of Crime, Punishment and Social Control (Introduction to the special issue). *Theoretical Criminology*, 6(3): 243-253.

McClanahan, Bill. (2020). ‘All knowledge begins with the senses’: Towards a sensory criminology. *The British Journal of Criminology*, 60(1), 3-23.

Philippopoulos-Mihalopoulos, Andreas. (2013). Atmospheres of law: Senses, affects, lawscapes. *Emotion, Space and Society*, 7(1), 35–44.

Week 3: Aesthetics and Senses

Tuesday, January 31st

Garrabine, Eamonn. (2012). Just images—Aesthetics, ethics and visual criminology. *British Journal of Criminology*, 52(3), 463-489.

Millie, Andrew. (2019). Crimes of the senses: Yarn bombing and aesthetic criminology. *The British Journal of Criminology*, 59(6), 1269-1287.

Mittica, M. Poala. (2021). In quest of sense: The way towards an aesthetics of law through law and humanities. *Law & Literature*, 33(2), 171–188.

Supplemental:

Highmore, Ben. (2009). “Bitter after taste: Affect, food, and social aesthetics,” in Melissa Gregg and Gregory J. Seigworth (eds.)’s *The affect theory reader*. Durham, SC: Duke University Press, pp. 29-51.

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Week 4: Sensing Law and Justice

Tuesday, February 7th

Miles, Corey J. (2022). Sociology of vibe: Blackness, felt criminality, and emotional epistemology. *Humanity & Society*, 0(0), 1-20.

Shaw, Julia J. A., and Shaw, Hillary J. (2014). From fact to feeling: An explication of mimetic relations between law and emotion. *Liverpool Law Review*, 35(1), 43-64.

Ward, LeCharles. (2022). Everybody's—or nothing: Visual evidence, blackness and the limits of legal seeing. *History of Photography*, 0(0).

Week 5: Morality and Disgust

Tuesday, February 14th

Happy Valentine's Day!

Canton, Rob. (2015). Crime, punishment and the moral emotions: Righteous minds and their attitudes towards punishment. *Punishment & Society*, 17(1): 54–72.

Miller, William Ian. (1997). “The moral life of disgust,” in *The anatomy of disgust*. Cambridge, Mass.: Harvard University Press, pp. 179-205.

Trivedi-Bateman, Neema. (2021). The combined roles of moral emotion and moral rules in explaining acts of violence using a situational action theory perspective. *Journal of Interpersonal Violence*, 36(17-18), 8715-8740.

Supplemental:

Borg, Jana Schaich., Lieberman, Debra., and Kiehl, Kent A. (2008). Infection, incest, and iniquity: Investigating the neural correlates of disgust and morality. *Journal of Cognitive Neuroscience*, 20(9), 1529-1546.

Assignment I Due February 17th by midnight via Brightspace

Reading Week (February 20th to 24th)

Week 6: Horror, Panic, and Fear

Tuesday, February 28th

Binik, Oriana. (2020). “Sympathy for the (d)evil’: The fascination with crime,” in *The fascination with violence in contemporary society: When crime is sublime*. London: Palgrave Macmillan, pp. 5-50.

Critcher, Chas. (2011). For a political economy of moral panics. *Crime Media Culture*, 7(3), 259-276.

Kristeva, Julia. (1982). “Approaching abjection,” in *Powers of horror: An essay on abjection*.” New York: Columbia University Press, pp. 1-31.

Supplemental:

Kristeva, Julia. (1982). “Something to be scared of,” in *Powers of horror: An essay on abjection*.” New York: Columbia University Press, pp. 32-55.

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Week 7: Shame and Stigma
Tuesday, March 7th

- Braithwaite, John. (1993). Shame and Modernity. *British Journal of Criminology*, 33 (1), 1-18.
- Liebling, Alison. (2011). Moral performance, inhuman and degrading treatment and prison pain. *Punishment & Society*, 13(5), 350-550.
- Nussbaum, Martha C. (2004). "Inscribing the face: Shame and stigma," in *Hiding from humanity: Disgust, shame, and the law*. Princeton, NJ: Princeton University Press, pp. 172-221.

Supplemental:

- Rowe, Abigail. (2011). Narratives of self and identity in women's prisons: Stigma and the struggle for self-definition in penal regimes. *Punishment & Society*, 13(5), 571-591.

Week 8: Victimization
Tuesday, March 14th

- Bandes, Susan A. (2009). Victims, "closure," and the sociology of emotion. *Law and Contemporary Problems*, 72(2): 1-26.
- Mary Lay Schuster and Amy Proppen (2010). degrees of emotion: Judicial responses to victim impact statements. *Law, Culture and the Humanities*, 6(1), 75–104.
- Schumann, Karina., and Walton, Gregory M. (2022). Rehumanizing the self after victimization: The roles of forgiveness versus revenge. *Journal of Personality and Social Psychology*, 22(3), 469-492.

Assignment II Due March 17th by midnight via Brightspace
[Happy St. Patrick's Day](#)

Week 9: Anger, Frustration, and Pain
Tuesday, March 21st

- Greene, Joss., and Dalke, Isaac. (2021). 'You're still an angry man': Parole board logics of criminalized masculinity. *Theoretical Criminology*, 25(4), 639-662.
- Jacobs, Bruce A., and Cherbonneau. (2019). Reconciling emotion and rational choice: Negativistic auto theft, consequence irrelevance, and the seduction of destruction. *Journal of Research in Crime and Delinquency*, 56(6), 783-815.
- Hancock, Philip., and Jewkes, Yvonne. (2011). Architectures of incarceration: The spatial pains of imprisonment. *Punishment & Society*, 13(5). 611-629.

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Week 10: Justice, Punishment, and The Public

Tuesday, March 28th

- Brown, Michelle. (2012). Empathy and punishment. *Punishment and Society*, 14(4), 383-401. Balvig, Flemming., Gunnlaugsson, Helgi., Jerre, Kristina and Tham, Henrik., and Kinnunen, Aarne. (2015). The public sense of justice. *European Journal of Criminology*, 12(3), 342- 361.
- Head, Naomi. (2020). Sentimental politics of structural injustice? The ambivalence of emotions of political responsibility. *International Theory*, 12, 337-357.

Supplemental:

- Socia, Kelly M., Stone, Rebecca., Palacios, Wilson, R., and Cluverius, John. (2021). Focus on prevention: The public is more supportive of ‘overdose prevention sites’ than they are of ‘safe injection facilities.’ *Criminology & Public Policy*, 20(4), 729-754.

Week 11: The Body & Embodiment

Tuesday, April 4th

- Crewe, Ben. (2011). Depth, weight, tightness: Revisiting the pains of imprisonment. *Punishment & Society*, 13(5), 509-529.
- Rajah, Valli., and Osborn, Max. (2022). Understanding the body and embodiment in the context of women’s resistance to intimate partner violence: A scoping review. *Trauma, Violence, & Abuse*, 23(5), 1461-1477.
- Schaefer, Lacey. (2016). On the reinforcing nature of crime and punishment: An exploration of inmates’ self-reported likelihood of reoffending. *Journal of Offender Rehabilitation*, 55(3), 168-194.

Week 12: Course Wrap-Up and Paper Workshop

Tuesday, April 11th

Name tag raffle draw

- Berlant, Lauren. (2010). “Cruel optimism,” in Melissa Gregg and Gregory J. Seigworth (eds.)’s *The affect theory reader*. Durham, SC: Duke University Press, pp. 93-117.
- Meiners, Erica R. (2007). “Horizons of abolition: Strategizing for change through the good, the bad, and the innocent,” in *Right to be hostile: Schools, prisons, and the making of public enemies*. New York: Routledge, pp. 165-187.

Crime, Affect and Emotions Take Home Exam Due TBD by Exam Services

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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;
- 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.

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). Audio or visual recording of lectures or posting of course materials online without the written permission of the instructor is strictly prohibited. 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). Audio and video recording in lecture is strictly prohibited without the written consent of the instructor.

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 list that may be helpful: Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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/>

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Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Bonus Points for Reading the Course Syllabus

Congratulations, you are *actually* reading the details and information outlined in this document. That is an excellent practice because all the most important information about the course and how to be successful in it are contained herein. If you're reading this, you can send me an email with the course code in the subject line and attach a photo of a goat that you find cute or funny for a 2% bonus on your final grade. Good job.

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are several actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick?

Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

Masks

Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines

While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including all booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Students are likewise encouraged to get an annual flu shot.

Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

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Pregnancy 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 accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form.

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.

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 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 will 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>