

Course Outline

COURSE: CRCJ 2100A Criminological Theories

TERM: Fall 2020

PREREQUISITES: CRCJ 1000

CLASS: Day & Time: Friday, 11:35am - 2:25pm
Room: Online – via Zoom

INSTRUCTOR:
(CONTRACT)

CONTACT: Office: N/A
Office Hrs: TBD
Telephone:
Email: Jeffrey.monaghan@carleton.ca

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 Faculty of Public Affairs 20 Teaching Regulations 2020-21 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 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>

COURSE DESCRIPTION

The aim of this course is to explore competing and complimentary theories of criminology; raising questions around, and competing understandings of, 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,

deviance and harm are presented. In exploring a broad terrain of criminological theory, our aim is to interrogate the socio-political, economic, and ideological influences that make analytical and prescriptive efforts to govern the criminal question possible. 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. Throughout the course, students are encouraged to develop the analytical skills needed to think about crime and criminology theoretically and from an interdisciplinary perspective.

COURSE ORGANIZATION

- ~ This course is offered fully online.
- ~ Weekly lectures will be posted to CULearn covering each week's reading materials.
- ~ Weekly discussion sessions are being held synchronously on Zoom from 11:25am to 2:25pm, Friday. Discussion sessions will consist of a brief overview of materials and/or administrative affairs, then group discussions based on specific problems or questions.
- ~ Zoom links for each weekly lecture will be circulated on Thursday's.
- ~ Weekly slides will be made available on CULearn every Thursday by 4pm (or earlier). Each slide deck will correspond with the assigned readings for the week.
- ~ For each class, students will be required to do the corresponding readings (see readings schedule below).
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

REQUIRED TEXT

McLaughlin, Eugene, and Tim Newburn (2010). *The Sage Handbook of Criminological Theory*. SAGE Publications, 2010.

Copies of the textbook can be ordered online. Electronic versions are available through the SAGE website:

<https://us.sagepub.com/en-us/nam/the-sage-handbook-of-criminological-theory/book228876>

For paperback copies, do not order through SAGE (delivery logistics have been a problem). Paperback orders can be placed through Octopus Books (located in the Glebe):

<https://octopusbooks.ca/shop>

Please check Haven Books (located in Old Ottawa South) for used and news copies.

All other course material will be made available via CULearn.

EVALUATION

(All components must be completed in order to get a passing grade)

<u>Evaluation components</u>	<u>Value</u>	<u>Date</u>
Theory essay 1	30%	Wk 7 (Oct 23)
Theory essay 2	40%	Wk13 (Dec 11)
Quizzes (10% each; 3 of 4)	30%	Wk 4, 7, 10, 13

Theory essay #1

30% 5-7pgs. Instructions provided on CULearn.

Students will write an essay covering aspects of course materials covered from Week 2 to Week 6. Specific essay questions will be provided and students will choose one essay question to address. Questions will be posted to CULearn. Further instructions will be provided in class on weeks 3, 4, 5.

Submissions are to be submitted on CULearn. No emailed assignments will be accepted. Late assignments lose one mark per day, no assignments will be accepted beyond 7 days late.

Theory essay #2

40% 6-8pgs. Instructions provided on CULearn.

Students will write an essay covering aspects of course materials covered from Week 9, 10, 11, 12 and 13. Specific essay questions will be provided and students will choose one essay question to address. Questions will be posted to CULearn. Further instructions will be provided in class on weeks 9, 10, 11. Essays are due the last day of class, December 11th.

Quizzes

Online. 1-hour in length (max). 10% each; 3 of 4. Total of 30% of course mark

Quizzes will be a combination of multiple choice and short answer questions. Each online quiz is set for a 1-hour time limit once it has been started.

There will be 4 quizzes over the course of the term running from weeks 2-12. Grading will include the 3 highest marks, while the lowest marked quiz will be void. Quiz content will not be cumulative but will focus on the lecture content from the preceding lectures since the previous quiz (or since the beginning of class, in the case of quiz #1). Quizzes will have questions posted at the conclusion of the week (after the lecture) and the quiz will be open for 7 days (except Quiz #2 which is open for 10 days). Quiz schedule will be as follows:

Quiz #1 (covering content from wks 2, 3, 4): October 2 (Questions posted) – October 9 (Quiz closed).

Quiz #2 (covering content from wks 5, 6, 7): October 23 (Questions posted) – November 2 (Quiz closed).

Quiz #3 (covering content from wks 9, 10): November 13 (Questions posted) – November 20 (Quiz closed).

Quiz #4 (covering content from wks 11, 12, 13): December 4 (Questions posted) – December 11 (Quiz closed).

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. Students have demonstrated an effort far beyond 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. Clear effort beyond 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. Acceptable 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.

D / D- Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the course requirements.

F Fail. Cannot demonstrate a basic knowledge of the course materials.

Please note: 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 course related issues directly (by phone or Zoom during office hours). If a 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 class hours via Zoom. If there are concerns or ambiguities, questions about assignments should be discussed during Zoom sessions, office hours, or at arranged phone/Zoom 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 make arrangements to discuss the issues with me directly. Emails can be counter-productive and add to the confusion.

CARLETON U 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.

CARLETON U 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.

READINGS / CLASS SCHEDULE

Week 1 (Sept 11) Introduction

McLaughin and Newburn, “Introduction.” *The Sage Handbook of Criminological Theory*. Pgs 1-18.

Week 2 (Sept 18) Individualized differences

Baker, Laura and Catherine Tuvblad and Adrian Raine, “Chapter 1: Genetics and Crime.” In *The Sage Handbook of Criminological Theory*. Pgs 21-39.

Joliffe, Darrick and David Farrington, “Chapter 2: Individual Differences and Offending.” In *The Sage Handbook of Criminological Theory*. Pgs 40-55.

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 3 (Sept 25) Crime science and control

Clarke, Ronald, "Chapter 14: "Crime Science." In *The Sage Handbook of Criminological Theory*. Pgs 271-284.

Peternoster, Ray and Ronet Bachman, "Chapter 6: Control Theories." In *The Sage Handbook of Criminological Theory*. Pgs 114-138.

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 4 (Oct 2) Social learning and subcultures

Akers, Ronald and Gary Jensen, "Chapter 3: Social Learning Theory: Process and Structure in Criminal and Deviant Behaviour." In *The Sage Handbook of Criminological Theory*. Pgs 40-55.

Hallsworth, Simon and Tara Young, "Chapter 4: Street Collectives and Group Delinquency: Social Disorganization, Subcultures, and Beyond." In *The Sage Handbook of Criminological Theory*. Pgs 72-95.

Group discussion material:

Anthony, Andrew. 2017. "The art of making a jihadist: Interview with Thomas Hegghammer," *The Guardian*, July 23, 2017. Online: <https://www.theguardian.com/world/2017/jul/23/the-culture-that-makes-a-jihadi-thomas-hegghammer-interview-poetry-militancy>

Hegghammer, Thomas and Steve Paiken. 2018. "Behind the Brutality: Jihadi Culture," *The Agenda*. January 10 2018. Online: <https://www.youtube.com/watch?v=eCAAlD885j8>

***Quiz 1 posted on October 2. Must be complete by October 9.

Week 5 (Oct 9) Strain theory

Agnew, Robert and Timothy Brezina, "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.

Week 6 (Oct 16) 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 23) Marxism / Lesser Eligibility Thesis

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.

*** Theory essay #1 on Friday October 23rd. Upload to CULearn.

***Quiz 2 posted on October 23. Must be complete by November 2.

Week 8 (Oct 30) No Class – Reading week

Week 9 (Nov 6) Social reaction and moral panics

Muncie, John, "Chapter 7: Labelling, Social Reaction and Social Constructivism." In *The Sage Handbook of Criminological Theory*. Pgs 139-152.

Hall, Stuart and Chas Critcher, Tony Jefferson, John Clarke, and Brian Roberts. 1978. "Introduction" and "The Social History of a 'Moral Panic'." Pp vii – 28 in *Policing the Crisis: Mugging, the State, and Law and Order*. New York: Holmes and Meier.

Week 10 (Nov 13) Racialization and Criminalization

Owusu-Bempah, Akwasi. 2017. "Race and policing in historical context: Dehumanization and the policing of Black people in the 21st century." *Theoretical Criminology* 21(1): 23-34.

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*. Halifax: Fernwood Publishing. Pgs 27-65.

***Quiz 3 posted on November 13. Must be complete by November 20.

Week 11 (Nov 20) Surveillance and the black box society

Pasquale, Frank. 2015. "Digital Reputation in an Era of Runaway Data" in *The Black Box Society*. Pgs 19-58. Harvard University Press.

Brayne, Sarah. 2017. "Big data surveillance: The case of policing." *American Sociological Review* 82(5): 977-1008.

Group Discussion material:

Popper, Ben. 2014. "How the NYPD is Using Social Media to put Harlem Teens behind Bars," The Verge. Vox Media.

Stroud, Matt. 2014, February 19. "The minority report: Chicago's new police computer predicts crimes, but is it racist?" Chicago Tribune.

Week 12 (Nov 27) 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. Routledge.

Ahmad, Fahad, and Jeffrey Monaghan. 2019. "Mapping Criminological Engagements Within Radicalization Studies." *The British Journal of Criminology* 59(6): 1288–1308.

Group Discussion material:

Ahmad, Fahad. 2019. Securitization and the Muslim community in Canada, Broadbent Institute. Online: https://www.broadbentinstitute.ca/atlast_atweet/securitization_and_the_muslim_community_in_canada

Week 13 (Dec 4) Risk society thesis and actuarial justice

Ericson, Richard. 2007. "Crime in an insecure world." Pp 1-35 in *Crime in an insecure world*. London: Polity Press.

Hannah-Moffat, Kelly, Paula Maurutto, and Sarah Turnbull. 2009. "Negotiated Risk: Actuarial Illusions and Discretion in Probation." *Canadian Journal of Law and Society*, 24(3): 391-409.

***Quiz 4 posted on December 4. Must be complete by December 11.

Week 14 (Dec 11) No Class ** Essay #2 due**