

Course Outline

COURSE: CRCJ 2100 B Criminology Theories

TERM: Winter 2020

PREREQUISITES: CRCJ 1000

CLASS: **Day & Time:** Monday, 2:35pm - 5:25pm
Room: Please check Carleton Central for current room location.

INSTRUCTOR:
(CONTRACT)

CONTACT: **Office:** C579 Loeb Building
Office Hrs: Monday and Thursday, 1pm-2pm
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 2019-20 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.

REQUIRED TEXT

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

Copies of the textbook are available at Octopus Books, 116 Third Avenue.

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>
Group discussions and attendance	10%	Full term
Theory essay 1	20%	Wk 5 (Feb 7)
Mid-term	30%	Wk 8 (Feb 24)
Theory essay 2	20%	Wk13 (Apr 6)
Final Exam	20%	Exam period

Group discussions and attendance

Attendance and participation are required components of this course. During lectures the class will be divided into discussion groups and each group will be required to produce a submission addressing issues raised during the week's reading and lecture.

Each group will produce one document per breakout session that responds to questions about the readings, lectures, or additional group work materials. A record of the discussions, the group answers, and the attendance, must be submitted to me by the end of class via email.

Theory essay #1

Students will write an essay covering aspects of course materials covered from Week 2 to Week 5. 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.

Mid-term

Based on the content of all lectures and readings from week 1 to 6. Closed-book format. The mid-term will include multiple choice and short-answers questions.

Theory essay #2

Students will write an essay covering aspects of course materials covered from Week 9, 10, 11, and 12. 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, April 6th.

Final Exam

The final exam will be a 3-hour written exam scheduled during final exam period. Closed-book format based on the content of all course materials: lectures and mandatory readings. The exam will consist of short answer questions and one essay question.

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.

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.

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 rather hastily. I strongly encourage you to speak to me about any class-related issues in person. If an in person 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 the class. If there are concerns or ambiguities, questions about assignments should be discussed in-person either before/after class, office hours, or at arranged meeting 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 come discuss in person. Emails can be counter-productive and add to the confusion.

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).

READINGS / CLASS SCHEDULE

Week 1 (Jan 6) Introduction

McLaughlin and Newburn, "Introduction." *The Sage Handbook of Criminological Theory*. Pgs 1-18.

Week 2 (Jan 13) 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 (Jan 20) 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 (Jan 27) 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>

Week 5 (Feb 3) 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.

*** Theory essay #1 on Friday February 7th. Upload to CULearn.

Week 6 (Feb 10) 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 (Feb 17) No Class – Reading week

Week 8 (Feb 24) Mid-term

In-Class

Week 9 (Mar 2) Marxism, Social reaction, moral panics

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.

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". Pp vii – x in *Policing the Crisis: Mugging, the State, and Law and Order*. New York: Holmes and Meier.

Week 10 (Mar 9) Social control, racialization, criminalization

Comack, Elizabeth. 2012. "Racial profiling versus racialized policing." In *Racialized Policing*. Halifax: Fernwood Publishing. Pgs 27-65.

Rose, Nicolas. 2000. "Government and Control," *British Journal of Criminology*, 40(2):321-339.

Week 11 (Mar 16) 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:

Ontario carding policy:

<https://www.cbc.ca/news/canada/toronto/ontario-carding-regulation-education-campaign-1.3927550>

Nova Scotia carding policy:

<https://www.cbc.ca/news/canada/nova-scotia/halifax-police-chief-apology-street-checks-black-males-1.5376868>

Week 12 (Mar 23) 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.

Week 13 (Mar 30) 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.

Week 13 (Apr 6) No Class

Essay #2 due