

Course Outline

COURSE:	CRCJ 2100 B Criminological Theory	
TERM:	Fall 2020	
PREREQUISITES:	CRCJ 1000	
CLASS:	Day & Time:	Fridays 2:30 – 5:30 PM
	Location:	Online CULearn (Principally Asynchronous)
INSTRUCTOR:	Lori Stinson	
CONTACT:	Office:	Via Zoom link
	Office Hours:	by appointment please contact me at least 2 weekdays before you would like your appointment
	Email:	lori.stinson@carleton.ca
TEACHING ASSISTANTS:	Charlotte Zador	CharlotteZador@cmail.carleton.ca
	Julia Pama	JuliaPama@cmail.carleton.ca
ONLINE & RESOURCE ASSISTANT:	Taryn Robinson	TarynRobinson@cmail.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>

CALENDAR DESCRIPTION

Comprehensive survey of the plurality of criminological theories, from phrenology to contemporary theories concerned with issues related to crime and punishment. Students are encouraged to develop critical and reflexive thinking on various criminological issues and theories.

COURSE OBJECTIVES

This class offers students a chance to explore to selected complimentary and contradictory foundational theoretical perspectives in criminology. As such it provides a basic introduction to the array of theoretical tools, approaches and basic concepts crossing over a wide array of foundational theory in western contemporary criminology. We will pay particular attention to the place of theory in illuminating, making sense of and even producing and reproducing deviance, harm, crime, criminality, victims, justice and what are seen to be legitimate solutions to the 'problem of crime.' Do these theories, or tools for facilitating understanding and action, widen, curtail or obscure our field of vision and our ability to respond appropriately when problems appear to arise in society?

In the interests of allowing students the opportunity to compare, contrast and test the veracity of the theories presented the specific objectives of the course will be as follows:

1. Situate the historical, social, political, economic, cultural and academic impetuses and contexts through which selected foundational theories have emerged, continued to flourish or not, and potentially how they transform, change or grow
2. Outline current applications of theories, including affected and involved communities, practices, and central concepts associated with each perspective
3. Consider the sets of questions these theories seek to raise and respond to, and how or why they frame and understand those questions as they do
4. Interrogate the assumptions and explanations of crime, deviance and social control respective traditions present and advocate
5. To assess how well these perspectives stand up to critical evaluation, comparison, contrast, and practical criticism
6. Potentially apply these conceptual and theoretical tools to the analysis of specific contemporary issues in theory, policy and advocacy

REQUIRED TEXT

(available via Ares free of charge)

Eugene McLaughlin and Tim Newburn, eds. (2010) *The SAGE Handbook of Criminological Theory*. Thousand Oaks CA: SAGE Publications Ltd.

Other selected chapters as listed on the outline and available via Ares through the link for that purpose on CULearn; as are supplementary (not-required) texts

The required text, any other required readings, and any recommended supplementary academic articles will be available online via the Ares reserve system. Any audio-visual materials (including lectures, documentaries, and audio recordings of live class meetings) will be available within the module to which they pertain.

Hard copies of the text are also available via Haven Books, 43 Seneca St, Ottawa, ON K1S 4X2, (613) 730-9888). Used copies of the text are relatively easy to come by and are already available at Haven, and possibly other independent booksellers.

SUPPLEMENTARY RESOURCES

Some supplementary articles and online content, with a focus on news, science and policy, may also be posted through links in the modules. Please note you will be able to incorporate these into your written work in addition to the required readings if you wish; however, they will not count as equivalent to the required readings where assignments stipulate required readings.

LEARNING STRATEGY & STRUCTURE

The class will be principally online and asynchronous (students will be able to watch and hear lectures and audio-visual materials, participate and confirm their understanding of course materials through participation in discussion forums, reading reflections, and knowledge checks for course credit via a modular (weekly) framework, and be supplemented by bi-weekly live discussion sections via zoom. For those who cannot attend the live discussion sections a zoom audio only recording will be provided in the associated module before the following day. All course content is organized into weekly modules.

Each module will contain a series of associated **lectures** (via Kaltura), a power point deck outlining the content of the lectures, **two (2) required readings** and a small **knowledge check quiz** on the content of the required readings. Two (2) of the content weeks will also have one additional assignment, a **Readings Reflection Assignment**, that will ask you to engage with the content of your required readings, your lectures and the documentary used in the module it is presented. Detailed instructions on how to complete the assignments are posted in the right side-bar menu of CULearn and attached to each assignment in their respective modules as they arise. Lectures are presented in a series for each module to make them more accessible and easier to go back to later if need be. You can also watch the lectures at your own pace – take breaks to stretch, get a drink or something to eat to help keep your focus up – online lectures will not be more exciting than live :) Some modules may also include audio-visual clips or documentaries to supplement your understanding of lectures and readings.

The first module offers very easy ways to **build your grade** while getting used to the online format, the way the knowledge check quizzes with work in the course content modules and checking your knowledge on academic essentials. The introductory module just gives you a mark for introducing yourself to your classmates, 1 mark for responding to questions on academic integrity and plagiarism, and two marks for completing some true/false questions on content from the outline with emphasis on academic requirements – all for very easy marks just for getting acquainted with course requirements, the online quiz tools and format that will be used for regular knowledge checks on the content, and briefly introduce yourself to your classmates.

At regular intervals new modules will open as we progress through the content, and the previous modules submission provisions will close. Remember it will be your responsibility to make sure to **pay attention to activity and assignment deadlines**.

In addition to the 4 marks for acquainting yourself with the course and your classmates with you, the 10 knowledge checks (2 marks each for a total of 20), and 2 reading reflections (10 marks each for a total of 20), there is also a **short answer midterm** knowledge check (24 marks) and a **long answer take-home final exam** (32 marks) to allow you to summarize knowledge gained through completing the other activities.

Everyone is strongly encouraged to be active, thoughtful, and respectful participants and contributors to the knowledge generated and shared in the virtual classroom over the course of the semester.

EVALUATION

(all components must be completed for 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, so final exam marks and grades cannot be released beforehand.

COMPONENTS OF FINAL MARK

EVALUATION FORMAT	WEIGHT	DUE DATES
Introduce yourself	1%	Sept 17
Knowledge check: Academic Integrity	1%	Sept 17
Knowledge check: Course Requirements	2%	Sept 17
Knowledge Check Quizzes	(5 x 2 %) 10 %	Sept 24; Oct 1, 8, 15, 22
Knowledge Check Quizzes (post midterm)	(5 x 2 %) 10 %	Nov 12, 19, 26; Dec 3, 10
Readings Reflections	(2 x 10 %) 20 %	Oct 15, Nov 26
Midterm Short Answer Knowledge Check	24%	Oct 23
Long Answer Take-home Final Exam	32%	Dec 23

All due dates allow for submission up until 11:55 PM on the date listed.

Detailed descriptions and rubrics are included in the relevant module on your CULearn course page.

GRADING

Grades will generally be distributed according to the following template:					
A+	90-100%	A	85-89%	A-	80-84%
B+	77-79%	B	73-76%	B-	70-72%
C+	67-69%	C	63-66%	C-	60-62%
D+	56-59%	D	53-56%	D-	50-52%
F	Below 50				

Written work will be graded for insight, analytical skill, inclusion and organization of relevant course materials, appropriate academic form, references and appropriate citation, clarity of expression (including logical flow, readability, grammar, correct word usage and spelling), accuracy and relevance of content. Poorly written work will be penalized, so please go through the materials in the Introductory module on CULearn for detailed information on organizing, formatting, writing, correctly citing and referencing your work and for specifics on evaluation and grading.

Late submissions and Missed Exams are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your Lori as quickly as possible Should you require accommodation on deadlines. Each day of late submission without an arranged extension results in a penalty of 5% per day cumulative. University regulations require absences and late submissions on final exams be supported by documentation. Information and forms should you require a formal exam deferral are available online: <https://carleton.ca/registrar/special-requests/deferral/>

Always keep copies of written work submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all essays, term papers, contributions to forums, take-home exams and any other written work submitted in your courses.

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 improper 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

All 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 any lecture notes, recordings or any other course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Email to Professor or TA: Where needed emails should receive a response within two business days. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or CULearn, requests for ‘extra credit assignments’ to improve your grade, or whether required readings are required. They are.

Virtual Campus: For any technical difficulties, questions or problems with any of Carleton’s virtual learning and management platforms contact the system support folks immediately responsible for the respective systems (via help links on respective pages or general main page help listings).

CLASS SCHEDULE

Please complete your required readings prior to the class for which they are listed, and assignments by the dates they are indicated as due on the Components of Final Mark Schedule.

DATE	TOPICS	ASSIGNMENTS (indicated by bullets) & REQUIRED READINGS
Introductory Module September 11	Introduction to Course Essentials, Assignments, & Cross module themes Context, Content, Theory & Action	Welcome to Criminological Theories Course Outline & Course Essentials Academic Communication, Writing & Citation <ul style="list-style-type: none"> • Introduce Yourself • Check-In Knowledge Check (on your knowledge of course requirements and academic standards)
Module 1 September 18	Individual Differences & Bio-social determinism	Baker, L.A., Tuvblad, C. & Raine, A. (2010). Genetics and Crime. In <i>The Sage Handbook of Criminological Theory</i> , 21-39. Jolliffe, D. & Farrington, D.P. (2010). Individual Differences and Offending. In <i>The Sage Handbook of Criminological Theory</i> , 40-55. <ul style="list-style-type: none"> • Module 1 Knowledge Check
Module 2 September 25	Social Learning, Subcultures & Beyond Film: <i>American History X</i> (1998) 118 mins.	Akers, R.L. & Jensen, G.F. (2010). Social Learning Theory: Process and Structure in Criminal and Deviant Behaviour. In <i>The Sage Handbook of Criminological Theory</i> , 56-71. Hallsworth, S. & Young, T (2010). Street Collectives and Group Delinquency: Social Disorganization, Subcultures and Beyond. In <i>The Sage Handbook of Criminological Theory</i> , 72-95. <ul style="list-style-type: none"> • Module 2 Knowledge Check • Reading Reflection #1 (Due October 8)
Module 3 October 2	Strain & Control	Agnew, R. & Brezina, T. (2010). Strain Theories. In <i>The Sage Handbook of Criminological Theory</i> , 96-113. Paternoster, R. & Bachman, R. (2010). Control Theories. In <i>The Sage Handbook of Criminological Theory</i> , 114-138. <ul style="list-style-type: none"> • Module 3 Knowledge Check
Module 4 October 9	Life Course & Integrative Theories	Farrington, D.P. (2010). Life-Course and Developmental Theories in Criminology. In <i>The Sage Handbook of Criminological Theory</i> , 249-270. Barak, G. (2010). Integrative Criminology. In <i>The Sage Handbook of Criminological Theory</i> , 175-192. <ul style="list-style-type: none"> • Module 4 Knowledge Check • Reading Reflection #1 DUE
Module 5 October 16	Routine Activity & Crime Science	Chamard, S. (2010). Routine Activities. In <i>The Sage Handbook of Criminological Theory</i> , 210-224. Clarke, R.V. (2010). Crime Science. In <i>The Sage Handbook of Criminological Theory</i> , 271-283. <ul style="list-style-type: none"> • Module 5 Knowledge Check

Module 6 October 23	MIDTERM SHORT &/OR LONG ANSWER KNOWLEDGE CHECK	
October 30	Midterm Break	
Module 7 November 5	<p>Labelling, Social Reaction & Moral Panic</p> <p>Film: <i>The Central Park Five</i> (2014) 120 mins. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/ima991004419949705153</p>	<p>Muncie, J. (2010). Labelling, Social Reaction and Social Constructionism. In <i>The Sage Handbook of Criminological Theory</i>, 139-152.</p> <p>Hall, S., Critcher, C., Jefferson, T., Clarke, J., & Roberts, J. ([1978] 2013) The Social History of a Moral Panic, 7-13; and The Origins of Social control, 31-55. In <i>Policing the Crisis: Mugging, the State, and Law and Order</i>. London: The MacMillan Press Ltd (note: you do not have to read the entire 'Social History' chapter).</p> <p>CCCF Group ([1993]2006) Some notes on the relationship between the societal control culture and the news media, and the construction of a law and order campaign. In Hall, S. & Jefferson, T. (eds.) <i>Resistance through Rituals: Youth Subcultures in Post War Britain</i> 2nd ed. London: Routledge, 60-64.</p> <ul style="list-style-type: none"> • Module 7 Knowledge Check • Reading Reflection #2 (Due November 19)
Module 8 November 13	Critical Criminology, Class, Conflict & Culture	<p>McLaughlin, E. (2010). Critical Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 139-152.</p> <p>Bohm, R. (1982) Radical Criminology: An Explication. In <i>Criminology</i> 19 (4) February: 565-589.</p> <ul style="list-style-type: none"> • Module 8 Knowledge Check
Module 9 November 20	Feminist Criminology & Critical Race Theory	<p>Daly, K. (2010). Feminist Perspectives in Criminology: A Review with Gen Y in Mind. In <i>The Sage Handbook of Criminological Theory</i>, 225-246.</p> <p>Ross, L.E. (2010). A Vision of Race, Crime, and Justice Through the Lens of Critical Race Theory. In <i>The Sage Handbook of Criminological Theory</i>, 391-409.</p> <ul style="list-style-type: none"> • Module 9 Knowledge Check • Reading Reflection #2 DUE
Module 10 November 27	Cultural Criminology, Post-Structuralism & Governmentality	<p>Ferrell, J. (2010) Cultural Criminology: The Loose Can[n]on. In <i>The Sage Handbook of Criminological Theory</i>, 303-318.</p> <p>O'Malley, P. (2010). Governmental Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 319-336.</p> <ul style="list-style-type: none"> • Module 10 Knowledge Check

<p>Module 11 December 4</p>	<p>Reenvisioning Harm, Justice & Action? Critical Realism, Green & Global Criminologies</p>	<p>Rigakos, G.S. & Frauley, J. (2011) The Promise of Critical Realism: Toward a Post-Empiricist Criminology. In <i>Critical Criminology in Canada: New Voices, New Directions</i> Doyle, A. & Moore, D. (eds.). Vancouver BC: UBC Press, 243-268.</p> <p>Nurse, A. (2016) An Introduction to Green Criminological Theories. In <i>An Introduction to Green Criminology and Environmental Justice</i>. London: Sage Books, 2-21.</p> <p>Aas, K.F. (2010) Global Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 427-446.</p> <ul style="list-style-type: none"> • Module 11 Knowledge Check
<p>Dec 10</p>	<p>Discussion Section on take-home final via zoom 4:00 PM</p>	
<p>Module 12 December 23</p>	<p>TAKE-HOME LONG ANSWER FORMAT FINAL EXAM</p>	