

**Course Outline**

<b>COURSE:</b>	<b>CRCJ 2100 C</b>
<b>TERM:</b>	<b>Fall 2022</b>
<b>PREREQUISITES:</b>	<b>CRCJ 1000</b>
<b>CLASS:</b>	<b>Day &amp; Time:</b> Tuesdays 8:35 – 11:25 AM <b>Room:</b> LIVE via Zoom on Brightspace, with recordings posted afterwards
<b>INSTRUCTOR: (CONTRACT)</b>	Lori Stinson
<b>CONTACT:</b>	<b>Office:</b> Via Zoom Tuesdays (by appointment only) <b>Office Hrs:</b> 11:30 AM – 1:30 PM, but flexible for other times where needed <b>Telephone:</b> <b>Email:</b> <a href="mailto:lori.stinson@Carleton.ca">lori.stinson@Carleton.ca</a> or <a href="mailto:lstinson@bell.net">lstinson@bell.net</a>
<b>LINK TO BRIGHTSPACE PAGE:</b>	<a href="https://brightspace.carleton.ca/d2l/home/143957">https://brightspace.carleton.ca/d2l/home/143957</a>
<b>TEACHING ASSISTANTS:</b>	Vajmeh Tabibi <a href="mailto:VajmehTabibi@cmail.carleton.ca">VajmehTabibi@cmail.carleton.ca</a> Faraasa Lawrence <a href="mailto:FaraasaLawrence@cmail.carleton.ca">FaraasaLawrence@cmail.carleton.ca</a>

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**ACKNOWLEDGEMENT & AFFIRMATION****ANISHNABE**

Ni manàdjiyànànig Màmìwininì 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 kejejàdizidjig.

Nìgijewenimànànig ogog kà nigànì 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, and future.

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**COURSE 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 significant contemporary theoretical perspectives in criminology. As such, it introduces an array of current theoretical tools, approaches and basic concepts covering some of the principal foundational perspectives in contemporary western criminology, with a

predominant focus on critical theory (but including contemporary conservative theories).

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, criminalization, justice and what are seen to be legitimate solutions to the ‘problem of crime.’ As we examine these theories it can help to keep asking ourselves how theories facilitate understanding and inform or encourage action. Do they broaden, curtail, or obscure our clarity of vision and our ability to respond appropriately when problems appear to arise in society, or do they not?

### **LEARNING OUTCOMES**

By the end of the course students should be able to:

1. Situate the historical, social, political, economic, cultural, and academic impetuses and contexts through which selected contemporary theories emerged, continue to flourish or not, and potentially how they transform
2. Examine 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 their assumptions about human nature, and what for them, constitutes crime, deviance, and social control
5. To assess how well these perspectives stand up to thoughtful evaluation, comparison, and practical criticism
6. Apply these conceptual and theoretical tools to the analysis of contemporary issues

### **TEXTS**

\* Pamela Ugwu-dike (2015). *An Introduction to Critical Criminology*. Bristol, UK: Bristol University Press and Policy Press

\* Other required articles as listed on the outline as required readings (available free of charge via Ares through the link for that purpose on Brightspace)

\* Supplementary materials, written and audio-visual, are available via Ares and via links on Brightspace

### **COURSE CALENDAR.**

Please complete your required readings and lectures within the dates of the module for which they are listed, and assignments by the dates they are indicated as due in ‘Components of Final Mark’.

DATE	TOPICS	REQUIRED READINGS & ASSIGNMENTS (indicated by bullets)
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<p><b>Module 1</b> September 13</p>	<p>Introduction to Course Essentials, Assignments and</p> <p>Welcome to Criminological Theory - Why Theory?</p>	<p>Course Outline &amp; Statement on Academic Integrity</p> <p>Barlow, H.D. &amp; Kauzlarich (2010) The Basics of Criminological Theory. In <i>Explaining Crime: A Primer in Criminological Theory</i>, 1-15.</p> <p>Writing Resources Folder &amp; Communication Forums</p> <ul style="list-style-type: none"> <li>• Introduce Yourself</li> <li>• Knowledge Check on course outline and requirements</li> <li>• Knowledge Check on academic standards including plagiarism</li> </ul>
<p><b>Module 2</b> September 20</p>	<p>What is Critical Theory: - Responding to Positivism - Critiquing 'Deviance'</p>	<p>Pamela Ugwudike (2015). What is Critical Criminology? In <i>An Introduction to Critical Criminology</i>, 11-36.</p> <p><b>Supplementary:</b></p> <p>Akers, R. &amp; Jensen, G. (2010) Social Learning Theory: Process and Structure in Criminal and Deviant Behaviour. In <i>The Sage Handbook of Criminological Theory</i>, 40-55.</p>
<p><b>Module 3</b> September 27</p>	<p>The Emergence of Critical Theory in Western Criminology: - Labelling, Social Reaction &amp; Social Construction</p>	<p>Pamela Ugwudike (2015). The Labelling Perspective. In <i>An Introduction to Critical Criminology</i>, 37-63.</p> <p><b>Supplementary:</b></p> <p>Muncie, J. (2010). Labelling, Social Reaction and Social Constructionism. In <i>The Sage Handbook of Criminological Theory</i>, 139-152.</p>
<p><b>Module 4</b> October 4 - 11</p>	<p>Conflict Perspectives: Pluralist and Radical (Marxist) Traditions</p> <p><b>Film Resource:</b> <i>The Central Park Five</i> (2014) 120 mins.</p>	<p>Pamela Ugwudike (2015). Conflict Perspectives in Criminology. In <i>An Introduction to Critical Criminology</i>, 64-74</p> <p>Pamela Ugwudike (2015). Marxist Criminology. In <i>An Introduction to Critical Criminology</i>, 75-99</p> <p><b>Supplementary:</b></p> <p>Bohm, R. (1982) Radical Criminology: An Explication. <i>Criminology</i> 19 (4) February: 565-589.</p> <p>Hall, S., Critcher, C., Jefferson, T., Clarke, J. &amp; Roberts, B. (1978) Introduction &amp; The Social History of a 'Moral Panic.' In <i>Policing the Crisis: Mugging, the State, and Law and Order</i>, vii – 28.</p> <ul style="list-style-type: none"> <li>• <b>Modules 1-4 Content Quiz</b></li> </ul>

<p><b>Module 5</b> October 11 - 18</p>	<p>Neo-Conservative Theory and Right Realism: Rational Choice, Routine Activities, Biological Essentialism, and Broken Windows - Administrative Criminology &amp; Sound bite Crime Prevention - Target Hardening, Zero-Tolerance Policing</p> <p><b>Prep for the Midterm</b></p>	<p>Pamela Ugwu-dike (2015). The Advent of Neo-conservative Criminology. In <i>An Introduction to Critical Criminology</i>, 103-121</p> <p>Baker, L.A., Tuvblad, C. &amp; Raine, A. (2010). Genetics and Crime. In <i>The Sage Handbook of Criminological Theory</i>, 21-39.</p> <p><b>Supplementary:</b></p> <p>Kelling, G. &amp; Wilson, J.Q. (1982) Broken Windows: The police and neighborhood safety." <i>The Atlantic Magazine</i>. <a href="http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/">http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/</a></p> <p>Chamard, S. (2010). Routine Activities. In <i>The Sage Handbook of Criminological Theory</i>, 210-224.</p> <p>Joliffe, D. &amp; Farrington (2010) Individual Differences &amp; Offending. In <i>The Sage Handbook of Criminological Theory</i>, 40-55.</p>
<p><b>October 25th</b></p>	<p><b>Reading Week – No Classes</b></p>	
<p><b>Module 6</b> November 1</p>	<p><b>TAKE-HOME LONG ANSWER MIDTERM EXAM (DUE: November 8)</b></p>	
<p><b>Module 7</b> November 8</p>	<p>Left Realism, Critical Realism, and Feminism</p>	<p>Pamela Ugwu-dike (2015). Left Realism: Criticism From Within?. In <i>An Introduction to Critical Criminology</i>, 123-140</p> <p>Matthews, R. (2010). Realist Criminology Revisited. In <i>The Sage Handbook of Criminological Theory</i>, 193-209.</p> <p>Pamela Ugwu-dike (2015). Feminist Critiques. In <i>An Introduction to Critical Criminology</i>, 141-166.</p> <p><b>Supplementary:</b></p> <p>Daly, K. &amp; Chesney-Lind, M. (1988) Feminism and Criminology. <i>Justice Quarterly</i> 5(4): 497-538.</p>
<p><b>Module 8</b> November 15</p>	<p>Current Theory on the Crimes of the Powerful and Green Criminology</p>	<p>Pamela Ugwu-dike (2015). Critical Perspectives on the Crimes of the Powerful. In <i>An Introduction to Critical Criminology</i>, 169-190.</p> <p>Pamela Ugwu-dike (2015). Green Criminology. In <i>An Introduction to Critical Criminology</i>, 191-201.</p> <p><b>Supplementary:</b></p> <p>White, R. (2003) Environmental Issues and the Criminological Imagination. <i>Theoretical Criminology</i> 7(4): 483-506.</p> <ul style="list-style-type: none"> <li>• <b>Modules 5, 7 &amp; 8 Content Quiz</b></li> </ul>

<b>Module 9</b> November 22	Cultural Criminology, Critical Race Theory,  <b>Film Resource:</b> 13 <sup>th</sup> (100 minutes)	Pamela Ugwu-dike (2015). Cultural Criminology. In <i>An Introduction to Critical Criminology</i> , 203-219.  Pamela Ugwu-dike (2015). Critical Race Theory. In <i>An Introduction to Critical Criminology</i> , 221-238  <b>Supplementary:</b> Ferrell, J. (2010) Cultural Criminology: The Loose Can[n]on. In <i>The Sage Handbook of Criminological Theory</i> , 303-318
<b>Module 10</b> November 29 – December 6	Punishment and Control - power & discourse - disciplinary power - governing through crime - actuarial justice - the new penology - risk - crimmigration - Abolitionism - Convict Criminology	Pamela Ugwu-dike (2015). Punishment and Control. In <i>An Introduction to Critical Criminology</i> , 241-273  Foucault M. (2013) The Carceral. In <i>Criminological Perspectives: Essential Readings 3<sup>rd</sup> Ed.</i> , 469-475  O'Malley, P. (2010). Governmental Criminology. In <i>The Sage Handbook of Criminological Theory</i> , 319-336.  <b>Supplementary:</b> Stumpf, J. (2006) The Crimmigration Crisis: Immigrants, Crime, and Sovereign Power. <i>American University Law Review</i> 56(2) December: 367-419.  <ul style="list-style-type: none"> <li>• <b>Modules 9 &amp; 10 Content Quiz</b></li> </ul>
<b>Module 11</b> December 22	<b>LONG ANSWER TAKE-HOME FINAL EXAM DUE</b>	

## 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.

## **COMPONENTS OF FINAL MARK**

EVALUATION FORMAT	WEIGHT	DUE DATES
Introduce yourself	1%	September 20
Quiz: Academic Integrity	2%	September 20
Quiz: Course Requirements	2%	September 20
Module 1-4 Content Quiz (true/false)	9%	October 18
Module 6-8 Content Quiz (true/false)	8%	November 22
Module 9-10 Content Quiz (true/false)	8%	December 6
Take-home Long Answer Midterm Exam	30 %	November 8
Take-home Long Answer Final Exam	40 %	December 22

All due dates allow for **submission up until 11:59 PM on the date listed.**

Detailed descriptions, instructions for all assignments, quizzes, and exams including rubrics where relevant, will all be included in the relevant week's Module on Brightspace and be discussed in class.

## 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				

All your **written work will be graded for** insight, analytical skill, inclusion and organization of relevant course materials, appropriate academic form, references and appropriate citation (**including page numbers**), clarity of expression (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 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 instructor as quickly as possible should you require accommodation on deadlines. Each day of late submission without an extension may result in a penalty of 5% per day. University regulations require late submissions on final exams be supported by documentation. Please remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online: <https://carleton.ca/registrar/special-requests/deferral/>

**Always keep copies of all your 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 your written academic work.

**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 Brightspace, requests for 'extra credit assignments,' 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).

## 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).

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 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/>

**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>

**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 [a number of 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 booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. 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](mailto:covidinfo@carleton.ca).

**REQUESTS FOR ACADEMIC ACCOMMODATIONS**

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

**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 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 ([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](mailto: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>