

## Course Outline

<b>COURSE:</b>	<b>CRCJ 2100 C Criminological Theory</b>
<b>TERM:</b>	<b>Fall 2021</b>
<b>PREREQUISITES:</b>	<b>CRCJ 1000 and second year standing</b>
<b>CLASS:</b>	Day & Time: <b>Live classes via zoom Tuesdays 8:35 AM – 11:25 AM</b> Location: <b>Hybrid format on Brightspace – Recordings of Live lectures will be posted after classes for those who are unable to attend live</b>
<b>INSTRUCTOR:</b>	<b>Lori Stinson</b>
<b>(CONTRACT)</b>	
<b>CONTACT:</b>	Office: <b>Via Zoom link</b> Office Hours: <b>Weekdays by appointment (flexible except Tuesday daytimes)</b> <b>Please email for appointments 48 hours in advance (excluding weekends)</b> Email: <a href="mailto:lori.stinson@carleton.ca">lori.stinson@carleton.ca</a> or <a href="mailto:lstinson@bell.net">lstinson@bell.net</a>
<b>TEACHING ASSISTANTS:</b>	<b>Victor Munro</b> <a href="mailto:VictorMunro@cmail.carleton.ca">VictorMunro@cmail.carleton.ca</a> <b>Icarpson Joseph</b> <a href="mailto:IcarpsonJoseph@cmail.carleton.ca">IcarpsonJoseph@cmail.carleton.ca</a>
<b>ONLINE &amp; RESOURCE ASSISTANT:</b>	

### 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>

## **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 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 the main currents 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

We will also work on improving academic writing, referencing and citation skills in completion of the introductory assignments and the midterm and final exams.

## **REQUIRED TEXT**

\*Robert M. Bohm and Brenda L. Vogel (2015). *A Primer on Crime and Delinquency Theory* 4th edition. Durham NC: Carolina Academic Press.

Other selected original source articles (including a few from *The Sage Handbook of Criminological Theory*) as listed on the outline and available via Ares through links for that purpose on Brightspace, as will be supplementary (not required) texts.

\*Hard copies of the text are available via Octopus Books, 116 Third Avenue, Ottawa, Ontario, K1S 2K1. For ease of pick-up or delivery you may order online at <https://shop.octopusbooks.ca/CRCJ2100>

Any audio-visual materials (including lectures, documentaries, and audio recordings of live class meetings) will be available via links within the module to which they pertain.

## **SUPPLEMENTARY MATERIALS**

Some supplementary articles and online content, with a focus on news, science, policy, application, and evaluation of the theoretical perspectives we will be examining will also be posted through links in individual 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 course is set-up in a modular hybrid format. **Each module** will contain the listing of the **required readings from your text** (available via Octopus Books) and **original source articles** (free of charge via Ares), a link to the live class (via Zoom), two associated **lectures** (via Kaltura) posted after the live class, a **power point deck outlining the content of the lectures**, and at roughly regular intervals (as listed on the course schedule) a **quiz on the content** of the required readings and lectures. Modules may also contain brief supplementary articles or audio-visual materials. Getting your required readings done quickly at the beginning of each module will help you stay on top of your work.

Each module focuses on a different theoretical tradition in criminology with the first half of the course focused on positivist traditions (Modules 1-5), through to the emergence of contemporary critical theories (Modules 7-12). At regular intervals (roughly every other module), you will find **quizzes (or knowledge checks)** with 15 True/False questions on the content of your required course readings and lectures. Your **midterm and final exams** will also appear as independent modules (Modules 6 and 13) and focus on long answer, essay style questions asking you to pull together what you are learning from completing the readings, lectures, and other resources via the modular (weekly) framework. The midterm and final exams are not cumulative. The midterm is on the content of Modules 1-5, and the final is on the content of Modules 7-12.

At the top of the course page on Brightspace, in the Course Communication & Essentials Module, you will also notice discussion forum, **“Clarification Forum.”** Students are strongly encouraged to post any questions they may have on course content, requirements, format for exams, or anything else related to the course, before emailing the instructor or teaching assistants. This way everyone in the class will be able to benefit from the response and access the same information.

Prior to the midterm and the final exam there will be **LIVE Discussion Sections** to go over the exam requirements, any questions students may have, and suggestions on how to do your best work. For those who cannot attend the live sessions **audio only recordings** will be provided in the associated exam module by the following day, so you will still be able to listen to that and post any questions in a clarification forum dedicated to the respective exam. Participation in all required aspects of the class (lectures, required readings, quizzes and exams) is essential for successful completion of the course.

Lectures are recorded and posted in the same manner as they are delivered live, but you may watch at your own pace – take breaks to stretch, get a drink or something to eat to help keep your focus up. Just because lectures are not broken into segments, does not mean you can’t do that in watching. There are multiple natural stopping points should you need a break. Do keep track of any questions or areas of confusion you might have so you can post any questions on the clarification forum or discuss live at the end of subsequent classes. Some modules may also include audio-visual clips to supplement your understanding of lectures and readings.

In addition to a live welcome lecture, the **first ‘get acquainted’ module** offers ways to **build your grade** while getting used to the online format and the way the quizzes (knowledge checks) will work. It will also let you check your knowledge on course content as outlined in this syllabus, and academic essentials including the fundamentals of plagiarism and academic fraud (document provided to go over), and essential requirements for citation in assignments (like page numbers in all citations).

The introductory module gives you a mark for introducing yourself to your classmates, 2 marks 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 relatively easy marks just for getting acquainted with the course requirements, the online quiz tools and format that will be used for the regular quizzes (knowledge checks) on the content, and briefly introducing yourself to your classmates.

Each new module will open on or before the date and time the class is scheduled for in the university term calendar (the same date it is associated with in the upcoming Course Schedule). As we progress through content the previous modules submission portals will close. Remember it will be your responsibility to make sure to pay attention to activity and assignment deadlines; however, if you miss a deadline, do not panic. Just contact me or your online assisting, engagement TA.

In addition to the 5 marks for acquainting yourself with the course and your classmates with you, your final grade for the course will be distributed across the 5 true/false 15 question quizzes worth 5 marks each (for a total of 25 % on the content of your required readings and lectures), a long answer ‘take-home’ midterm exam, and long answer ‘take-home’ final exam. The final exam will focus only on content after the midterm exam. The midterm is worth 30% of your final grade for the course, and the final exam will be worth 40% of your final grade for the course.

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**

<b>EVALUATION FORMAT</b>	<b>WEIGHT</b>	<b>DUE DATES</b>
Introduce yourself	1%	September 20
Quiz: Academic Integrity	2%	September 20
Quiz: Course Requirements	2%	September 20
Knowledge Check Quizzes	(5 x 5 %) for 25 % total	Oct 4, Oct 19, Nov 15, Nov 29, Dec 14
Long Answer Midterm Exam	30 %	November 1
Long Answer Final Exam	40 %	December 23

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

Detailed descriptions and rubrics are included in the relevant modules on the Brightspace 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				

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 Lori or your engagement teaching assistant 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. Information and forms should you require a formal final 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 essays, term papers, contributions to forums, take-home exams and any other written work submitted in your courses.

### **STATEMENT ON 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, art works, 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

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 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 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).

### **CLASS SCHEDULE**

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’.

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS (indicated by bullets) &amp; REQUIRED READINGS</b>
<b>Module 1</b> September 14	Introduction to Course Essentials, Assignments, & Cross module themes  Why Theory? Why theorize crime & deviance?	Welcome to Criminological Theories <b>Read:</b> Course Outline & Statement on Academic Integrity <b>Peruse:</b> Writing Resources Folder & Communication Forums <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> Bohm, R.M. & Vogel, B.L. (2015). Chapter 1: An Introduction to Theory. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 3-18.
<b>Module 2</b> September 21	Biology, Ideology & Science	Bohm, R.M. & Vogel, B.L. (2015). Chapter 4: Biological Theories. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 43-66.  Baker, L.A., Tuvblad, C. & Raine, A. (2010). Genetics and Crime. In <i>The Sage Handbook of Criminological Theory</i> , 21-39.

<b>Module 3</b> September 28	Psychology, Psychoanalytics, Personality & Humanism	Bohm, R.M. & Vogel, B.L. (2015). Chapter 5: Psychological Theories. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 67-90.  Farrington, D.P. (2010). Life-Course and Developmental Theories in Criminology. In <i>The Sage Handbook of Criminological Theory</i> , 249-270.  • <b>Modules 1-3 Quiz</b>
<b>Module 4</b> October 5	Durkheim, Social Disorganization, Routine Activities, Anomie & Strain	Bohm, R.M. & Vogel, B.L. (2015). Chapter 6: Macrosociological Theory. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 91-120.  Agnew, R. & Brezina, T. (2010). Strain Theories. In <i>The Sage Handbook of Criminological Theory</i> , 96-113.  Chamard, S. (2010). Routine Activities. In <i>The Sage Handbook of Criminological Theory</i> , 210-224.
<b>Module 5</b> October 12	Social Learning, Subculture, and Social Control	Bohm, R.M. & Vogel, B.L. (2015). Chapter 7: Microsociological Theories. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 121-144.  Akers, R. & 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.  • <b>Modules 4-5 Quiz</b>
<b>Module 6</b> October 19	<b>LONG ANSWER TAKE-HOME MIDTERM EXAM (October 12 – November 1)</b>	
<b>October 26</b>	<b>READING WEEK</b>	
<b>Module 7</b> November 2	Social Reaction Theory: Interactionism, Labelling  <b>Optional Film:</b> <i>The Central Park Five</i> (2014) 120 mins.	Bohm, R.M. & Vogel, B.L. (2015). Chapter 8: Critical Theories: Origins, Interactionism & Labelling. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 145-151.  Muncie, J. (2010). Labelling, Social Reaction and Social Constructionism. In <i>The Sage Handbook of Criminological Theory</i> , 139-152.  Hall, S., Critcher, C., Jefferson, T., Clarke, J. & Roberts, B. (1978) Introduction & The Social History of a 'Moral Panic.' In <i>Policing the Crisis: Mugging, the State, and Law and Order</i> , vii – 28.
<b>Module 8</b> November 9	Conflict: Pluralist & Radical Criminologies	Bohm, R.M. & Vogel, B.L. (2015). Chapter 8: Critical Theories: Conflict, Radical, Left Realist Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 152-163 & 167-168.  Bohm, R. (1982) Radical Criminology: An Explication. <i>Criminology</i> 19 (4) February: 565-589.  • <b>Modules 7-8 Quiz</b>

<p><b>Module 9</b> November 16</p>	<p>Feminist, Left Realist &amp; Peacemaking Criminologies</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Feminist &amp; Peacemaking Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 164-167 &amp; 168-169.</p> <p>Daly, K. &amp; Chesney-Lind, M. (2002) Feminism and Criminology. <i>Justice Quarterly</i> 5(4): 497-538.</p> <p>Pepinsky, H. (2013) Peacemaking Criminology. <i>Critical Criminology</i> 21: 319-339.</p>
<p><b>Module 10</b> November 23</p>	<p>Post-structural, Constitutive, Cultural &amp; Governmental Criminology</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Conflict, Radical, Left Realist, Feminist &amp; Peacemaking Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 169-173.</p> <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"> <li>• <b>Modules 9-10 Quiz</b></li> </ul>
<p><b>Module 11</b> November 30</p>	<p>Convict, Queer, Global &amp; Ecological Criminologies</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Conflict, Radical, Left Realist, Feminist &amp; Peacemaking Criminologies. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 173-179.</p> <p>Aas, K.F. (2010) Global Criminology. In <i>The Sage Handbook of Criminological Theory</i>, 427-446.</p> <p>White, R. (2003) Environmental Issues and the Criminological Imagination. <i>Theoretical Criminology</i> 7(4): 483-506.</p>
<p><b>Module 12</b> December 7</p>	<p>Where to now? Critical &amp; Ultra-realism</p>	<p>Matthews, R. (2010). Realist Criminology Revisited. In <i>The Sage Handbook of Criminological Theory</i>, 193-209.</p> <p>Winlow, S. &amp; Hall, S. (2019). Shock and Awe: On Progressive Minimalism and Retreatism, and the New Ultra-Realism. <i>Critical Criminology</i> 27: 21–36.</p> <ul style="list-style-type: none"> <li>• <b>Modules 11-12 Quiz</b></li> </ul>
<p><b>Module 13</b> December 23</p>	<p><b>LONG ANSWER TAKE-HOME FINAL EXAM DUE</b></p>	