

## Course Outline

<b>COURSE:</b>	<b>CRCJ 2100 E Criminological Theory</b>
<b>TERM:</b>	<b>Winter 2021</b>
<b>PREREQUISITES:</b>	<b>CRCJ 1000 and second year standing</b>
<b>CLASS:</b>	Day & Time: <b>Tuesdays 8:30 – 11:30 AM</b> Location: <b>Online CULearn (Principally Asynchronous)</b>
<b>INSTRUCTOR:</b>	<b>Lori Stinson</b>
<b>CONTACT:</b>	Office: <b>Via Zoom link</b> Office Hours: <b>by appointment (very flexible)</b> please contact me at least 2 weekdays before you would like your appointment Email: <a href="mailto:lori.stinson@carleton.ca">lori.stinson@carleton.ca</a>
<b>TEACHING ASSISTANTS:</b>	<b>Julia Pama</b> <a href="mailto:JuliaPama@cmail.carleton.ca">JuliaPama@cmail.carleton.ca</a> <b>Charlotte Zador</b> <a href="mailto:CharlotteZador@cmail.carleton.ca">CharlotteZador@cmail.carleton.ca</a>
<b>ONLINE &amp; RESOURCE ASSISTANT:</b>	<b>Joshua Denis</b> <a href="mailto:joshuawalshdenis@cmail.carleton.ca">joshuawalshdenis@cmail.carleton.ca</a>

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### 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](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 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

We will also work on improving academic writing, referencing and citation skills in through completion of the introductory assignments, the case study, and the midterm and take-home 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 CULearn; as will be supplementary (not-required) texts

\*\*Hard and electronic copies of the text are available via Haven Books, 43 Seneca St, Ottawa, ON K1S 4X2, (613) 730-9888.

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. An electronic copy of the required text will also hopefully be made available on reserve through Ares.

## **SUPPLEMENTARY RESOURCES**

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 class will be principally online and asynchronous, and organized into content modules. You will be able to watch and hear lectures and other audio-visual materials via content modules each focused on a different theoretical tradition in criminology. At regular intervals across the same modules you will find **quizzes (or knowledge checks)** on the content of your required course readings and lectures. Your **midterm and final exams will focus on short and/or long answer questions** asking you to pull together what you are learning from completing the readings, lectures and other resources via the modular (weekly or bi-weekly) framework.

The asynchronous modular format will be supplemented with **live tutorial/discussion seminars** via zoom focused on preparing you for **doing your best on the larger assignments (the midterm, case study and take-home final)**. As you will notice on the course schedule they all take place before an exam, or when you receive case study assignment. In addition to answering any questions you might have on course content we will go over the requirements of the assignments with specifics on how to put your assignments together, how and how much to cite (always including page numbers), and what to do to **improve your written work and get better grades**. For those who cannot attend the live seminars a **zoom audio only recording** will be provided in the associated module by the following day, so no matter what you will still be able to listen to that and post any questions on the clarification forum. The live classes (with audio recording posted afterwards) do not replace regular lectures, required readings or any other required content; they are just there to help you do better in being able to use your course materials to produce your best work.

**Each module** will contain the listing of the **required readings from your text and original source articles** (the same as listed on your course schedule here), a series of associated **lectures** (via Kaltura), a **power point deck outlining the content of the lectures**, and at intervals a quiz on the content of the required readings and lectures.

Detailed instructions on how to complete any assignments or exams will be posted in the right side-bar menu of CULearn and attached to each assignment in the respective modules 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 'get acquainted' module offers ways to **build your grade** while getting used to the online format, the way the quizzes (knowledge checks) will work, and will 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). The introductory module just 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 for very easy marks just for getting acquainted with 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 up on or before the date and time the class is scheduled for in the university term calendar to help avoid overloading the university system with content all uploading at once. As we progress through content the previous modules submission provisions 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, don't panic. Just contact me or your online assisting TA.

In addition to the 5 marks for acquainting yourself with the course and your classmates with you, there are 5 knowledge checks (5 marks each for a total of 25) on the content of your required readings and lectures, a **short answer midterm** knowledge check worth 20 marks) and a **long answer take-home final exam** worth 30 marks. The final exam will focus on content from after the midterm exam.

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%	January 23
Knowledge check: Academic Integrity	2%	January 23
Knowledge check: Course Requirements	2%	January 23
Knowledge Check Quizzes	(5 x 5 %) 25 %	Jan 30, Feb 13, Mar 13, 27, Apr 16
Midterm Short Answer Questions posted Feb 23	20 %	February 26
Central Park 5 Case Study	20 %	March 30
Short/Long Answer Take-home Final Exam	30 %	April 26

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**

<b>Grades will generally be distributed according to the following template:</b>					
<b>A+</b>	90-100%	<b>A</b>	85-89%	<b>A-</b>	80-84%
<b>B+</b>	77-79%	<b>B</b>	73-76%	<b>B-</b>	70-72%
<b>C+</b>	67-69%	<b>C</b>	63-66%	<b>C-</b>	60-62%
<b>D+</b>	56-59%	<b>D</b>	53-56%	<b>D-</b>	50-52%
<b>F</b>	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 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 or your engagement teaching assistant as quickly as possible should you require accommodation on deadlines. Each day of late submission without an arranged extension may result 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 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 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 including page numbers, 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 (citations including page numbers) 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**

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 CULearn, 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**

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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> January 12	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> January 19	Classical, Neoclassical & Positivist Theory	Bohm, R.M. & Vogel, B.L. (2015). Chapter 2: Classical & Neoclassical Theory. In <i>A Primer on Crime and Delinquency Theory</i> 4 <sup>th</sup> ed., 19-32. Bohm, R.M. & Vogel, B.L. (2015). Chapter 3: Positivist Theories. <i>A Primer on Crime and Delinquency Theory</i> 4th edition, 33-42.
<b>Module 3</b> January 26	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. <ul style="list-style-type: none"> <li>• <b>Module 1-3 Quiz</b></li> </ul>
<b>Module 4</b> February 2	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.

<p><b>Module 5</b> February 9</p> <p>[LIVE zoom discussion on midterm 10:00 AM] Audio posted afterwards</p>	<p>Durkheim, Social Disorganization, Routine Activities, Anomie &amp; Strain</p>	<p>Bohm, R.M. &amp; 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.</p> <p>Chamard, S. (2010). Routine Activities. In <i>The Sage Handbook of Criminological Theory</i>, 210-224.</p> <ul style="list-style-type: none"> <li>• <b>Module 4-5 Quiz</b></li> </ul>
<p><b>February 16</b></p>	<p><b>Midterm Break</b></p>	
<p><b>Module 6</b> February 23</p>	<p><b>MIDTERM EXAM</b></p>	
<p><b>Module 7</b> March 2</p>	<p>Social Learning, Subculture, and Social Control</p>	<p>Bohm, R.M. &amp; 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.</p> <p>Hallsworth, S. &amp; Young, T (2010). Street Collectives and Group Delinquency: Social Disorganization, Subcultures and Beyond. In <i>The Sage Handbook of Criminological Theory</i>, 72-95.</p>
<p><b>Module 8</b> March 9</p> <p>[LIVE zoom discussion on Case Study 10:00 AM] Audio posted afterwards</p>	<p>Social Reaction Theory: Interactionism, Labelling</p> <p><b>Film: <i>The Central Park Five</i> (2014)</b> 120 mins. (subject of case study)</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: Critical Theories: Origins, Interactionism &amp; Labelling. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 145-151.</p> <p>Muncie, J. (2010). Labelling, Social Reaction and Social Constructionism. In <i>The Sage Handbook of Criminological Theory</i>, 139-152.</p> <p>Jefferson, T. (2014) Exploring the continuing relevance of <i>Policing the Crisis</i>. <i>City</i> 18(2): 152-159.</p> <ul style="list-style-type: none"> <li>• <b>Module 7-8 Quiz</b></li> </ul>
<p><b>Module 9</b> March 16</p>	<p>Conflict, Radical, &amp; Left Realist Criminology</p>	<p>Bohm, R.M. &amp; 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 &amp; 167-168.</p> <p>Bohm, R. (1982) Radical Criminology: An Explication. In <i>Criminology</i> 19 (4) February: 565-589.</p> <p>Young, J. (1988) Radical Criminology in Britain: The Emergence of a Competing Paradigm. <i>British Journal of Criminology</i> 28(2): 159-183</p>

<p><b>Module 10</b> March 23</p>	<p>Feminist &amp; Peacemaking Criminologies</p> <p><b>Film:</b> <i>Repairing the Harm: Restorative Justice</i> (2007) 30 mins.</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> <ul style="list-style-type: none"> <li>• <b>Module 9-10 Quiz</b></li> </ul>
<p><b>Module 11</b> March 30</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>Central Park 5 Case Study Due</b></li> </ul>
<p><b>Module 12</b> April 6</p>	<p>Rural, Convict, Queer, Global &amp; Ecological Criminologies</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 8: . 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>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><b>Module 13</b> April 13</p> <p>[LIVE zoom discussion on take-home final exam 10:00 AM]</p>	<p>Critique, Conclusion &amp; Looking forward: Integrated, Developmental, &amp; Critical Realism?</p>	<p>Bohm, R.M. &amp; Vogel, B.L. (2015). Chapter 9: Integrated Theories, Developmental Theories and Beyond. In <i>A Primer on Crime and Delinquency Theory</i> 4<sup>th</sup> ed., 187-206.</p> <p>Matthews, R. (2010). Realist Criminology Revisited. In <i>The Sage Handbook of Criminological Theory</i>, 193-209.</p> <ul style="list-style-type: none"> <li>• <b>Module 11-13 Quiz</b></li> </ul>
<p><b>April 26</b></p>	<p><b>TAKE-HOME LONG ANSWER FORMAT FINAL EXAM DUE</b></p>	