

COURSE: **CRCJ 4001C: *Crime, Emotion, and the Senses***

TERM: Fall 2019

PREREQUISITES: Fourth-year standing in the B.A Honours program in Criminology

CLASS: Day & Time: Wednesdays, 8:35-11:25 am
Room: Please check Carleton Central for current room location.

PROFESSOR: Dr. Lara Karaian

CONTACT: Office: C578 Loeb
Office Hrs: Fridays, 11:30-12:30, or by appointment
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COURSE DESCRIPTION

This course surveys criminologists' and cultural theorists' examinations of the relationship between bodies, sensations, emotions, affect, crime, criminalization, social control, victimization, and punishment. We begin with an introduction to the "emotional turn" in criminology. From here we survey foundational texts on law and the senses, the sociology of emotions, and theories of affect. Finally, we consider how sensorial, emotional, and affective experiences challenge the rational/emotional duality in criminology and inform numerous fields of critical enquiry, including historic and contemporary analyses of fear of crime, a sense of justice, and the desire for social control and punishment. The elements and experiences of shame, humiliation, fear, anxiety, panic, pain, pleasure, lust, disgust, empathy and revenge, and their relations to offender motivation, criminalization, victimization, adjudication, and punishment, will be thoroughly investigated.

REQUIRED TEXTS

All articles and chapters will be made available electronically through your Carleton University Electronic library (ARES) via our cuLearn webpage.

EVALUATION

(All components must be completed in order to receive 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.

- Class participation: 20% (Ongoing)
- Reading Summaries: 20% (5 X 4% each) (approx. 3 double spaced pages each)
- Research Paper Presentation 10% (During last two classes)
- Final Research Paper: 50% (12-15 pgs, Typed and Double Spaced- not including biblio)

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
			F = 0-49

Class Participation (20%)

The seminar format relies on students taking an active role in generating, sharing, and learning knowledge. Attendance is taken for every class and your participation is evaluated at the end of each seminar. You are allowed to miss one class without repercussion. After this, a penalty applies for every class missed unless a doctor's note is provided that specifically attests to your inability to attend class. To ensure that a range of students participate *I will call on people* to canvass their analysis of the readings and the issues if need be. Your participation grade is reflective of: your attendance; your ability to discuss the **specifics of the assigned texts** and **themes directly related to the texts**; your ability to make connections between readings, earlier class discussions, as well as comments made during class; and, the quality of the insights you bring to the discussion.

Critical Summaries (20%)

You are required to summarize **5** of the assigned readings. I will leave it to you to decide which articles you would like to summarize. However, there is a *maximum* of 1 summary per week to ensure that you are engaging with all course topics and themes. Please plan accordingly as you will not be permitted to complete all of your summaries during the last few weeks of the course. Each critical summary is worth 4% (for a total of 20% of the course grade). Each summary should be approximately 3 double spaced pages and should be submitted *prior to class via a link on cuLearn*. *Late summaries will not be accepted*. Please include all of the required elements to receive a 4/4. If some part of summary is not answered, or not answered in full, your grade will reflect that. Please note that you will **not** be given the opportunity to re-do or make up for a poor summary grade.

Why write weekly summaries? Summarizing helps you to fully engage with and understand the reading. Your summary will demonstrate your comprehension of the complexities of the issues. The summaries will also better prepare you to engage in our class discussions.

The summary should include the following:

1. A concise explanation of the article's key questions (explicitly stated or inferred)
2. A concise summary of the main goal(s) of the text. Generalized descriptions of goals (ex: the author's goal is to theorize crime and emotion) should be avoided as these do not demonstrate that you have read the article closely or synthesized the author's *specific* goals.
3. A concise summary of the author(s)' main arguments
4. A briefly reflection on the article (consider how it relates to course themes and previous weeks' readings/discussions).

Research Paper Presentation (10%)

The last two weeks of class are designated to the presentations of your research topic. Presentations should be no longer than 10 mins in length. Further details will be distributed in class.

Final Research Paper (50%) – Due Wednesday, November 20, 2019

For this assignment, students will write an essay on a topic that addresses our course themes and theoretical frameworks. The aim of the research paper is to develop a conceptual analysis of your chosen topic, and to synthesize, discuss, and assess (not simply describe or summarize) relevant scholarly literature. It is important to utilize ideas, arguments, and concepts presented in class and in our course readings, and to discuss and critically evaluate the materials you use in your paper. The paper **must** draw upon at least 2 of our assigned readings as well as at least 10 additional scholarly references, including journal articles or academic quality book chapters by different reputable authors. You are permitted to reference newspaper articles however they will not be counted as one of your 10 outside sources. The essays must be between 12-15 pgs in length (Typed and double-spaced. Please note: annexes, bibliography and cover page do not count as pages). The final paper should be submitted electronically via cuLearn. Further details about this assignment will be distributed in class.

STATEMENT ON PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course

may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

POLICIES:

(i) Contact with Instructor

I will be available for consultation with students during my office hours or by appointment. Please e-mail me using the cuLearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within **3-5 business days**. **Please note that I read and respond to email between 9:00am-6:00pm on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.**

(iii) Late Penalties

All assignments must be completed for you to receive a passing grade in this course. Late assignments will be deducted a penalty of 5% for each day submitted after the due date (including week-end days) except under exceptional circumstances, i.e. grave illness. I require third party documentation in order to get an extension; **Assignments submitted more than one week after the due date will receive an F.** Computer failure, conflicts with work schedules or similar problems are not a valid excuse for failing to submit an assignment on time. **Students submitting late assignments must submit a hard copy via cuLearn.** Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

REQUESTS FOR ACCOMMODATION:

Requests for 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

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

[Accommodation.pdf](#)

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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. Please contact your instructor 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>

SCHEDULE

Please note that this schedule is subject to change.

WEEK 1

September 4: Introduction to the Course

Willem de Haan and Ian Loader (2002) "On the Emotions of Crime, Punishment and Social Control" (Introduction to the special issue) *Theoretical Criminology* 6(3): 243-253.

WEEK 2

September 11: The Turn to Emotions in Criminology

Susanne Karstedt, (2002) "Emotions and Criminal Justice" *Theoretical Criminology* 6(3): 299-317.

Majid Yar (2009) "Neither *Scylla* Nor *Charybdis*: Transcending the Criminological Dualism Between Rationality and the Emotions" *Internet Journal of Criminology*, <http://www.internetjournalofcriminology.com/> pp. 1-16

WEEK 3

September 18: Introduction to Key Theoretical Frameworks, Part I – Emotion and the Senses

Eduardo Bericat (2016) "The Sociology of Emotions: Four Decades of Progress" *Current Sociology* 64(3): 491–513.

Sheryl N. Hamilton et al. (Forthcoming 2017) "Sensing Law: Introduction" in *Sensing Law*, Routledge. 1-29.

WEEK 4

September 25: Introduction to Key Theoretical Frameworks, Part II- Affect and Touch

Sarah Ahmed (2004) "Collective Feelings or, The Impressions Left by Others" *Theory, Culture & Society* 21(2): 25–42.

Emily Grabham (2009) "Shaking Mr Jones: Law and Touch" *International Journal of Law in Context*, 5(4):343–353.

WEEK 5

October 2: Fear, Panic, and Crime

*****Guidelines for final research Paper & Presentation distributed*****

Kevin Walby and Dale Spencer (2011) "How Emotions Matter to Moral Panics" in *Moral Panic and the Politics of Anxiety*, Sean P. Hier (Ed.) Routledge, pp. 104-117.

Jessica Autumn Brown (2016) "Running on Fear: Immigration, Race and Crime Framings in Contemporary GOP Presidential Debate Discourse" *Critical Criminology* 24: 315-331

WEEK 6

October 9: Seduction, Intimacy, Pleasure and Crime

Jack Katz (1988) *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. Basic Books, Harper Collins. Introduction pp 3-11.

Jack Katz (2016) "A Theory of Intimate Massacres: Steps Toward a Causal Explanation" *Theoretical Criminology*, 20(3) 277–296.

Pat O'Malley and Mariana Valverde (2004) "Pleasure, Freedom and Drugs: The Uses of 'Pleasure' in Liberal Governance of Drug and Alcohol Consumption" *Sociology*, 38(1): 25–42.

WEEK 7

October 16: Lust, Disgust, and Consensual Sex Crime

William Ian Miller (1997) "Darwin's Disgust" in *The Anatomy of Disgust*, Harvard University Press, pp. 1-23.

Kate Sutherland (2000) "Legal Rites: Abjection and the Criminal Regulation of Consensual Sex," *Saskatchewan Law Review* 63: 120-143.

*******October 21-25: NO CLASSES. FALL READING WEEK*******

WEEK 8

October 30: Revenge, Reparation, and Victims

Stanbridge, Karen, and J. Scott Kenney (2009) "Emotions and the Campaign for Victims' Rights in Canada." *Canadian Journal of Criminology and Criminal Justice/La Revue Canadienne de Criminologie et de Justice Pénale* 51 (4): 473–509.

Lawrence W. Sherman and Heather Strang (2014) "Empathy for the Devil: The Nature and Nurture of Revenge" in Susanne Karstedt, Ian Loader and Heather Strang (Eds.) *Emotions, Crime and Justice*, Hart Publishing, pp. 145-168.

WEEK 9

November 6: Shame, Humiliation, and Reintegration

Harris, Nathan, Lode Walgrave, and John Braithwaite (2004) "Emotional Dynamics in Restorative Conferences." *Theoretical Criminology* 8 (2): 191–210.

Mark. R. Pogrebin et al. (2015) "Rejection, Humiliation, and Parole: A Study of Parolees' Perspectives" *Symbolic Interaction* 38(3): 413–430.

WEEK 10

November 13: Empathy, Pain, and Punishment

Rob Canton (2015) "Crime, punishment and the moral emotions: Righteous minds and their attitudes towards punishment" *Punishment & Society* 17(1): 54–72/

Michelle Brown (2012) "Empathy and Punishment" *Punishment and Society* 14(4): 383-401.

WEEK 11

November 20:

*****Final Papers Due*****

Final Paper Presentations

WEEK 12

November 27:

Final Paper Presentations

END OF TERM!
ENJOY YOUR WINTER BREAK!