

Carleton University

Institute of Criminology & Criminal Justice

Course Outline

COURSE: CRCJ 4001C Criminological Fiction

TERM: Winter 2021

PREREQUISITES: CRCJ

CLASS: Day & Time: Friday, 10am – 11:30am
Room: Online – via Zoom

INSTRUCTOR:
(CONTRACT)

CONTACT: Office: N/A
Office Hrs: TBD
Telephone:
Email: Jeffrey.monaghan@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>

COURSE DESCRIPTION

“The frontiers of a book,” writes Foucault in *The Archaeology of Knowledge*, “are never clear-cut: beyond the title, the first lines, and the last full stop, beyond its internal configuration and its autonomous form, it is caught up in a system of references to other books, other texts, other sentences: it is a node within a network.” Referring specifically to how knowledge and discourses shape the ways we think about the ways we think about things, Foucault nonetheless underlines the point that cultural artifacts produce meaning based on their interaction with pre-existing knowledge, categories, ideas, and social forces. While texts (or films) present specific objects, these are nonetheless mediated by dynamic interactions between producers and consumers, shaped by inherited structures of meaning, forms of interaction and interpretation, and inter-subjective forces that constantly mediate between what we read/see, what we know, the ways we know what we know, and the social structures that shape the ways we know what we know. The purpose of this course is to engage these “nodes with a network” through works of speculative fiction; using recent books/films as lines of sight into a network of criminological issues that will include crime, criminality, violence, (in)security, law, technology, social order (and social breakdown), as well as fundamental questions of justice and injustice.

The fictional works included in this course can all be described as “speculative fiction”, which represents a broad category of writing/film that presents speculative, futuristic takes on contemporary social issues. Speculative fiction has lots of subgenres - such as sci-fi, fantasy, dystopia/utopia, historicized fiction – and our course will feature several works of dystopian fiction – two films (one that includes zombies, for zombie fans), a comic series and four novels – to explore these networks of justice and injustice. Over the course of the term, we will host several guest speakers on topics germane to the works we will be reading/watching and you will be expected to draw from your academic experience and knowledge to interpret key themes from these course materials and posit their relation to contemporary research and/or criminological affairs.

COURSE ORGANIZATION

- ~ This course is offered fully online.
- ~ We will be having weekly synchronous discussion sessions on Zoom from 10am to 11::25am on Friday mornings. Discussion sessions are mandatory.
- ~ Zoom links for each weekly lecture will be circulated on Thursday’s.
- ~ For each class, students will be required to do the corresponding readings (see readings schedule below).
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

REQUIRED TEXT

The following novels (and one graphic novel) are required for the class:

Neal Shannacappo (2020) *Trillian Key: Salamander Run*
 Christopher Brown (2019) *Rule of Capture*.
 Cherie Demaline (2017) *The Marrow Thieves*
 Tim Maughan (2019) *Infinite Detail*
 Catherine Hernandez (2020) *Crosshairs*

Students are responsible for getting hold of the required books for the course. I have pre-ordered a limited number of books through Perfect Books, located on 258a Elgin Street. It is recommended that you check their website to ensure they have the books in stock. If they are not currently in stock, you can also order them through their website and they will arrive very promptly. I know Amazon is super convenient but they’re also super assholes, which the pandemic has made increasingly visible (more info: [a](#), [b](#), [c](#), [d](#)). So please consider planning ahead and using Perfect Books or any other bookshop.

<http://perfectbooks.ca/wp/>

All other reading materials will be provided through CUlearn or the CU library.

EVALUATION

(All components must be completed in order to get a passing grade)

<u>Evaluation components</u>	<u>Value</u>	<u>Date</u>
Film review	20%	January 29 or April 14
Book review 1	20%	Varies
Book review 2	20%	Varies
Short fiction project	40%	April 14

Film Review

Due January 29 or April 14. 1500-2000 words. I strongly recommend doing the earlier option but it's up to you.

Students are required to provide a film review of either *The Circle* (2017) or *Blood Quantum* (2019). Film reviews are critical engagements with core concepts presented by the film's creators. Reviews can include short synopsis of the main themes, then engage in an analysis, interpretation, and discussion of key themes from the film. Students will be required to draw from their criminological experience and expertise to draw out key themes, apply relevant research-informed analysis and interpretation, and relate some of the key themes from the film to contemporary issues. Some relevant academic-informed research has been included below as a starting point for the reviews.

Book Reviews

Due 7 days following the end of a selected book. 1500-2000 words.

Students are required to submit 2 book reviews (out of the 4 novels used in the course). Similar in format to the film review, the book review should not be a summary (e.g. book report) of the text. The review should provide a synopsis of key themes, then a discussion and analysis of these themes. Students should draw on materials discussed in the guest speaker zooms, on research materials related to the themes, and on their own background experience in criminology, law, sociology, etc. More instructions will be provided as we go.

Short Fiction Project

Due April 14. Two components: Short fiction writing piece, 3000-5000 words; Research backgrounder, 1000-1500 words.

Students in this course will provide their own piece of speculative fiction writing. The written piece can explore any topics of relevance to the author-student with a mind towards issues of (in)security, law, crime, violence, victimization, harm, and justice or injustice. The piece should be within 3000-5000 words and can include any form of illustration, creative presentation, style of writing, etc, etc, etc. Format, word count, etc., are all flexible and dependent on the project that students have in mind. We'll have lots of time to talk about this project over the course of the term.

The short fiction project will also include a second writing component alongside the speculative fiction submission. Students will provide a short, 1000-1500 word backgrounder document that details the creation of the speculative fiction story. Did anything in particular inspire your writing? What research did you have to do to create the piece? How 'realistic' is your piece, what contemporary trends/research/social structures/social forces are visible in your creation? What contemporary academic research foreshadows your speculative creation? Is there a 'so what' objective or message to your piece? Please provide any closing thoughts or comments.

Carleton University Late Assignment Policy

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are responsible for informing the instructor as soon as possible and for making alternate arrangements to complete the missed work. In all cases this must occur no later than three (3) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

CARLETON U 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.

CARLETON U STATEMENT ON 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.

READINGS / CLASS SCHEDULE

Week 1 (January 15) Introduction

Short Zoom, brief overview of course materials and open discussion.

Week 2 (January 22) Film Discussion: *The Circle* (2017)

Film: *The Circle* (2017). Students are responsible for watching the film on their own time.

Here are some recommended readings that provide research-informed analysis of issues related to technology, privacy, ethics, and consumerism.

Lyon, David (2020). The coronavirus pandemic highlights the need for a surveillance debate beyond 'privacy'. *The Conversation*: <https://theconversation.com/the-coronavirus-pandemic-highlights-the-need-for-a-surveillance-debate-beyond-privacy-137060>

Carver, L.F. (2018). Turning your health data into a "wellness score" might not be good for you. *The Conversation*: <https://theconversation.com/turning-your-health-data-into-a-wellness-score-might-not-be-good-for-you-100641>

Silverman, Stephanie J (2018). Electronically monitoring migrants treats them like criminals. *The Conversation*: <https://theconversation.com/electronically-monitoring-migrants-treats-them-like-criminals-90521>

Tilleczek, Kate C (2020). Youth have a love-hate relationship with tech in the digital age. *The Conversation*: <https://theconversation.com/youth-have-a-love-hate-relationship-with-tech-in-the-digital-age-109453>

Thompson, Andrew (2019). How governments use Big Data to violate human rights. *The Conversation*: <https://theconversation.com/how-governments-use-big-data-to-violate-human-rights-109537>

Week 3 (January 29) Trillian Key: *Salamander Run*

Required reading:

Neal Shannacappo (2019) *Trillian Key: Salamander Run*

Lecture guest: Neal Shannacappo

Week 4 (Feb 5) Guest speaker: Law and exceptionalism

Reading: Christopher Brown, *Rule of Capture*.

Guest speaker: Khalid Elgazzar. Khalid is an Ottawa-based lawyer and worked with the No Fly List Kids campaign (among other issues).

Please give these short news articles a read (they also have short news videos) before our discussion:

1. Connolly, Amanda (2020). Changes designed to fix no-fly list false flags come into force. Global News, November 4. (With video). <https://globalnews.ca/news/7442466/no-fly-list-kids-canada/>

2. Nagy, Melanie (2018). 'No Fly List Kids': Advocacy group fights for kids mistaken for terrorists, CTV News, September 1. (With video featuring Khalid). <https://www.ctvnews.ca/politics/no-fly-list-kids-advocacy-group-fights-for-kids-mistaken-for-terrorists-1.4077233>

If you're looking for more information, you can also read the 8-pg submission presented by Khalid and his colleague Zamir Khan at Parliamentary hearings in the most recent national security legislation (2017).

Khan, Zamir and Khalid Elgazzar (2017). No Fly List Kids Written Submission on Bill C-59 Standing Committee on Public Safety & National Security. <https://www.ourcommons.ca/Content/Committee/421/SECU/Brief/BR9624963/br-external/NoFlyListKids-e.pdf>

Week 5 (Feb 12) Rule of Capture (part 2)

Reading: Christopher Brown, *Rule of Capture*.

Discussion session on the book.

Week 6 (Feb 19) No Class – Reading week

Week 7 (Feb 26) Guest speaker: Settler colonialism, child abductions, the Sixties Scoop

Reading: Cherie Demaline, *The Marrow Thieves*

Guest speaker: Colleen Hele Cardinal. Colleen is co-founder and Executive Director of the National Indigenous Survivors of Child Welfare Network. She is a Sixties Scoop survivor and has founded the In Our Words digital mapping project that crowd sources lived experiences of the Sixties Scoop. Colleen is the author of *Ohpikiihaakan-ohpihmeh (Raised somewhere else)* (2018), an award-winning autobiography and personal account of the intergenerational struggles arising from Sixties Scoop policies of child abduction.

Recommended background reading:

<https://www.aptnnews.ca/national-news/project-maps-locations-of-where-60s-scoop-survivors-were-sent/>

<https://newsinteractives.cbc.ca/longform/colleen-cardinal>

<https://www.cbc.ca/news/indigenous/60s-scoop-national-apology-petition-1.5772768>

Week 8 (Mar 5) *The Marrow Thieves*

Reading: Cherie Demaline, *The Marrow Thieves*

Discussion session on the book.

Week 9 (Mar 12) Surveillance and big data

Reading: Tim Maughan, *Infinite Detail*

Guest speaker: Tim McSorley, National Coordinator, International Civil Liberties Monitoring Group (ICLMG).

Tim will be providing background information on his work leading a group of NGOs calling for national ban on federal law enforcement's use of facial recognition technologies. Tim is a leading expert on facial recognition law; he has written widely about these technologies, presented at Parliamentary hearings, and is coordinating a number of campaigns.

More info:

<https://iclmg.ca/banfr/>

https://www.youtube.com/watch?v=9efgzZs_COM&feature=emb_title

<https://www.nationalobserver.com/2020/07/09/news/ban-federal-use-facial-recognition-surveillance-groups-urge-trudeau-government>

Week 10 (Mar 19) Infinite Detail

Reading: Tim Maughan, *Infinite Detail*

Guest speaker, Tim Maughan, discussion session on the book.

Week 11 (Mar 26) Othering, violence, allyship

Reading: Catherine Hernandez, *Crosshairs*

Guest speaker TBA

Week 12 (Apr 2) Crosshairs

Reading: Catherine Hernandez, *Crosshairs*

Discussion session on the book.

Week 13 (Apr 9) Film Discussion: *Blood Quantum* (2019)

Students are responsible for watching the film on their own time.

Recommended readings will be discussed in class.

**** Final essay project due April 14th.