



Institute of Criminology and Criminal Justice

CARLETON UNIVERSITY

CRCJ 4001C: Special Topics *Crime, Emotion, and the Senses*

Winter 2017

(UPDATED Jan. 18, 2017)

(Please note, any email requesting information that is available on this syllabus will not be replied to.)

Instructor: Dr. Lara Karaian

Office: C578 Loeb Building

Office Phone: 613-520-2600 x 1458

E-mail: Please direct all e-mail contact through cuLearn e-mail

Class Meets: Tuesdays, 8:35am-11:25am

Class Location: Please check with Carleton Central for current room location

Office Hours: Tuesdays, 11:30am-12:30pm, or by appointment

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 interrogated.

Prerequisites: Fourth-year standing in the B.A Honours program in Criminology and Criminal Justice.

REQUIRED TEXTS:

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

WEB SITE:

This course will be managed with Carleton's cuLearn course management system. Course PowerPoint slides, announcements, grades, discussion groups and weblinks will be posted on this site. You must activate your cuLearn account by going to the following page <https://www.carleton.ca/culearn/>. Student support is available via a link on the right side of the page. Only students registered in the course have access to the site. Your Username and Password to sign on are the same as those for your Connect account (make sure that your Connect account has been activated first). See <https://portal.carleton.ca> for instructions on how to set up your account. It is imperative that each student is able to access the course web site and that they do so frequently.

EVALUATION:

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

- Class participation: 20% (Ongoing)
- Reading Summaries: 20% (10 X 2% each) (approx. 3 double spaced pages each)
- Research Paper Presentation 10% (During last two classes)
- Final Research Paper: 50% (4000-4500 words, Due: Friday, April 7th, 2017)

Please note: 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:

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:

You are required to summarize **1** assigned readings from **each week** of our course (for a grand total of 10 critical summaries). Each critical summary is worth 2% (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.* Summaries will be graded on a Pass/Fail basis. If all of the summary's components are answered in full you will receive a pass grade. If some part of summary is not answered, or not answered in full, you will receive a fail grade. Please note that if you fail a summary you will **not** be given the opportunity to make it up on another week.

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. The specific conclusion or "take home message" of the text?

Final Research Paper:

Final Research Paper (4000-4500 words) due **Friday, April 7th at 4:00 pm** on a topic that addresses our course themes and theoretical frameworks. The paper **must** draw upon at least 2 of the readings in class as well as at least 6 other readings or materials not studied in class. The paper should be submitted electronically via cuLearn **and** in hard copy to the Criminology drop box (C562 Loeb) by 4:00 pm. Further details will be distributed in class on **February 14th, 2017.**

Research Paper Presentation:

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 on **February 14th, 2017.**

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 **two 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 0.** 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 of the assignment to the Institute of Criminology and Criminal Justice drop-box and an electronic version via cuLearn.** The Institute of Criminology and Criminal Justice drop-box is located on the wall outside the Institute's door at C562 Loeb Building. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

(iv) Policy on Discrimination and Harassment

Carleton University is a community of faculty, staff and students who are engaged in teaching, learning, and research. Its members are part of the community at large and are governed by the law common to all persons. But membership in the academic community also entails certain rights and responsibilities. The university respects the rights of speech, assembly, and dissent; it prohibits discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, national origin, creed, sex, gender identity, sexual orientation, age, marital status, family status, political affiliation or belief, or disability that is defined as such in the Ontario Human Rights Code; it requires tolerance and respect for the rights of others; and it promotes an environment conducive to personal and intellectual growth.

REQUESTS FOR 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 more details see the Student Guide

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 see the Student Guide

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).

CRCJ 4001C: Course Schedule & Readings
(Updated Jan 6, 2017)

Please note that this schedule and course readings are subject to change.

WEEK 1

January 10: Introduction to the Course

No assigned readings

WEEK 2

January 17: Introduction to Criminology and the Turn to Emotions

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.

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

January 24: 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.

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

WEEK 4

January 31: Introduction to Key Theoretical Frameworks, Part II- Feelings and Affect

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

Greg and Seigworth (2010) "An Inventory of Shimmers," *The Affect Theory Reader*. Duke University Press, 1-25

Brian Massumi (2002), "The Autonomy of Affect" in *Parables for the Virtual: Movement, Affect, Sensation*. Duke University Press, 23-45

WEEK 5**February 7: Shame, Humiliation, Crime, and Reintegration**

Eve Kosofsky Sedgwick, (2003) "Shame in the Cybernetic Fold: Reading Sylvan Tompkins" in *Touching Feeling: Affect, Pedagogy, Performativity*, Duke University Press. pp. 93-121.

John Braithwaite, (1993) "Shame and Modernity" *British Journal of Criminology*. 33 (1): 1-18.

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

WEEK 6**February 14: Fear, Panic, and Crime*******Guidelines for final research Paper & Presentation distributed*****

Murray Lee (2007). "Chapter 1: Introduction" and "Chapter 2: Fear of Crime: A Selective Prehistory" in *Inventing Fear of Crime: Criminology and the Politics of Anxiety*. United Kingdom: Willan Publishing. pp. 1-14 & 25-55.

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

February 21: NO CLASSES. WINTER READING WEEK.

WEEK 7**February 28: 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 8**March 7: 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.

Lara Karaian (2016) "Relative Lust: Accidental Incest's Affective and Legal Resonances" *Law, Culture and the Humanities* online first DOI: 10.1177/1743872116661271, pp. 1-20

WEEK 9

March 14: Sadness, Revenge, and Victims

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.

Susan A. Bandes (2009) "Victims, "Closure," and the Sociology of Emotion" *Law and Contemporary Problems*, 72(2): 1-26.

Mary Lay Schuster and Amy Proppen (2010) "Degrees of Emotion: Judicial Responses to Victim Impact Statements" *Law, Culture and the Humanities* 6(1): 75-104.

WEEK 10

March 21: 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/

Anastasia Chamberlen (2016) "Embodying prison pain: Women's experiences of self-injury in prison and the emotions of punishment" *Theoretical Criminology* 20(2): 205-219.

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

WEEK 11

March 28:

Final Paper Presentations

WEEK 12

April 4:

Final Paper Presentations

END OF TERM!

ENJOY YOUR SUMMER BREAK!