

INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE

CRCJ 4002 A

WINTER 2013

CRIME, MEDIA & POP CULTURE

HOLLY THOMAS

Course meets: Mondays 2:35 – 5:25pm, Southam Hall 409

Instructor's Office: Loeb Building A713

Office Hours: By Appointment Only

Email: ALL course correspondence will be conducted through WebCT. Correspondence sent to alternate email accounts will not receive a response.

Knowledge of the content of the complete syllabus is your responsibility

Course Description and Objectives:

Crime, policing, and justice are hot topics in pop culture of all varieties, especially news and entertainment media. Crime is considered a major social problem in North America, yet our understandings of crime, criminals, and the justice system are often filtered through mediated images and cultural influences, rather than direct experience. This course will explore the complex relationship between crime, media, and pop culture. Through books, movies, music, and television – crime enters our private lives in many ways. These representations of crime and criminal justice shape our understandings of law, policing, criminality, and justice but may not always reflect an accurate reality. By taking a practical socio-historical approach, this course examines these issues from all angles by looking at the ways in which media and pop culture reflect, reinforce, and influence crime and criminal justice policies in North America.

Students in this course will conduct hands-on research for major assessments, allowing them to actively engage and critically analyse the mass media representations that serve as subject material throughout the course. The major assessment for the course is an individual or team-based research paper that will use several smaller assessments as a foundation for its completion.

Important Class Notes:

Attendance and Classroom Expectations:

Please note that class attendance is not a substitute for doing the required reading and vice versa. To ensure a productive seminar environment, please come to all classes prepared to participate in individual and group learning activities. Bring your assigned readings and syllabus to every class for your reference. All course requirements **MUST** be fulfilled in order to receive a passing grade. If you do not attend at least 80% of scheduled classes, you will not be permitted to submit a final paper.

If any lecture slides are used during class, they will be posted on WebCT shortly after each lecture. Due to copyright issues, not all media products shown or used within the classroom will be posted to WebCT.

WebCT:

In addition to the lecture and in-class workshops, online participation is also a vital course component that will help you succeed in this class. We will be using WebCT (<http://webct6.carleton.ca/>) extensively as a hub of communication so please ensure that your account is in working order and that CRCJ 4002A is connected to your account. If you have any problems, please refer to <http://www1.carleton.ca/lmssupport/students/>.

Please Note: As stated above, all course correspondence with the instructor will be conducted through WebCT only. Any emails sent to alternate addresses (connect accounts, Gmail, Hotmail, etc.) will not receive a response.

WebCT will be used any time I need to send important emails and announcements to the class. It is important that you check WebCT regularly. Any announcements you miss will be your responsibility. Please see me if you have concerns about computer access.

Technology Notes:

We live our lives in a society that is saturated with technology. While laptops can be effective tools for learning in the classroom, they can also be a considerable distraction. For this reason, please be considerate of your fellow classmates when using your laptop.

If you need to bring mobile communication devices to class, please note that ALL cell phones, blackberries, tablets, portable music players, and similar devices must be switched OFF and placed out of sight for the duration of the class. Headphones are not to be worn under any circumstances.

Audio-recording of lectures or tutorials is not permitted without the written consent of your instructor and all students enrolled in this course.

Course Requirements & Methods of Evaluation

EVALUATION	WEIGHT	DUE DATE
Participation:		
- Seminar Attendance & Participation	10%	WEEKLY
- Weekly Discussion Questions	5%	WEEKLY
- Reading Discussion	10%	AS SCHEDULED
Individual or Group Proposal:	20%	FEBRUARY 11 TH
Individual or Group Term Paper	55%	APRIL 8 TH

Participation:

Seminars enable rich discussion but depend on active participation from all students, as well as your instructor. A substantial portion of your final grade is drawn from your participation in this course.

Attendance & Participation: a portion of your participation mark (**10%**) is drawn directly from attending and actively participating in discussion and learning activities during class time. The remainder of your participation mark requires a bit more preparation:

Weekly Discussion Questions (5%): Each week (other than your scheduled reading discussion, breaks, and consultations), you are required to submit two discussion questions through WebCT email by Sunday at noon. Your discussion questions should focus on one or more of the required readings but can also include questions of clarification, issues that you wish to address during the seminar, links to outside material, etc...your creativity is your only limit here.

Please note that deadlines are strict here to allow adequate time for class prep. **If you choose to submit your two questions by Saturday at noon**, you will automatically receive full marks for that week's questions. If you submit your questions after Sunday's noon deadline, you will receive half marks for that week. All other questions that meet the deadline will be assessed for participation marks based on quality and effort. You are required to submit discussion questions every week, even if you are absent from class (deadlines may only be adjusted for medical reasons).

Reading Discussion (10%): This participation requirement is designed to foster a collaborative learning environment and engage active student learning and critical thinking. On the first day of class, you will be required to sign up for one week to present on the assigned readings. Each week, 3-4 students will guide us through a discussion of the required readings. How you choose to divide your time and

workload will be up to you – *you may choose to work independently and divide up the readings or you may choose to tackle the discussion as a team.* Each reading discussion will be approximately 60 minutes in length and must include participation from all scheduled classmates who have signed up for the week. Even though you are working with classmates, individual grades will be assigned.

You are not expected to lecture or present to the class for the entirety of the presentation. Please remember that this is a seminar style course and the reading discussion will allow you to set the tone of the conversation. You are therefore responsible for providing several questions to help guide student discussions and debates. **You are not expected** to provide handouts or power point slides for the class; however, should you choose to include these and wish for me to photocopy them, please email your documents on the Friday before your presentation. **You are encouraged** to do outside research, and to link the readings to topical issues in the news and media. Learning activities, exercises, youtube clips, etc. are also excellent ways to foster class discussion...just be sure to use your time wisely.

Staged Term Paper:

You may choose to complete your major assessment for this course as an individual, in pairs, or in a small group of three students. You will need to make this decision in the early weeks of class in consultation with your instructor (further details will be discussed in class).

This ‘**staged assignment**’ is a type of evaluation that gives you the opportunity to complete components of a major assignment over the course of a semester instead of all at the end. It engages active learning and critical thinking along the way through feedback from your instructor at multiple stages. Your staged term paper is broken down into three components: **a paper proposal, a scheduled consultation, and a term paper.**

Your **Paper Proposal (20%)** is due on **Monday, February 11th, 2013**. If you are working in a pair or trio, you only submit one document for your collaborative paper. This proposal will be reviewed in detail during the mandatory paper consultations in February. **Your paper consultation** will be scheduled in the early weeks of the semester and will occur during class time on either February 25th or March 4th, 2013. If necessary, some consultations *may* occur outside of class time based on availability of students and the instructor.

Your major term paper (55%) will be a critical analysis of a topic of your choosing in the study of crime, media, and pop culture. Your research paper may take shape as you (and your group members if applicable) see fit. You may critically examine a relevant body of literature. You may choose to conduct a research project concerning media representations in movies, tv shows, or advertisements, etc. You may choose to write and produce a YouTube music video or design another type of alternative, mediated project with a small written companion document. All ideas will be given consideration...all you have to do is ask. Your term paper is officially due on the last day of class: **Monday, April 8th, 2013**. We will discuss details for this assignment early in the semester.

General Assignment Guidelines

Assignment Submission: Assignments are due at the beginning of class on the assigned date. Please provide a hard copy of your assignments and retain digital copies for the duration of the academic year. Do not submit assignments to the Instructor by e-mail or under office doors.

If it is impossible to submit your assignment during class time, it must be handed into the drop box before the main office opens the next morning. If it is handed in after the office opens it will be marked as late. **All late assignments** will be subject to a deduction of five percent per day, including weekends and holidays. There will be no extensions granted for assignments and only papers that are accompanied by a medical certificate (specifying your illness and length of incapacitation) may be exempted from late penalties.

Format: Any written material that you hand in must include a cover page with: 1) a title; 2) your name and student No.; 3) course name with section (SOCJ 1001D); and 4) your instructor's name: Holly Thomas.

BIBLIOGRAPHY

Your textbooks are available through **Octopus Books**, located at 116 Third Avenue (near Bank Street). Phone: (613) 233-2589, Website: <http://octopusbooks.org/>.

1. Greer, Chris (Ed.). (2010). *Crime and Media: A Reader*. New York: Routledge.
2. Jewkes, Yvonne. (2011). *Media & Crime* (2nd ed.). London: Sage Publications.

Additional required and supplementary readings and material will be posted on WebCT. It is your responsibility to use course readings to prepare for class and evaluations accordingly. Please bring copies of your readings to class.

COURSE CALENDAR

Please note that occasionally the lecture schedule may vary slightly from the course outline

Week 1: January 7th

INTRODUCTION TO CRCJ 4002 - NO REQUIRED READINGS

Week 2: January 14th

INTRODUCTION TO MEDIA AND CULTURAL STUDIES I

Required Readings:

1. Jewkes, Y. (2011) Introduction, (p1-6). *Media & Crime* (2nd ed.). London: Sage Publications. *continued on next page...*

2. **Jewkes, Y. (2011)** Chapter 1: Theorizing Media and Crime (p7-38). *Media & Crime* (2nd ed.). London: Sage Publications.
3. **Greer, C. (2010)** Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p1-8). New York: Routledge.

Week 3: January 21st

INTRODUCTION TO MEDIA AND CULTURAL STUDIES II

Required Readings:

1. **Greer, C. (2010)** Section One, Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p9-10). New York: Routledge.
2. **McLuhan, M. (1964/2010)** Reading 2: The Medium is the Message. In C. Greer (Ed.), *Crime and Media: A Reader* (p20-31). New York: Routledge.
3. **Herman, E. & Chomsky, N. (1988/2010)** Reading 3: A Propaganda Model, In C. Greer (Ed.), *Crime and Media: A Reader* (p32-43). New York: Routledge.
4. **Hall, S. (1980/2010)**. Reading 4: Encoding – Decoding, In C. Greer (Ed.), *Crime and Media: A Reader* (p44-55). New York: Routledge.
5. **Castells, M. (1997/2010)** Reading 5: An Introduction to the Information Age, In C. Greer (Ed.), *Crime and Media: A Reader* (p56-68). New York: Routledge.

Week 4: January 28th

RESEARCHING MEDIA

Required Readings:

1. **Greer, C. (2010)**. Section Two, Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p95-96). New York: Routledge.
2. **Ericson, R. et al. (1991/2010)**. Reading 9: Reading the News, In C. Greer (Ed.). *Crime and Media: A Reader* (p108-122). New York: Routledge.
3. **Hall, S. (1973/2010)**. Reading 10: The Determinations of News Photographs. In C. Greer (Ed.), *Crime and Media: A Reader* (p123-134). New York: Routledge.
4. **Sasson, T. (1995/2010)**, Reading 12: Frame Analysis. In C. Greer (Ed.), *Crime and Media: A Reader* (p153-164). New York: Routledge.

Week 5: February 4th

NEWS MEDIA AND THE CONSTRUCTION OF CRIME

Required Readings:

1. **Greer, C. (2010)**. Section Three, Introduction. In C. Greer (Ed.), *Crime and Media: A Reader* (p201-202). New York: Routledge.
 2. **Katz, J. (1987/2010)**, Reading 17: What Makes Crime 'News'. In C. Greer (Ed.), *Crime and Media: A Reader* (p228 – 238). New York: Routledge.
 4. **McLaughlin, E. (2005/2010)**, Reading 20: Recovering Blackness/Repudiating Whiteness. In C. Greer (Ed.), *Crime and Media: A Reader* (p264-276). New York: Routledge.
- continued on next page...*

5. **Jewkes, Y. (2011)** Chapter 2: The Construction of Crime News (p39-72). *Media & Crime* (2nd ed.). London: Sage Publications.

Week 6: February 11th

CRIME AND POLICING IN THE PUBLIC EYE – PAPER PROPOSAL DUE

Guest Speaker: Const. Marc Soucy – Media Relations, Ottawa Police Service (SoucyM@ottawapolice.ca)

Required Readings:

1. **Doyle, A. (2003)** Chapter Three: Reality Television and Policing: The Case of *Cops* (p32-63). *Arresting Images*. Toronto: University of Toronto Press Incorporated.
2. **Jewkes, Y. (2011)** Chapter 6: Police, Offenders and Victims in the Media (p153-180). *Media & Crime* (2nd ed.). London: Sage Publications.
3. **Trottier, D. (2012)** Policing Social Media. *Canadian Review of Sociology*, 49(4), p411-425.

Week 7: Feb. 18th

**NO CLASS – STUDY WEEK (February 17th – 23rd)
NO ASSIGNED READINGS**

Week 8: Feb. 25th

NO FORMAL CLASS

Scheduled term paper consultations and independent preparation time for assignments. Sign up for your meeting time through WebCT. NO ASSIGNED READINGS

Week 9: March 4th

NO FORMAL CLASS

Scheduled term paper consultations and independent preparation time for assignments. Sign up for your meeting time through WebCT. NO ASSIGNED READINGS

Week 10: March 11th

FRAMING MEDIA I: VIOLENCE IN MEDIA & THE GREAT ‘EFFECTS’ DEBATE

Required Readings:

1. **Greer, C. (2010)**. Section Five, Introduction, In C. Greer (Ed.), *Crime and Media: A Reader* (p379-382). New York: Routledge.
2. **Cohen, S. (1972-2002/2010)**. Reading 34: Folk Devils and Moral Panics: The Creation of Mods and Rockers, In C. Greer (Ed.), *Crime and Media: A Reader* (p461-482). New York: Routledge.
3. **Gauntlett, D. (2001/2010)**, Reading 30: The Worrying Influence of ‘Media Effects’ Studies, In C. Greer (Ed.), *Crime and Media: A Reader* (p393-403). New York: Routledge.
4. **Doyle, A. (2006)** How Not to Think about Crime in the Media. *Canadian Journal of Criminology & Criminal Justice*, 48(6), p867-885.

Week 11: March 18th

FRAMING MEDIA II: CONSTRUCTING DEVIANCE, VILLANS AND HEROES

Required Readings:

1. **Greer, C. (2010).** Section Four, Introduction, In C. Greer (Ed.), *Crime and Media: A Reader* (p291-292). New York: Routledge.
2. **Valverde, M. (2006/2010),** Reading 24: From the Hard Boiled Detective to the Pre-Crime Unit. In C. Greer (Ed.), *Crime and Media: A Reader* (p311-323). New York: Routledge.
3. **Landry, D. (2009)** Faux Science and the Social Construction of a Risk Society: A Burkean Engagement with the CSI Debates. *Journal of the Institute of Justice and International Studies*, Vol.9, p145-157.
4. **Jewkes, Y. (2011)** Chapter 5: Media Misogyny: Monstrous Women (p121-152). *Media & Crime* (2nd ed.). London: Sage Publications.

Week 12: March 25th

POP CULTURE I: CRIME, PUNISHMENT & TOURISM

NO FORMAL CLASS: Alternative Learning Activity: Ottawa Haunted Walks – Crime and Punishment Tour. The tour is 60 minutes in length and is indoors. The tour starts from the lobby of the Ottawa Jail Hostel at 75 Nicholas Street. **Fee: \$11 (paid to your instructor in advance.**

Required Readings:

1. **Huey, L. (2011)** Crime behind the glass: Exploring the sublime in crime at the Vienna Kriminal. *Theoretical Criminology*, 15(4), p381-399.
2. **Piche, J. & Walby, K. (2010)** Problematizing Carceral Tours. *British Journal of Criminology*, 50(3), p570-581.
3. **Storey, M. (2011, August 28)** San Pedro Prison: a very strange tourist attraction. *The Independent*. Retrieved from <http://www.independent.co.uk/news/world/americas/san-pedro-prison-a-very-strange-tourist-attraction-2345166.html#>

Week 13: April 1st

**EASTER BREAK – NO CLASS
NO REQUIRED READINGS**

Week 14: April 8th

POP CULTURE II: SOCIAL MEDIA AND CYBER ENVIRONMENTS - TERM PAPER DUE

Required Readings:

1. **Jewkes, Y. (2011)** Chapter 9: The Role of the Internet in Crime and Deviance, (p237-260). *Media & Crime* (2nd ed.). London: Sage Publications.
2. **Bell, D. (2000/2010)** Reading 14: Researching Cybercultures, In C. Greer (Ed.), *Crime and Media: A Reader* (p187-200). New York: Routledge.
3. **Aas, K.F. (2006/2010)** Reading 40: Beyond ‘the Desert of the Real’: Crime Control in a Virtual(ised) Reality, In C. Greer (Ed.), *Crime and Media: A Reader* (p551-564). New York: Routledge.

ACADEMIC REGULATIONS:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

Letter Grades

In accordance with the Carleton University Undergraduate Calendar (p 39), the letter grades assigned in this course will have the following percentage equivalents:

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 = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

All final grades are subject to the Dean's approval.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy:

Please see <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

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*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2012 exam period is November 9, 2012 and for the April 2013 exam period is March 8, 2013.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The

student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Important Information from Carleton:

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: www.carleton.ca/wts

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

As noted above, **all communication with your instructor will be conducted through WebCT**; however, the university requires that you be informed that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
