

Course Outline

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<b>COURSE:</b>	<b>LAWS 4903B – Advanced Legal Topics – Emotions, Crime, and Security</b>
<b>TERM:</b>	<b>Winter - 2018</b>
<b>PREREQUISITES:</b>	<b>Fourth-Year Honours Standing</b>
<b>CLASS:</b>	<b>Day &amp; Time: Thursday, 11:35am-2:25pm</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>PROFESSOR:</b>	<b>Dr. Dale C. Spencer</b>
<b>CONTACT:</b>	<b>Office: D597</b> <b>OfficeHrs: By Appointment</b> <b>Telephone: 613-520-2600X8096</b> <b>Email: dale.spencer@carleton.ca</b>

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**Academic Accommodations:**

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 visit the Equity Services website: <http://carleton.ca/equity/>

**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 visit the Equity Services website: <http://carleton.ca/equity/>

**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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/>

**Plagiarism**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at:  
<http://carleton.ca/studentaffairs/academic-integrity/>

**Student Services:** The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at [carleton.ca/csas](http://carleton.ca/csas)

### **Department Policy**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations.

<http://carleton.ca/law/current-students/>

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## **COURSE DESCRIPTION**

*(Please refer to the public schedule on [Carleton Central](#))*

Students will be exposed to the theoretical debates on the relationship between human emotions and crime, punishment and social control. We will explore how emotions influence patterns of criminal involvement. In exploring these patterns, the course also asks how emotional reactions to crime come to influence how we think about certain offenders and how we respond to their offences. We also elucidate the ways in which the law and criminal justice systems shape the emotions and social relations of victims, offenders, and members of the larger community. The course also examines the ways that media sources foster vengeance and disgust toward offenders among the general population, and how humiliation, emotional numbing, and isolation are experienced by those confined to prisons. In addition, this course will engage with the fear of crime literature along with emerging literature on security, threat and fear.

## **REQUIRED TEXTS**

**All course materials will be made available through cuLearn.**

## **EVALUATION**

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

### ***Presentations (20%)***

Each student will conduct **two** presentations. See sign-up sheet (Students may co-present a reading). Presentations will introduce the class to the major issues related to the designated topic, will synthesize the required readings of the respective week, and will evaluate the material in terms of its strengths and limitations (presenters are

encouraged to include their own views, criticisms, and interpretations). The presenter(s) will prepare a presentation of approximately 30 minutes in length. The remainder of the class will be dedicated to a discussion of the issues. The use of visual aids is encouraged as the aim of the presentation is to promote class discussion and debate not only on the content of the material but also on the general theme.

### ***Critical Commentaries & Class Participation (30%)***

Students who are not presenting are expected to attend each presentation and are responsible for engaging in scholarly debate, posing critical questions, or raising scholarly points for discussion on the assigned readings and the presentation of the assigned readings (10%)

To promote class discussion and participation, each class member shall prepare a written critical commentary on the required readings (**choose one reading per week**) and be prepared to raise issues from their commentaries in class each week (20%) from week 2 through week 12.

Critical commentaries should briefly outline the central claims and issues, the central debates or points of comparison, and the scholarly strengths and limitations of material as you see it (interpretations of the material are encouraged).

Commentaries must include at least two critical questions that will inform class discussion and stimulate debate of issues of scholarly importance.

Each submission of critical commentaries must be 3 double-spaced typed pages in length and ***handed in on cuLearn the day before the reading is assigned.***

### ***Paper Abstract and Bibliography Assignment (5%) - Due February 1<sup>st</sup>, 2018***

This assignment involves the development of a specific research question and research parameters for your final paper.

The abstract (250 words) should briefly outline the ***thesis***, issues, and arguments you will present in your final paper. Try to choose a clearly delineated and manageable topic and avoid embarking on vast research enterprises.

The bibliography should present the literature you propose to use to address these issues. The bibliography is expected to conform to the minimum requirements for the final research paper (see below).

You are strongly encouraged to discuss your papers with me, particularly at the abstract stage.

### ***Research Paper (40%) – Due April 12<sup>th</sup>, 2018***

For this assignment, students shall write an essay on a subject matter suitable to the course. It is important to utilize ideas, arguments, and concepts presented in class and in course readings and to discuss and critically evaluate the materials you use in your paper. The aim of the research paper is to synthesize, discuss, and assess (not simply describe or summarize) scholarly literature and to develop a conceptual analysis of the topic chosen.

Papers shall be **15 pages** and must be ***typed*** and ***double-spaced***.

Composition of the Research Paper: The paper should reflect and communicate specific information from the writer to the reader. It should start with a statement of intentions and objectives, followed by a discussion and analysis of supporting and illustrative materials. Do not limit yourself to descriptive analyses only; employ relevant concepts and incorporate theoretical (or formal explanatory) arguments within your study. In writing your essay, you should be able to summarize the ***thesis*** (major argument) in a brief statement or short paragraph.

Layout of the Research Paper:

*Introduction:* The introduction presents the theme or issues explored in the essay. It briefly outlines your approach to

the topic and the major ideas and argument(s) advanced in the main body of the essay. This section is 1-2 pages in length.

*Main body of the research essay:* This section develops and contains the central thesis or argument(s) of the essay. This main body should review and assess the appropriate literature, while providing an exposition of the central points. The research theme, together with ideas relating to the central thesis, should be clearly presented and substantiated. Ideally, each paragraph should focus upon a major point related to the central argument(s) or theoretical framework. Internal headings and sub-headings are useful as a device to mark shifts in discussion while, at the same time, maintaining an integration of points to the central theme. This section is 10-12 pages in length.

*Conclusion:* This last section provides a brief summary of the essay's major argument(s) within the context of the central theme addressed. The conclusion is 1-2 pages in length.

*Bibliography/References:* A minimum of fifteen cited scholarly references is required including journal articles or academic quality book chapters on your selected topic by different reputable social scientific authors. You are not allowed to use Wikipedia or newspaper articles as sources.

References to source(s) of information should include the author's surname, year of publication, and pagination as in the ***American Psychological Association Style Guide (5<sup>th</sup> or 6<sup>th</sup> edition) or the Harvard Style Guide.***

Citation of the sources must always be given for the following: all direct quotations; paraphrases of the statements of others; opinions, ideas, and theories not your own; and, information which is not a matter of general knowledge. Even when using proper citation, it is a mistake to place too much reliance on one source. Furthermore, direct quotations from one or more authors should seldom occur in an essay and should not be longer than two or three sentences in length. All quotations of over four text lines should be indented and single spaced with quotation marks omitted. Quotations of any kind, however, must be acknowledged by a reference to the source, and include the page number(s). Quotations should be used as a way to emphasize a point or because the original author has an authority of expertise that can be best expressed by her/him).

**Final Paper Presentation (5%) – Week 13** - Students are required to present some of the main ideas of their research paper in a short presentation (approx. 5 minutes) during the final seminar (August 16th, 2017). This session will be organized as a mini-conference or workshop where students can share ideas and receive feedback on their work before submitting their final paper.

## **SCHEDULE**

### **Week 1: Introductions – January 11<sup>th</sup>, 2018**

### **Week 2: Theories of Emotions I – January 18<sup>th</sup>, 2018**

Shilling, Chris (2002) The two traditions in the sociology of emotions. *The Sociological Review*, 50(52), 10-32.

Katz, J. (2012). Emotion's Crucible. In D. C. Spencer, K. Walby, & A. Hunt (Eds.), *Emotions Matter: A Relational Approach to Emotions* (pp. 15–39). Toronto: University of Toronto Press.

### **Week 3: January 25<sup>th</sup>, 2018 - Theories of Emotions II**

Erika Summers-Effler. 2004. "Defensive Strategies: The Formation and Social Implications of Patterned Self-Destructive Behavior." In *Theory and Research on Human Emotions*, 21:309–25. *Advances in Group Processes* 21. Emerald Group Publishing Limited. [http://www.emeraldinsight.com/doi/abs/10.1016/S0882-6145\(04\)21012-8](http://www.emeraldinsight.com/doi/abs/10.1016/S0882-6145(04)21012-8).

Kemper, Theodore D., ed. 1990. "Emotional Deviance: Research Agendas." In *Research Agendas in the Sociology of Emotions*, 180 – . SUNY Press.

### **Week 4: February 1<sup>st</sup>, 2018– No class – Submit your Paper Abstract and Bibliography Assignment via**

**cuLearn.****Week 5: Criminalized behaviors and emotions I – February 8<sup>th</sup>, 2018**

Garot, R. (2015). Gang-banging as edgework. *Dialectical Anthropology*, 39(2), 151–163.  
<https://doi.org/10.1007/s10624-015-9374-5>

Giordano, P. C., Schroeder, R. D., & Cernkovich, S. A. (2007). Emotions and Crime over the Life Course: A Neo-Meadian Perspective on Criminal Continuity and Change. *American Journal of Sociology*, 112(6), 1603–1661.

Katz, Jack (1988) “Sneaky Thrills” in *Seductions of Crime*. New York: Basic Books.

**Week 6: Policing and Emotions – February 15<sup>th</sup>, 2018**

Stenross, Barbara, and Sherryl Kleinman. 1989. “The Highs and Lows of Emotional Labour Detectives’ Encounters with Criminals and Victims.” *Journal of Contemporary Ethnography* 17 (4): 435–52.

Martin, Susan Ehrlich. 1999. “Police Force or Police Service? Gender and Emotional Labor.” *The ANNALS of the American Academy of Political and Social Science* 561 (1): 111–26.

**Week 7 – February 22<sup>nd</sup>, 2018: Winter Break, no class****Week 8: Affective Security – March 1<sup>st</sup>, 2018**

Gentry, C. E. (2015). Anxiety and the creation of the scapegoated other. *Critical Studies on Security*, 3(2), 133–146.

Massumi, B. (2010). The Future Birth of the Affective Fact: The political ontology of threat. In M. Gregg & G. J. Seigworth (Eds.), *The Affect Theory Reader* (pp. 52–70). Durham and London: Duke University Press.

**Week 9: Emotions and Corrections I – March 8<sup>th</sup>, 2018**

Wouters, C. 2002. “Crime, Punishment and the Emotions.” *Theoretical Criminology* 6: 369–74.

Hartnagel, Timothy F., and Laura J. Templeton. 2012. “Emotions about Crime and Attitudes to Punishment.” *Punishment & Society* 14 (4): 452–74.

Haan, Willem De, and Ian Loader. 2002. “On the Emotions of Crime, Punishment and Social Control.” *Theoretical Criminology* 6 (3): 243–53.

**Week 10: Emotions and Corrections II – March 15<sup>th</sup>, 2018**

Chamberlen, Anastasia. 2016. “Embodying Prison Pain: Women’s Experiences of Self-Injury in Prison and the Emotions of Punishment.” *Theoretical Criminology* 20 (2): 205–19. doi:10.1177/1362480615595283.

Spencer, Dale, and Rose Ricciardelli. 2016. “‘They’re a Very Sick Group of Individuals’: Correctional Officers, Emotions, and Sex Offenders.” *Theoretical Criminology*, May, 1362480616647590. doi:10.1177/1362480616647590.

Laws, Ben, and Ben Crewe. 2015. “Emotion Regulation among Male Prisoners.” *Theoretical Criminology*, December, 1362480615622532.

**Week 11: Victims, the courts, and emotions – March 22<sup>nd</sup>, 2018**

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.

Gromet, Dena M. 2012. "Restoring the Victim: Emotional Reactions, Justice Beliefs, and Support for Reparation and Punishment." *Critical Criminology* 20 (1): 9–23.

Blumenthal, J. A. (2005). Law and the Emotions: The Problems of Affective Forecasting. *Indiana Law Journal*, 80, 155–238.

**Week 12: March 29<sup>th</sup>, 2017: Restorative Justice and Shame**

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

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

**Week 13: Research Paper Presentations – April 5<sup>th</sup>, 2018**

**Submit Final Research Papers via cuLearn – August 11<sup>th</sup>, 2018**