

Course Outline

COURSE:	LAWS 4903 A – Emotions, Crime, and Criminal Justice
TERM:	Summer 2023
PREREQUISITES:	<i>(Please refer to the public schedule on Carleton Central)</i>
CLASS:	Day & Time:
	Room: Please check Carleton Central for current Class Schedule Seminar
PROFESSOR:	Dr. Dale C. Spencer
CONTACT:	Office: Loeb 494
	Office Hrs: <i>By Appointment</i>
	Telephone: Ext. 8096
	Email: dale.spencer@carleton.ca

COURSE DESCRIPTION

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 texts are available on Brightspace.

SCHEDULE

Class 1: Introductions – May 4, 2023

Class 2: Theories of Emotions I – May 9, 2023

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.

Class 3: Theories of Emotions II - May 11th, 2023

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.

Class 4: Criminalized behaviors and emotions I - May 16th, 2023

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.

Class 5: No class – May 18th, 2023 - Submit your *Paper Abstract and Bibliography Assignment* via Brightspace.

Class 6: Policing and Emotions – May 23rd, 2023

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.

Class 7: Affective Security – May 25th, 2023

Åhäll, L., & Gregory, T. A. (2013). Security, emotions, affect. *Critical Studies on Security*, 1(1), 117–120. <https://doi.org/10.1080/21624887.2013.790217>

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

Nyman, J. (2021). The Everyday Life of Security: Capturing Space, Practice, and Affect. *International Political Sociology*, 15(3), 313–337.

Class 8: Emotions and Corrections I –May 30th, 2023

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

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.

Class 9: Emotions and Corrections II – June 1, 2023

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.

Class 10: Victims, the courts, and emotions – June 6th, 2023

Konradi, A. (1999). “I Don’t Have to be Afraid of You”: Rape Survivors’ Emotion Management in Court. *Symbolic Interaction*, 22(1), 45–77.

Törnqvist, N. (2022). Drizzling sympathy: Ideal victims and flows of sympathy in Swedish courts. *International Review of Victimology*, 28(3), 263–285.

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

Class 11: Restorative Justice and Shame - June 8th, 2023

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.

Class 12: Research Paper Presentations – June 13th, 2023

Submit Final Research Papers via BrightSpace – June 20th, 2023

Summer 2023 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
May 4, 2023	Summer term begins.
May 10, 2023	Last day for registration and course changes (including auditing) in early summer courses.
May 17, 2023	Last day for registration and course changes (including auditing) in full summer courses.
	Last day to withdraw from early summer courses with a full fee adjustment.
May 22, 2023	Statutory holiday. University closed.
May 31, 2023	Last day to withdraw from full summer courses with a full fee adjustment.
June 1, 2023	Last day for academic withdrawal from early summer courses.
June 16, 2023	Last day of early summer classes. (NOTE: full summer classes resume July 4.)
June 17-18, 2023	No classes or examinations take place.
June 19-25, 2023	Final examinations in early summer courses and mid-term examinations in full summer courses will be held.
July 3, 2023	Statutory holiday (July 1 observed). University closed.

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 (40%)

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 (20%)

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 class 2 through class 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). The discussions of the strengths and limitations should take up most of the assignment.

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 **two** double-spaced typed pages in length and ***handed in on the day that the reading is assigned*** (each commentary is worth 2.22%). There will be no exceptions to this deadline; students will receive the grade of “0” if you do not hand in the assignment on the day it is assigned. Don’t even bother asking to submit a critical commentary late.

Paper Abstract and Bibliography Assignment (5%) - Due May 17th, 2023

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 (30%) – Due June 20th, 2023

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 (5th or 6th 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/they).

Final Paper Presentation (5%) – Class 12 - 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 (June 13th, 2023). 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.

All components must be successfully completed in order to get a passing grade.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

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:

<https://carleton.ca/registrar/academic-integrity/>.

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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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. 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. Read more here:

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit:

<https://students.carleton.ca/services/accommodation/>.