

Crime, Law and Security

COURSE:	LAWS 5664/6004 – Crime, Law and Security
TERM:	Winter 2026
CLASS:	Day & Time: Wednesday, 2:35-5:25pm Room: Please check Carleton Central for current Class Schedule and Location
INSTRUCTOR:	Professor Dale Spencer
CONTACT:	Office Hrs: <i>By Appointment</i> Telephone: <i>Ext. 8096</i> Email: Dale.spencer@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/292329

CALENDAR COURSE DESCRIPTION

Contemporary debates around crime, criminal justice and security as mediated through law. The interrelationship between the politics, process and reform of criminal justice in a socio-legal context.

COURSE DESCRIPTION AND FORMAT

This graduate course is designed to offer students a strong foundation in legal, social, and criminological theories in relation to crime, criminal justice, security, and the law. Specifically, students will be exposed to the assumptions and key questions engendered by the oft-conflicting liberal, conservative, critical, and poststructural theories within legal studies and cognate disciplines. The aim is to familiarize students with manifold issues pertaining to, inter alia, criminalization, policing, security, law, and punishment.

This course follows a seminar format, and the sessions are structured around student presentations and class discussion of the assigned readings. As is customary in graduate level courses, students are expected to engage in the following: 1) attend each seminar; 2) read the required readings, produce notes on these readings, and

prepare questions of the readings for discussion with the rest of the class; 3) be prepared for alternate points of view emerging from class discussion with follow students and the professor. In addition, as per graduate courses, the readings are demanding and will be intellectually challenging, informative, and stimulating. Students are required to be open to free exchange of ideas and perspectives and engagement in critical thinking. That said, class discussion should revolve around the reading and with minimal references one's idiosyncratic, privileged, experiences as "arguments from one's own privileged experience are bad and reactionary arguments" (Deleuze, 1995, 12).

Students that are not presenting will not be allowed to use a (or bring their) laptop in class. You are required to print out, bring, and be prepared to discuss the readings in class.

LEARNING OUTCOMES

As advanced graduate course, by taking this course, students will be able to:

- Analyze and evaluate various theoretical perspectives as it pertains to crime, law and security
- Apply theoretical perspectives and concepts to problems and issues related to crime, criminal justice, security, and punishment
- Formulate their own arguments in relation to crime, law, and security
- Refine their presentation and writing skills

REQUIRED TEXTS

All required materials can be found on Brightspace. Due to a political stunt to gain favor with a segment of the Ontario population, the Ontario Premier's office has evinced that I must declare the cost of such texts. As such, the cost to students is \$0.

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 will co-present at least one 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 40 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 & Attendance/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 two readings per week**) and be prepared to raise issues from their commentaries in class each week (20%) from class 2 through class 11.

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 **four** double-spaced typed pages in length and ***submitted to Brightspace the day before 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 February 25, 2026

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 and/or research question*, 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 April 8, 2026

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 **20 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, beginning with a theoretical framework that aligns with your thesis statement. This main body should review and assess the appropriate

literature, while providing an exposition of the central points. The research theme, together with concepts/theory 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) and 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 16-18 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 twenty-five *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%) –April 1, 2026 - 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. 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 short-term extensions, 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>.

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

SCHEDULE

Week 1 – January 7, 2026 - Introductions

Week 2 – January 14, 2026 - What is a Crime?

Chambliss, W. J. (1975). Toward a political economy of crime. *Theory and Society*, 2(1), 149–170. <https://doi.org/10.1007/BF00212732>

Merton, R. K. (2017). Social structure and anomie. In *Gangs* (pp. 3-13). Routledge.

Ferrell, Jeff (1995) “Culture, Crime and Cultural Criminology” *Journal of Criminal Justice and Popular Culture*, 3(2): 25-42.

Week 3 – January 21, 2026 - What is a Criminal?

Beirne, P. (1987). Adolphe Quetelet and the origins of positivist criminology. *American Journal of Sociology*, 92(5), 1140–1169.

Spencer, D. C., & Fitzgerald, A. (2015). Criminology and animality: Stupidity and the anthropological machine. *Contemporary Justice Review*, 18(4), 407–420.

Pavlich, G. (2009). The subjects of criminal identification. *Punishment & Society*, 11(2), 171–190. <https://doi.org/10.1177/1462474508101491>

Week 4 – January 28, 2026 – Law, Crime & Authority

Bourdieu, P. (1986). The force of law: Toward a sociology of the juridical field. *Hastings Law Journal*, 38, 805-853.

Luhmann, N. (1988). Law as a social system. *Nw. UL Rev.*, 83, 136-150.

Muhammad, K. G. (2022). The foundational lawlessness of the law itself: racial criminalization & the punitive roots of punishment in America. *Daedalus*, 151(1), 107-120.

Week 5 – February 4, 2026 – Discipline and Control

Foucault, M. 1977. Ch. 3 Panopticism. In *Discipline and Punish* (A. Sheridan, Trans.). New York: Vintage Books.

Esposito, R. (2012). The Dispositif of the Person. *Law, Culture and the Humanities*, 8(1), 17-30.

Deleuze, G. (1992). Postscript on the Societies of Control. *October*, 59, 3–7.

Lazzarato, M. (2006). The Concepts of Life and the Living in the Societies of Control. *Deleuze and the Social*, 171-190. Edinburgh University press.

*The Deleuze and Lazzarato reading are to be presented together in the order you see here.

Week 6 – February 11, 2026 – Life and Security

Foucault, Michel. (1978). Part 5: Right of Death and Power over Life.” In *History of Sexuality*, Volume I.

Foucault, M. (1991). “Governmentality”. *The Foucault Effect: Studies in Governmentality*. University of Chicago Press. 87-104.

Mmembe, Achille (2003). Necropolitics. Transl. Libby Meintjes. *Public Culture* 15.1: 11–40.

Week 7 – February 18, 2026 – Study Week, No class.

Week 8 – February 25, 2026 – Policing & Social Order

Miller, E. J. (2023). The Concept of the Police. *Criminal Law and Philosophy*, 17(3), 573–595. <https://doi.org/10.1007/s11572-023-09682-8>

Kelling, G. L., & Wilson, J. Q. (1982). Broken windows: The Police and Neighborhood Safety. *Atlantic Monthly*, 249(3), 29–38.

Kramer, R., & Remster, B. (2022). The slow violence of contemporary policing. *Annual Review of Criminology*, 5(1), 43–66.

Paper abstract and bibliography due.

Week 9 – March 4, 2026 – Security

Huysmans, J. (2011). What's in an act? On security speech acts and little security nothings. *Security Dialogue*, 42(4–5), 371–383.

Müller, F. I., & Richmond, M. A. (2023). The technopolitics of security: Agency, temporality, sovereignty. *Security Dialogue*, 54(1), 3–20.

Smith, F. L. (2020). Quantum technology hype and national security. *Security Dialogue*, 51(5), 499–516. <https://doi.org/10.1177/0967010620904922>

Week 10 – March 11, 2026 – Regimes of Punishment

Garland, D. (2020). Penal controls and social controls: Toward a theory of American penal exceptionalism. *Punishment & Society*, 22(3), 321–352.

Tetrault, J. E. (2022). Indigenizing prisons: A Canadian case study. *Crime and Justice*, 51(1), 187–236.

Miller, R. J., & Stuart, F. (2017). Carceral Citizenship: Race, Rights and Responsibility in the Age of Mass Supervision. *Theoretical Criminology*, 21(4), 532–548.

Week 11– March 18, 2026 – Experiencing the Effects of Punishment

Condry, R., & Minson, S. (2021). Conceptualizing the effects of imprisonment on families: Collateral consequences, secondary punishment, or symbiotic harms? *Theoretical Criminology*, 25(4), 540–558.

Crewe, B. (2011). Depth, weight, tightness: Revisiting the pains of imprisonment. *Punishment & Society*, 13(5), 509–529. <https://doi.org/10.1177/1462474511422172>

Maier, K., & Ricciardelli, R. (2022). “Prison didn’t change me, I have changed”: Narratives of change, self, and prison time. *Criminology & Criminal Justice*, 22(5), 774–789.

Week 12 – March 25, 2026 – Victims and Victimization

Bosma, A., Mulder, E., & Pemberton, A. (2018). "One: The ideal victim through other(s') eyes". In *Revisiting the 'Ideal Victim'*. Bristol, UK: Policy Press.

Spencer, D. C. (2011). Event and Victimization. *Criminal Law and Philosophy*, 5(1), 39–52. <https://doi.org/10.1007/s11572-010-9108-3>

Corradi, C., Marcuello-Servós, C., Boira, S., & Weil, S. (2016). Theories of femicide and their significance for social research. *Current Sociology*, 64(7), 975–995.

Week 13 – April 1, 2026 – Paper Presentations

Week 14 – April 8, 2026 – Papers Due

University and Departmental Policies

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);

- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

Students are strictly prohibited from submitting any work that has been previously submitted for academic credit in another course. Any such submission will be a violation of academic integrity, and the student will be referred to the university's academic integrity office for review. Re-using any portion of previous work, regardless of its extent, will be treated as a violation of academic integrity.

The use of AI tools, such as ChatGPT, to produce any part of an assignment or test is strictly forbidden. Any use of AI for content creation, even for small edits, will result in an academic integrity violation and the student will be referred to the academic integrity office for disciplinary action.

Collaboration is permitted in specific instances where the instructor allows it. For example, group projects or collaborative assignments may be part of the course, in which case students are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

Pregnancy and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).