Carleton University  
Department of Sociology and Anthropology

SOCI4410C Advanced Studies in Criminology: 
Contemporary Perspectives on Crime and Criminal Justice

Course Outline, Fall 2018

Instructor: Dr. Zhiqiu Lin  
Office: Loeb D792  
Class Meeting Time: 2:35-5:25 pm, Wednesdays

Location: PA215

(Please note that our first class will be on Wednesday, September 5\(^{th}\), 2018; there is no class on October 24\(^{th}\))

Office Hours: 10:15-11:15 am Fridays by appointment

E-mail: Zhiqiu_lin@carleton.ca

Description and Objectives

This course is designed to familiarize students with seminal contemporary debates about crime and criminal justice. Although many perspectives have been developed, the contemporary debates in criminological perspectives can be traced back to the classical traditions of Beccaria and Lombroso. For Beccaria (Crime and Punishments (1763)) crime is act of free will, while with Cesar Lombroso (Criminal Man (1876)), crime is determined by biological factors. The contemporary debates very much reflect this traditional divide in theorizing of crime and criminal justice. To reflect new developments in theorizing of crime and criminal justice, the course is divided into five parts: (1) contemporary theories on the causes of crime; (2) perspectives on criminalization; (3) new developments on criminal justice and criminal prevention; (4) Foucault influences on contemporary theorization of discipline and governance; and (5) criminological understanding of genocidal crimes.

The seminars are designed to allow students to actively participate in class discussions, reading presentations and to provide students with opportunities to develop their individual research interests and conduct their research projects.

Course Requirements & Methods of Evaluation

The final grade will be determined based on the completion of the following requirements:

Class Attendance (Worth 10%)  
This course consists of a series of seminars; therefore, class attendance is required. Except in the cases of documented illness (i.e. a doctor’s note), or extenuating circumstances brought to the instructor’s attention, failure to attend a class will result in a 1% deduction of the final grade (please note that student signatures will be collected for each class beginning from the second class of the term). Please note that students who fail to attend 50% of all the classes will automatically receive a failing grade for the course.
Seminar Participation (1.7% Per Seminar Participation; 17% in Total)
Class participation requirements include pre-or during-class submission of discussion questions, active and consistent participation in class discussions. This means students should read and understand required class readings before each class so as to come to the classes prepared for seminar discussions. **Please note that students who fail to attend the classes will automatically receive no grade for seminar participation.**

The participation will be evaluated based on the following guidelines.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Level of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-D</td>
<td>Attending the seminars, but hardly participate in discussion at all</td>
</tr>
<tr>
<td>C- to C+</td>
<td>Participate only occasionally</td>
</tr>
<tr>
<td>B- to B+</td>
<td>Participate frequently</td>
</tr>
<tr>
<td>A- to A+</td>
<td>Participate actively, including posting discussion questions and making quality contributions to class discussions based on the required and other related readings.</td>
</tr>
</tbody>
</table>

Presentations of Required Readings (Worth 18%)
To fulfill this requirement, each student will be required to give in-class power point presentations and to lead the discussions on two or three assigned readings. Students who present the required readings should meet the following requirements:

(1) Students should submit and post on the CULearn course website written summaries of the readings including clear definitions and the arguments of the articles, and their significance and contributions to the research areas, and discussion questions about the readings at least one day prior to the presentation.

(2) Each presentation should provide background information about the topic of the readings and summarize and critically assess the readings, and their broad policy implications for crime prevention and achieving justice.

(3) Students who present the readings are encouraged to enrich and enliven presentations with additional materials including other publications and video materials if they are available.

(4) A presentation should, with the assistance of computer presentation software (such as PowerPoint), be in the range of 20 to 25 minutes in length followed by class discussions.

Please note that in order to have an excellent presentation, students who present should have a very good understanding of the required readings; the presentation needs to focus on important arguments with good explanations and examples without overlooking its key arguments and theoretical implications; try to relate to the readings which have already been studied. At the same time, the presenters should make efforts to engage the audience during the presentation, not just read the prepared notes. Discussion questions should also be created to help understand the readings and the current affairs as well.
Research Proposal and its Presentation (Worth 5%)
Due Date: November 21\textsuperscript{st}, 2018

This assignment is designed to encourage students to have a head-start on their final research projects. Each student will have 10 minutes to present her/his research proposal.

A research proposal should meet the following requirements:
(1) The length of the proposal should be no more than 1000 words.
(2) Each student has about 10-15 minutes to present her/his research proposal in class in seminars #11 and #12.
(3) A research topic should be related to the themes, theories, or issues covered in the course. Nevertheless, students could also research on a topic that is related to criminology and criminal justice in general, but that is not covered in this course. The students are encouraged to discuss their research topics with the course instructor before starting to work on it.
(4) The proposal should contain the following components (which will also be used as the evaluation criteria):

(a) A thesis statement. In this section, a clear definition of research topic should be articulated.

(b) Discussions of significance of your proposed research in terms of theoretical and practical policy implications.

(c) A preliminary literature review. Through the literature review, you can answer the questions of what has been done in the existing research literature regarding the topic? (Usually this is the place where one also talks about different arguments/theories regarding your research questions or the pros and cons of various theoretical positions) and how your research would relate to the exiting research?

(d) Discussions of the questions such as what contributions your research could make.

(e) An indication of sources of research materials that will be used in your research (including a brief list of publications such as books and journal articles you may use).

(f) The proposal presentations will be evaluated based on both the written proposal and its in-class presentation.

Final Research Project (take-home exam) (worth 50%)
Due date: December 21, 2018 – to be submitted to the Departmental Drop Box in B750 Loeb

The requirements for this assignment include:

(1) Length of the paper is between 3000-3200 words, no more than 3500 words.

(2) The topic of research project is ideally related to issues discussed in the classes,
including the theories and perspectives discussed in the course and their applications. Nevertheless, students could also research a topic that is related to criminology and criminal justice, but that is not covered in the course. Students are encouraged to discuss their topics with the instructor before starting their research work.

(3) The final research project can be in one of the three forms: (a) an empirical study of a topic using secondary data collected by the Canadian governments; (b) a literature-based research essay; and (c) a critical literature review essay about research and theories on a specific issue.

Students are welcome to discuss with the course instructor their research topics and the logic and structure of the final research project reports. Please note that a list of possible research topics will be posted on the course website in the latter part of the term.

The final research project reports will be evaluated based on the following criteria:
(1) Clear thesis statement
(2) Multiple perspectives
(3) Empirical support
(4) Synthesis/analysis
(5) Summary/conclusions
(6) Creativity/originality
(7) Organization
(8) Style

<table>
<thead>
<tr>
<th>Evaluation Components</th>
<th>Values</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>17%</td>
<td>N/A</td>
</tr>
<tr>
<td>Presentations of the assigned readings</td>
<td>18%</td>
<td>TBA</td>
</tr>
<tr>
<td>Research proposal and its presentation</td>
<td>5%</td>
<td>November 28, 2018</td>
</tr>
<tr>
<td>Final research paper (take-home exam)</td>
<td>50%</td>
<td>December 21, 2018</td>
</tr>
</tbody>
</table>

**Textbooks:**

The above-required books are available in the Haven Bookstore.

**Important Conventions in This Course**
Except in the cases of documented illness, or extenuating circumstances brought to my attention at least one day before the due date of an assignment, there will be a penalty for a late assignment of 10% of the assigned grade per day. All assignments and papers can be handed in either in hardcopy or e-copy through email.

If you fail to submit the final assignment (take-home exam) by the due date, you may apply for a deferral as per the University Regulations in Section 2.4, 2.5 and 2.5.1 of the Undergraduate Calendar.
Please note that students should always retain a copy of your essays and research paper that you submitted.

Tentative Seminar Outline and Assigned Readings

Seminar 1 (September 5, 2018)
Introduction to the Course

Seminar 2 (September 12): Classical and Contemporary theories of crime
Readings: part one of the textbook on classic foundations (pp.5-84)

Seminar 3 (September 19)

**Required Readings and Presentations**
Chapter 11 Genetic factors in the etiology of crime behavior (pp. 89-104)
Chapter 13 A criminological research agenda for the next millennium (pp.124-137)
Chapter 14 The underclass (pp. 138-153)
Chapter 15 Relative Deprivation (pp. 154-163)
Chapter 16 Deviant places: a theory of the ecology of crime (pp. 164-178)

Seminar 4 (September 26)

**Required Readings and Presentations**
Chapter 17 The generality of deviance (pp. 179-187)
Chapter 18 the routine activity approach as a general crime theory (pp. 188-194)


Chapter 20 Seductions and repulsions of crime (pp. 227-242)

Seminar 5 (October 3)

**Required Readings and Presentations**
Chapter 21 Techniques of neutralization (pp. 247-255)
Chapter 22 Outsiders (pp. 256-266)
Chapter 24 Toward political economy of crime (pp. 278-286)
Chapter 25 Crime, power and ideological mystification (pp. 287-300)


Seminar 6 (October 10)

**Required readings and Presentations**
Chapter 26 Race and criminalization: black Americans and punishment industries (pp. 301-310)
Chapter 27 Critical criminology and the concept of crime (pp. 311-316)
Chapter 28 The need for a radical realism (pp. 317-329)
Chapter 29 Cultural criminology (pp. 330-344)
Seminar 7 (October 17)

Required Readings and Presentations
Chapter 30 On deterrence (pp. 349-356)
Chapter 31 Giving criminals their just deserts (pp. 357-366)
Chapter 32 The value of rehabilitation (pp. 367-374)
Chapter 33 ‘Situational’ crime prevention (375-386)

Seminar 8 (October 31)

Required Readings and Presentations
Chapter 34 Social crime prevention strategies in a market society (pp. 387-399)
Chapter 35 Reintegrative shaming (pp. 415-421)
Chapter 38 Broken windows: the police and neighborhood safety (pp. 435-447)

Chapter 6 " Punishment and the technology of power: The work of Michel Foucault
(in David Garland, Punishment and Modern Society: A Study in Social Theory, University of

Seminar 9 (November 7)

Required Readings and Presentations
Mathieu Deflem, chapter 11, Social Control: the Enforcement of Law, in Mathieu Deflem,
249.

Chapter 7 Beyond the Power Perspective: A Critique of Foucault on Punishment
(David Garland, Punishment and Modern Society: A Study in Social Theory, University of

Chapter 41 The punitive city: notes on the dispersal of social control (pp.476-498)
Chapter 43 The new penology (pp. 510-523)
Chapter 45 Governing through crime (pp. 531-546)

Seminars 10-11 (November 14 and 21): Criminology and Genocide

Required Readings and Presentations

Joachim J. Savelsberg, Crime and Human Rights: Criminology and Genocide and Atrocities,
London: Sage 2010. (two students to present)

Chapter 1 Genocide and the Obedience Paradigm, pp.1-21, in Augustine Brannigan, Beyond the

Chapter 2 Three Paradoxes of Genocide in Criminology, pp. 22-42. In Augustine Brannigan,
Beyond the Banality of Evil, Oxford University Press, 2013.
Chapters 4, explaining crime and genocide: the control perspective, 65-85
In Augustine Brannigan, *Beyond the Banality of Evil, Oxford University Press, 20130*

**Seminars 12-13 (November 28 and December 5)**
Student Research proposal presentations and Discussions

In accordance with the Carleton University Undergraduate Calendar Regulations, 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
- DEF = Deferred (See above)

**Academic Regulations, Accommodations, Plagiarism, Etc.**
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:
[www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

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

**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 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is November 9, 2018.*

**For Religious Obligations:**
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. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Pregnancy:**
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. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)
For 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: www.carleton.ca/sexual-violence-support

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

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. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

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 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.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
• 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.

• Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

• In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](https://students.carleton.ca/) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](https://students.carleton.ca/).

• Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, 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 MyCarletonOne 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://students.carleton.ca/](https://students.carleton.ca/).