

**SOCI 4410D - Advanced Topics in Criminology**  
**Social Construction of Crime**  
**Murder and the Media in Early 20<sup>th</sup> Century Canada**  
**Fall 2023**

Instructor: Katharine Kelly

Office Hours: Online, by appointment

Email\*: [katharine.kelly@carleton.ca](mailto:katharine.kelly@carleton.ca)

(\*I will try to reply to all emails received between 8:30am and 4:30 pm Monday to Friday within 48 hours. Please note I will not normally be monitoring my emails on weekends or after 4:30pm.)

Course delivery: **Synchronous**

Course Meets: **Thursdays 11:35 to 14:25 on Zoom via BrightSpace.**

Pre-requisites & Precluded Courses: Fourth-year standing; Precludes additional credit for SOCI4410 Section "D" if taken in Winter 2020, SOCI4410 Section "D" taken in Winter 2021, and SOCI4410 Section "D" taken in Fall 2022.

This course requires students to work within a particular theoretical framework (social constructionism) and to use that framework to analyse how homicides are constructed in media coverage of historic intimate homicides/femicides in the Canadian print media (newspapers) for the period 1900 to 1919. Students will work with original documents (historical media reports) and move through the process of (a) operationalising a research question, (b) case and article selection, (c) analysing data - developing basis skills in coding qualitative data, (d) writing a research paper, and (e) presenting research findings.

**THE COURSE WORK ASSIGNMENTS ARE DESIGNED TO BUILD TOWARDS THE FINAL PAPER. THE FEEDBACK ON EACH ASSIGNMENT CAN ALL BE INTEGRATED INTO YOUR FINAL PAPER. THIS MEANS THAT YOU CAN 'REUSE' THE COURSE WORK ASSIGNMENTS - IMPROVING THEM BY INTEGRATING THE COMMENTS - FOR YOUR FINAL PAPER.**

## **COURSE OBJECTIVES**

Students will:

1. Develop an understanding of social constructionism as a theoretical approach.
2. Develop an understanding of the role of media in constructing understandings of crime.
3. Develop a familiarity with doing qualitative historical research.
4. Develop research and presentation skills.

**Assessment – All assignments must be submitted in **WORD** format via BrightSpace. Late assignments will be penalised 10% per day unless an extension has been granted. Always retain a copy of your work.**

## EVALUATION

Assignment	Due	Value
Social Constructionism Paper	Week #3	10%
Outline of Final Paper	Week #9	10%
Roundtable Presentations	Week #12, #13	10%
Final Paper – due last class	Week #13	20%
Individual Notes on Roundtable	Week #13	5%
Seminar Participation & Attendance	Ongoing	10%
Prep Work – <b>due 11:30 am the day before class</b>		35%
<ul style="list-style-type: none"> <li>Theory Summary Table</li> </ul>	Week #2 – Sept 14 <sup>th</sup>	7%
<ul style="list-style-type: none"> <li>Deductive Coding</li> </ul>	Week #4 – Sept 28 <sup>th</sup>	7%
<ul style="list-style-type: none"> <li>Inductive Coding</li> </ul>	Week #5 – Oct 5 <sup>th</sup>	7%
<ul style="list-style-type: none"> <li>Guardian Article Summary Table</li> </ul>	Week #6 – Oct 12 <sup>th</sup>	7%
<ul style="list-style-type: none"> <li>Article selection Final Paper</li> </ul>	Week #7 – Oct 19 <sup>th</sup>	7%

## COURSE PLAN

### Week # 1 – Introduction (September 7<sup>th</sup>)

#### Topics:

- Syllabus overview.
- Presentation Guidelines.
- Discussion of Research Project.
- Social Construction of Crim

#### PREP WORK DUE NEXT WEEK – THEORY SUMMARY TABLE

### Week #2 – Social Construction Theory & Research on Crime (September 14<sup>th</sup>)

#### Prep Work #1 Due 11:30 am the day before class – Theory Summary Table

#### Readings:

- Gergen (2015) – An Invitation to Social Constructionism (ch. 1 & 2).
- Rafter, N. H. (1990). The Social Construction of Crime and Crime Control.

#### In-class Exercise – Discussion of Social Construction Theory.

#### In-class Discussion – Writing your Theory Paper.

#### Supplemental Readings:

- Best (2013) – “Constructionist Social Problems Theory”.
- Ferrell (2013) – “Cultural Criminology”.
- Shoemaker (2009) – “Print Culture and the Creation of Public Knowledge”.

### Week #3 – Examples - Social Construction of Crime using Media Reports (September 21<sup>st</sup>)

**Due: Social Construction Theory Paper due at the beginning of class – submit on Bright Space, in WORD format.**

#### Readings:

- Aysel Morin (2016). "Framing Terror: The Strategies Newspapers Use to Frame an Act as Terror or Crime."
- Francine Tyler (2021). "Demented Mother, Maniac with a Gun, Madman: Prejudicial Language Use in Historical Newspaper Coverage Of Multiple-Child Murders in New Zealand."
- Vander Ven, T., Wright, L., & Fesmire, C. (2018). "Sedation-facilitated sexual violence: qualitative analysis of media accounts of medical professionals who sexually abuse sedated patients."

#### In-class Exercise – Reflection on the Research Examples.

### Week #4 – Qualitative Analysis; Deductive coding (September 28<sup>th</sup>)

**Prep Work #2 – Deductive Coding. Due – 11:30am day before class – submit on BrightSpace in WORD format.**

This week we discuss qualitative data analysis and begin the process of coding articles. The Saldana (2016) reading is an introduction to the coding process and the complexities of doing coding. We will begin to work on understanding media frames and using comparative method. Framing is essential for the final paper and the comparative method assists us in seeing patterns in the case reports.

#### Readings:

- Bowen, Glenn A. (2009). "Document analysis as a qualitative research method." *Qualitative Research Journal* 9(2): 27 – 40.
- Bullock (2007) – "Framing Domestic Violence Fatalities: Coverage by Utah Newspapers".
- Drisko & Maschi (2015). "Qualitative Content Analysis".
- Saldana, J. (2016). Chapter 1 in *The Coding Manual for Qualitative Researchers*. Sage, Los Angeles.

#### In-class Exercise – Deductive Coding.

### Week #5 – Inductive Coding (October 5<sup>th</sup>)

**Prep Work #3 – Inductive Coding. Due – 11:30am day before class – submit on BrightSpace in WORD format.**

This week we focus on inductive coding and developing our own frames from the news accounts. Understanding the framing of crime in media accounts requires understanding the socio-historical context. In the Bullock (2007) article, we saw that she provides a description of the context in early 21<sup>st</sup> century Utah to assist us in understanding the analysis. For the framing & comparison exercise, we will cases that you may use for your final paper. The prep work asks you to try to develop codes on your own and then we will work in groups in class to try to develop frames.

### **In-class Exercise - Inductive Coding.**

### **Week #6 –Media Accounts of Crime: Building Frames – from coding to Frames (October 12<sup>th</sup>)**

**Prep Work #4 – Analysing Guardian Accounts. Due – 11:30am day before class – submit on BrightSpace in WORD format.**

The prep work for this week asks you to analyse articles from the Guardian newspaper. This is an opportunity to try coding on your own – after working in groups to code over the past two weeks. We will review the issue of framing and media accounts and then you can compare the analyses that you did in the breakout groups.

### **Readings:**

- Baranauskas & Drakulich (2018) – “Media Construction of Crime Revisited: Media Types, Consumer Contexts, and Frames of Crime and Justice”.
- Knepper (2017) – “Historical Approaches to the study of Crime, Media, & Popular Culture.”
- Sela-Shayovitch (2018) – “The role of the media in reconstructing intimate femicide.”

### **Supplemental Reading:**

- Gekoski et al (2012) - “What makes homicides newsworthy?”
- Gilchrist (2010) – “Newsworthy victims?”
- Ofori-Parku, & Moscato, D. (2018). Hashtag Activism as a Form of Political Action: A Qualitative Analysis of the #BringBackOurGirls Campaign in Nigerian, UK, and U.S. Press
- Shoemaker (2009) – “Print Culture and the Creation of Public Knowledge about Crime in 18th-Century London”..

### **In-Class Exercise –Guardian News Articles.**

### **Week #7 – Constructing Murder; The criminal legal process (October 19<sup>th</sup>)**

**Prep Work #5 – Case Selection for Final Paper - Rationale. Due – 11:30am day before class – submit on BrightSpace in WORD format.**

This week we work to integrate our theory work and the discussion of using media accounts to research crime with a specific focus on how murder is socially constructed by the media (de Cruz et al. 2006). The Bullock (2007) reading introduces and provides examples of how the news media frames murders. We will also consider examples of research and approaches to assessing media accounts of femicides in different socio-cultural contexts (Mahadeen 2017; Stillman 2007). The second half of the lecture will examine the steps in the criminal legal system that may be covered in media reports that are a part of your analysis and it is intended to provide you with a sense of how to view the material in the news articles.

### Readings:

- Bullock (2007) – “Framing Domestic Violence Fatalities: Coverage by Utah Newspapers”.
- D’Cruze et al. (2006) - *Murder: Social and historical approaches to understanding murder and murderers*. Introduction; Chapter 1 - pages 1 to 7 and 17 to 21; Chapter 2 - pp. 22 - 38.
- Mahadeen (2017) – “‘The martyr of dawn’: Femicide in Jordanian media.”
- Stillman (2007) – “‘The Missing White Girl Syndrome’: Disappeared Women and Media Activism.”

### In-class Exercise – Initial Examination of Newspaper Articles for the Final Paper; Review of Questions for Final Paper & topic selection.

### For Next Class - Week #8

Prepare a topic statement, a draft of your methods section of your paper with a focus on your coding method:

- (a) using existing frames (deductive coding) which you may supplement with some inductive coding, and the operationalisation of the frame your used, **OR**  
 (b) a discussion of your initial (inductive) codes for the newspaper accounts.

You can also ask questions that you need more information on to do your project. Your preliminary data analysis should also be included. This is particularly important because we will spend our group work time on assessing your initial coding decisions.

OCT 23<sup>RD</sup> – 27<sup>TH</sup> -- FALL BREAK – NO CLASS

### Week #8 - Sociocultural Explanations of Crime; Information on the Socio-cultural context (November 2<sup>nd</sup>)

Understanding the framing of crime in media accounts requires understanding the socio-historical context. In the Bullock (2007) article, we saw that she provides a description of the context in early 21<sup>st</sup> century Utah to assist us in understanding the analysis. We will be

considering how crime/criminality was constructed/understood in the early 20<sup>th</sup> century in Canada to provide a basis for understanding the news accounts.

### Readings:

- Hogg, Robert (2011). "Performing manliness: "unmanly" men on British frontiers in the mid-nineteenth century", *Journal of Australian Studies*, 35:3, 355-372, DOI:10.1080/14443058.2011.593480  
<https://doi.org/10.1080/14443058.2011.593480>
- Saldana, J. (2016). Chapter 1 in *The Coding Manual for Qualitative Researchers*. Sage, Los Angeles.
- Welter, Barbara. "The Cult of True Womanhood: 1820-1860," *American Quarterly*, 18(2), Part 1 (Summer, 1966), pp. 151-174.
- Wiener, Martin J. (2004). Chapter 5 "Bad Wives: Drunkenness and Other Provocations" and Chapter 6 "Bad Wives II: Adultery and the Unwritten Law" in *Men of blood: violence, manliness and criminal justice in Victorian England*. Cambridge: Cambridge University Press, 2004.  
<https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=255208>

### Supplemental Readings:

- Mathews, Shanaaz, Rachel Jewkes and Naeemah Abrahams (2015). "'So Now I'm the Man': Intimate Partner Femicide and Its Interconnections with Expressions of Masculinities in South Africa," *British Journal of Criminology* 55, 107–124.

### In-class Exercise: Framing & Comparative Method; Discussion of Outline.

### Week #9 – Assessing Coding Decisions; Building Your Argument (November 9<sup>th</sup>)

**Due: Outline of Final Paper at the beginning of class – submit on Bright Space, in WORD format.**

This week you will be working in groups based on the question you are answering in your final paper and will have an opportunity to discuss your coding decisions. The idea is to share how you have coded the documents and to provide your thoughts on how others have coded. Remember that there are different ways to code the data, so this isn't about right or wrong but about asking questions and providing insights into how to strengthen the coding. Taking notes on the discussion will be useful for your participation in the roundtable discussions.

### Reading:

Ofori-Parku, & Moscato, D. (2018). "Hashtag Activism as a Form of Political Action: A Qualitative Analysis of the #BringBackOurGirls Campaign in Nigerian, UK, and U.S. Press." *International Journal of Communication (Online)*, 2480 – 2502.

In-class Exercise – Group Discussion of initial coding decisions.

### Week #10 - Building your Research Paper; Preparing Responses to Round Table Questions (November 16<sup>th</sup>)

Last week we had an opportunity to discuss your coding decisions & you can use that discussion in your methods section of your paper (inter-coder reliability). This week we discuss how to build the research paper. The readings that you have done so far can be used to inform sections of your paper – especially the methods section. You should review the discussion of qualitative data analysis to provide insights into how to develop this section of your paper. There will be an opportunity to ask questions about the structure of the paper, time to work on your data analysis and conclusions, and to raise questions about the roundtable discussions. **Use the questions for the roundtable to assist you in your discussions.** You will be working with other students doing the same topic.

### Week #11 & #12 – RoundTable Discussions (November 23<sup>rd</sup> and 30<sup>th</sup>)

### Week #13 – Concluding Remarks (December 7<sup>th</sup>)

**Final Paper & Individual Notes due in WORD format on BrightSpace.**

### Course Regulations

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	

### 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:

<https://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:

**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). 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 deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2023**.

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

**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 [click here](#).

**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: <https://carleton.ca/equity/sexual-assault-support-services>

**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 will 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>

## 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. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

## 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/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**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;
- 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.

**FALL TERM 2023**

<b>Date</b>	<b>Activity</b>
August 29, 2023	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 1, 2023	Last day for receipt of applications from potential fall (November) graduates.
September 4, 2023	Statutory holiday. University closed.

September 5, 2023	Academic orientation (undergraduate and graduate students). All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 6, 2023	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 12, 2023	Last day for registration and course changes (including auditing) in early fall courses.
September 19, 2023	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses. Last day to withdraw from early fall courses with a full fee adjustment.
September 30, 2023	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2023	Last day for academic withdrawal from early fall courses. Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 6, 2023	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2023	Statutory holiday. University closed. Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 13, 2023	
October 15, 2023	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 23-27, 2023	Fall break, no classes.
November 15, 2023	Last day for academic withdrawal from full fall and late fall courses. Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines. Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 24, 2023	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 1, 2023	Last day for receipt of applications from potential winter (February) graduates.
December 8, 2023	Fall term ends. Last day of full fall and late fall classes. Classes follow a Monday schedule. Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day that can be specified by an instructor as a due date for term work for full and late fall courses. Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 9, 2023	No classes or examinations take place.
December 10-22, 2023	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 22, 2023	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 25, 2023 through January 3, 2024 inclusive	University closed.