

**CARLETON UNIVERSITY
FACULTY OF PUBLIC AFFAIRS
INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE
CRCJ 4002 B: TECHNOLOGY & CORRECTIONS
FALL 2014**

Instructor: Erin G. McCuaig, Ph.D. (c)

Office: Loeb C577

Office Hours: *by appointment only

Email: erinmccuaig@carleton.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within 48 hours of receipt of the email. If the level of language used is inappropriate, or the information sought can be found on the syllabus or University website, the email will not be responded to. To minimize potential viral contamination, please do not include attachments in emails and only use your Carleton University email address when emailing the professor. If you have a lengthy email, it is best to address the concern in person with the professor.

Course meets: Thursday's 2:35pm-5:35pm

Course location: check Carleton central

PRE-REQUISITES COURSES: fourth-year standing in B.A. Honours in Criminology and Criminal Justice.

On CU Learn: Yes – limited use

OFFICIAL COURSE DESCRIPTION

Seminar course. Examination of a special topic in criminology. Topics to be announced in advance of registration each year.

GENERAL COURSE OBJECTIVES

In this course, we will critically unpack the role of technology in the criminal justice system. This will include an exploration of the increasing reliance on technologies in the pursuit of justice and public safety and the implications for those groups who are subjected to them. Central terrains to be covered include: theoretical orientations on technology and criminology, the advent of DNA and related police investigative and restraint technologies, cybercrimes and surveillance and the use of technologies in prisons and community corrections.

SPECIFIC COURSE OBJECTIVES

- To learn of the role of technology in the criminal justice system
- To acquire knowledge about the topical issues chosen for discussion in the course
- To think laterally and critically regarding the usage and implications of adopting diverse technologies in the realm of corrections, surveillance and security and its broader impacts on society

ASSESSMENT METHODS

You will be tested on course readings, presentations, lecture material, guest lecture material, and any films shown in class. All course requirements **MUST** be fulfilled in order to receive a passing grade. There is no possibility for make-up or extra credit assignments, therefore please refrain from emailing the professor regarding this query. If you do not attend at least 80% of classes, you will **NOT** be permitted to write the final exam. If you do not show up on the date of the scheduled exams and your scheduled presentation you will receive a grade of zero.

Always ensure that you retain a hard copy of the assignments/ take-home exams you submit. Class attendance is mandatory and thus students are responsible for taking their own notes on each lecture. Lecture notes are not posted on virtual campus nor are the power point slides (which are used as a baseline guide to each lecture). If a student misses a class, it is their responsibility to obtain the notes from a class mate (please refrain from emailing the professor regarding this subject). Students are to come to class prepared, having done the readings and to be ready to participate in discussion. Cultivating class discussion is an effective method for students to enhance their learning experience, to practice their critical argumentation skills and to internalize new material. Given this, students can expect to be signalled (spontaneously) by the professor to share their insights on a lecture topic. Bonus marks are at times assigned to those students who demonstrate exceptional class participation.

Student reservations regarding grading are to be addressed with the primary marker within the first week of receiving the grade. Should the student continue to take issue with the marking, they are to meet with the professor during their scheduled office hours. The meeting must be accompanied by a 1 page summary outlining the issue with marking and reasons/evidence for re-evaluation. Following this, a re-evaluation will be made, however it is important to note that the grade can either 1) stay the same 2) increase or 3) decrease.

Late Policy & Absence from Midterm Exams, Presentations and Final examinations

Class attendance is necessary to successfully complete this course. Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. Please note that reasons such as misreading the exam timetable, travels, employment and, or training are not acceptable. All absences from midterm exams, presentations and all late submissions due to illness are to be supported by a medical certificate and, or written documentation to the professor within five business days of your absence. It is the responsibility of the student to ensure that the professor receives this formal documentation within the given timeframe.

In the event that you are absent for the submission of the final examination you must contact the Registrar's office, within five business days following the date of the exam, where you will be required to present your hard copy documentation which excuses your absence and complete the necessary forms to obtain a deferral date of submission.

EVALUATION

Midterm Examination (40%)

- Date: October 9th, 2014
- May consist of multiple choice & short/long answer questions

Seminar Presentation: (10%)

Independently or in groups of no more than 4 people, you are required to present on one of the assigned readings from the course pack (details and schedule to be discussed at the onset of the semester). Each seminar presentation will be approximately 20 minutes in length. You are not lecturing the class for the entirety of the presentation. Remember that this is a seminar and you are therefore responsible for providing several questions to help guide student discussions and debates. You are encouraged to do outside / formal research, and to link the subject of the article to topical issues that relate to the course. Discussion related to your topic issue can be further cultivated through ice-breaking activities, exercises, and so forth. If you elect to show a brief clip from a documentary it must be obtained (with viewing permissions) from the Carleton University library. **Please note that should you decided to work in a group that it is your responsibility to have your portion of the work completed. Issues regarding group distribution of work load is to be remedied within the group. The professor will not accept complaints towards other group member's lack of work load or productivity.**

Final Examination – Take home essay question (50%)

- Exam Question distributed December 4th, 2014 in class.
- Exam Due: December 9th, 2014 from 8:30am-10:30am Loeb C567
- Please note: The take home exam must be submitted to the professor directly, it cannot be slid under the office door or placed in the departmental drop box. It cannot be submitted electronically or given to the secretariat or any member of the faculty or administrative staff at Carleton University.

Please Note:

1. You are required to bring your Carleton University student identification card (driver's license or credit card is not accepted) with you for each exam submitted and be prepared to sign a submission/attendance sheet.
2. Always keep an electronic and hard copy of your assignments for your own records.
3. Generally, marked examinations will be returned to students within two weeks following the date of the exam.
4. Student requests by email to obtain their grade is not permitted. You must come to class and obtain your exam in person from either the Professor. Marks are not posted on virtual campus

REQUIRED READING

Course Reader – Accessible through Ares (Carleton University Library Reserves)

Classroom Conduct

1. Please refrain from talking/whispering to your classmates during lectures as it distracts the professor and takes away from the learning of other students. If you are unable to do so, you will be asked to leave the classroom. Class participation is strongly encouraged to enhance the lecture material therefore if you would like to contribute to discussion, please raise your hand and wait to be selected.
2. Communication and other technological devices (cellular phones, ipads/ipods, cameras, musical devices) should be shut off or silenced during the lecture to minimize disruption. Please do not attempt to covertly text message during lectures by concealing your cellular phone under the desk. **The use of recording (audio or visual) devices and/or photo taking is NOT permitted. Lectures are not allowed to be recorded and this also applies to any invited guest speakers. Laptops are permitted for note taking only**, thus frequenting social media websites/or surfing the internet during lectures and, or displaying inappropriate imagery is not permitted.
3. If you are late for a class, please quietly enter the lecture hall and locate the nearest open seat to minimize disruption.

SCHEDULE

September 4th: Introduction: Criminal Justice and Technology

1. Byrne, J. & Marx, G. (2011). Technological Innovations in Crime Prevention and Policing. A Review of the Research on Implementation and Impact. *Journal of Police Studies*, 3, (2), 17-40.
2. Fanko. K (2004). From Narrative to Database: Technological Change and Penal Culture. *Journal of Punishment and Society*, 6 (4), 379-393.

Sept 11th: Biotechnology, Punishment and Corrections

1. Aas, KatjaFranko. (2006). The body does not lie: Identity, risk and trust in technoculture. *Crime, Media and Culture*, 2 (2), 143-158.
2. Rose, Nikolas. (2000). The Biology of Culpability: Pathological Identity and Crime Control in a Biological Culture. *Theoretical Criminology*, 4(1), 5-34.

September 18th: Technology and Policing: Use of Tasers

1. White, D. & Ready, J. (2007). The Taser as a Less Lethal Force Alternative: Findings on Use and Effectiveness in a Large Metropolitan Police Agency. *Police Quarterly*, 10 (2), 170-191.
2. Oriola, T., Neverson, N. & Adeyanju, C. (2012). 'They should have just taken a gun and shot my son': Taser deployment and the downtrodden in Canada. *Social Identities*, 18 (1), 65-83

September 25th: Technology and Policing: DNA and Forensic Identification

Guest speaker: Ugo Garneau & Kyle McKintyre: Ottawa Police Service: Forensic Identification

1. Robert, D. & Dufresne (2008). The Social Uses of DNA in the Political Realm or How Politics Constructs DNA Technology in the Fight Against Crime. *New Genetics and Society*, 27(1), 69-82.

October 2nd: Cybercrime: An Introduction

Guest speaker: Tony Verbora, PhD. (c) University of Ottawa: Identity Theft

1. Gordon, S. & Ford. R. (2006). On the Definition and Classification of Cybercrime. *Journal of Computer Virology*, 2 (1), 13-20.
2. Bernat, F. & Godlove, N.(2012).Understanding 21st century cybercrime for the 'common' victim. *Criminal Justice Matters*, 89 (1), 4-5.

October 9th: Mid-Term Examination (30%)

October 16th: Cybercrime: Child Exploitation

1. Bailey, J. (2007). Confronting Collective Harm: Technology's Transformative Impact on Child Pornography. *UNB Law Journal*. Volume LVI, 65-102.

October 23rd: Community Corrections: Electronic Monitoring & GPS Tracking (stream #1 presentations)

1. Gable, R. & Gable, R. (2005). Electronic Monitoring: Positive Intervention Strategies. *Federal Probation*, 69 (1), 21-25
2. Nellis, M. (2005). Out of this World: The Advent of the Satellite Tracking of Offenders in England and Wales. *The Howard Journal*, 44 (2), 125-150.
3. Deeanna, B., Tewksbury, R., Mustaine, E & Payne, B. (2013). Factors Contributing to Perceptions about Policies Regarding the Electronic Monitoring of Sex Offenders: The Role of Demographic Characteristics, Victimization Experiences, and Social Disorganization. *International Journal of Offender Therapy and Comparative Criminology*,57(1) 25–54

October 30th: class cancelled/reading week break* Note that the Professor will not be holding office hours during in this week.

Nov 6th: Cyber bullying (stream #2 presentations)

1. Patchin, J. & Hinduja, S. (2006). Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, 4 (2), 148-169.
2. Siegle, D. (2010). Cyberbullying and Sexting: Technology Abuses of the 21st Century. *Gifted Child Today*, 33 (2), 14-16.
3. Jessica Ringrose, Laura Harvey, Rosalind Gill and Sonia Livingstone (2013). Teen girls, sexual double standards and 'sexting': Gendered value in digital image exchange *Feminist Theory* 14: 305

Nov 13th: Prisons and Technology I (stream #3 presentations)

1. Quinn, D. (2001). Technology Update: Mock Prison Riot 2000- A Technology Showcase. *Corrections Today*. 178-180.
2. Pettigrew, C. (2002). Technology and the Eight Amendment: The Problems of Supermax Prisons. *North Carolina Journal of Law & Technology*, 4 (1), 191-216.
3. Robin L. Halberstadt and Nancy G. La Vigne. (2011). Evaluating the Use of Radio Frequency Identification Device (RFID) Technology to Prevent and Investigate Sexual Assaults in a Correctional Setting *The Prison Journal* 91 (2). 227-249.

Nov 20th: Prisons and Technology II (stream #4 presentations)

1. Morgan, R. & Patrick, A. (2008). Does the Use of Telemental Health Alter the Treatment Experience? Inmates' Perceptions of Telemental Health Versus Face-to-Face Treatment Modalities. *Journal of Consulting and Clinical Psychology*, 76 (1), 158-162.
2. Jewkes, Y. & Johnston, H. (2009). 'Cavemen in an Era of Speed-of-Light Technology': Historical and Contemporary Perspectives on Communication within Prisons. *The Howard Journal*, 48 (2), 132-143.
3. Lockard, Joe; Rankins-Robertson, Sherry (2011). The Right to Education, Prison–University Partnerships, and Online Writing Pedagogy in the US. *Critical Survey*, 23 (3), p. 23-40.
4. Kenis, P., Kruyen, P., Baaijens, J., & Barneveld, P. (2010). The Prison of the Future? An Evaluation of an Innovative Prison Design in the Netherlands. *The Prison Journal*, 90 (3). 313-330

Nov 27th: Broader Social & Future Impacts of Technology (stream #5 presentations)

1. Michael Salter (2014) Toys for the Boys? Drones, Pleasure and Popular Culture in the Militarisation of Policing. *Critical Criminology*, 22. 163-177
2. Marx, G. & Steeves, V. (2010). From the Beginning: Children as Subjects and Agents of Surveillance. *Surveillance & Society* 7(3/4). 192-230.
3. Hinduja, S. (2006). A Critical Examination of the Digital Music Phenomenon. *Critical Criminology* 14, pp. 387–409

Dec 4th: last class/course wrap-up

*Final take-home examination distributed

PLEASE NOTE

In accordance with the Carleton University Undergraduate Calendar (p 39), 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

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

**All final grades are subject to the Dean's approval.*

Academic Regulations, Accommodations

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:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for 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 see the Student Guide

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 see the Student Guide

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).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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.

RESOURCES FOR YOU

To obtain assistance in attaining your goals in your undergraduate career: Student Academic Success Centre (SASC): www.carleton.ca/sasc

To obtain assistance to improve your writing ability: Writing Tutorial Services: www.carleton.ca/wts

To obtain assistance to improve your study habits: Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions