

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

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

**Office:** Loeb C577

**Office Hours:** Wednesday's 11:30am-12:30pm \*by appointment only

**Email:** [emccuaig@uottawa.ca](mailto:emccuaig@uottawa.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:** Wednesday's 8:35am-11:25am

**Course location:** Loeb B146

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

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**On CU Learn:** Yes – limited use

### **OFFICIAL COURSE DESCRIPTION**

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

### **GENERAL COURSE OBJECTIVES**

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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 upon 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**

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- 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

### **ASSESSMENT METHODS**

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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.

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**

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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**

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#### **Midterm Examination (30%)**

- Date: February 12th, 2014
- May consist of multiple choice & short/long answer questions

#### **Seminar Presentation: (20%)**

In groups of up to five 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 75 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.

### **Final Examination – Take home essay question (50%)**

- Exam Question distributed April 2<sup>nd</sup>, 2014 in class.
- Exam Due: April 10<sup>th</sup>, 2014 (time and location to be announced)
- 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**

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

### **Classroom Conduct**

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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**

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#### **January 8<sup>th</sup>: 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.

#### **January 15<sup>th</sup>: 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.

### **January 22<sup>nd</sup>: 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

### **January 29<sup>th</sup>: 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.

### **February 5<sup>th</sup>: Community Corrections: Electronic Monitoring & GPS Tracking**

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.

### **February 12<sup>th</sup>: Mid-term Examination (30%)**

**February 19<sup>th</sup>: \* class cancelled/reading week break\* Note that the Professor will not be holding office hours during in this week.**

### **February 26<sup>th</sup>: Cybercrime: An Introduction**

Film: Cybercrime: World Wide War 3.0

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 21<sup>st</sup> century cybercrime for the 'common' victim. *Criminal Justice Matters*, 89 (1), 4-5.

### **March 5<sup>th</sup> Cybercrime: Child pornography/exploitation**

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

### **March 12<sup>th</sup>: Cyber bullying (stream #1 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 21<sup>st</sup> Century. *Gifted Child Today*, 33 (2), 14-16.

### **March 19<sup>th</sup>: Prisons and Technology I (stream #2 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. Kenis, P., Kruijven, 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.

**March 26<sup>th</sup>: Prisons and Technology II (stream #3 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.

**April 2<sup>nd</sup>: 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, 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:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

**Requests for Academic Accommodations**

*For Students with Disabilities:*

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class or ITV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2014 exam period is March 7, 2014.

*For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **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.

### *What are the Penalties for Plagiarism?*

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

### *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/or 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.

**Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.** Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in 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](http://www.carleton.ca/sasc)

To obtain assistance to improve your writing ability: Writing Tutorial Services: [www.carleton.ca/wts](http://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](http://www.carleton.ca/sasc/peer-assisted-study-sessions)