

**Carleton University****Institute of Criminology & Criminal  
Justice****Course Outline**

**COURSE:** CRCJ1000B

**TERM:** Fall 2022

**CLASS:** Day & Time: Fridays, 2:35-5:25 pm  
Room: Please check Carleton Central for current room location.

**INSTRUCTOR:** Shannon Fournier (she/her)

**CONTACT:**  
Office Hrs: To be announced in Brightspace, or by appointment  
Email: ShannonFournier@cunet.carleton.ca

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**COURSE DESCRIPTION**

Crime is one of the most contentious social issues in the world today. Public debates, political campaigns, media reports, and family discussions circulate around questions of crime rates, the nature of punishment, and the role of police, residents, courts, communities, victims, etc. But what exactly is a crime? Who decides on categories of crime, the enforcement of criminal laws, the rules of a courtroom, prison policies, or correctional programs? How do social issues become criminalized and how have societies (Canada in particular) approached fundamental questions of innocence, guilt, punishment, and justice? Issues at the intersection of crime and society – such as racism, sexism, classism, LGBTQ2S+ rights, disability rights, and Indigenous rights – are at the heart of contemporary criminological debates. This class will serve as an introduction to these key topics in criminology; exploring intellectual histories of criminological thought, from its emergence as a particular disciplinary undertaking, to its application across a spectrum of social issues in Canada.

**LEARNING OUTCOMES**

- Acquire knowledge concerning the historical evolution of criminological thought.
- Demonstrate a general understanding of organizations and mechanisms of the criminal justice system in Canada and its processes.
- Become familiar with the various theories, frameworks, schools, paradigms, etc., for understanding crime and society.
- Be comfortable discussing a number of contemporary criminological issues and applying concepts to real-world scenarios.
- Show an ability to critically analyze issues of crime and society from an academically-informed position.

**TEXTS**

In an effort to save some paper, there is no required textbook for this course. Readings and other course material will be available without cost through the Carleton online library and can be accessed through Brightspace.

Each week you will have a Foundational Reading and an Applied Source (video or short article). The

Foundational Reading includes important key concepts related to that week's topic and provide the necessary information and tools required for comprehending that week's lecture. The Applied Source changes each week to highlight a contemporary issue facing the field of criminology in Canada today. We will use the terms, concepts, theories, and ideas taken from the foundational reading to discuss and unpack the issues in the applied source during lectures. The goal is to not only build your understanding of criminological concepts, but also learn why/how they are relevant in your day-to-day lives.

*Both the Foundational Reading and the Applied Source should be completed before class to have a thorough understanding of what is discussed in lectures and so that we can have a fruitful discussion on that week's topic.*

### **EVALUATION**

A. In-class quizzes (6 total - 3 best grades)	30%	Sept 16 <sup>th</sup> , 30 <sup>th</sup> ; Oct 7 <sup>th</sup> , 21 <sup>st</sup> ; Nov 11 <sup>th</sup> , 25 <sup>th</sup>
B. First in-class test	20%	October 14 <sup>th</sup>
C. Second in-class test	20%	November 18 <sup>th</sup>
D. Final exam	30%	TBD

#### **A. Weekly quizzes 30% (3x10) – In class (see dates above)**

There will be 6 quizzes over the course of the term running from weeks 2-11. The quizzes will help you to keep up to date with your readings and lecture material while also helping you to become familiar with the course content. Quizzes will take place in the first 30 minutes of class on Sept. 16<sup>th</sup>, Sept. 30<sup>th</sup>, Oct. 7<sup>th</sup>, Oct. 21<sup>st</sup>, Nov. 11<sup>th</sup>, and Nov. 25<sup>th</sup>.

#### **B & C. In-Class Tests (20% each) – October 14<sup>th</sup> and November 18<sup>th</sup>**

These tests will take place in class, during a portion of the lecture time. They consist of multiple choice and short-answer questions that cover material from the lectures, required readings, and applied sources.

#### **D. Final Examination 25% - TBD**

The final exam will take place in person during the university's exam period. The exam consists of multiple-choice questions, short answer questions, and one long answer question. The date, time, and location of the exam will be determined by the university later in the semester.

**Deferral applications** for final exams must be completed through the Registrar's Office. For more information, please see <https://carleton.ca/registrar/special-requests/online-deferral-application/>

### **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.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **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. 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>

### **STATEMENT ON PANDEMIC MEASURES**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are **a number of actions you can take** to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's **symptom reporting protocols**.

**Masks:** Carleton has paused the **COVID-19 Mask Policy**, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **ACADEMIC ACCOMMODATION**

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

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 [click here](#).

### **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](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).

### **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 will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>



**SCHEDULE**

Please note that occasionally the lecture schedule may vary slightly from the course outline

<b>Date and Topic</b>	<b>Required readings and sources (to be completed <i>before</i> the week's lecture)</b>
<b>September 9<sup>th</sup> - Week 1: Introduction to CRCJ 1000. What is crime? What is Criminology?</b>	
<i>Review of course objectives and important timelines; Crime as an object of study; Emergence of criminology as a discipline in Canada; Definitions of crime and deviance; Roots of systemic racism, sexism, classism.</i>	<p><b>Foundational reading:</b>            Rafter, N. (2011). Origins of Criminology. In Mary Bosworth and Carolyn Holye (eds) <i>What is criminology?</i> 143-154. Oxford University Press.</p> <p><b>Applied source (Racism in the CJS):</b>            Biewen, J. (Nov 2020). <i>The Lie that Invented Racism</i>. TED Talks [10 minutes].  <a href="https://www.youtube.com/watch?v=oIZDtqWX6Fk">https://www.youtube.com/watch?v=oIZDtqWX6Fk</a></p> <p>BBC Ideas (Feb 2021). <i>The Myth of Race</i>. British Broadcasting Corporation [7 minutes].  <a href="https://www.youtube.com/watch?v=926PqQUOVOg">https://www.youtube.com/watch?v=926PqQUOVOg</a></p>
<b>September 16<sup>th</sup> - Week 2: The history of crime, deviance, and punishment</b>	
<i>Transition from Classical School to Positivist School to Chicago School; Crime as an object of study; Emergence of the contemporary justice system; Definitions of crime and deviance.</i>	<p><b>Foundational reading:</b>            Reasons, C. E. et al. (2016). Race and criminal justice in Canada. <i>International Journal of Criminal Justice Sciences</i>, 11(2), 75-99.</p> <p><b>Applied source (Decriminalization of drug use):</b>            CBC News (2021). <i>Decriminalizing illicit drug use could help tackle the opioid crisis, experts say</i>. [12 minutes].  <a href="https://www.youtube.com/watch?v=WfZyIy-wN9I">https://www.youtube.com/watch?v=WfZyIy-wN9I</a></p>
<b>September 23<sup>rd</sup> - Week 3: Theory Part I - Classical (Rational Choice) School of Criminology</b>	
<i>Crime Choice theories: Rational Actor theories; Crime 'scripts'; Routine Activity Theory; Crime opportunity theory; Crime prevention policies</i>	<p><b>Foundational reading:</b>            Tierney, J. (2009). Chapter 5, Classical Criminology. In <i>Key Perspectives in Criminology</i>. McGraw-Hill Education.</p> <p><b>Applied source (Tough on Crime policies):</b>            Walby, K. &amp; Roziere, B. (2018) <i>Rise of the SWAT team: Routine Police Work in Canada is Now Militarized</i>. Macleans. <a href="https://www.macleans.ca/society/rise-of-the-swat-team-routine-police-work-in-canada-is-now-militarized/">https://www.macleans.ca/society/rise-of-the-swat-team-routine-police-work-in-canada-is-now-militarized/</a></p>
<b>September 30<sup>th</sup> - Week 4: Theory Part II - Positivist (Biological/Psychological) School of Criminology</b>	

<p><i>Biological Theories: twin and family studies; Eugenics theories; Psychological theories: Psychological positivism; psychoanalysis; personality theories; learning theories</i></p>	<p><b>Required reading:</b> Tierney, J. (2009). Chapter 13, Positivism. In <i>Key Perspectives in Criminology</i>. McGraw-Hill Education.</p> <p>Rafter, N. (2005). The murderous Dutch fiddler: Criminology, history and the problem of phrenology. <i>Theoretical Criminology</i>, 9,(1), 65-96.</p> <p><b>Applied source (Eugenics and forced sterilization):</b> W5 (19 Feb 2022). <i>Allegations from Indigenous women of forced sterilizations</i>. CTV [21 minutes]. <a href="https://www.youtube.com/watch?v=mJOaBz8vaE">https://www.youtube.com/watch?v=mJOaBz8vaE</a></p>
<p><b>October 7<sup>th</sup> - Week 5: Theory Part III - Chicago (Sociological) School of Criminology</b></p>	
<p><i>Development of sociological criminology; Durkheim: anomie and strain theories; Control theory; Differential association; Subcultural theories.</i></p>	<p><b>Foundational reading:</b> Tierney, J. (2009). Chapter 4, Chicago School. In <i>Key Perspectives in Criminology</i>. McGraw-Hill Education.</p> <p><b>Applied source (Far-right extremist groups):</b> VICE (1 Feb 2017). <i>The Soldiers of Odin: Inside Canada's Extremist Vigilante Group</i>. VICE News [21 minutes]. <a href="https://www.youtube.com/watch?v=F9NdN4a6D_g">https://www.youtube.com/watch?v=F9NdN4a6D_g</a></p> <p>Wolowic, J. &amp; Grounds, K. (15 Feb 2022). <i>Solutions Exist for Canada's Alt-right Radicalization</i>. The Conversation. <a href="https://theconversation.com/solutions-exist-for-canadas-alt-right-radicalization-176966">https://theconversation.com/solutions-exist-for-canadas-alt-right-radicalization-176966</a></p>
<p><b>October 14<sup>th</sup> - Week 6: Introduction to the Criminal Justice System</b></p>	
<p><i>Emergence of criminal law and prisons; functions of criminal law; prosecutorial processes (investigation, arrest, charge, hearing, defences, decision, sentence, punishment); Actus reus and mens rea; The Archambault Report; Charter of Rights and Freedoms.</i></p>	<p style="text-align: center;"><b>First in-class test</b></p> <p><b>Foundational reading:</b> (2018). <i>Overview of the Adult Criminal Justice System</i>. Statistics Canada. <a href="https://www150.statcan.gc.ca/n1/pub/85-005-x/2018001/article/54967-eng.htm">https://www150.statcan.gc.ca/n1/pub/85-005-x/2018001/article/54967-eng.htm</a></p> <p><i>History of the Canadian Correctional System</i>. Correctional Services Canada. <a href="https://www.csc-scc.gc.ca/educational-resources/092/ha-student-etudiant-eng.pdf">https://www.csc-scc.gc.ca/educational-resources/092/ha-student-etudiant-eng.pdf</a></p> <p><b>Applied source (White Collar crime):</b> JHS (2020). <i>Some Crimes Matter More than Others: White Collar Crime Part 2</i>. The John Howard Society of Canada. <a href="https://johnhoward.ca/blog/some-crimes-matter-more-than-others-white-collar-crime-part-2/">https://johnhoward.ca/blog/some-crimes-matter-more-than-others-white-collar-crime-part-2/</a></p>
<p><b>October 21<sup>st</sup> - Week 7: Policing in Canada</b></p>	

<p><i>History of policing in Canada; Structural and systemic racism in policing; Social, legal, and political issues of a racialized system.</i></p>	<p><b>Foundational reading:</b> Goldhawke, M. (March 2020). A condensed history of Canada’s colonial cops: How the RCMP has secured the imperialist power of the North. <i>The New Inquiry</i>. <a href="https://thenewinquiry.com/a-condensed-history-of-canadas-colonial-cops/">https://thenewinquiry.com/a-condensed-history-of-canadas-colonial-cops/</a></p> <p>Maynard, R. (2017). Chapter 3, Arrested (In)justice: From the Streets to the Prison. In <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, 83-115.</p> <p><b>Applied source (Racial profiling in policing):</b> Cole, D. (2017). <i>The Skin We’re In: Pulling Back the Curtain on Racism in Canada</i>. CBC Docs, POV. <a href="https://www.youtube.com/watch?v=msoBTIv1VqM">https://www.youtube.com/watch?v=msoBTIv1VqM</a></p>
<b>Fall break – No Class</b>	
<p><b>November 4<sup>th</sup> - Week 8: Punishment and The Penal System</b></p>	
<p><i>Sociologies of punishment; the right to punish; rationalities of punishment and rehabilitation; restorative and transformative justice; trends in mass incarceration; history of the prison; Foucault’s Panopticon; penal populism.</i></p>	<p><b>Foundational reading:</b> Mallea, P. &amp; Latimer, C. (2017). Introduction. In <i>Beyond Incarceration: Safety and True Criminal Justice</i>. Dundurn Press.</p> <p>Rubin, A. (8 Feb 2019). <i>A Brief History of Prisons</i>. TEDxMississauga: TEDx Talks [14 minutes]. <a href="https://www.youtube.com/watch?v=KPO3EkA_Xg">https://www.youtube.com/watch?v=KPO3EkA_Xg</a></p> <p><b>Applied source (Rise of the carceral state):</b> Ling, J. (2021). <i>Houses of Hate: How Canada’s Prison System is Broken</i>. Maclean’s. <a href="https://www.macleans.ca/news/canada/houses-of-hate-how-canadas-prison-system-is-broken/">https://www.macleans.ca/news/canada/houses-of-hate-how-canadas-prison-system-is-broken/</a></p>
<p><b>November 11<sup>th</sup> - Week 9: Media, Morality and Crime</b></p>	
<p><i>Moral panics; labeling and stigmatization; media effects and captive audience; crime as entertainment; framing and its effects; race and gender representations in media; social control.</i></p>	<p><b>Foundational reading:</b> Martin, G. (2019). Chapter 3, Moral panics, folk devils, and trial by media. In <i>Crime, Media and Culture</i>. Routledge.</p> <p><b>Applied source (Criminalization of sex work):</b> Context (Mar 2022). <i>Beyond the Headlines: Canada’s Sex Workers’ Laws Under Review</i> [28 minutes]. <a href="https://www.youtube.com/watch?v=v9rGz6U0u_E">https://www.youtube.com/watch?v=v9rGz6U0u_E</a></p>
<p><b>November 18<sup>th</sup> - Week 10: Measuring Crime</b></p>	
<p><i>Statistics and governance; perspectives on measuring crime; official crime data; Court statistics; victimization and self-report surveys; “predictive policing” and crime prevention through data mining.</i></p>	<p style="text-align: center;"><b>Second in-class test</b></p> <p><b>Foundational reading:</b> Statistics Canada (2009). <i>Measuring Crime in Canada:</i></p>



	<p><i>Introducing the Crime Severity Index and Improvements to the Uniform Crime Reporting Survey.</i> Canadian Centre for Justice Statistics, Gov. of Canada.</p> <p>McSorley, T. (2021). The case for a ban on facial recognition in Canada. <i>Surveillance &amp; Society</i>, 19(2), 250-254. Surveillance Studies Network.</p> <p><b>Applied source (Surveillance):</b> Lukacs, M. (13 Jan 2022). <i>Canadian Police Expanding Surveillance Powers via New Digital “Operations Centre.”</i> The Breach: Journalism for Transformation. <a href="https://breachmedia.ca/canadian-police-expanding-surveillance-powers-via-new-digital-operations-centres/">https://breachmedia.ca/canadian-police-expanding-surveillance-powers-via-new-digital-operations-centres/</a></p>
<p><b>November 25<sup>th</sup> - Week 11: Critical Criminology</b></p>	
<p><i>Marxism and neo-Marxism; Feminism; Critical Race Theory; Abolitionism; Victimology.</i></p>	<p><b>Foundational reading:</b> Tierney, J. (2009). Chapter 1, Abolitionism. In <i>Key Perspectives in Criminology</i>. McGraw-Hill Education</p> <p>Ugwudike, P. (2015). Chapter 11, Critical Race Theory. In <i>An Introduction to Critical Criminology</i>. Bristol: Policy Press.</p> <p><b>Applied Source (MMIWG: Missing and Murdered Indigenous Women and Girls):</b> Bourgeois, R. (2018). Generations of genocide: The historical and sociological context of missing and murdered Indigenous women and girls. In M. Campbell, K. Anderson and C. Belcourt (eds) <i>Keetsahnak/Our Missing and Murdered Indigenous Sisters</i>, Chapter 5, 65-81. University of Alberta Press.</p>
<p><b>December 2<sup>nd</sup> - Week 12:</b></p>	<p><b>Exam review in class.</b></p>