

## Course Outline

<b>COURSE:</b>	<b>CRCJ 1000C</b> <b>Introduction to Criminology &amp; Criminal Justice</b>
<b>TERM:</b>	<b>Winter 2021</b>
<b>PREREQUISITES:</b>	<b>NA</b>
<b>CLASS:</b>	<b>Day &amp; Time: Fridays 10:35am-12:25pm (lectures are asynchronous; participation workshop and tutorials are synchronous)</b>
<b>INSTRUCTOR:</b>	<b>Dr. Madalena Santos (she/her)</b>
<b>TEACHING ASSISTANTS:</b>	<b>Ekpedeme Edem, Danica Dahlin, Naomi Brito, Shannon Fournier, Elizabeth Venczel</b>
<b>PASS FACILITATOR:</b>	<b>Arden Day email: <a href="mailto:ArdenDay@cmail.carleton.ca">ArdenDay@cmail.carleton.ca</a></b>
<b>CONTACT:</b>	<b>Office Hrs: Weekdays, online or by phone on an appointment basis</b> <b>Email: <a href="mailto:madalenasantos@cunet.carleton.ca">madalenasantos@cunet.carleton.ca</a></b>

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**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 Faculty of Public Affairs 20 Teaching Regulations 2020-21 as soon as possible after the need for accommodation is known to exist. For more details [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 must 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>

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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 targeting those convicted of crimes? How can theoretical perspectives help explain crime and criminal justice? How do social issues become criminalized and how have societies – Canada in particular – approached fundamental questions of innocence, guilt, punishment, and justice? Questions about the intersection of crime and society, such as these, are at the heart of contemporary criminological debates. This class will serve as an introduction to the 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.

During the course, students will explore key aspects of the emergence of criminology as an academic discipline, numerous theories around crime and criminality, and several key issues related to contemporary criminal justice. We will learn various ways to define and conceptualize ‘crimes,’ the basic structures of Canada’s criminal justice system, theories of punishment, studies of policing and police work, the centrality of crime statistics to our social understanding of criminality, as well as discussing a number of diverse frameworks associated with criminological research. Overall, students in the course should be prepared for a detailed introduction to the field of criminology and a willingness to constructively engage with numerous issues related to Canada’s criminal justice system.

**OBJECTIVES**

The objective of the class is to familiarize students with the basic tenets of criminological thought and the criminal justice system while demonstrating an ability to apply this knowledge to contemporary issues. By the end of the course, students should be comfortable discussing and writing about an array of issues/concepts related to criminology and criminal justice.

**COURSE ORGANIZATION**

- ~ This course is offered fully on-line.
- ~ A narrated PowerPoint Presentation (PPT) will be made available on CuLearn before every class. Each PPT will correspond with the assigned readings for that day.
- ~ For each class, students will be required to do the corresponding readings (see readings schedule below).
- ~ Students will be required to participate in synchronous online tutorials in weeks 2-10.
- ~ Students will be required to participate in one synchronous workshop on January 22 during regular class time.
- ~ There will be a series of guest lectures. More information will be provided at the start of the term.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

**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;

- ~ Become familiar with the various theories, frameworks, schools, paradigms, etc., for understanding crime and society;
- ~ Understand criminalization processes;
- ~ Obtain a general knowledge of themes related to the penal regime;
- ~ Be comfortable discussing a number of contemporary criminological issues; and
- ~ Show an ability to critically analyze issues of crime and society from an academically-informed position.

### **REQUIRED TEXTS**

- ~ Boyd, Neil. (ed.) 2019. *Understanding Crime in Canada*, 2<sup>nd</sup> edition. Toronto: Emond. Available through <https://emond.ca/>
- ~ Additional course readings will be made available through the Ares link on CuLearn. For a full list see the reading schedule provided below.

### **OTHER REQUIREMENTS**

There are three documentaries that you **must watch** throughout the term listed in the schedule below. The links will be available through CuLearn.

### **GUIDELINES AND SUGGESTIONS**

#### **1. Stay on top of the reading assignments in this course.**

As with most first year survey courses, there is a great deal of reading, and it can pile up very quickly and become overwhelming. Make time to do the required readings each week.

#### **2. Attend your online tutorials.**

Students who attend online tutorials and participate in discussions and activities will have a greater likelihood of doing better in the course than those who do not attend, or who attend but do not engage. Your TAs are here to assist you to succeed.

#### **3. Participate in the PASS program.**

PASS provides a welcoming and supportive space where you can review core concepts, work through difficult problems and ask the questions you didn't have a chance to ask in the lecture. It is different from tutorials, discussion groups, or labs as its a relaxed, informal environment, where students are not being graded or judged in any way.

#### **4. Students having difficulty with academic requirements should engage with the many resources available on campus to help students succeed.**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: [carleton.ca/csas](http://carleton.ca/csas).

#### **5. If you are having trouble understanding the material in the course, contact your TA or Professor sooner rather than later.** We are here to help you learn.

**POLICIES****1. Contact with Professor**

I will be available for consultation with students online or by phone during weekdays. Please e-mail me at [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca) to set up an appointment.

**2. E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If there is a matter that you should know about regarding the course, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

**3. Late Assignments & Missed Quizzes**

Late submissions and missed quizzes are not encouraged, although exceptions are made for illness or other challenging situations. Please contact me as quickly as possible should you require accommodation on deadlines. Each day of late submission without an arranged extension results in a penalty of 1 point per day cumulative.

**4. Clarification Station**

**Use this option on CuLearn to ask questions about the course, assignments, readings, and the like.** In addition to saving time, this will enable other students to benefit from my responses.

**EVALUATION**

		<b>DUE</b>
<b>A. Weekly Quizzes (5 total - 3 best grades)</b>	30%	Online before next class
<b>B. Online Workshop</b>	5%	January 22 from 10:35-12:25
<b>C. Online Tutorial Participation</b>	10%	Weeks 2-10
<b>D. Critical Reading Assignment I</b>	15%	Online by 11:59 pm on Feb 12
<b>E. Critical Reading Assignment II</b>	15%	Online by 11:59 pm on March 26
<b>F. Final Take Home Examination</b>	25%	Online by 11:59pm on April 21

**A- Weekly quizzes 30% - Due online by start of next class**

There will be 5 quizzes over the course of the term running from weeks 2-10. Each quiz will be made available at the end of the lecture when scheduled (see below) and will close by the start of the following lecture. For example, the first quiz will be available at 12:25pm on January 22 and will close at 10:35 am on January 29. Within this period of time, you may decide when to complete the 15-question quiz. Once you start the quiz, you will have 20 minutes to complete it. Feedback for the quizzes will be available when the quiz closes.

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. Although there are 5 quizzes in total, only your best 3 quiz grades will count toward the total (3 x 10%). Since only your best grades count and these quizzes will help you to retain the information you read and listen to, it is a good idea to complete all the quizzes.

**B- Online Workshop: Anti-Black Racism in the CJS & the Meaning of Justice 5% – held on January 22 from 10:35-12:25**

This interactive session will help to identify and challenge anti-Black racism in the criminal justice system. This session aims to challenge assumptions, discriminatory practices and mainstream definitions of “justice”. Your grade will be based on participation in this session.

**C – Online tutorial participation 10% - Weeks 2-10**

This grade will be based on your participation in tutorial activities throughout the term. Activities will include questions on course content, Q&A on required documentaries screened, discussion sessions, etc.

**D - Critical Reading Assignment I - 15% Due online by 11:59 pm on February 12 (week 5)****E - Critical Reading Assignment II - 15% Due online by 11:59 pm on March 26 (week 10)**

The first critical reading assignment will be based on Robyn Maynard's (2017) "Arrested (in)justice: From the streets to the prison" (see week 5). The second critical reading assignment will be based on Meghan McDowell and Luis Fernandez's (2018) "'Disband, Disempower, and Disarm': Amplifying the Theory and Practice of Police Abolition" (see week 10). The questions that you need to answer for each assignment are outlined below, and are designed to help you improve your critical reading skills, demonstrate your ability to understand academic literature, and provide you with an opportunity to improve your writing skills. Assistance for understanding the material and questions asked will be provided in your tutorials, **but it is strongly suggested that you begin the assignments early.**

The critical reading assignments will be graded on the quality and thoughtfulness of the responses. **Remember that you must support your discussion with points raised in the reading.** You may refer to other course readings and/or material in responding to question 4, but this is not required.

Each critical reading assignment must be double-spaced, three-four page and will address the following questions:

1. What are the main goals of the text? How does the author aim to achieve these goals? Make sure to name the author.
2. What are the specific arguments advanced by the author in the text? How does the author support these arguments?
3. What is the specific conclusion of the text?
4. Do you agree or disagree with the author's specific conclusion? Explain and support your position.

**Use the questions above as subheadings in your assignment. This will help to identify which questions you are answering. A grading guideline and rubric will be provided on CuLearn.**

**E – Final Take-home Examination 25% - Due on April 21**

The final take-home exam will be available online on the last day of class. It is due at the end of the day on April 21. The take-home will include a series of short answer questions based on the content of all course material. You will have a choice as to which questions you may answer. More information will be provided later in the term.

**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/>

**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.

**OTHER CONCERNS**

**January 31, 2021** is the last day to withdraw from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

**Statement on 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.

**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).

**SCHEDULE**

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

**Week 1: January 15*****Introduction and overview to CRCJ 1000***

*Review of course objectives and important timelines; Introductory remarks on criminology and the criminal justice system.*

**Required reading:**

Boyd, Neil (2019). “Chapter 1: What is Criminology” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 7-22.

**No Tutorial**

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**Week 2: January 22**

**What is a crime? What is criminology? Criminological Emergence**

*Crime as an object of study; Origins of criminology; Criminalization processes; Definitions of crime and deviance.*

Required reading:

Rafter, Nicole (2011). "Origins of Criminology" in *What is criminology?* Mary Bosworth and Carolyn Holye (eds). Oxford ; New York : Oxford University Press, pp 143-154.

**ONLINE PARTICIPATION WORKSHOP from 10:35-12:25**

**Tutorial 1**

**Quiz 1**

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**Week 3: January 29**

**Media, Morality, and an Introduction to the Criminal Justice System**

*Media effects and active audience; 'Problem frames'; Moral panics; Construction of social identities; Emergence of criminal law and criminal justice system; functions of criminal law; definition of crime in Canada; Actus reus and mens rea; prosecutorial processes and criminal defences; the Charter of Rights and Freedoms*

Required readings:

Steeves, Valerie and Trevor Scott Milford (2019). "Chapter 2: The Media Shaping our Understanding of Crime" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 25-40.

Jones, Craig (2019). "Chapter 3: Criminal Law in Canada" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 41-62.

**Tutorial 2**

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**Week 4: February 5**

**Crime Statistics and Victimology**

*Statistics and governance; Perspectives on measuring crime; Official crime data; Court statistics; Victimization and Self-Report Surveys; Victimology*

Required readings:

Allen, Mary. (2018). Police-Reported Crime Statistics in Canada, 2017, Juristat. Catalogue no.85 - 002 - X., Canadian Centre for Justice Statistics, [online: <https://www150.statcan.gc.ca/n1/pub/85-002-x/2018001/article/54974-eng.pdf>], pages 5-7, 11-12, 19.

Morden, Hilary Kim and Ted Palys (2019). "Chapter 4: Measuring Crime" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 67-89.

Scott, Hannah (2019). "Chapter 5: Victims of Crime" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 97-114.

**Tutorial 3**

**Quiz 2**

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**Week 5: February 12**

**Introduction to Policing Studies**

*History of policing in Canada; NWMP; anglo-American policing tradition; Systemic racism in policing. Social, legal, and political issues of racialized policing, racial profiling, and carding practices.*

Required readings:

Forcese, Dennis (1999). "Origins and Comparisons" in *Policing Canadian Society*, pp. 11-39.

Maynard, Robyn. (2017). "Arrested (in)justice: From the streets to the prison" in *Policing Black Lives: State Violence in Canada from Slavery to the Present*, pp. 83-115.

**Watch:** Officer, Charles. Dir. (2017). *The Skin We're In*. Firsthand Docs Canadian Broadcasting Corporation-TV.

**Tutorial 4**

**\*\*\*Critical Reading Assignment I Due Online by 11:59pm \*\*\***

\*\*\*\*\***Winter Reading Week:**\*\*\*\*\*

**Week 6: February 26**

**Punishment, Penology, and the Prison**

*The right to punish; rationalities of punishment and rehabilitation; deterrence theories; sociologies of punishment; trends in mass incarceration; history of the prison; penal populism; panopticism.*

Required readings:

Newburn, Tim (2007). "Penology and Punishment" in *Criminology*. Cullompton: Willan Publishing, Chapter 22, pp. 516-538.

Zinger, Ivan (2016). "Human Rights and Federal Corrections: A Commentary on a Decade of Tough on Crime Policies in Canada," *Canadian Journal of Criminology and Criminal Justice*, pp. 609-627.

**Watch:** Gregg, Andrew. Dir. (2014). *States of Incarceration*. Doc Zone with Anne-Marie MacDonald. 90th Parallel Productions in association with CBC.

**Tutorial 5**

**Quiz 3**

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**Week 7: March 5**

**Feb**

*Crime Theories: Classical School; Positivist/Italian School; Biological Theories: twin and family studies; Eugenics theories; biocriminology and genetics; brain injuries*

Required readings:

Cartwright, Barry and Jon Heidt and Neil Boyd (2019). "Chapter 6: Theories of Crime: A brief introduction" in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 119-139.



Anderson, Gail (2019). “Chapter 7: Biological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 143-160.

**Tutorial 6**

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**Week 8: March 12**

**Crime theories II: Psychological and Crime Choice Theories**

*Psychological theories: Psychological positivism; psychoanalysis; personality theories; learning theories*

*Crime Choice theories: rational actor theories; Crime ‘scripts’; Routine Activity Theory; Crime opportunity theory; Crime prevention policies*

Required readings:

Heidt, Jonathan (2019). “Chapter 8: Psychological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 163-186.

Farrell, Graham and Tarah Hodgkinson (2019). “Chapter 12: Crime Choice Theory” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 259-280.

**Tutorial 7**

**Quiz 4**

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**Week 9: March 19**

**Crime Theories III: Sociological Theories**

*Development of sociological criminology; Durkheim: anomie and strain theories; Control theory; The Chicago School; Differential association; Subcultural theories; Labelling theory and stigmatization.*

Required reading:

Cartwright, Barry (2019). “Chapter 9: Sociological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 191-212.

**Tutorial 8**

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**Week 10: March 26**

**Crime Theories IV: Critical Criminology, Feminism, and Penal abolitionism**

*Critical criminology; Anarchism; Marxism and neo-marxism; Feminism; Critical Race Theory; Post-Colonialism; Post-structuralism; Penal abolitionism*

Required readings:

Shantz, Jeff (2019). “Chapter 11: Critical Criminology” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 239-256.

Kramer, Kirsten (2011). "Chapter 7: Feminist Contributions to Criminology," *Criminology: Critical Canadian Perspectives*, pp. 117-143.

McDowell, Meghan G., and Luis A. Fernandez (2018). "'Disband, Disempower, and Disarm': Amplifying the Theory and Practice of Police Abolition," *Critical Criminology* 26:373–391.

**Watch:** Shigematsu, Setsu. Dir. (2012). *Visions of Abolition: From Critical Resistance to a New Way of Life*.

**\*\*\*Critical Reading Assignment II Due Online by 11:59pm \*\*\***

**Tutorial 9**

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**Week 11: April 9**

**Indigenous Peoples and Criminal (in)Justice System**

Required reading:

National Inquiry into Murdered and Missing Indigenous Women and Girls (2019). "Chapter 8: Confronting Oppression – Right to Justice" in *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a*, pp. 621-647. Retrieved from [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_1a.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a.pdf)

**Tutorial 10 - Last tutorial**

**Quiz 5**

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**Week 12: April 14**

**Review**

**Take home available**

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**End of term. Enjoy your summer break!**