

Course Outline

COURSE:	CRCJ 1000N Introduction to Criminology & Criminal Justice
TERM:	Fall 2021
PREREQUISITES:	NA
CLASS:	Day & Time: Tuesdays 15:35-17:25
INSTRUCTOR:	Maseeh Haseeb
TEACHING ASSISTANTS:	Corin Tentchoff (corintentchoff@email.carleton.ca) Tutorials: Tuesdays, N01 13:35-14:25, N02 10:35-11:25
PASS FACILITATOR:	TBA
CONTACT:	Office Hrs: Weekdays, Tuesday 11:30-13:00 or on an appointment basis Email: maseeh.haseeb@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 Faculty of Public Affairs 20 Teaching Regulations 2021 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 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>

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, police role, race, citizens and non-citizens, courts, communities, victims, etc. But what exactly is a crime? Who decides on crime categories, the enforcement of criminal laws, courtroom rules, 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 community are at the heart of contemporary criminological debates. This course will introduce key topics and theories in criminology, exploring the intellectual histories of the field. It offers a critical understanding of criminology by unravelling its emergence as a particular discipline and related application/implementation across various social issues in Canada.

Students will examine fundamental aspects of the emergence of criminology as an academic discipline. They will learn distinct theories around crime and criminality and several critical issues related to contemporary criminal justice. The focus will be on critical examination, definition, and conceptualization of “crimes,” Canada’s structure of criminal justice system, punishment theories, policing and race, class, and crime statistics. Such knowledge(s) enable students to utilize various critical frameworks to conduct criminological research and prepare themselves to work in related fields. Overall, students in the course should be ready for a detailed introduction to criminology and critically engage with criminal justice system issues.

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 various topics/concepts related to criminology and criminal justice.

COURSE ORGANIZATION

- ~ This course is offered on campus in person for Crim students only.
- ~ A narrated PowerPoint Presentation (PPT) will be made available on Brightspace 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 schedule below).
- ~ Students will be required to participate in tutorials (weeks 2-10).
- ~ Students will be required to participate in two online workshops on academic integrity and academic reading.
- ~ Please see the evaluation section below for a complete breakdown of the various components of assessment.

LEARNING OUTCOMES

- ~ Acquire knowledge concerning the historical evolution of criminological thought.
- ~ Demonstrate a general understanding of the organizations and mechanisms of Canada’s criminal justice system.
- ~ Become familiar with the various theories, frameworks, schools, and paradigms for understanding crime and society.
- ~ Gain a basic understanding of the connection between historical and ongoing settler colonialism, slavery, racism and conceptualizations of crime.

- ~ Understand criminalization processes and marginalized groups become criminalized.
- ~ Obtain general knowledge of themes related to the penal regime.
- ~ Be comfortable discussing several contemporary criminological issues.
- ~ Demonstrate 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*, 2nd edition. Toronto: Emond. Available through Octopus Books at 116 Third Avenue, Ottawa, Ontario. Available at <http://shop.octopusbooks.ca/CRCJ1000> with pickup or shipping options. Ebook available at <https://emond.ca/>
- ~ Additional course readings will be made available through the Ares link on Brightspace. For a full list see the reading schedule provided below.

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 tutorials.

Students who attend tutorials and participate in discussions and activities have a greater likelihood of doing better in the course than those who do not attend, or who attend but do not engage. Your TA is 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 did not have a chance to ask in tutorials. It is different from tutorials as it's 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.

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 maseeh.haseeb@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 9:00 a.m. - 6:00 p.m. on weekdays.**

3. Late Assignments & Missed Quizzes

Late submissions and missed assignments 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 percentage point per day cumulative.

4. Clarification Station

Use this option on Brightspace 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 to your questions.

EVALUATION

DUE

A. REVIEW & CRITICAL REFLECTION	15%	Week 6: October 19
B. CRITICAL ESSAY	30%	Week 9: November 16
C. TUTORIAL (QUIZZES/ATTENDANCE)	10%	Weeks 2-10
D. FINAL TAKE HOME EXAM	45%	Scheduling and Examination Services (SES)

A- Assignment #1: Review and Critical Reflection (15%)

DUE: **Week 6: October 19.** Two pages, double spaced. Submit online by 11:59 p.m. on Tuesday, October 19th. Please include student name, number, course code, and instructor name.

Assignment #1 is a review and critical reflection on two of the required readings for Week 5: a) Howard Morton's chapter entitled "Investigative detentions and street checks" and b) the new Ontario regulations on police carding, known as Regulation 58: Collection of Identifying information in certain circumstances. Your task is to read both readings and write a short critical reflection on the discussion presented within the readings surrounding police use of "carding" practices. Your critical review should address: What main legal issues Morton raises about the practices of street checks (aka carding)? How do the new Ontario regs address these criticisms? Do you think the regulations are adequate? Do you believe that Mr. Morton would believe the regulations are satisfactory? I will present the assignment's requirements and approaches in class during week 5.

Note: Late submissions will be penalized one mark per day to a maximum of four. You have until October 23rd (11:59 p.m.) to submit late assignments.

B- Assignment #2: Critical Essay (30%)

DUE: **Week 9 (November 16).** 4-5 pages, double spaced. Submit online by 11:59 p.m. on Tuesday, November 16th. Please include student name, number, course code, and instructor name.

Assignment #2 is a critical essay regarding racism in the criminal justice system. Your task is to write a critical essay on one of the two topics as follows:

- (1) Racial profiling and discrimination of Black persons by police agencies in Canada.
- (2) The over-representation of Indigenous peoples in Canada's criminal justice system, relating to their alarming rise in federal prisons.

Theoretical framework: Your theoretical framework should be on race, racism, and racialization based on the following reading covered during week 2.

Chan, Wendy, and Dorothy E. Chunn (2014). “Concepts and Theories about Race, Racialization, and Criminal Justice” in *Racialization, Crime and Criminal Justice in Canada*. University of Toronto Press, pp 3-24.

Format:

- 1- Topic Introduction
- 2- Theoretical framework
- 3- Critical discussion
- 4- Conclusion

Requirements:

You need a minimum of three academic sources based on the course readings. You may select one academic source (peer-reviewed journal article or academic book) outside the course readings.

- ~ The assignment will be **due on November 16th** at 11:59 p.m. I will discuss the assignment requirements in more detail in class.
- ~ You must consult your selected topic with me or your TA for approval by **Week 6: October 19th**.

Note: Late submissions will be penalized one mark per day to a maximum of four. You have until November 20th (11:59 p.m.) to submit late assignments.

C- Tutorial Participation 10%

This grade will be based on your participation in tutorial activities throughout the term. Activities will include questions on course content, preparation for course assignments, quizzes, Q&A on required documentaries screened, and discussion sessions. The objective of the tutorial is to actively and critically engage with course readings. Attendance is mandatory for weekly tutorials in person.

Requirements:

- 1- Attendance
- 2- Small group discussions
- 3- 5 group quizzes over the term running from weeks 2-10 (15 questions). Each group will have 20 minutes to complete it before taking up the answers during the tutorial sessions.

D- Final Take-home Examination 45%

DUE: Exam will be scheduled by the Exam Centre (SES: Scheduling and Examination Services).

The final take-home exam will be available online. 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

September 30, 2021 is the last day to withdraw from fall term and fall 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.

<https://calendar.carleton.ca/academicyear/>

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

Date and Topic	Important information
Week 1: September 14 - Introduction to CRCJ 1000	

<p><i>Review of course objectives and important timelines; Introductory remarks on criminology and the criminal justice system.</i></p>	<p>Required reading: Boyd, Neil (2019). “Chapter 1: What is Criminology” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 7-22.</p> <p>No Tutorial</p>
<p>Week 2: September 21- What is a crime? What is criminology? Criminological Emergence</p>	
<p><i>Crime as an object of study; Origins of criminology; Race, racism, and racialization in CJS; Criminalization processes; Definitions of crime and deviance.</i></p>	<p>Required reading: Rafter, Nicole (2011). “Origins of Criminology” in <i>What is criminology?</i> Mary Bosworth and Carolyn Holye (eds). Oxford; New York: Oxford University Press, pp 143-154.</p> <p>Chan, Wendy, and Dorothy E. Chunn (2014). “Concepts and Theories about Race, Racialization, and Criminal Justice” in <i>Racialization, Crime and Criminal Justice in Canada</i>. University of Toronto Press, pp 3-24.</p> <p>Tutorial 1</p>
<p>Week 3: September 28 - Media, Morality, and an Introduction to the Criminal Justice System</p>	
<p><i>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</i></p>	<p>Required reading: Steeves, Valerie and Trevor Scott Milford (2019). “Chapter 2: The Media Shaping our Understanding of Crime” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 25-40.</p> <p>Jones, Craig (2019). “Chapter 3: Criminal Law in Canada” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 41-62.</p> <p>Media: https://www.cbc.ca/news/canada/calgary-stabbings-how-knife-crime-in-canada-can-cause-moral-panic-1.2611698</p> <p>Tutorial 2</p>
<p>Week 4: October 5 - Indigenous Peoples and Criminal Injustice System</p>	
	<p>Required reading: National Inquiry into Murdered and Missing Indigenous Women and Girls (2019). “Confronting Oppression – Right to Justice” in <i>Reclaiming Power and Place: The Final</i></p>

	<p><i>Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a</i>, pp. 621-647.</p> <p>Chartrand, V. (2019). Unsettled Times: Indigenous Incarceration and the Links Between Colonialism and the Penitentiary in Canada. <i>Canadian Journal of Criminology and Criminal Justice</i>, 61(3), 67-89.</p> <p>Leitch, D’Arcy. (2018). The Constitutionality of Classification: Indigenous Overrepresentation and Security Policy in Canada Federal Penitentiaries. <i>Dalhousie Law Journal</i> 41(2), 411-442.</p> <p>Watch: Koenig, Wolf, Alanis Obomsawin, and Colin Neale (2009). <i>Kanehsatake 270 Years of Resistance</i>. Montreal: National Film Board of Canada.</p> <p>Tutorial 3</p>
<p>Week 5: October 12 - Introduction to Policing Studies</p>	<p>Assignment #1: Review and Critical Reflection DUE: Week 6: October 19 at 11:59 p.m.</p>
<p><i>History of policing in Canada; NWMP (RCMP); anglo-American policing tradition; Structural and systemic racism in policing. Social, legal, and political issues of racialized policing.</i></p>	<p>Required reading: Forcese, Dennis (1999). “Origins and Comparisons” in <i>Policing Canadian Society</i>, pp. 11-39.</p> <p>Goldhawke, M. (2020, March 10). “A Condensed History of Canada’s Colonial Cops: How the RCMP Has Secured the Imperialist Power of the North”. <i>The New Inquiry</i>. https://thenewinquiry.com/a-condensed-history-of-canadas-colonial-cops/</p> <p>Morton, Howard (2015) “Investigative Detention and Street checks.” In <i>Putting the State on Trial</i>, edited by Margaret Beare, Nathalie Des Rosiers, and Abigail Deshman, Pp. 168 – 197.</p> <p>Ontario (2016). Reg. 58/16: Collection of Identifying Information in Certain Circumstances - Prohibition and Duties. Available online: https://www.ontario.ca/laws/regulation/r16058?_ga=1.261110029.1238231610.1471810165</p> <p>Watch:</p>

	<p>Hubbard, Tasha. Dir. (2004). <i>Two Worlds Colliding</i>. National Film Board of Canada. 49.03 min.</p> <p>Suggested reading: Maynard, Robyn. (2017). “Devaluing Black Life, Demonizing Black Bodies: Anti-Blackness from Slavery to Segregation” in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, Chapter 1, pp. 17-49.</p> <p>Tutorial 4</p>
<p>Fall Reading Week: October 25 - October 29</p>	
<p>Week 6: October 19 - Punishment, Penology, and the Prison</p>	<p>DUE: Assignment#1 at 11:59 p.m.</p>
<p><i>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.</i></p>	<p>Required reading: Newburn, Tim (2007). “Penology and Punishment” in <i>Criminology</i>. Cullompton: Willan Publishing, Chapter 22, pp. 516-538.</p> <p>Maynard, Robyn. (2017). “Arrested (In)justice: From the Streets to the Prison” in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, Chapter 3, pp. 83-115.</p> <p>Watch: Officer, Charles. Dir. (2017). <i>The Skin We’re In</i>. Firsthand Docs Canadian Broadcasting Corporation-TV.</p> <p>Tutorial 5</p> <p>Discuss Critical Essay during tutorial</p>
<p>Week 7: November 2 - Crime Theories I: Crime Theories Overview and Biological Theories</p>	
<p><i>Introduction to mainstream Crime Theories</i></p> <p><i>Biological Theories: twin and family studies; Eugenics theories; biocriminology and genetics; brain injuries</i></p>	<p>Required reading: Cartwright, Barry and Jon Heidt and Neil Boyd (2019). “Chapter 6: Theories of Crime: A brief introduction” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 119-139.</p> <p>Anderson, Gail (2019). “Chapter 7: Biological Approaches” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 143-160.</p> <p>Tutorial 6</p>

<p>Week 8: November 9 - Crime theories II: Psychological and Crime Choice Theories</p>	<p>Assignment #2: Critical Essay (30%) DUE: Week 9 (November 16) at 11:59 p.m.</p>
<p><i>Psychological theories: Psychological positivism; psychoanalysis; personality theories; learning theories</i></p> <p><i>Crime Choice theories: rational actor theories; Crime 'scripts'; Routine Activity Theory; Crime opportunity theory; Crime prevention policies</i></p>	<p>Required reading: Heidt, Jonathan (2019). "Chapter 8: Psychological Approaches" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 163-186.</p> <p>Farrell, Graham and Tarah Hodgkinson (2019). "Chapter 12: Crime Choice Theory" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 259-280.</p> <p>Tutorial 7</p>
<p>Week 9: November 16 - Crime Theories III: Sociological Theories</p>	<p>DUE: Assignment #2 at 11:59 p.m.</p>
<p><i>Development of sociological criminology; Durkheim: anomie and strain theories; Control theory; The Chicago School; Differential association; Subcultural theories; Labelling theory and stigmatization.</i></p>	<p>Required reading: Cartwright, Barry (2019). "Chapter 9: Sociological Approaches" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 191-212.</p> <p>Tutorial 8</p>
<p>Week 10: November 23 - Crime Theories IV: Critical Criminology, Feminism, and Penal abolitionism</p>	
<p><i>Critical criminology; Anarchism; Marxism and neo-Marxism; Feminism; Critical Race Theory; Post-Colonialism; Post-structuralism; Penal abolitionism</i></p>	<p>Required reading: Shantz, Jeff (2019). "Chapter 11: Critical Criminology" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 239-256.</p> <p>Kramer, Kirsten (2011). "Chapter 7: Feminist Contributions to Criminology," <i>Criminology: Critical Canadian Perspectives</i>, pp. 117-143.</p> <p>Coyle, Michael J., & Scott, David (Eds) (2021). "Introduction: The six hues of penal abolitionism," In <i>The Routledge International Handbook of Penal Abolition</i>, pp. 1-12.</p> <p>Watch: Shigematsu, Setsu. Dir. (2012). <i>Visions of Abolition: From Critical Resistance to a New Way of Life</i>.</p> <p>Tutorial 9</p>

<p>Week 11: November 30 Crime Statistics and Victimology</p>	
<p><i>Statistics and governance; Perspectives on measuring crime; Official crime data; Court statistics; Victimization and Self-Report Surveys; Victimology</i></p>	<p>Required reading: Morden, Hilary Kim and Ted Palys (2019). “Chapter 4: Measuring Crime” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 67-89.</p> <p>Moreau, Greg, Brianna Jaffray and Amelia Armstrong. (2020). Police-Reported Crime Statistics in Canada, 2019, Juristat. Catalogue no.85 - 002 - X., Canadian Centre for Justice Statistics, [online: https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2020001/article/00010-eng.pdf?st=79VagpHF], pp. 3-12, textbox 3 pp. 14-15, chart 12 p. 19, and key terminology and definitions, and survey description pp. 33-35</p> <p>Scott, Hannah (2019). “Chapter 5: Victims of Crime” in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 97-114.</p> <p>Media: Tunney, Catherine (2020, July 15).“Statistics Canada to start collecting race-based crime data”. https://www.cbc.ca/news/politics/statistics-canada-race-data-police-1.5650273</p> <p>Crenshaw, Kimberlé (2016). “The urgency of intersectionality”. https://www.youtube.com/watch?v=akOe5-UsQ2o&ab_channel=TED</p> <p>Tutorial 10 - Last tutorial</p>
<p>Week 12: December 7</p>	<p>Take home Exam Scheduling and Examination Services (SES)</p>