

Carleton University
Institute of Criminology & Criminal Justice

CRCJ 2200-A
Contemporary Issues in Criminology

Course Outline
Fall 2022

Professor: Natasha Stirrett

Office: Virtual (over zoom)

Office Hours: Mondays from 2:30pm-3:30pm over zoom and by appointment

Email: natashastirrett@carleton.ca

Classroom Location: Virtual

Class Time: Mondays 11:35am-2:25pm

Prerequisites: CRCJ 1000 and Second Year Standing

Method of Delivery: This course is synchronous and on zoom

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 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

This course will address some of the most pertinent issues facing Canadian society today and in the field of Critical Criminology. Students will examine various topics on media and popular culture, colonialism and consent, environmental justice, racial profiling, hate culture, homelessness, the “War on Drugs” which has produced a drug poisoning crisis and the movement for racial justice and mutual aid practices. It will also cover cybercrime and the use of surveillance.

The course will be oriented around the concept of *criminalization*, a focal organizing principle in contemporary western society. Talking about contemporary criminological issues using the frame of criminalization moves discussions about crime in society away from an understanding that crime is inherent or natural in certain people or communities. Rather, the notion of criminalization acknowledges that what comes to be understood as *against the law* is constructed by social, political, cultural, and economic forces.

Throughout the course, students will learn to engage with critical criminological approaches, including intersectional, abolitionist and transformative justice frameworks and will apply these ideas to examining ongoing issues, debates, and movements. Informed by Indigenous, Black, anti-racist, queer and feminist readings, this course will critically examine criminalization, racial and colonial injustice, policing, systems, institutions, and societal concerns. In addition, students will learn about emancipatory praxis, collective care, and community mobilization.

LEARNING OBJECTIVES

By the end of this course, students will have demonstrated their ability to:

- Identify, compare, and contrast an array of important contemporary criminological issues and appraise different theoretical frameworks and approaches
- Define and explain the concept of criminalization and its application to contemporary socio-legal issues in Canadian society, debates, and movements
- Employ close, critical reading of course texts and content, and identify both central and supporting ideas
- Critically examine racial and colonial injustice, institutional practices and systems, and collective care through analyzing real-world problems and apply this knowledge through individual writing exercises.

COURSE MODALITY:

This online synchronous course is conducted in real time over zoom and has a scheduled class time that meets every Monday at 11:35 am. Reliable high speed internet access is required. Access to computer and microphone is required. Please plan to attend every class. Each class will consist of a lecture, class discussion/activity and small peer breakout group discussions. Students are encouraged to have their webcam on during zoom interactions in class meetings, but this is not mandatory to attend or participate.

Brightspace, Readings and Course Materials

This course uses Brightspace to provide the required readings on ARES, for students to submit assignments including the take home exams and other links to course materials and resources. This course will cover a range of contemporary criminological topics and emergent issues relevant to the themes of the course. Be sure to check out our course page on Brightspace regularly.

There is no one simple textbook or a (couple of texts) that can address the many complex and current issues this course will address, and therefore the course content will include a range of articles, book chapters, interview-style videos, and other sources. Other instructors have collaboratively influenced this course, and conversely significant parts of the course materials appear in the other course sections of CRCJ 2200. The collaborative approach of CRCJ 2200 aims to obtain pedagogical consistency across the different course sections taught by instructors.

ASSIGNMENTS

The assignments in this course are designed to build upon each other and ensure students do a close and critical reading of all the course content and are thus able to realize the learning objectives. In addition, the assignments are intended to support student success, develop critical thinking skills and engagement with current criminological issues.

30% Critical reading responses (2 at 15% each)

20% Media analysis (1 at 20%)

50% Take home exams (2 at 25% each)

Critical Reading Responses 30% (2 at 15% each) Due October 3rd and December 5th

You are asked to submit 2 (2-page) double-spaced reading response papers. The first response paper will be based on 1 reading covered during weeks 1-3 of the course (**due October 3rd**). The second response paper will be based on 1 reading based on weeks 9-11 (**due December 5th**). You will do a close reading of a text. Do not only summarize the reading. Instead, you want to take an

analytical approach to the text. Responses should reflect upon, engage, and evaluate the readings' ideas and arguments, comment on their implications, articulate new insights you have acquired, or questions the reading raises that you would like to discuss. To demonstrate engagement with the reading, students are asked to develop 3 interesting or surprising things you learned, 2 critical questions you would like to pose to the author, along with a short description of the argument. You may write in the first person. Please avoid colloquial language and maintain an academic tone. This assignment must be based solely on a reading, not other course content.

Media Analysis Paper 20% (1 at 20%) Due November 14th

You are asked to submit a (4 page) double-spaced media analysis paper (**due November 14th**). Think about how you might integrate a critical criminological perspective into your contemporary media analysis reflecting on (ie. social structure, culture, meaning-making, power relations). Please incorporate at least 1 course reading and refer to content from at least 2 lectures. Your paper should include: an introduction, thesis statement, short body paragraphs and a conclusion. You will need to include details and explanation to support your analysis that makes connections between 1 or 2 course concepts (ie. carding, racialization, homelessness) and your chosen media. What does the media example tell/show us about the concept[s]? Use proper in-text citations and include references. Additional information will be discussed in class and posted on Brightspace.

Take Home Exams 50% (2 at 25% each)

The midterm (25%) will take place during the week of **October 31st**. The mid-term exam will cover the course materials of weeks 1-6. The final exam (25%) will be held during the **formal exam period**. The final exam will cover the course materials of weeks 7-11. Please use in-text citations and references when appropriate. Additional information will be posted on Brightspace.

***How to submit assignments:** Please submit assignments using the dropbox feature located on Brightspace. Assignments are due by 11:59 pm on the due date. All assignments must be completed to receive a passing grade.*

COURSE INFORMATION

Expectations Regarding Due Dates: All assignments are due on the specified date on Brightspace by 11:59 pm. If an assignment is handed in after the due date (up until seven days after), for any reason, it will be accepted, but the mark will be reduced by 5% for each late day. Sometimes life sucks, and things fall apart a little. A late assignment for any serious reason must be justified in writing to the professor or teaching assistant within three business days after the assignment was due (at the latest). Every effort should be made to make prior arrangements for an extension with the professor or teaching assistant in advance of assignment due dates. The professor reserves the right to accept or refuse the reason. Please see university policies on exam deferrals <https://carleton.ca/registrar/deferral>.

Email policy: Please engage with the Professor and course TAs in a formal and respectful fashion when communicating via email. Please indicate the course name and number (CRCJ 2200-A) in the subject heading if an email is required. In addition, ensure that you include your full name and indicate your message objective(s). If you do not have all these things, it will be difficult for the professor and/or course TAs to assist you. Big questions and/or conversations are best served through office hours/appointments with the professor.

During the week, it may take up to 48-hours for the professor to respond to your email. The course professor and TAs do not respond to emails over the weekend. Please plan accordingly. If you send the professor and/or TAs more than one message about the same thing in one span of 48-hours, they will likely find this highly annoying (you would probably agree if you were in their shoes).

Writing Policy and Format: Students will also be assessed on your writing abilities. It is recommended to take appropriate measures to avoid spelling, syntax and punctuation errors, inappropriate use of terms, etc.

Format for all written assignments

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper
- Start references on a new page, APA referencing style is preferred but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format, see the Library reference page: <https://library.carleton.ca/help/apa-citation-style>

Did you know there is a dedicated librarian to legal studies and criminology? Find our more here:

<https://library.carleton.ca/research/subject-guides/criminology-and-criminal-justice-detailed-guide>

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).

COURSE SCHEDULE

Week 1: September 12th

Introduction

Readings:

- Merry, Sally. 1998. “The Criminalization of Everyday Life” in Austin Sarat, ed. *Everyday Practices and Trouble Cases*. Northwestern University Press. Pp 14-40.
- Murdocca, Carmela. 2014. “Racialization, Criminalization, Representation” in *Criminalization, Representation, Regulation: Thinking Differently About Crime*. Pp 107-132.

Week 2: September 19th

Communication, Popular Culture and Film

- Chan, Wendy; Chunn, Dorothy. 2014. Chapter 4. “Media Representations of Race, Crime, And Criminal Justice” in *Racialization, Crime and Criminal Justice in Canada*. Pp 55-67.

Supplementary Reading: Manning, Grattan, Ewen and Leaning. 2021. “Introduction” in *Capitalism, Crime and Media in the 21st Century*. Pp 1-13. Palgrave Macmillan: UK.

Week 3: September 26th

Indigenous Peoples, Colonialism, and Consent

- King, Hayden; Pasternak, Shiri. 2019. “Yellow Institute. Land Back: A Yellowhead Institute Red Paper”. Pp 1-44 <https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf>

Supplementary Reading: “Reclaiming Power and Place: The Final Report into Missing and Murdered Indigenous Women and Girls”. 2019. Pp 167-214 https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf

Week 4: October 3rd Critical Reading Response 1# due

Anti-Black Racism, Racial Profiling and Carding

- Sui, Bobby. 2018. Chapter 1. “Defining Racial Profiling” in *Racial Profiling and Human Rights in Canada* by Lorne Foster, Jacobs, Lesley A and Bobby Sui.
- Samuels-Wortley, Kanika. 2021. “To Serve and Protect Whom? Using Composite Counter-Storytelling to Explore Black and Indigenous Youth Experiences and Perceptions of the Police in Canada” *Crime & Delinquency*, 67(8), 1137–1164.

Week 5: October 17th

The “War on Drugs” and the Overdose Crisis

- Tyndall, Mark, & Dodd, Zoë. 2020. “How Structural Violence, Prohibition, and Stigma Have Paralyzed North American Responses to Opioid Overdose” *American Medical Association Journal of Ethics* 22(8): 723-728.

- Levine, Sarah, Medley, Andrea, Norton, Alexa. 2021. “Putting Indigenous Harm Reduction to Work: Developing and Evaluating “Not Just Naloxone”. *International Journal of Indigenous Health*.

*****FALL BREAK (October 24-28th) *****

Week 6: October 31st Mid Term Exam

The Criminalization of the Poor: Homelessness, Poverty and Eviction

- Galabuzi, Grace-Edward. 2010. Chapter 5. “The Intersecting Experience of Racialized Poverty and the Criminalization of the Poor”. *Poverty, Regulation and Social Justice: Readings on the Criminalization of Poverty*. Eds: Crocker, Diane; Johnston, Val Marie.
- Thistle, Adrian Jesse. 2017. “*Definition of Indigenous Homelessness in Canada*”. Canadian Observatory on Homelessness Press.
<https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf>

Week 7: November 7th

Cyber Crime and Surveillance

- Atak, Idil; Hudson, Graham and Nakache, Delphine. 2019. “Policing Canada’s Refugee System: A Critical Analysis of the Canada Border Services Agency”. *International Journal of Refugee Law*. Pp 464-491.

Supplementary Reading: McCarthy, Adrienne and Steinmetz, Kevin. 2020. Chapter 30. “Critical Criminology and Cybercrime” in *The Palgrave Handbook of International Cybercrime and Cyberdeviance*. Pp. 602-616. Palgrave Macmillan: UK.

Week 8: November 14th Media Analysis due

#Black Lives Matter: The Movement for Racial Justice

- Hudson, Sandy, Diverlus. 2020. “The Origin Story of Black Lives Matter Canada” in *Until We Are Free: Reflections on Black Lives Matter in Canada*. Pg 1-5. University of Regina Press: Saskatchewan, CA.
- Hooks, Bell. 2014. “Loving Blackness as Political Resistance” in *Black Looks: Race and Representation*. Taylor & Francis: UK.
- Walcott, Rinaldo. 2021. Chapter 1. “Moving Toward Black Freedom”. *The Long Emancipation: Moving Toward Black Freedom*. Pp 1-7.

Week 9: November 21st

Restorative Practices: Transformational Justice and Mutual Aid Initiatives

- Maree Brown, Adrienne. 2020. Chapter 23. “What is/Isn’t Transformational Justice?” in *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Edited by Leah Lakshmi Piepzna-Samarasinha, Ejeris Dixon. Chico, CA: AK Press.
- Spade, David. 2020. “Solidarity Not Charity: Mutual Aid for Mobilization and Survival”. Duke University Press. *Social Text*. Vol.38 (1): Pp.131-151.

Week 10: November 28th

Hate Culture and the Media

- Perry, Barbara and Scrivens, Ryan. 2019. “Thinking About Right-Wing Extremism in Canada” in *Right-Wing Extremism in Canada*. Pp. 1-22.

Supplementary Reading: Barker, Kim, Olga Jurasz. 2021. “Online Misogyny as a Hate Crime” in *Misogyny as Hate Crime*. Chapter 4. Routledge: London.

Week 11: December 5th Critical Reading Response Paper #2 due

Green Criminology and Environmental Concerns

- Mc Gregor, Deborah. 2018. “Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada”. *Environment and Society*. Vol 9 (1). Pp 7-24.

Supplementary Reading: Nurse, Angus. 2017. “Green Criminology: Shining a Critical Lens on Environmental Harm”. Vol 3. (1). Palgrave Communications.

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.