

Course Outline

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| COURSE: | CRCJ 4002C |
| TERM: | Winter 2018 |
| PREREQUISITES: | Fourth-year standing in B.A. Honours in Criminology and Criminal Justice |
| CLASS: | Day & Time: Mondays, 2:35pm – 5:25pm Room: Please check with Carleton Central for current room location. |
| INSTRUCTOR: (CONTRACT) | Dr. Roberta Sinclair |
| CONTACT: | Office: Loeb C562 Office Hrs: Monday 5:30 p.m. or by appointment Email: roberta.sinclair@rcmp-grc.gc.ca |

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 more details see the Student Guide

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 see the Student Guide

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).

COURSE DESCRIPTION

The primary objective of this course is to familiarize students with the multitude of impacts that the Internet and various technologies have on the commission of criminal offences. Emphasis will be placed on recent trends within IT-enabled crimes, and the challenges that these offences raise within the Canadian legislative framework, law enforcement practices, and the academic study of these crime types. Discussion of offenders and victims will also demonstrate the complexity of existing and future response strategies to IT-enabled crimes. The course draws on two themes throughout: the impact of the Internet/technology on crimes, and the implications of societal and criminal justice responses to IT-enabled crimes. To augment the lecture material and facilitate a practical understanding of the information presented, guest speakers, class discussion, and a seminar style teaching structure are incorporated in the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignment, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

REQUIRED TEXTS

Listed on the course outline.

EVALUATION

(All components must be completed in order to get a passing grade)

1: Critical Assessment of Media Portrayal of Internet Crime 15%

2: Critical Assessment of a Required Reading 15%

3: Group Seminar Project

A) Seminar Presentation: 20% presentation, 5% crime prevention component (25% total)

B) Research Paper: 20% group mark, 10% co-group member evaluation (30% total)

Attendance/Participation at Seminar Presentations 15%

If you have a medical note excusing you from a peer seminar class, you must submit a one page overview of the topic area to receive attendance marks. This will be discussed in class.

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.

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).

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CENTRE FOR STUDENT ACADEMIC SUPPORT (CSAS)

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 on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

CSAS also offers a number of services for Faculty support which can be found at: <https://carleton.ca/csas/faculty-support/>.

SCHEDULE *Outline may be subject to change.*

January 8 Introduction to the Course

January 15 Canadian Internet Use and Internet Crimes

- “The Criminology of Computer Crime. Chapter Three.” In Taylor, R., Fritsch, E., Liedervbach, J., and Holt, T. (2006). *Digital Crime and Digital Terrorism. Second Edition*. New Jersey: Prentice Hall.
- “Cybercrime: Introduction, Motivation and Methods. Chapter One.” In Chawki, M., Darwish, A., Khan, M., and Tyagi, S. (2015). *Cybercrime, Digital Forensics and Jurisdiction*. Switzerland: Springer.

*****Seminar Group and Topic Assigned *****

Guest Speaker: S/Sgt. Huot, Federal Policing Support Services, Royal Canadian Mounted Police

January 22 Internet Crime Research Sources *Macodrum Library*****

- **Library Presentation:** Criminology Reference Specialist

January 29 Theory, Technology, and Social and Criminal Impacts

- Powell, M., Cassesmatis, P., Benson, M., Smallbone, S., and Wortley, R. (2015). “Police Officers’ Perceptions of their Reactions to Viewing Internet Child Exploitation Material.” *Society for Police and Criminal Psychology*. 30:103–111.
- Michael L. Bourke & Andres E. Hernandez (2009). “The ‘Butner Study’ Redux: A Report of the Incidence of Hands-on Child Victimization by Child Pornography Offenders.” *Journal of Family Violence*, 24:183–191.

February 5 Policing and Victim Responses

- Manuel R. Torres-Soriano (2014). “The Hidden Face of Jihadist Internet Forum Management: The Case of Ansar Al Mujahideen, Terrorism and Political Violence.” DOI:10.1080/09546553.2014.950419
- Maura Conway (2016). “Determining the Role of the Internet in Violent Extremism and Terrorism: Six Suggestions for Progressing Research.” *Studies in Conflict & Terrorism*, DOI: 10.1080/1057610X.2016.1157408
- National Security Criminal Investigations. *Radicalization: A Guide for the Perplexed*. December 2008. RCMP.

February 12 Online Child Sexual Exploitation

Guest Speaker: Tijana Simonovska, Canadian Police Centre for Missing and Exploited Children/Behavioural Science Branch, Royal Canadian Mounted Police

****Assignment 1 Due ****

February 19 READING WEEK**February 26 Child Rights and Crime Prevention**

- Boyd, danah. “How we were fooled into thinking that sexual predators lurk everywhere: Creating a moral panic about social media didn’t protect teens – it left them vulnerable.” *It’s Complicated: The Social Lives of Networked Teens*. USA: Yale University Press.
- Regan, P., and Steeves, V. (2010). “Kids R Us: Online Social Networking and the Potential for Empowerment.” *Surveillance and Society*, Volume 8(2): 151-165.

Guest Speaker: Dr. Dixon, Research Fellow Technoculture Art & Games, Concordia University

March 5 Legislative Response and Indirect Impacts of Technology

- Karaian, L. (2014) “Policing ‘Sexting’: Responsibilization, Respectability and Sexual Subjectivity in Child Protection/Crime Prevention Responses to Teenagers’ Digital Sexual Expression” *Theoretical Criminology*. 18(3): 282-299.
- Brown, Gregory. (2015). “The Blue Line on Thin Ice: Police Use of Force Modifications in the Era of Cameraphones and Youtube.” *The British Journal of Criminology*. Doi:10.1093/bjc/azv052.

Guest Speaker: Dr. Brown

March 12 Seminar Presentation (Assignment 3a, in class, as assigned)

March 19 Seminar Presentations (Assignment 3a, in class, as assigned)

March 26 Seminar Presentations (Assignment 3a, in class, as assigned)

April 2 Seminar Paper Preparation Class

April 9 Wrap Up: Assignment 3b due in class**

****Assignment 2 due in class the week of the associated reading****