

Course Outline

Course:	CRCJ1000D	Introduction to Criminology and Criminal Justice
Term:	Winter 2023	
Prerequisites:	None	
Class (Blended)	Date and Time:	Lectures: Asynchronous Live Sessions: Synchronous (Mondays 11:35-14:25 (see Brightspace for your Live Sessions Sections))
Instructor:	Dr. Paul Sylvestre	
Contact:	Office: Office Hrs Telephone *Email	N/A By appointment (250) 505-6982 paul.sylvestre@carleton.ca

*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/131444>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom egawikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig. Nìgijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

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 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>

COURSE DESCRIPTION

Crime is one of the most contentious social issues in the world today. Public debates, political campaigns, media reports, and family discussions often turn to talk of crime rates, the nature of punishment, and the role of police, residents, courts, communities, victims, etc. in the criminal justice system. But what is crime? Who decides what is considered criminal, how criminal laws are enforced, 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 course will serve as an introduction to key topics in criminology. Together, we will explore 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, you will explore key aspects of criminology as an academic discipline/field/subject, numerous theories of crime and criminality, and 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 diverse conceptual frameworks associated with criminological research. In the context of this detailed introduction to the field, I hope you will demonstrate an openness and curiosity by constructively engaging with how the numerous issues we will address shape Canadian society.

Course organization

This is a blended learning course. As such, this course is comprised of asynchronous and synchronous components. Course lectures are all pre-recorded and you can access them asynchronously, meaning whenever you choose. Links to pre-recorded lectures can be found in Brightspace, in the “Course Content” section, organized by week. I would strongly encourage you to keep up with the lectures and watch them in the weeks they are assigned. This will help you to not fall behind.

The synchronous component of the course is “Live Sessions”, run weekly beginning in week two of the term. The class will be divided into four sections. Each section will be assigned a 40-minute time slot. It will look like this”

Section A: 11:35-12:15

Section B: 12:20-1:00

Section C: 1:05-1:45

Section D: 1:50-2:30

Each Section will have its own recurring Zoom link in the “Course Content” section of Brightspace, accessible each week (e.g., Live Sessions Section A). **Attendance at Live Sessions is not mandatory.** The purpose of the Live Sessions is to give you the opportunity to speak with me, the professor, and ask questions about course content you may be struggling with. Think of them like tutorials, except you only need to go if you want to! I will also use the Live Sessions for exam preparation and to provide additional explanation for assignments. Live Sessions are intended to be a student-driven forum. So please ensure you do the readings, watch lectures, and post questions on the Brightspace page “Clarification Station” (see introductory lecture if you’re not sure what I mean by Clarification Station). I will use your questions from the Clarification Station to organize live sessions. If no questions are posted, then I will organize a short presentation using contemporary events to put course content into context to help further your grasp on the material. I will email you to inform you of weekly Live Session topics. I hope to see you there!

Learning Outcomes

The overarching aim of the course is to familiarize you with the basic principles of the Canadian criminal justice system and criminological thought. Together, through lectures, tutorial discussions, and course assignments, we will develop your ability to apply this knowledge to contemporary issues. By the end of the course, you should feel comfortable discussing and writing about an array of issues and concepts related to crime and criminal justice.

To that end, specific outcome measures are:

- A general understanding of the organizations and mechanisms that make up the criminal justice system in Canada;
- Knowledge of the historical evolution of criminological thought;
- A general comfort with the various theories, frameworks, schools, paradigms, etc., for understanding crime and society;
- An understanding of criminalization processes;
- A general knowledge of themes related to the penal regime;
- Comfort in discussing several contemporary criminological issues; and
- An ability to critically analyze issues of crime and society from an academically informed position.

Required Texts

- Boyd, N (2019). *Understanding Crime in Canada: An Introduction to Criminology* (2nd edition.). Edmond Montgomery Publications Limited.

Used hardcopies of the textbook may be available at the Octopus Books. You may also purchase an e-copy at [https://emond.ca/Store/Books/Understanding-Crime-in-Canada-An-Introduction--\(1\)](https://emond.ca/Store/Books/Understanding-Crime-in-Canada-An-Introduction--(1))

Additional course readings and videos will be made available through the course’s Brightspace website.

LEARNING ACTIVITIES AND ASSESSMENT

Weighting of Assessment

A. Fortnightly quizzes (5 total – 3 best counted)	30%
B. Case Study	15%
C. Critical Reading Assignment 1	15%
D. Critical Reading Assignment 2	15%
E. Final Take Home Exam	25%

Assessment Description

A. Bi-weekly quizzes (30% they go live: Jan 23, Feb 6, Feb 27, Mar 13, and Mar 27)

Quizzes are a way for me to track your progress and to identify places where students may be struggling with course concepts. Each quiz has 15 questions. You will have 20 minutes to complete the quiz. Quizzes will assess your understanding of the previous two weeks of course material. At the end of term, your final grade for quizzes will reflect you best three quizzes.

B. Case Study Assignment: (15% Due Friday, Feb 17th)

This Case Study assignment is an opportunity to apply course concepts from the first few weeks to critically analyze a piece of media. This case study will be based on the film *Two Worlds Colliding* directed by Tasha Hubbard (assigned viewing Week 5). The questions for this assignment are found on the assignment sheet and grading rubric. Read through the assignment sheet first with the questions in mind while you watch the film. Make notes as you watch and then answer the questions. Do not just summarize. You must identify key issues and problems, outline and assess alternative courses of action, and draw appropriate conclusions. This assignment should be 750 to 1,000 words in length (3-4 pages double-spaced).

C. Critical Reading Assignments (2) (15% each. Due Mar 10th& Mar 31st)

Being able to do a close critical read of a journal article or book chapter is an important academic skill. To develop that skill, this assignment will see you conduct a critical read of an article assigned in class. Choose from either Kitossa’s (2012) ‘Criminology and colonialism’, Robyn Maynard’s (2017) ‘Arrested (in)justice’, or Chartrand’s (2019) ‘Unsettled times’. Please be sure to select only one article. Below is a list of questions you need to answer with the assignment. This assignment is an opportunity to demonstrate your grasp of challenging scholarly texts and to further develop your writing skills. You will be graded on the thoughtfulness of your response and your ability to support your position with points and examples drawn from the text. Try to paraphrase rather than use

direct quotations. You are also encouraged to draw on other course resources so long as they are properly cited)

Please address the following questions:

1. What does the author set out to do with their article?
2. What is/are the main argument(s) the author is trying to make?
3. What theories and concepts are central to the text?
4. What evidence does the author put forward to support their position?
5. What conclusion does the author draw?
6. Do you agree with the author? Explain why.

The final paper should be between 750-1000 words. Please use these six questions as subheadings to help you structure your paper.

D. Final Take Home Exam (Due April 27th - 25%)

The final take-home exam will be available online on the last day of class. It is due at the end of the final examination period. The exam will include a series of short- and long- 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

POLICIES

Contact with Instructor

I don't have office hours. If you need to meet just send me an email and we'll make it happen. Don't hesitate to reach out at any point. It's not a bother. Ensuring that students feel supported is important to me, so I make myself as available as possible. **That said, for course related questions, please begin by posting these in the "Clarification Station" in the Content section of Brightspace.** Chances are your questions will be helpful to your peers. Following that, I encourage you to contact your assigned Teaching Assistant. They are all brilliant graduate students and would be pleased to field your questions. They do not have office hours. If you want to meet, you can book a time for a Zoom call.

Email 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 a class must be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 48-hours.

Late Penalties

Late assignments will be penalized one point per day to a maximum of five days. **If you require an extension for an assignment, be sure to contact you TA ahead of time.** The TAs and I will

strive to be accommodating concerning any difficulties you face – but please don't wait until the last minute. Remember to keep an extra copy of any assignment that is submitted for evaluation.

For formal academic consideration due to illness, in place of a doctor's note or medical certificate, you are advised to complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. Students will also be encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation

Assignment Submissions

All assignments are to be submitted through Brightspace. Please do not email them directly to your TAs.

COURSE SCHEDULE

Week 1: Jan 9th – 13th ~ Introduction and Overview to CRCJ 1000D

Discovery Day

Welcome to CRCJ 1000D! For our first class I will be introducing myself and the course. I will open with introductory remarks on crime, criminal justice, and criminology. We will also review and discuss the course outline, course assignments, and important timelines.

Required reading:

Boyd, N. (2019) Chapter 1 What is Criminology? in *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 25-40.

Live Sessions: No live sessions this week

Upcoming and Deliverables Due

1. Nothing due this week.

Week 2: Jan 16th – 20th ~ What is crime? What is criminology? ~ The emergence of the field/discipline/subject

What to expect

With today's class we are going to address crime as an object of study. I will give a brief overview of the origins of criminology. We will examine definitions and conceptualizations of crime and deviance and how these relate to processes of criminalization. We will explore the difference between consensus and conflict theories in relation to the creation of laws, before finishing off with a brief discussion of new and exciting directions in criminology.

Required reading:

Rafter, N. (2011). Origins of Criminology. In M. Bosworth and C. Hoyle (Eds.), *What is criminology?*. Oxford University Press. pp. 143-156

Cohen, S. (2017). Criminology*. In S. Cohen, *Against Criminology*, (Chapter 1, pp. 3-7)

Supplementary Reading:

Kitossa, T., (2012). Criminology and colonialism: counter colonial criminology and the Canadian Context. *The Journal of Pan African Studies*. 4(10). 204-224.

Live Sessions 1: Questions about the course and syllabus and the emergence of the discipline

Upcoming and Deliverables Due

1. Quiz 1 opens next Monday January 23rd, at 8:30 a.m.
2. Second Live Sessions next week: January 23rd, 11:35 a.m. - 2:35 p.m. (see links in Brightspace)

Week 3: Jan 23rd – 27th ~ Media, Morality, and Moral Panics & Victimology: // Crime in popular media and looking at crime from the victim's perspective

What to expect

Last week we discussed the emergence of the discipline of criminology with a specific focus on the Classical and Positivist schools of criminology. We situated the emergence of the discipline within some of the large social upheavals occurring in Europe through the 1600s and 1800s. We saw how the emergence of the discipline was very much tied to questions about the underlying causes of crime and how best to control it. In this week's lecture we shift focus away from the discipline itself and focus on two substantive issues of interest to criminologists: Representations of crime and criminality in the media and victimology. How the media shapes popular conceptions of crime, criminals, and criminal justice and an important impact on criminal justice policy and how the public understands crime. Today we will talk about how media producers and audience negotiate meaning of images of crime and violence. We will discuss moral panics and conclude by discussing how media treat victims and offenders and victims differently along racial, gendered, and class line. Following this, we will pivot to an introduction to victimology and examine what it means to look at crimes from a victims-centered approach. We will look at how the complex responses to being victimized challenges dominant ideas about how victims 'should' act. We will conclude by critiquing the phenomenon of victim blaming.

Required reading:

Steeves, V., & Milford, T.S. (2019). Chapter 2: The media shaping our understanding of crime. in *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 25-40.

Scott, H. (2019). Chapter 5: Victims of Crime. in *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 97-114.

Live Session 2: Alternative narratives of criminological emergence

Upcoming and Deliverables Due

1. **Quiz 1 opens January 23rd at 8:30 a.m. – closes Friday, January 27th at 6:30 p.m.**
2. Third Live Session next week: January 30th, 11:35 a.m. - 2:35 p.m. (see links in Brightspace)

**Week 4: Jan 30th – Feb 3rd ~ Introduction to the Canadian Criminal Justice System//
Counting Crime: Thinking critically about and with crime statistics**

What to expect

The next three lectures are going to be focusing on the three “Cs” of the Criminal Justice System: courts, cops, and corrections. Today’s lecture will give an overview of the Canadian Criminal Justice System, with a focus on the courts. Our introduction to courts and criminal law will be followed with a look at how practitioners and organizations in the Criminal Justice System count and measure crime using statistics. This lecture is broken into two parts. The first part is an introduction to criminal law in Canada, definitions of crime under Canadian Law, notions of *actus reus* (guilty act) and *mean rea* (guilty mind), and an overview of the court system in Canada. Following this will be an introduction to the uses (and abuses) of crime statistics. For liberal democratic states like Canada, statistics play a key (and often contested) role in governing populations. Crime statistics are no exception. The numerous organizations that comprise the Canadian criminal justice system are all involved in collecting, producing, interpreting, and applying crime data in one way or another. Today, we will learn about the strengths and weaknesses of crime statistics, how crime statistics are produced in Canada, media representations of crime in relation to crime rates, and how crime data informs and/or fails to inform criminal justice policies in Canada.

Required reading:

Jones, C. (2019). Chapter 3: Criminal law in Canada. in *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 41-62.

Morden, H. K. and Palys, T. (2019). Chapter 4: Measuring crime. *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 67-89.

Moreau, G., (2022). Police-reported crime statistics in Canada, 2021. *Juristat* 85(002). 1- 69. Retrieved from: <https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00013-eng.htm>

In the Moreau reading, be sure to check out:

1. Text box 3: Measuring Crime in Canada – Police-reported and self-reported data.
2. Chart 6 Sexual assault, police-reported rate, Canada, 1986-2021 (with explainer that follows)
3. Key terminology and definitions (p. 34)

Live Session 3: Responding to student questions about media, crime, and victimology

Upcoming and Deliverables Due

1. **Quiz 2 opens next Monday, February 6th at 8:30 a.m.**
2. Case study Assignment due Feb 17th

Week 5: Feb 6th – 10th ~ Cops, crime, and social order: An introduction to policing studies

What to expect:

We all have an intuitive notion of what the ‘police’ *are*, and what is meant by ‘policing’. Generally, the police are identified as uniformed service-members patrolling public spaces with a broad mandate of crime control, the securing of public order, and providing some social services. Yet, as with most common-sense notions, this understanding of police tends to obscure more than it reveals! With today’s introduction to police studies, we excavate the historical roots of contemporary police services with an emphasis on how Anglo-American models have influenced Canadian policing. I will give you an overview of the dizzying array of tasks that fall under the rubric of “police work” and the theories and models used to think about police and policing. Following this, we will explore some challenges and reforms currently shaping the Canadian policing landscape, such as protest policing strategies, predictive policing, community policing, intelligence-led policing, etc. Finally, we will turn to critiques of how police organizations perpetuate systemic racism and enforce inequitable social orders.

Required reading:

Bowling B., Reiner, R., & Sheptycki, J. (2019). Theories and models of police and policing. In *The Politics of the Police*. (Chapter 2: pp. 20-37).

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

Required viewing:

Hubbard, Tasha. Dir. (2004). Two Worlds Colliding. National Film Board of Canada. 49.03 min.

Live Sessions 4: Responding to student questions about crime statistics//Additional explanation for upcoming case study assignment.

Upcoming and Deliverables Due

1. Quiz 2 open February 6th at 8:30 a.m. - closes Friday, February 10th at 6:30 p.m.
2. Case Study Assignment due next Friday Feb 17th by 11:59 p.m.

Week 6: Feb 13th – 17th ~ Prisons and punishment: Introducing perspectives on punishment, penology, and corrections in Canada

What to expect:

We have used the past few weeks to learn about two aspects of the criminal justice system: criminal law and police. Today’s class will focus on a third component: punishment and prisons. We will begin by tracking the historical emergence of the prison as a key penal site. We will then explore the dominant objectives of punishment, comparing and contrasting the merits of divergent rationalities like retribution, deterrence, incapacitation, and rehabilitation/reintegration. Having established this baseline, we will turn to the evolution, and contemporary form, of Canadian corrections. We will discuss the rise of mass incarceration in the U.S. in comparison to Canada and the “overrepresentation” of racialized and colonized peoples within the prison system. We will conclude with an overview of critiques of the prison, ranging from reformist initiatives (de-carceration and alternatives to confinement) to radical movements (prison abolition).

Required reading:

Newburn, Tim (2007). “Penology and Punishment” in *Criminology*. London: Routledge, Chapter 22, pp. 527- 550.

Maynard, Robyn (2017). “Devaluing Black Life, Demonizing Black Bodies: Anti-Blackness from Slavery to Segregation” in *Policing Black Lives: State Violence in Canada from Slavery to the Present*, Chapter 1, pp. 17-49.

Supplementary Reading

Chartrand, V. (2019). Unsettled times: Indigenous incarceration and the links between colonialism and the penitentiary in Canada. *Canadian Journal of Criminology and Criminal Justice*, 61(3), 67-89.

Live Sessions 5: Responding to student questions about policing studies lecture

Upcoming and Deliverables Due

1. Case Study Assignment due this Friday
2. Quiz 3 opens Monday after reading break (February 27th at 8:30 a.m.)

Feb 20th – 24th →→→→→→→→ **WINTER BREAK** ←←←←←←←←←←

Enjoy a well-deserved break!

Week 7: Feb 27th – Mar 3rd ~ Theories of Crime I: An Overview, Classical, and Biological Theories of Crime

What to expect:

We are going to shift gears again! The last three lectures have addressed how the state uses different components of the criminal justice system to deal with the problem of “crime”. Now we are going to turn to the theories that criminologists have used (and in some instances still use) to explain why crime happens. For the next four weeks, it is important to bear in mind that distinct theories represent competing explanations of the causes of crime. Today’s class will acquaint you with some early theories of criminology. Together, we will work through how the Classical School and Positivist School shaped criminology as a young discipline while touching on key debates. Following on this, we will discuss the highly problematic biological explanations that rose to prominence in the early 20th century under the rubric of positivism and how biological theories persist in the present.

Required Reading:

Cartwright, B., Heidt, J., & Boyd, N. (2019). Chapter 6: Theories of crime: A brief introduction. In *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 119-139.

Anderson, G., (2019). Chapter 7: Biological approaches. In *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 143-160.

Live Sessions 6: Responding to student questions about corrections in Canada//Discuss upcoming Critical Reading Assignment 1.

Upcoming and Deliverables Due

1. **Quiz 3 open this week – (Monday, February 27th at 8:30 a.m. – closes Friday, March 3rd at 6:30 p.m.**
2. **Critical Reading Assignment 1 due next Friday, March 10th by 11:59 p.m.**

Week 8: Mar 6th – 10th ~ Theories of Crime II: Psychological Theories and Sociological Approaches (Strain, Conflict, Social Control, and Interactionist Theories)

What to expect:

Continuing our exploration of criminological theory, today you will become acquainted with psychological theories and sociological approaches, in the form of strain theories, conflict theories, and interactionist theories. We will examine how strain theories variously view crime as a response to certain strains, stressors, or pressures placed on groups by social forces and structures. We will

touch on Émile Durkheim’s anomie theory and some of the work this theory has influenced. We will then examine how conflict theories attempt to explain crime as a product of heterogeneous societies in which different groups are in conflict. We will pay special attention to cultural conflict, group conflict, and several Marxist approaches to conflict theory. Finally, we will discuss how interactionist theories differ from strain and conflict theories in the way they focus on interpersonal deviant exchanges between people and the meanings those exchanges have for criminality. Broadly speaking, social control theories shift the question of “why do people commit crimes?” to why don’t *all* people commit crimes?” This subtle shift in emphasis pushes social control theories to examine the social bonds that tie individuals, families, communities, and societies together. This line of theory has led to much fruitful work. But, as we shall see, it is not without its critics

Required reading:

Heidt, J., (2019). Chapter 8: Psychological approaches. In *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 163-186.

Cartwright, B., (2019). Sociological approaches. In *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed.), pp. 191-213.

Live Session 7: Responding to question about Crime Theories I

Upcoming and Deliverables Due

1. **Your first Critical Reading Assignment 1 due this Friday!**
2. **Quiz 4 opens March 13th at 8:30 a.m.**

Week 9: Mar 13th – Mar 17th ~ Theories of Crime III: Crime choice theories, routine activity, and rational choice theories

What to expect:

Today we turn to Crime Choice Theories. In what can arguably be seen as a revival of aspects of the Classical School, Crime Choice Theorists frame humans as calculating actors who weigh the costs and benefits of their action to make rational choices. Such theories shift focus away from broader questions of social and economic contexts and focus on individual criminal behaviour and spaces where crime happens. Deterrence, routine activity, environmental, and rational choice theory are the bread and butter of administrative criminologists, law enforcement professionals, and policymakers - and are very popular today in thinking about situational crime prevention. Let’s find out why

Required reading:

Farrell, G., & Hodgkinson, T. (2019). Chapter 12: Crime Choice Theory. In *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed), pp. 259-280.

Live Session 8: Responding to question about Crime Theories II

Upcoming and Deliverables Due

1. **Quiz 4 now open March 13th at 8:30 a.m. - closes Friday, March 17th at 6:30 p.m.**

Week 10: Mar 20th – 24^h ~ Theories of Crime IV: Critical Criminology, Feminism, Abolitionism

What to expect:

To round out our four-week journey through criminological theory, we are going to examine how feminist criminology, critical criminology, and abolitionism have sought to intervene in criminological thought. Broadly speaking, critical criminology departs from much of mainstream criminology's focus on the causes of crime and instead questions the basic categories of 'crime' and 'the criminal'. It focuses on how law-making can reproduce uneven social and power relations, as well as how 'crime' and processes of criminalization are used as governing techniques in societies structured in dominance. We will revisit some Marxist and neo-Marxist approaches. We will also examine the influence of Critical Race Theory and post-colonial approaches on the functions that crime serves in societies structured in dominance. We will see how feminist interventions in criminology contribute to and expand on critical criminology's multiple interventions in the field. We will conclude by surveying some of the most salient points to abolitionist thought.

Required Reading:

Shantz, J. (2019). Chapter 11: Critical criminology. In *Understanding Crime in Canada: An Introduction to Criminology*. N. Boyd (ed.). pp. 289-256.

Comack, E., (2020). Feminism and Criminology, In R. Linden (ed.). *Criminology: A Canadian Perspective*. pp. 156-185.

Coyle, M. J., & Scott, D. (2021). Introduction: The six hues of penal abolitionism. In M.J. Coyle & D. Scott (eds.) *The Routledge International Handbook of Penal Abolition*. pp. 1-12.

Required Viewing:

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

Live Session 9: Responding to question about Crime Theories III//Discuss Critical Reading Assignment 2

Upcoming and Deliverables Due

1. **Quiz 5 opens March 27th at 8:30 a.m.**
 2. **Critical Reading Assignment 2 due next Friday, March 31st at 11:59 p.m.**
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Week 11: Mar 27st – 31st ~ Contemporary Issues in Criminology: Policing Indigenous Movements and the Security State

What to expect:

In claiming sovereignty over the mosaic of Indigenous territories comprising what we now know as Canada, the settler state did not erase or replace Indigenous sovereignty and jurisdiction. Rather, a multiplicity of Indigenous jurisdictions and legal orders continue to exercise governing authority over Indigenous lands, crosscutting and disrupting the illusion of smooth geographies of settler colonial power. While conflicts over stolen land are political and legal issues, settler states criminalize land defence actions, transforming police into de facto land negotiators who lack the necessary authority to broker political solutions. With today's lecture we will examine how the security state responds to Indigenous political dissent by criminalizing the exercise of Indigenous jurisdiction while staying focused on the brilliant strategies employed by Indigenous organizers in response to state violence and media smear campaigns.

Required Viewing

Unist'ot'en Camp (2019) INVASION. 18.20

Obomsawin, A., (1993). Kanehsatake: 270 years of Resistance. 1h59min.

Live Session 10: Responding to question about Crime Theories IV

Upcoming and Deliverables Due

1. **Critical Reading Assignment 2 due this Friday.**
2. **Quiz 5 open March 27th at 8:30 a.m. closes Friday, March 31st at 6:30 p.m.**

Week 12: Apr 3rd – Apr 7th ~ Contemporary Issue in Criminology: Criminalization of Homelessness in Canadian Cities

What to expect:

Homelessness is a pervasive social problem that stems from a variety of complex intersecting factors. More recently, the Covid 19 pandemic and a housing affordability crisis in Canadian cities has exacerbated this growing social crisis. On their own, cities have limited tools to address the underlying social and economic factors that force residents into a state of homelessness. Increasingly, cities are opting to use municipal bylaws and enforcement strategies to displace and disperse unhoused residents of their cities. Far from making the situation better, such approaches merely deepen the problem and place unnecessary strain on many of the most vulnerable residents of urban residents. With our final lecture, we will look at the roots of the homelessness crisis in Canadian cities, why enforcement and criminalization do not work as strategies for dealing with homelessness, and what alternative strategies currently exist for getting folks off the streets.

Required Viewing

Crighton K., & Mathew, M., (2022) Moving Day.

Becker et al., (2012). Here at Home.

- This Web documentary has been archived by the National Film Board of Canada. Unfortunately, the interactive component is not longer available but you can watch the individual stories at: https://www.nfb.ca/interactive/here_at_home

No Live Sessions this week

Upcoming and Deliverables Due

Nothing due this week

Week 13: Apr 10th – Apr 12th ~ Course Review for final take home exam

What to expect:

With our final lecture, I will review key content from the term to help you prepare for your take home exam!

Final Live Session: Ask the prof questions about the final take home exam. Please be sure to watch the “Take-home Exam Explainer” video in the Week 13 content section.

Upcoming and Deliverables Due

Final exam is due April 27th (unless you have had the exam deferred)

Take Home Exam due at end of exam period

Good luck and have a great summer!

IMPORTANT DATES

Jan 9 th	Classes begin
Jan 20 th	Last for registration for winter classes
Jan 31 th	Last day to drop classes
Feb 20 th – 24 th	University Closed – Winter Break
Mar 15 th	Last day to withdraw without penalty
Apr 7 th	Holiday

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 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, art works, 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

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).

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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.