

**Carleton University**  
**Institute of Criminology & Criminal Justice**  
**CRCJ 2200B: Contemporary Issues in Criminology Course Outline – Summer 2025**

**Instructor:** Ellen Faulkner, PhD

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**Dates:** July 1 – August 31, 2025

**Course Format:** Online Asynchronous

**Class Time:** No scheduled class time (See Office Hours)

**Classroom Location:** Virtual

**Instructor Office Hours:** Monday & Wednesdays 12:30-1:30 or by appointment

**Teaching Assistant:** Mary McCluskey, PhD Candidate (Legal Studies)

**Email:** [marymccluskey@cmail.carleton.ca](mailto:marymccluskey@cmail.carleton.ca)

**TA Office Hours:** Thursday 10-11 a.m.

**Teaching Assistant:** Sarah Scriver, MA Candidate (Social Work)

**Email:** [SarahScriver@cmail.carleton.ca](mailto:SarahScriver@cmail.carleton.ca)

**TA Office Hours:** Tuesday 5-6 p.m.

**Pre-requisites:** CRCJ 1000 and second year standing.

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## **ACKNOWLEDGEMENT & AFFIRMATION**

### **ANISHNABE**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànig 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, future.

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## **COURSE DESCRIPTION**

This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: the policing of Indigenous communities, the “War on Drugs”, police defunding and abolition, poverty and homelessness, right-wing violent extremism, the policing of COVID-19, and the use of surveillance and technology by police and the criminal justice system.

The course will be oriented around the concept of *criminalization*, a main organizing principle in contemporary 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, and feminist readings, this course will critically examine criminalization, racial and colonial injustice, policing and punitive practices. Students will learn about abolitionist praxis, collective care and community mobilization.

This 2nd year undergraduate level course aims to build upon foundational concepts from CRCJ 1000: Introduction to Criminology, and will prepare students for courses at the 3<sup>rd</sup> and 4<sup>th</sup> year level.

### **LEARNING OBJECTIVES**

By the end of this course, successful 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, policing and punitive practices through analyzing real-world problems and apply this knowledge through individual writing exercises and online collaborative activities and discussions

### **Brightspace, Modules and Readings**

This is an online asynchronous course, which is an online course where the instructor and students share information, ideas, and learning experiences in a virtual course space. Online Asynchronous courses have no meeting at an originally scheduled time. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require high-speed Internet access and a computer.

Our online asynchronous course is fully online and uses Brightspace to provide the required readings on ARES, access to course announcements, the assignment submission drops box and other links to course materials and resources. Our course will cover a range of contemporary criminological topics and emergent issues relevant to the themes of the course.

The course content is organized into 3 learning modules:

**Module 1) Ongoing colonization and criminalization**

**Module 2) Racism, misogyny, violence, and surveillance**

**Module 3) Imagining transformation and abolition**

There is no one simple textbook or a (couple of texts) that are able to address the many

complex and current issues; this course will address, and therefore the modules will include a range of articles, book chapters, videos, and other online resources. Each class will be prefaced by pre-recorded mini lecture videos to address learning objectives and unpack main themes, ideas and concepts. Additionally, interviews conducted by the course instructor will be provided for students to address course themes, issues and debates. There is no cost for the texts/materials.

Just because this course is all online does not mean, however, that connecting with your instructor, your TAs, and your other classmates is not a priority. Rather, it is highly encouraged to support your learning and engagement!

## **ASSIGNMENTS**

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

**1.6 short Quizzes on class readings (6 at 1.6666% each) – Worth 10%**

**2. One Critical course content response (1 at 30%) - Worth 30%**

**3. Two Take Home Exams (1st at 25%, 2nd at 35%) – Worth 60%**

### **1. Six Online Course Content Short Answer Quizzes 10% (Weekly)**

At the end of each weekly class content there will be a short quiz. The quizzes will consist of 10 multiple-choice true and false questions based on the assigned class readings and other course content presented in the modules on Brightspace. Each quiz is scheduled to be posted on Monday of each course week. All Quizzes will stay open for only 1 week and will close Sunday at 11:59pm. You will have 45 minutes to complete the quiz. Quizzes not completed within the allocated time will receive a 0 for that week. Further details will be provided prior to the first quiz.

**Note:** *In Week 1, please submit an Introduction (not graded) of yourself, your interest in criminology, why you are taking this course, and what you hope to learn from the experience.*

### **2. Critical Reading Response 30% (1 at 30% each) Due Week 4 July 27 at 11:59 pm.**

You are asked to submit 1 (2-page) reading response paper. The response paper will be based on classes 1 to 4 of the course. You will conduct a close reading of a scholarly course article. Rather than merely summarizing the reading you are required to take an analytical approach to the text. This means that responses should reflect upon, engage and evaluate arguments in the readings, and comment on their implications, articulate new insights you have acquired, or questions the reading raises. To demonstrate engagement with the reading students are asked to a) provide a short description of the argument; b) discuss 3 interesting or surprising things you learned, and c) pose 2 critical questions you would like to pose to the author. This assignment must be based solely on a scholarly reading assigned for the course, no other course content such as news articles, videos, websites, or lectures. Further details in the rubric will be provided.

### 3. **Two Take Home Exams 60% (25% mid-term due Week 5 Sunday Aug 3 and 35% final due during the final exam period August 17-23, 2025)**

Each take home exam will build upon the themes of the class and other course assignments. The exams will be comprised of a series of multiple-choice questions, true or false questions, and short essay questions. Students will have one week to complete the first exam and the final exam will be available during the final exam period. Further details will be provided.

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

### **COURSE INFORMATION**

**Online engagement:** Under normal circumstances this course would be delivered in a classroom where we could all interact as a group to engage in respectful discussion and co-learning. Due to the course being online, things will be different than the norm, but we will all work together to create a respectful and valuable learning experience.

### **Contact with Professor**

I will be available for consultation with students during my office hours or by appointment. Please e-mail me should you want to set up an appointment outside of regularly scheduled office hours.

**What students can expect from the Instructor and TA:** This is an 'online asynchronous' course, which means that all required material will be posted or linked to the course website each class, and that students can flexibly engage with the material on their own weekly schedules. Students may meet with the instructor weekly to ask questions during office hours. The course features three modules, and each module will be introduced with an extended-length video lecture (usually an accessible slideshow with voiceover). Each class will feature shorter topical videos by the instructor and teaching team, complemented by video interviews with scholars and community activists. Students can expect a weekly message from their instructor, and weekly engagement by the Instructor and TA on the discussion board of the course website. Your instructor and TA are available for office hours by appointment, and we can be contacted by email; the primary mode of engagement with the course material, however, should be via the course site so we can connect and discuss the material and ideas together.

**What we expect from students:** As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 2200 students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each class to complete the assigned readings, view the lecture, to engage with other posted media, and to complete the class quiz; this should take approximately 3 hours per class. Some classes will involve more work, and should be allocated time accordingly: preparing the one critical reading response should be estimated at a maximum of 5 hours; the take home exams are more variable, but we recommend that you budget enough time to review and study the material and to write the exams.

### **Late Assignments:**

Students must ask the instructor for permission to submit late assignments before the assignment deadline. If permission is not granted, a penalty of 5% will be deducted for each day an assignment is late. Assignments more than three days late will not be accepted. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time. Please refer to the Academic Consideration for Coursework Form which should be filled out by students in cases of illness.** Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date. Students may be asked to fill out the Academic Consideration for Coursework Form: <https://carleton.ca/registrar/academic-consideration-coursework-form/>

**Email policy:** Please engage with the instructor and course TAs in a formal fashion when communicating via email. Before sending an email, please check the “Ask Your Instructor Forum” (info below) in Brightspace to see if your question has already been answered.

If your question or issue is not addressed there, and if your question is not of a private or personal matter, you are strongly encouraged to post your question in the “Ask Your Instructor” forum on Brightspace so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (CRCJ 2200) in the subject heading. Ensure that you include your full name, student number, and indicate clearly the objective(s) of your message. If you do not include all of these things, it will be difficult for the instructor and/or course TA to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor and TA do not respond to emails over the weekend. Please plan accordingly. If you send the course instructors and/or TAs more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

**Ask Your Instructor Forum:** Please post all course and content related questions in the “Ask Your Instructor” forum on Brightspace course page. A response to your question will be provided within 48 hours (excluding weekends).

**Writing Policy and Format:** You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

#### 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>

## **COURSE SCHEDULE**

### **MODULE 1 Ongoing colonization & criminalization**

**Week 1: July 1-4, 2025.** Introduction to the course.

#### **Questions for this week:**

- What is critical criminology, criminalization, and settler-colonialism?
- How can we better understand the present by looking to the past and is the history of policing in Canada connected to ongoing settler colonization?

#### **Readings:**

- The course syllabus!
- Carmela Murdocca, (2014) *Racialization, Criminalization, Representation*, in: *Criminalization, Representation, Regulation: Thinking Differently About Crime*, pg. 107-132
- Merry, S. (1998). *The Criminalization of Everyday Life*. In A. Sarat (Ed.), *Everyday Practices and Trouble Cases* (pp. 14-40). Northwestern University Press.

**Instructor lecture video:**

- Introduction to course, overview of content, and getting to know your instructor
- Mini-lecture – “Module 1: Parts 1-2; Lecture/Study Guide Introduction: Concepts and Approaches.”

**Assignments due by Sunday 11:59 p.m. July 6:**

- Course content quiz #1  
Introduction on Brightspace (not graded)

**Week 2: July 7-11, 2025. Topic: Indigenous Peoples and the Criminal Justice System.****Questions for this week:**

- What is institutional and structural racism?
- How does the Canadian settler-colonial criminal justice system impact Indigenous people?

**Readings:**

- *Office of the Correctional Investigator Annual Report 2018-2019*  
<https://www.oci-bec.gc.ca/cnt/rpt/pdf/annrpt/annrpt20182019-eng.pdf>
- *Criminal Justice System: Indigenous Over-Representation in the Criminal Justice System*, in: *Our Stories* (including embedded video, only until the end of the *Restorative Justice: Our Future* section)  
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/criminal-justice-system/>

**Instructor lecture video:****Mini-lectures:**

- Module 1: Part 3. “Indigenous Peoples and the Criminal Justice System.”

**Film:**

- Hubbard, Tasha. 2019. “*Nîpawistamâsowin: We Will Stand Up*”. 44 minutes <https://gem.cbc.ca/media/cbc-docs-pov/season-3/episode-10/38e815a-0125a33dc27>

**Website:**

- Office of the Correctional Investigator  
<https://www.oci-bec.gc.ca/cnt/rpt/pdf/annrpt/annrpt20182019-eng.pdf>

**Assignments due by 11:59 p.m. Sunday July 13**

- Course content quiz #2

**Week 3: July 14-18, 2025. Topic: Policing of Indigenous communities protecting land from resource extraction****Questions for this week:**

- What is Indigenous law? And what is the settler-colonial rule of law? Who decides what law to follow?
- How has the Canadian government responded to Indigenous communities protecting their land from resource extraction, and how have communities responded?

**Readings:**

- 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>

**Instructor lecture video:**

- Mini-lecture. Module 1, Part 4: “Indigenous Law, Land Defenders and the Policing of Resistance.”

**Videos:**

- Ellen Gabriel speaks about ongoing demonstrations by Wet'suwet'en supporters, CBC News  
<https://www.cbc.ca/player/play/1698209859586>
- Reconciliation Is Dead: RCMP Invade Unist'ot'en Territory  
[https://www.youtube.com/watch?v=EgfVO6U5QuA&feature=emb\\_title](https://www.youtube.com/watch?v=EgfVO6U5QuA&feature=emb_title)

**Website:**

- UNIST'OT'EN Heal the People, Heal the Land  
<http://unistoten.camp/>

**Assignments due by Sunday July 20 11:59 p.m.:**

- Course content quiz #3

**MODULE 2: Racism, violence & surveillance**

**Week 4: July 21-25, 2025. Topic: Profiling, Bias, Carding, & Force.**

**Questions for this week:**

- What are racial bias and racial profiling in the context of policing?
- How do scholars and community activists measure profiling and bias in their research?
- How are communities affected by racial profiling and bias seeking justice?

**Readings:**

- Samuels-Wortley, Kanika. 2019. Youthful Discretion: Police Selection Bias in Access to Pre-Charge Diversion Programs in Canada. *Race and Justice*, <https://doi.org/10.1177/2153368719889093>
- Cole, Desmond. 2020. Justice for Abdirahman (march) pp. 39-60, In: *The Skin We're In: A year of Black resistance and power*. Random House: Toronto, Canada.

**Instructor lecture:**

- Mini-lecture: Module 2, Lecture, “Racism, Misogyny, Violence and Surveillance.”
- **Websites:**
- CBC’s Deadly Force database  
<https://newsinteractives.cbc.ca/fatalpoliceencounters/>
- Justice for Abdirahman  
<http://www.justiceforabdirahman.ca/>
- Ontario Human Rights Commission 2020 Report on Racial Profiling and Racial Discrimination by the Toronto Police Service [racial disparities in arrests, charges, and use of force]  
<http://www.ohrc.on.ca/en/disparate-impact-second-interim-report-inquiry-racial-profiling-and-racial-discrimination-black>

**Podcast:**

- Desmond Cole and Police Accountability for Abdirahman Abdi:  
<http://www.michaelspratt.com/podcast-legal-matters/desmond-cole-police-accountability-and-abdirahman-abdi>

**Assignments due by Sunday July 27 at 11:59 p.m.:**

- Course content quiz #4
- #1 Critical reading response

**Week 5: July 28 - August 1, 2025.** Topic: The “War on Drugs” and the drug poisoning crisis.

**Questions for this week:**

- What are alternatives to the “War on Drugs”? What is drug legalization? What is drug decriminalization?
- What is structural violence? How has criminalization fueled the drug poisoning crisis?

**Readings:**

- Tyndall, Mark, & Dodd, Zoë. 2020. *How Structural Violence, Prohibition, and Stigma Have Paralyzed North American Responses to Opioid Overdose.*

<https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2020-07/pfor5-2008.pdf>

- Canadian Drug Policy Coalition. 2012. *Changing the Frame: A New Approach to Drug Policy in Canada*.  
[https://www.drugpolicy.ca/wp-content/uploads/2015/02/CDPC\\_report\\_eng\\_v14\\_comp.pdf](https://www.drugpolicy.ca/wp-content/uploads/2015/02/CDPC_report_eng_v14_comp.pdf)
- Lupcik, Travis. 2020. Decriminalization is just the start of real reform – and drug users need to be part of the conversation, *Globe and Mail*.  
[https://www.theglobeandmail.com/amp/opinion/article-on-decriminalization-lets-hear-from-drug-users/?utm\\_medium=Referrer%3A%20Social%20Network%20%2F%20Media&utm\\_campaign=Shared%20Web%20Article%20Links&twitter\\_impression=true](https://www.theglobeandmail.com/amp/opinion/article-on-decriminalization-lets-hear-from-drug-users/?utm_medium=Referrer%3A%20Social%20Network%20%2F%20Media&utm_campaign=Shared%20Web%20Article%20Links&twitter_impression=true)

**Instructor lecture video:**

- Mini-lecture: “The War on Drugs,”
- Zoë Dodd, Toronto Overdose Prevention Society, posted in Brightspace

**Website:**

- Canadian Association of People who Use Drugs  
<https://capud.ca/>

**Videos:**

- Trudeau vs Zoe Dodd on the opioid crisis  
<https://www.cbc.ca/player/play/928667203881>

**Assignments due by Sunday August 3 at 11:59 p.m.:**

- Course content quiz #5
- Mid-Term Exam Due
- **August 1: Last day for withdrawal from full and late summer courses. Link:**  
<https://calendar.carleton.ca/academicyear/>
- 

**Week 6: August 4-8, 2023.** Topic: The homeless crisis and policing of people living in poverty (COVID-19 encampments)

**Questions for this week:**

- How are experiences of racialization, poverty, and criminalization interconnected?
- What is the dictionary definition of 'homelessness'? What is different about Thistle's approach to defining Indigenous Homelessness?

#### Readings:

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

#### Instructor lecture video:

- Mini-lecture: "The homeless crisis and Policing of people living in poverty. (COVID 19 encampments).
- Interview (video)

#### Assignments due by **Sunday August 10 at 11:59 p.m.:**

- Course content quiz #6

### MODULE 3: IMAGINING TRANSFORMATION AND ABOLITION

#### **Week 7, August 11-15, 2025.** Topic: Imagining Transformation and Abolition.

#### Questions for this week:

- What is transformational justice? What is mutual aid?
- What are people calling for when they call for abolition?

#### Readings:

- Maree Brown, Adrienne. 2020. Chapter 23 "What is/Isn't Transformational Justice?" *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*, 2020-03, Vol.38 (1), p.131-151

**Instructor lecture video:**

- Mini-lecture: “Transformational justice, mutual aid, and Abolition.”

**Video:**

- On the Road with Abolition: Assessing Our Steps Along the Way  
<https://www.youtube.com/watch?>

**No Assignments due this week.**

**Last Day of Classes Thursday August 14.**

**Take Home Exam #2 due during final exam period. August 17-23, 2025. TBA.**

**Watch video with Take Home Exam Instructions Posted in Brightspace.**

## **ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: \_

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **ACADEMIC ACCOMMODATION**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)

#### **For Religious Obligations:**

Please contact your instructor 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, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **For Pregnancy:**

Please contact your instructor 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, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

<content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

## **For 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: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

### **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. Please contact your instructor 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>

## **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, artworks, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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 failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.

## **What are the Penalties for Plagiarism?**

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of

academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

### **What are the Procedures?**

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

### **Assistance for Students:**

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

### **Important Information:**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments 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). Students must always retain a hard copy of all work that is submitted. 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. Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university. In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#). Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

### **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 link to information about all of the resources, both on campus and off, that you may find helpful:

<https://carleton.ca/wellness/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>

### **Other Concerns:**

#### **(i) Respect:**

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

#### **(ii) Confidentiality**

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

**(iii) Always keep copies of all your written work** submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

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LINK TO IMPORTANT DATES: <https://carleton.ca/registrar/registration/dates/academic-dates/>