Carleton University	Institute of Criminology & Criminal Justice

Course Outline

COURSE: **CRCJ 2200A Contemporary Issues in Criminology**

TERM: **Fall 2025**

PREREQUISITES: **CRCJ 1000 and 2nd year standing**

CLASS: Day & Time: **Monday 2:35pm-5:25pm**
Room: **Please check Carleton Central for current room location.**

INSTRUCTOR: **Alexander McClelland, Associate Professor, PhD.**

CONTACT: Office: **1714 DT**
Office Hrs: **1-3pm Tuesdays**

*Email: **Alexander.mcclelland@carleton.ca**

TA Email:

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

Link to Brightspace page: https://brightspace.carleton.ca/d2l/home/283512

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega
wìkàd kì mìgiwewàdj.
Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjin 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.

COURSE DESCRIPTION

This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: increases in police use of force and deaths in custody, drug decriminalization, programs providing alternatives to toxic unregulated drugs, forced involuntary treatment, policing of dark digital drug markets, policing and the use of technology, including facial recognition, phone hacking, machine learning, and algorithms, technological crimes, such as deepfakes, scams, and doxing, crimes related to wealth inequality, including white collar crimes, neo vagrancy laws criminalizing encampments, as well as crimes related to land, including environmental crimes, and forms of resistance from Indigenous communities, including examining Indigenous legal frameworks and conceptions of justice.

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. 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 3rd and 4th year level.

LEARNING OUTCOMES

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 in class discussions.

TEXTS

There is no one simple textbook can address the many complex and current issues this course will address, and therefore the required readings of this course will include a range of articles, book chapters, videos, and other online resources. All the required readings are available on for free and are accessible via ARES in Brightspace. For more details on each reading, see the Course Schedule below, or Brightspace for each week of our class.

COURSE INFORMATION

What students can expect from the teaching team:	Students can expect the instructor and TAs to be supportive, responsive, and engaged in student learning. This is a 'synchronous', in-person course, which means that all required reading material will be posted in advance of each class via Brightspace, and students can flexibly engage with the material in advance of each class. In-person weekly content will feature a lecture on the week's content, including a PowerPoint, which will be provided in Brightspace the day of the class. There will also be a range of topical videos, short presentations, and guests. Each weekly course lecture will also provide time to discuss course assignments and expectations. Students can also expect a weekly email message from their instructor detailing the week's content, logistics, and other relevant details (Check your Carleton email address!). Your instructor and TAs are available for office hours and can be contacted by email if needed. However, the primary modes of engagement should be via the in-person course, or via the "Ask Your Teaching Team Forum", 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 engage in active discussion with peers and with the teaching team. Students should allocate enough time each week to complete the assigned readings in advance of each class, view the course content online, to engage with other posted course content, and to complete assignments. Combined, this should take approximately 3 hours per week. Students should also allocate another 3 hours per week to participate in the weekly class and come prepared to engage in discussions. Attendance is mandatory. Some weeks may involve more work due to assignments it is suggested that students prepare their schedules in advance of assignments to help support their success.
Ask Your Teaching Team Forum:	Have a general or specific question about the course, content, timelines, grading expectations, assignments, etc.? Students are asked to please post all course and content or logistics related questions in the "Ask Your Teaching Team Forum" on Brightspace course page. A response to your question will be provided within 48-hours, often much more quickly (excluding weekends).
Expectations &	Sometimes life throws us a curveball. However, under almost all circumstances, course

sanctions regarding due dates:	assignments must still be handed in on time. There are no accommodations for late assignments unless due to an emergency. Without prior negotiation with the teaching team, no late assignments will be accepted, and the assignment will be graded 0 or F. Reasons such as travel, jobs, or any misreading of the assignment and examination timetable are not acceptable.

Email policy:	University policy dictates that every student is expected to have a Carleton email address and to check it regularly. Professors, instructors, and TAs will not send e-mails to students at any other email address. Students are encouraged to check their Carleton email regularly to ensure they have up-to-date information on the course.
	
	Students are asked to engage with the instructor and course TAs in a formal and respectful fashion when communicating via email.
	
	In advance of sending an email to the teaching team related to general or specific course question course (which is not related to a private or personal matter), students are asked to:
	
	A. Check the "Ask Your Teaching Team Forum" in Brightspace to see if the question has already been answered.
	B. If a question or issue is not addressed in Forum, students are strongly encouraged to post the question so all students in the class can benefit from the response information.
	C. After checking the Forum, if a student determines that an email to a member of the teaching team (instructor or TA) is still required, the student must include the following information in their email:
	
	    • Course number (CRCJ 2200A) – include this info in the subject heading of the email.
	    • Student's full name and student number.
	    • Clearly indicate the objective(s) of the email.
	
	If students do not include all these pieces of information, it will be difficult for the instructor and/or course TAs to assist with the request.
	
	The teaching team reads and responds to email between 9:00am-5:00pm on weekdays. During the week it may take up to 72-hours for the teaching team to respond to your email.
	
	If a student sends the teaching team more than one message about the same issue in one span of 72-hours, the teaching team will likely find this highly annoying (students would probably agree if they were in the instructor or TA's shoes). Rest assured, the student's message will be responded to and addressed! Please be patient, and do not send more than one email.

	Finally, please note, the course instructor and TAs do not respond to emails over the weekend. This means that last-minute emails sent the weekend before an assignment is due, will likely *not* be answered in the time before the assignment is due. Please plan accordingly.
Learning in times of crisis:	This has been a wild time! We are amid a series of historic world events. Things may be different and uncertain. We are not yet sure which directions things will go, and we need to be flexible, compassionate, and supportive of each other. The teaching team understands that students may have ongoing or new caregiving duties to others - and that along with work, and school - life will be stressful and up and down. We hope to work together to create a respectful and valuable learning experience, which can adapt to this changing and uncertain context as needed.
Devices in class:	Devices (laptops, cell phones) are to be used in the class only for class activities or for documenting course content. We all have places to be and people to see and have a desire to remain connected, but the use of devices in class can be a distraction to your peers and to the professor. While the professor will not generally regulate the use of devices during the class, students are asked to regulate the use of devices and encourage a culture of respect and engagement in the course during class time.
Grades & communication:	Students are asked to not contact the teaching team within 48 hours after grades are released. While a student may contact the teaching team to discuss grades, discussions about grades will only take place in-person (or via zoom) and will not be negotiated via email.
AI:	The use of AI has been demonstrated to limit the development of critical thinking skills – skills which this class is oriented on developing.[1] While, AI tools can be useful to assist in brainstorming, and in developing initial ideas, and generating drafts, the use of AI otherwise is discouraged. If a student decides to use AI, any use of such tool must be cited, as any other formal citation would be used.[2] Lack of citing AI use will constitute an academic violation, and it will be reported. Note: also, that AI tools are generally also terrible at discussing the current and complex issues we'll be discussing in class, and these tools are also dull and boring writers!

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[1] See: Cook, T. (May 20, 2025). AI Weakens Critical Thinking. This Is How to Rebuild It: Cognitive offloading shrinks mental muscles. Here are 4 ways students can stay sharp, *Psychology Today*, link retrieved August 4, 2025: https://www.psychologytoday.com/us/blog/the-algorithmic-mind/202505/ai-weakens-critical-thinking-and-how-to-rebuild-it; and Stokel-Walter, C. (February 13, 2025). Using AI tools like ChatGPT can reduce critical thinking skills: A survey of workers who used generative AI to complete tasks found that they used critical thinking less when they trusted the AI to do the task accurately, *New Scientist*, retrieved August 4, 2025: https://www.newscientist.com/article/2468440-using-ai-tools-like-chatgpt-can-reduce-critical-thinking-skills/

[2] See: McAdoo, T. (April 7, 2023). How to cite ChatGPT, *APA Style Blog*, retrieved: August 4, 2025: https://apastyle.apa.org/blog/how-to-cite-chatgpt

Writing policy & format:	Students will be evaluated on their writing abilities. Writing is a key element of academic learning. It is recommended that students take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms, such as proofreading, editing, and having a meeting with the writing services office (https://carleton.ca/csas/writing-services/). Format for all written assignments should be as follows: • Double spaced text (be sure there is no 'extra' space between paragraphs • Font should be Times New Roman/Helvetica/Arial • 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

ASSIGNMENTS & EVALUATION

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. The assignments are intended to support student success, to develop critical thinking skills and engagement with pressing criminological issues.

Evaluation	Grade Percentage	Due Date
Weekly Online Quizzes (10 in total, starting week 2)	**1% each x 10 = 10%**	**Weeks 2-11** **Launched each week**
Participation	**20%**	**Every class**
4 Critical course content responses – written in class	**5% each x 4 = 20%**	**Week 4** **Week 6** **Week 9** **Week 11**
Mid-term exam – written in class	**15%**	**Week 7**
Final exam – in person	**35%**	**Exam period**

Online Course Content Quizzes 10%
At the end of each week of course content there will be a short quiz. The quizzes will consist of around10 multiple-choice/true and false questions based on the assigned weekly readings and other course content presented in Brightspace. All the quizzes will be worth 1%. All Quizzes will stay open for 1 week, each week. Further details will be provided in Brightspace.

Class Participation 20%
Attendance in this course is mandatory. Students are expected to attend class and participate in class discussions. But remember participation does not always mean talking a lot and taking up space, it also means listening and engaging in respectful conversation with others. During the weeks 2 and 3, participation will be graded based on student engagement in the Brightspace forum, otherwise, for the rest of the term it will be measured in class. If a student misses more than 2 class without appropriate explanation, the student is ineligible to receive a passing grade. Further details and a grading rubric will be provided.

Critical Reading Responses 20% (4 at 5% each)
You are asked to submit 4 (2-page) reading response papers. Each paper will be written in class. The first response paper will be written in class on Week 4. The second response will be written in class on Week 6. The third response will be written in class on Week 9. The fourth response will be written in class on Week 11. You will conduct a close reading of a text. 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 the ideas, arguments in the readings, and 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. This assignment must be based solely on a reading, not other course content such as videos, websites, or lectures. Further details and a grading rubric will be provided.

Exams (15% midterm is written in class, and 35% final due in-person during the exam period)
Each exam will build upon the themes of the weekly quizzes and discussion questions. The exams will be comprised of short essay questions. Further details will be provided.

How to submit assignments: *Please submit assignments using Brightspace. Assignments are due by immediately at the end of each class on the date they are assigned.* ***All assignments must be completed to receive a passing grade.***

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.

<u>COURSE CALENDAR</u>

Week 1: Monday September 8, 2025

Introduction & Course Concepts: racialization & criminalization

Readings:
- The course syllabus!

- Bertrand, Marie-Andree, Mosher, Janet, Brockman, Joan. 2010. "Introduction" in Constructing Crime: Contemporary Processes of Criminalization. Pp 1-16

- 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.

Week 2: Monday September 15, 2025

No class

Class video and Brightspace forum information to be provided.

Week 3: Monday September 22, 2025

No class

Class video and Brightspace forum information to be provided.

Week 4: Monday September 29, 2025

Drugs Part 1: Decriminalization, legal regulation, safe supply & involuntary treatment

Readings:

- Decriminalization Done Right: A Rights-Based Path for Drug Policy, Canadian Drug Policy Coalition, 2021.

- Involuntary Treatment: Criminalization by another name, 2023, Pivot Legal Society.

- Bahji, Anees BSc(H), MD, CISAM, CCSAM, DABPN1,2,3,4; Leger, Philip MD5; Nidumolu, Aditya MD6; Watts, Barbara MD7,8; Dama, Sumeet MD9,10; Hamilton, Angela LLB8; Tanguay, Robert MD1,3,11. Effectiveness of Involuntary Treatment for Individuals With Substance Use Disorders: A Systematic Review. The Canadian Journal of Addiction 14(4):p 6-18, December 2023. | DOI: 10.1097/CXA.0000000000000188

Suggested:

- Gagnon, M., Rudzinski, K., Guta, A. *et al.* Impact of safer supply programs on injection practices: client and provider experiences in Ontario, Canada. *Harm Reduction Journal,* 20, 81 (2023).

- BC Government. Sept. 15, 2024. "Province launches secure care for people with brain injury, mental illness, severe addiction." Press Release.

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

- Sympathy for the crack house: Drug houses serve important role, advocates tell Edmonton drug policy conference https://edmontonjournal.com/news/local-news/sympathy-for-the-crack-house-drug-houses-serve-important-role-advocates-tell-edmonton-drug-policy-conference

- Is There a Case for Legalizing Heroin? The addiction researcher Carl Hart argues against the distinction between hard and soft drugs, 2021, https://www.newyorker.com/news/annals-of-populism/is-there-a-case-for-legalizing-heroin

Week 5: Monday October 6, 2025

Land & Environment Part 1: Indigenous resistance, land back & Indigenous law
Land & Environment Part 2: Environmental crimes and green criminology

Readings:

- Nurse, A. (2017). Green criminology: shining a critical lens on environmental harm. *Palgrave Communications,* 3, 10.

- Corntassel, Jeff. 2021. "Indigenous Laws on Indigenous Lands: Land Back as Community Resurgence". Rooted: An Indigenous Law Publication. Pp 1-25

Suggested:

- Cunneen, Chris, and Juan Tauri. (2016). "Chapter 1: Introduction." *Indigenous Criminology*, Policy Press. *ProQuest Ebook Central.*

- Lynch, M. J. (2020). Green Criminology and Environmental Crime: Criminology That Matters in the Age of Global Ecological Collapse. *Journal of White Collar and Corporate Crime*, *1*(1), 50-61.

- Mathieson, Karl. 2024. Just Stop Oil protesters jailed for throwing soup at van Gogh's 'Sunflowers', Politico.

- White, Rob. 2012. Chapter 2. "The Foundations of Eco-Global Criminology" in Eco-Global Crimes: Contemporary Problems and Future Challenges. Edited by Sollund, Ragnhild and Ellefsen, Rune. Pp

15-31.

- Canada, it's time for Land Back, Pam Palmater, 2021. Breach Media.

- Reconciliation Is Dead: RCMP Invade Unist'ot'en Territory, via YouTube

- Broken promises, unceded land: The history behind the Land Back Lane protest
https://www.tvo.org/article/broken-promises-unceded-land-the-history-behind-the-land-back-lane-protest

Monday October 13, 2025

Stat holiday

Monday October 20, 2025

***** Fall Break! *****

Week 6: Monday October 27, 2025

In-Class mid-term exam

More details to be provided in class.

Week 7: Monday November 3, 2025

Poverty & Wealth Part 1: Encampments, neo-vagrancy, enforcement/decriminalization of shoplifting
Poverty & Wealth Part 2: Crimes of the powerful: Wage theft, financial crimes, and wealth inequality

Readings:
- Flynn, Alexandra; Herner, Joe; Leblanc, Caroline; MacDonald, Sue-Ann; Schwan, Kaitlin; and Van Wagner, Estair, "Overview of Encampments Across Canada: A Right to Housing Approach" (Ottawa: The Office of the Federal Housing Advocate., 2022). *Commissioned Reports, Studies and Public Policy Documents.* Paper 243.

- Crimes of the powerful: An agenda for a twenty-first-century criminology. Dawn L. Rothe, David O. Friedrichs. Routledge Handbook of Critical Criminology, 2018.

- Mapping Wage Theft in the Informal Economy: Employment Standards Violations in Residential Construction and Renovations, 2020 https://link.springer.com/article/10.1007/s10612-018-9421-z

Suggested:

- Azeezah Kanji & AJ Withers. 2021. - The encampment evictions in Toronto are a crystallisation of multiple layers of violence involved in sustaining settler control over Indigenous land. https://www.aljazeera.com/opinions/2021/7/20/encampment-evictions-another-face-of-colonial-violence-in-canada

- Lisa M. Boucher, Zoë Dodd, Samantha Young, Abeera Shahid, Ahmed Bayoumi, Michelle Firestone, Claire E. Kendall, "They have their security, we have our community": Mutual support among people experiencing homelessness in encampments in Toronto during the COVID-19 pandemic, SSM - Qualitative Research in Health, Volume 2, 2022.

- Fighting the real grocery store thieves, Jeff Shantz, 2023, Spring Magazine.

- Why Policing is Not the Answer to Shoplifting at Grocery Stores in Canada [Op-Ed], 2023, Retail Insider.

- Ontario plans for tougher encampment rules stir emotional debate, including among Thunder Bay shelter users, CBC news, 2024. https://www.cbc.ca/news/canada/thunder-bay/thunder-bay-homeless-encampments-1.7403780

- Moss Park TV: Moss Park Community Says "No" to Encampment Evictions https://www.commediaportal.ca/fr/node/2244

- Advocates speaking out after homeless encampment forcibly removed by Toronto police https://www.aptnnews.ca/national-news/advocates-speaking-out-after-homeless-encampment-forcibly-removed-by-toronto-police/

- Workers owed $60M in unpaid wages Ontario failed to collect since 2017, CBC. https://www.cbc.ca/news/canada/toronto/workers-owed-60m-unpaid-wages-ontario-1.7376061

- Stop Wage Theft, Workers Action Centre: https://workersactioncentre.org/wage-theft/

Week 8: Monday November 10, 2025

Drugs Part 2: Digital drug markets, trafficking, interdiction, and "drug busts"

Readings:
- Policing cryptomarkets and the digital war on drugs. By James Martin, Ian Warren, Monique Mann Book Drug Law Enforcement, Policing and Harm Reduction, 2022.

- Spatiotemporal Analysis Exploring the Effect of Law Enforcement Drug Market Disruptions on Overdose, Indianapolis, Indiana, 2020–2021, from 2023

Suggested:

- Drug dealing on Facebook, Snapchat and Instagram: A qualitative analysis of novel drug markets in the Nordic countries, Jakob Demant, et al. 2019

- Do big drug busts actually cause more harm? Researchers and advocates for drug policy reform argue drug seizures lead to more overdoses and violence, CBC, 2024

- Politicians want cop crackdowns on drug dealers. Experts say tough tactics cost lives. NPR podcast, 2023

- The platformisation of illicit drug markets: How datafication, technological affordances, and platform-mediated labour practices shape illicit drug markets, 2024, Crime Media, Culture.

Week 9: Monday November 17, 2025

Technology Part 1: Policing/surveillance technologies, facial recognition, Pegasus & Palantir

Readings:
- Smith, G. J., Bennett Moses, L., & Chan, J. (2017). The challenges of doing criminology in the big data era: Towards a digital and data-driven approach. The British journal of criminology, 57(2), 259-274

- Sarah Brayne. 2017. "Big Data Surveillance: The Case of Policing." *American Sociological Review* 82(5), 977-1008.

Suggested:
- Buolamwini, Joy. *Unmasking AI: My Mission to Protect What Is Human in a World of Machines*, Random House Publishing Group, 2023.

- Heaven, W. D. (2023). Predictive Policing Algorithms Are Racist. They Need to be Dismantled. MIT Technology Review.

- RCMP has used spyware to access targets' communications as far back as 2002: Senior Mountie, 2022, CBC.

- Ontario Provincial Police use controversial data-mining platform Palantir for crime analysis, 2022.

- CBC News, Facial recognition technology gains popularity with police, intensifying calls for regulation: RCMP was previously reprimanded for using technology without public's knowledge, 2024.

- Facial recognition technology use in Policing, Canadian Human Rights Commission, 2022

Week 10: Monday November 24, 2025

Technology Part 2: Technological crimes: deep fakes, online scams, doxing, AI forgeries in court

Readings:
- Addressing deepfake porn doesn't require new criminal laws, which can restrict sexual fantasy and promote the prison system, Published: March 24, 2024, https://theconversation.com/addressing-deepfake-porn-doesnt-require-new-criminal-laws-which-can-restrict-sexual-fantasy-and-promote-the-prison-system-223815

- Scams Fraud and Cybercrime in a Globalised Society, M Adorjan, C Colaguori - Crime, Deviance, and Social Control, 2023

Suggested:
- Trottier, D. (2019). Denunciation and doxing: towards a conceptual model of digital vigilantism. *Global Crime*, *21*(3–4), 196–212. https://doi.org/10.1080/17440572.2019.1591952

- Court hits B.C. lawyer with costs over fake AI-generated cases, despite no intent to deceive https://globalnews.ca/news/10318427/ai-fake-cases-b-c-court-costs/

- The pig butchering romance scam - BBC World Service Documentaries, https://www.youtube.com/watch?v=bW4wYV0V-5s

Week 11: Monday December 1, 2025

Oversight, punishment, and use of force

Readings:
- Ontario Deaths in Custody on the Rise, Tracking (In)justice, 2022

- An Obligation to Prevent: Report from the Ontario Chief Coroner's Expert Panel on Deaths in Custody, 2022

- Crosby A, McClelland A, Sharpe TL, et al. Tracking (In)Justice: Documenting Fatal Encounters with Police in Canada. *Canadian Journal of Law and Society / Revue Canadienne Droit et Société*. 2025;40(1):23-47. doi:10.1017/cls.2025.1

Suggested:
- Canada's first database to track in-custody deaths has been released. Here's what it reveals, Toronto Star, 2024 https://www.thestar.com/politics/federal/canadas-first-database-to-track-in-custody-deaths-has-been-released-heres-what-it-reveals/article_9ef8e2f4-55b8-11ef-a462-b37a25c85a46.html

- Robert Pickton stabbed with toothbrush and broken broom handle: victim's family
https://www.ctvnews.ca/canada/robert-pickton-stabbed-with-toothbrush-and-broken-broom-handle-victim-s-family-1.6909626

Week 12: Friday December 5, 2025

Course Review Week: Exam preparation

More details to be provided in class.

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.

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 STUDENT MENTAL HEALTH

As a 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. For more information, please consult https://wellness.carleton.ca/

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/)