

Course Outline – Fall 2025

Carleton University
Institute of Criminology & Criminal Justice
CRCJ 1000A: Introduction to Criminology

Instructor: Ellen Faulkner, PhD.

Email: Ellen.Faulkner@Carleton.ca

Class Time: Thursday 2:35 -5:25 p.m.

Class Location: Check Carleton Central for current room location.

Office hours: 5:30-6:30 after class or by appointment

Teaching Assistants:

- 1) Charlie Lisi. Email: charlielisi@gmail.carleton.ca
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- 6) Serena Karevich. Email: SerenaKarevich@gmail.carleton.ca

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

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

Ninisidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànàni 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

CRCJ 1000 [0.5 credit]

Introduction to Criminology and Criminal Justice.

Overview of the field, including the foundational approaches of criminology and criminal justice, crime as an object of study; criminal law and criminality in Canada; (neo) classical, aetiological and social reaction perspectives; alternative criminologies.

COURSE DESCRIPTION: This course is designed to provide students with an overview of the field including the foundational approaches of criminology and criminal justice and the skills to think critically about the ways in which crime has been conceptualized and responded to. **Module 1: Theorizing Crime**, and the **Foundations of Criminal Justice** will explore explanations of crime by

examining the various criminological theories used to explain crime, what is Crime and what is Criminology and how has society responded to it. What is the definition of crime; How is crime constructed; What are the key principles of the Criminal Code and Canadian Law; What is the Rule of Law; Describe the Canadian Charter of Rights and Freedoms. Here we will examine orthodox theories of crime, the emergence of pluralist theories and critical criminology including an examination of the sex question in criminology. **Module 2: Class and Crime**, will explore the social construction of crime in the media and through social science research by examining constructions of race and crime and gender and crime. We will examine corporate crime, environmental crime, and economic inequality. We will examine criminalization as a social construction used to control marginalized groups. **Module 3: Race and Crime** will examine the historical shape and form of violence in Canadian society with particular emphasis on indigenous peoples and policing, residential school survivors, the conceptualization of terrorism and racial profiling. **Module 4: Gender and Crime** will examine the social construction of ‘dangerous’ girls and women, criminalized women, and men, masculinity and crime. **Module 5: Youth and Crime** will examine the history of the Youth Criminal Justice Act and the social control of youth, trends in youth violence and the impact of youth criminalization.

Please see the detailed course schedule at the end of this syllabus

LEARNING OBJECTIVES:

- By the end of this course, successful students will have demonstrated their ability to:
- Identify the foundational approaches to criminology and criminal justice; crime as an object of study; criminal law and criminality in Canada.
- Identify, compare and contrast an array of important contemporary criminological issues and appraise different theoretical frameworks and approaches.
- Compare and contrast critical criminological approaches with orthodox theories of crime and pluralist theories of crime.
- Define and explain the concept of critical criminology and its application to contemporary criminological issues in Canadian society, debates and movements.
- Define and explain the concept of the social construction of crime in the media and the criminalization of marginalized groups.
- Define and explain the history of the Youth Criminal Justice Act and the social construction of youth, trends in youth violence and the impact of youth criminalization.
- Define and explain the historical shape and form of violence in Canadian society with emphasis on indigenous peoples and policing, residential school survivors, the conceptualization of terrorism and racial profiling.

METHOD OF DELIVERY:

This course will be offered in person, which means that there will be live, scheduled meetings. Resources will be posted in Brightspace on a weekly basis.

REQUIRED TEXTBOOK:

Brooks, Carolyn and Bernard Schissel (Eds). 2015. *Marginality and Condemnation. A Critical Introduction to Criminology*. (Third Edition). Black Point, Nova Scotia: Fernwood Publishing. (M&C)

Where to purchase the textbook: Carleton University Bookstore:
<https://carleton.bookware3000.ca/CourseSearch/mycourses>

Fernwood Publishing: <https://fernwoodpublishing.ca/book/marginality-and-condemnation>

Paper back price: \$78.00

PDF version: \$77.99

Additional supplementary readings will be made available on Brightspace.

COURSE INFORMATION

- This course is offered in-person.
- Lectures will be given in class on Thursdays.
- For each in-person class, students will be required to do the corresponding required readings (see readings schedule below). In addition, students will be asked to watch documentaries in class and read relevant news stories (links included in the PPT or in Brightspace). Films and video content will be viewed in class for the purpose of discussion.
- Please see the **evaluation section** below for a complete breakdown of the various components of evaluation.
- Please note that quizzes and exams are based on both lecture content AND the textbook/readings. Therefore, students are strongly encouraged to keep up with the readings and lectures each week.
- I will be available for consultation with students during my office hours or by appointment. Please e-mail me should you wish to set up an appointment outside of regularly scheduled appointment hours.

EVALUATION

Students are responsible for all course material, including assigned textbook chapters, other readings, PowerPoint lectures, including any news articles, film or other media clips. The weekly quizzes and mid-term and final exam will test you on the lecture and textbook material.

EVALUTION	PERCENTAGE	DUE
1. Weekly Quizzes (11 total – 9 best grades)	20%	Weekly online in Brightspace
2. Discussion Forum (3 total – 2 best grades)	15%	Weeks: 2, 5, 9. Due in Brightspace
Mid-Term Exam	30%	Week 6: In Class Exam Thursday October 9
Take Home Final Exam	35%	During Examination Period

1. ELEVEN WEEKLY ON-LINE QUIZZES (20%). Due in Brightspace (Online).

There will be 11 on-line open book multiple-choice quizzes, each worth 2% for a total of 20% (the lowest 2 quiz grades will be dropped; or students can choose to skip two quizzes, with no penalty). Each Sunday at **1:00 AM** a quiz will be made available. You will have until the following **Sunday at 11:59 PM** to complete it. Once you start a quiz, you will have **35 minutes** to complete it (accommodations will be made for students registered with PMC to receive more time).

2. THREE DISCUSSION FORUM PARTICIPATION POSTS AND REPLY (15%). Due in Brightspace (Online).

There will be 3 graded discussions in which you will be required to respond to questions (post and reply to one of your classmates), each worth 7.5% for a total of 15% (the lowest discussion forum grade will be dropped / or students can choose to only participate in 2 of the 3 discussions, with no penalty).

Discussions will open on **Mondays at 1:00 AM** and close on that **Sunday at 11:59PM**. Post your discussion forum post answer by Friday at 11:59 pm and your reply post to a classmate by Sunday at 11:59 pm so that your fellow students can see your post and have sufficient time to reply by Sunday night.

Specific instructions will be provided for each discussion. Please read the instructions carefully before posting.

Evaluation of the discussion posts will be based on the quality of the participation, and not necessarily the quantity. However, as each post is worth 7.5% of the final grade, students are encouraged to write approximately 500 words for each post; each post should mobilize course content and demonstrate that the student has actively engaged with the course material. Each reply post should be well-thought, make reference to course material, and bring something new to the conversation, while also being respectful and should be approximately 250 words.

3. MID-TERM EXAM (30%) (Week 6). In Person In Class.

The exam will held in class on Thursday October 9 and will test you on course material from Weeks 1-5 in the course.

More information on the exam, including a study guide will be provided at least a week in advance.

NOTE: Students who miss the **mid-term exam** due to illness, or other circumstances beyond their control are required to contact the professor as soon as possible. Please note that no accommodations will be made for students who miss an exam due to work or travel plans.

4. FINAL TAKE HOME OPEN BOOK EXAM (35%). Due in Brightspace (Online).

The final take home exam will take place during the final exam period and will be held online in Brightspace. The final exam will include multiple-choice questions and true/false questions and short-answer essay questions. The exam is cumulative, meaning that students are responsible for all the material covered during the course.

The final exam period for the Fall Term is December 8-20, 2025. Please make sure that you do not make work or travel plans that will prohibit you being able to write the final exam (make sure you will have reliable internet).

More information on the final exam will be provided by the last week of the course.

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.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn	from the course	DEF = Deferred

COURSE INFORMATION

What Students Can Expect from the Instructor and TA: This is an in-person class, which means that all required material will be discussed in class during class time. Supplementary material will be posted in Brightspace and all assignments and exams will be due online in Brightspace. Students may meet with the instructor weekly to ask questions during class time or office hours. Any announcements or course updates will be made in class and online in Brightspace. Each class will include a short lecture and discussion and short videos to supplement the weekly assigned reading material. Your TA and instructor are available for office hours, as well as by appointment, and we can be contacted by email.

What we Expect from Students: As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 1000 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, attend 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 discussion forums should be estimated at a maximum of 2-3 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/>

Contact with the Professor:

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 1000) 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).

GUIDELINES AND SUGGESTIONS

1. Stay on top of the reading assignments in this course.

As with most first-year survey courses, there is a great deal of reading, and it can pile up very quickly and become overwhelming. Make time to do the required readings each week. Please ensure that you are capable of allocating time to study the assigned material for this course.

2. Students having difficulty with academic requirements should engage with the many resources available on campus to help students succeed.

3. The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: carleton.ca/csas

4. If you are having trouble understanding the material in the course, contact your Professor or Teaching Assistant sooner rather than later. I am here to help you learn.

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

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

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

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 quotation 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.

Use of AI in the Course. Minimal Use – Basic Assistance Only

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI

is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

Assistance for Students:

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

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

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. 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.

LINK TO IMPORTANT DATES:

Academic Dates - Current Students : <https://students.carleton.ca/academic-dates/>

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

Julie Lavigne, Criminology and Legal Studies Librarian: <https://library.carleton.ca/contact/staff-directory/julie-lavigne>

COURSE SCHEDULE:

DATES	Topics	Readings and Assignments
		MODULE 1: THEORIZING CRIME & FOUNDATIONS OF CRIMINAL JUSTICE
Week 1 September 1-5	Introduction to course; Foundations of Criminology & Criminal Justice, Orthodox Criminology and Consensus theories of crime. Classical theories, biological and psychological positivism, sociological theories, social disorganization theories.	<p>Foundations of Criminal Justice; Orthodox Criminology & Consensus Theories of Crime</p> <p>Questions for this Class:</p> <p>What is the definition of crime; How is crime constructed; What are the key principles of the Criminal Code and Canadian Law; What is the Rule of Law; Describe the Canadian Charter of Rights and Freedoms.</p> <p>What are the basic presumptions of a consensus model of crime and justice? How is classical criminology incorporated into our justice system? Why is it so easy for society and its members to adopt and endorse a consensus model of crime, justice, and punishment?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Griffiths, Curt T. (2024). Ch 1: “The Foundations of Criminal Justice.” Canadian Criminal Justice: A Primer. Seventh Edition. (Emond: Toronto, Canada). Chapter 1: Introduction (C. Brooks and B. Schissel) M&C. Chapter 2: Consensus Theories of Crime (B.Schissel). M&C. <p>Instructor Lecture: Foundations of Criminal Justice & Consensus/Orthodox Theories of Crime</p> <p>Website: Little, Becky. (2019) “What Type of Criminal are You? 19th Century Doctors Claimed to Know by Your Face: The now-debunked “born criminal” theory was highly influential in criminology circles.” Retrieved from: https://www.history.com/news/born-criminal-theory-criminology</p> <p>Required Assignments due by Sunday, September 7 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> Quiz 1 (Covers Week 1)

Week 2 Sept 8-12	Foundations of Criminology & Criminal Justice Pluralist Theories: Theories of Interaction, labelling theory, Phenomenology and Ethnomethodology. Integrated Theories, Power and Control Theory; Postmodern Theories,	Pluralist Theories of Crime & Foundations of Criminal Justice, Cont'd Questions for this Class: What is the definition of crime; How is crime constructed; What are the key principles of the Criminal Code and Canadian Law; What is the Rule of Law; Describe the Canadian Charter of Rights and Freedoms. What key insights does labelling theory provide to illuminate our understanding of deviance? What role do negative social reactions play in the formation of secondary deviance? How do structural pluralist theories attempt to advance our understanding of deviance, crime and criminality. How well do they succeed? What is the concept of criminalization and how does this concept encourage us to look at crime within its social and historical and political context? Required Readings: <ul style="list-style-type: none"> Chapter 3: Pluralist Theories in Criminology (L. Eisler). M&C. Griffiths, Curt T. (2024). Ch 1: "The Foundations of Criminal Justice." Canadian Criminal Justice: A Primer. Seventh Edition. (Emond: Toronto, Canada) Instructor Lecture: "Pluralist Theories in Criminology" & Foundations of Criminal Justice, Cont'd Resource: Raycraft, R. (2021). "The pros, cons and unknowns of legal cannabis in Canada three years later." https://www.cbc.ca/news/politics/cannabis-changed-canada-1.6219493 Film: CBC Docs: Nipawistasowin: We Will Stand Up: Colton Boushie. Youtube: https://www.youtube.com/watch?v=W2votrF717I Required Assignments due by Sunday, September 14 by 11:59 pm in Brightspace: <ul style="list-style-type: none"> Quiz #2 (Covers Week 2). Discussion Forum #1. (See Discussion Forum for Instructions)
Week 3 Sept 15-19	Foundations of Criminology & Criminal Justice Critical criminology, Marxist Criminology, Hegemony, Critical Race Theory, Abolitionism,	Critical Criminology & Foundations of Criminal Justice, Cont'd Questions for this Class: What is the definition of crime; How is crime constructed; What are the key principles of the Criminal Code and Canadian Law; What is the Rule of Law; Describe the Canadian Charter of Rights and Freedoms. What is the difference between consensus orthodox theories that attempt to explain criminal behaviour as an event and critical criminological theories

	Post-structuralism, Postmodernism, Governmentality. Feminist Criminology, Gender and Sex in Criminology, Criminalization of women.	<p>that examine the role of power in the creation and maintenance of 'criminality.'</p> <p>Discuss the process by which the poor and racialized minorities are constructed as the most dangerous classes.</p> <p>Explain how postmodern, poststructuralist, and governmentality theories both provide a critique and/or an extension of Marxist based criminology.</p> <p>Explain the structuralist Marxist position that the media, prison, and law are hegemonic processes. If Prison is the answer, then what is the question?</p> <p>Why do you think mainstream criminology traditionally ignored or neglected to consider women and why should gender matter for criminologists?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Chapter 4: "Critical Approaches in Criminology: Social, Political and Economic Equity (C. Brooks). M&C. Chapter 5: "The Sex Question in Criminology" (E. Comack). M&C Griffiths, Curt T. (2024). Ch 1: "The Foundations of Criminal Justice." Canadian Criminal Justice: A Primer. Seventh Edition. (Emond: Toronto, Canada) <p>Instructor Lecture: Critical Criminology and the Sex Question in Criminology & Foundations of Criminal Justice, Cont'd.</p> <p>Website: Indigenous women still coerced into sterilization: Senate Report. https://globalnews.ca/news/7920118/indigenous-women-sterilization-senate-report/</p> <p>Website: Eugenics Archive: https://eugenicsarchive.ca/</p> <p>Film: "Finding Dawn." National Film Board of Canada. Youtube: https://www.youtube.com/watch?v=f-0Z-UoQ3VY</p> <p>Required Assignments due by Sunday, September 21 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> Quiz #3 (Covers Week 3)
Week 4 September 22-26	Explaining youth gangs and the Sex Trade through the lens of Critical Criminology, Postcolonial Indigenous Theory and Postcolonial Feminism	<p>Applying Criminological Theory to Contemporary 'Crime' Issues</p> <p>Questions for this Class:</p> <p>How has Traditional criminology explained Youth Gangs & the Sex Trade? How does Critical Criminology reconceptualize these issues?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Chapter 6: "Applying Criminological Theory to Contemporary "Crime" Issues (C. Brooks and B.Schissel). M&C.

		<ul style="list-style-type: none"> • Video: Crenshaw, Kimberle (2016). The urgency of intersectionality. • https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en <p>Lecture: Critical Criminology and alternative criminologies.”</p> <p>Film: TBA</p> <p>Required Assignments due by Sunday, Sunday September 28 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz 4 (Covers Week 4) • Tuesday, September 30th, 2025: Last day for financial withdrawal from <i>fall</i> courses.
		MODULE 2: CLASS AND CRIME
Week 5 September 29- October 3	Criminalization of poverty and groups targetted by the state; Case Study, 'Welfare Fraud and Tax Evaders'	<p>Class and Crime: The State's Selective Criminology</p> <p>Questions for this Class:</p> <p>What alternative approaches to welfare fraud and tax evasion might a critical criminologist argue in favour of?</p> <p>What does this case study reveal about the claim of traditional approaches to criminology that the rules proscribing behaviour are neutral, universal and unchanging?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Introduction: (Bernard Schissel and Carolyn Brooks) • Chapter 7: Welfare Fraudsters and Tax Evaders: The State’s Selective Criminality (J. Mosher) M&C. • McClelland, A, Luscombe, E. (2021). Policing the Pandemic: Counter-mapping policing responses to COVID-19 across Canada. <i>The Annual Review of Interdisciplinary Justice Research</i>. <p>Video: Faranci, J. (June 2 2021). CRA Snitch line now open to report fraudulent CERB claims. CTV News. https://www.ctvnews.ca/health/coronavirus/cra-snitch-line-now-open-to-report-fraudulent-cerb-claims-1.4965033</p> <p>Websites:</p> <ul style="list-style-type: none"> • Pandemic, race and moral panic: https://othersociologist.com/2020/07/05/pandemic-race-and-moral-panic/ • Policing the Pandemic Mapping Project: https://www.policingthepandemic.ca/

		<p>Lecture: Challenging the neutrality, universality and unchanging nature of the state's selective approaches to crime.”</p> <p>Film: “Inside Canada’s Prisons.” Documentary. CBC. https://www.youtube.com/watch?v=1GbMsNap0_0</p> <p>Required Assignments due by Sunday, October 5 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz 5 (Covers Week 5) • Discussion Forum #2 Due (See instructions in Brightspace) • Tuesday, September 30th, 2025: Last day for financial withdrawal from <i>fall</i> courses.
Week 6 October 6-10		Mid-Term Exam – In-Class Exam Due Thursday October 9th.
Week 7 October 13-17	Class, Inequality, criminalization, and lack of focus on corporate crime	<p>Class and Crime: Corporate Crime and Economic Inequality</p> <p>Questions for this Class:</p> <p>The Consensus, Pluralist and criminal theories would explain some of the current trends in incarceration in the U.S and in Canada quite differently. Drawing in themes such as justice spending, changing prison populations, minimum mandatory sentences, overcrowding and/or privatization, explain how the different crime theories may view these trends.</p> <p>Discuss whether and how we should amend the Criminal Code to improve the legislation of environmental crime?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 8: Environmental Crime as Corporate Crime (W. Wang & H. Cheng). M&C. • Chapter 9: Imprisonment: Penal Excess and Economic Inequality (C. Brooks). M&C. • Gouldhawke, M. (2020, March 10). “A Concise Chronology of Canada’s Colonial Cops.” https://mgouldhawke.wordpress.com/2020/03/05/colonial-cops/ <p>Lecture: "Environmental Crime and Penal Excess and Economic Inequality.”</p> <p>Film: PBS. “Prison State.” https://www.youtube.com/watch?v=9PNAuBQRuOs</p> <p>Website: The Criminalization and Punishment Education Project: https://cp-ep.org/</p>

		<p>Required Assignments due by Sunday October 19 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz 6 (Covers Week 7)
		<p>FALL BREAK OCTOBER 20-24 – NO CLASS</p>
		<p>MODULE 3: RACE AND CRIME</p>
<p>Week 8 October 27-31</p>	<p>Racialization and Criminalization of Indigenous Peoples; poverty and colonialism and resistance.</p>	<p>Poverty, Racism, Colonialism and Resistance</p> <p>Questions for this Class:</p> <p>What is your view of the 'get tough on crime' approach to street gangs? Does prison offer a solution to the street gang problem?</p> <p>What is decolonization and how would that address the phenomenon of Aboriginal street gangs?</p> <p>Do you think it is possible for the police and other law enforcement agents not to racially profile?</p> <p>How can we make the problem of racism more visible in Canada?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Introduction (Carolyn Brooks and Bernard Schissel). M&C. • Chapter 10: You Really Have to Look at Poverty: Colonialism, Resistance, and Aboriginal Street Gangs (E. Comack, L. Deane, L. Morrisette, and J. Silver). M&C. • Galit, R. (2020, Nov 11). Bias behind bars: A Globe investigation finds a prison system stacked against Black and Indigenous inmates. • Globe and Mail. https://www.theglobeandmail.com/canada/article-investigation-racial-bias-in-canadian-prison-risk-assessments/ <p>Lecture: Poverty, Colonialism, Resistance and Criminalization of Indigenous and Black Peoples.”</p> <ul style="list-style-type: none"> • Film: Hubbard, Tasha Dir. (2004). Two Worlds Colliding. National Film Board of Canada. 49 mins. <p>Required Assignments due Sunday November 2 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz #7 (Covers Week 8 material).
<p>Week 9 November 3-7</p>	<p>Racialization and criminalization, racial profiling, conceptions of</p>	<p>Criminalizing Race</p> <p>Questions for this Class:</p>

	terrorism and crime and war.	<p>Do you think it is possible for the police and other law enforcement agents to not racially profile?</p> <p>How can we make the problem of racism more visible in Canada?</p> <p>In what ways does U.S. Or Canadian counter-terror law or policy circumvent or violate the conventional protections of persons investigated or accused of a crime?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 11 Criminalizing Race: Understanding the Race-Crime Problem in Canada (W. Chan). M&C. • Chapter 12: Terrorism: Crime or War? (R. Diab). M&C. <p>Lecture: “Criminalization of Race and Racial Profiling”</p> <p>Film: Officer, Charles, Dir. (2017). The Skin We're In. Firsthand Docs Canadian Broadcasting Corporation-TV.</p> <p>Desmond Cole. TVO The Agenda. “Black Like Me”: https://www.youtube.com/watch?v=pMuyKPOCPpgFi</p> <p>Website: Walby, Kevin and Brendan Roziere (2018, January 25). “Rise of the SWAT team: Routine police work in Canada is now militarized.” Macleans. https://www.macleans.ca/society/rise-of-the-swat-team-routine-police-work-in-canada-is-now-militarized/</p> <p>Required Assignments due Sunday November 9 at 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz #8 (Covers Week 9) • Discussion #3. (See Discussion Forum for instructions)
		MODULE 4: GENDER AND CRIME
Week 10 November 10-14	Media representation of dangerous girls and women; the construction of dangerous classes; case study: Karla Homolka and Kelly Ellard; Criminalized women and prisonization	<p>Criminalized Women and the Social Construction of “Dangerous” Girls</p> <p>Questions for this Class:</p> <p>In what way can the media be seen as the arm of the criminal justice system?</p> <p>What are some of the social or policy effects of the media focus on murders by girls?</p> <p>Explain the social construction of “dangerousness” as it affects women who are criminalized</p> <p>Required Readings:</p>

		<ul style="list-style-type: none"> • Introduction: (B. Schissel and C. Brooks). M&C. • Chapter 13: “The Social Construction of “Dangerous” Girls and Women” (K. Faith and Y. Jiwani). M&C. • Chapter 14: “Criminalized Women: Incarceration and Federal Prison Reform” (C. Brooks). M&C. <p>Lecture: “Criminalization of Women in Canada.”</p> <p>Website: Online Psychopathology Test (Based on Robert Hare's PCL-R) https://www.idrlabs.com/psychopathy/test.php</p> <p>Film: “Conviction” National Film Board of Canada. https://gem.cbc.ca/media/conviction/s01e01?cmp=DM_DOCS_FEED_GEMCARD_conviction</p> <p>Required Assignments due Sunday November 16 by 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz #9 (Covers Week 10) • November 15, 2025. Last day of course withdrawal.
Week 11 Nov. 17-21	Hegemonic Masculinity; theories of masculinity; male violence	<p>Men, Masculinity & Crime</p> <p>Questions for this Class:</p> <p>Why are prisons full of men rather than women? Why has criminology always been about men? Do young men grow out of crime? What can be done about male violence?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 15: Men, Masculinity & Crime” (D. H. Drake & R. Earle). M&C. • The Conversation: (2021). “Men are more likely to commit violent crimes. Why is this so and how do we change it?” https://theconversation.com/men-are-more-likely-to-commit-violent-crimes-why-is-this-so-and-how-do-we-change-it-157331 <p>Lecture: “Men, masculinity and crime”</p> <ul style="list-style-type: none"> • Film: Shigematsu, Setsu. Dir. (2012). Visions of Abolition: From Critical Resistance to a New Way of Life. https://www.visionsofabolition.org/ <p>Required Assignments due Sunday November 23 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz 10 (Covers Week 11)

		MODULE 5: YOUTH AND CRIME
Week 12 Nov. 24-28	The YCJA; the definition of youth violence, news media coverage of youth violence; social construction of 'dangerous' youth; Indigenous Youth and criminalization.	<p>A Criminal Justice History of Children and Youth in Canada</p> <p>Questions for this Class:</p> <p>What are some elements of modern youth culture in your community? In what ways are these elements 'criminalized' or at least seen to be expressions of deviant behaviour?</p> <p>Why do some young people become marginalized in our society? Who do these people tend to be, and why are their social characteristics important?</p> <p>If you were to set out to create a society, what role would you give to criminal law?</p> <p>If a society is structured so that almost all people born to a certain race (or races) or a certain class will never be able to enjoy the full benefits of that society, can the criminal law be based on equality?</p> <p>Is punishment effective in changing human behaviour in a positive way?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • “Introduction” (B. Schissel and C. Brooks). M&C. • Chapter 17: “Canadian Youth Violence” (J. Minaker and B. Hogaveen). M&C. • Chapter 18: “A Letter from Saskatchewan Youth Court” (K. Healey). M&C. <p>Lecture: “Canada's response to Youth Violence & Questioning the effectiveness of punishment.”</p> <p>Video: Van Buren, Deanna. April 13, 2018. “What would a world without prisons look like?” TedX. Youtube: https://www.ted.com/talks/deanna_van_buren_what_a_world_without_prisons_could_look_like?language=en</p> <p>Film: NFB. “Richard Cardinal: Cry from a Dairy of a Metis Child. NFB: https://www.nfb.ca/distribution/film/richard_cardinal</p> <p>Required Assignments due Sunday November 30 at 11:59 pm in Brightspace:</p> <ul style="list-style-type: none"> • Quiz 11 (Covers Week 12)

Week 13 Dec. 1-5	Review for Final Exam	Review for Final Exam. Final Exam Prep – Final Take Home Exam during Final Exam Period. The Final Exam period for the Fall Term is December 8-20, 2025
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