

Course Outline

COURSE: CRCJ 2200B - Contemporary Issues in Criminology

TERM: Winter 2026

PREREQUISITES: CRCJ 1000 and Second-year standing

CLASS: Day &
Time: 02:35 pm to 5:25 pm, Thursdays (in-person)
Room: Please check Carleton Central for current room location.

INSTRUCTOR: Jeffrey Bradley (he/him), PhD.
(CONTRACT)

TEACHING TBD (Information will be provided on Brightspace)
ASSISTANTS:

CONTACT: Office: DT1727, Dunton Tower
Office By appointment only (via Zoom or in-person)
*Email: jeffreybradley@cunet.carleton.ca

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/288490>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànìg Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng ejì ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.

Nigijeweninmànànìg 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. 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, and
- 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 & MATERIALS:

Students are not required to purchase textbooks or other learning materials for this course. All the required readings are available for free via ARES in Brightspace. Students will need to bring their own writing materials (pen and paper) to class.

EVALUATION

You must attempt each assignment listed below to pass this course. 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.

Assignment	Grade Value	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 (in class)	20%	March 12
Final Exam	30%	During the Formal Exam Period

1. Online Course Content Quizzes (10% of final grade) – Due every Wednesday, 11:59 pm on Brightspace

At the end of each week of course content there will be a short quiz. The quizzes will consist of around 5 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.

2. Class Participation (20%)

Attendance in this course is mandatory. Students are expected to attend class and participate in class discussions and group exercises. 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. If a student misses more than 2 class without appropriate explanation, the student is ineligible to receive a passing grade.

3. 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. Please submit assignments by taking a picture/scan to upload on Brightspace and hand in the physical copies to the professor at the end of class. All assignments must be completed to receive a passing grade. Further details and a grading rubric will be provided.

4. Exams (20% midterm is written in class, and 30% 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. The exam will be handwritten, and the use of any electronic devices – phones, tablets, computer/laptop, wristwatches, smart eyewear glasses (Meta and other) etc. – will be forbidden and monitored during the exam.

Please note: 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.

COURSE CALENDAR.

Note: The course schedule, including the readings, may change throughout the semester due to access issues, course progress and other reasons. Students will be informed of any such changes well in advance.

Week 1: January 8 – Crime and Criminalization

- i. Course Outline for CRCJ 2200A (Winter 2026),
- ii. Bertrand, M.-A., Mosher, J., & Brockman, J. (2010). Introduction. In J. Mosher & J. Brockman (Eds.), *Constructing Crime: Contemporary Processes of Criminalization* (pp. 1–16). University of British Columbia Press,¹ and
- iii. Farmer, L. (2024). Criminalization and decriminalization. In P. Caeiro, S. Gless, V. Mitsilegas, M. J. Costa, J. De Snaijer, & G. Theodorakakou (Eds.), *Elgar Encyclopedia of Crime and Criminal Justice*.

Week 2: January 15 – Racialization and Criminalization

- i. Murdocca, C. (2014). Racialization, criminalization, representation. In D. Brock, A. Glasbeek, & C. Murdocca (Eds.), *Criminalization, Representation, Regulation: Thinking Differently about Crime* (pp. 107–132). University of Toronto Press, and
- ii. Merry, S. (1998). The criminalization of everyday life. In A. Sarat (Ed.), *Everyday Practices and Trouble Cases* (pp. 14–40). Northwestern University Press.

Week 3: January 22 – Indigenous Worldviews of Justice and Green Criminology

- i. Corntassel, J. (2021). Indigenous laws on Indigenous lands: Land Back as community resurgence. *Rooted: An Indigenous Law Publication*, 1(2), 1–25, and

¹ Only 3 people can access this reading at the same time through ARES and the library. Do not keep the e-book open in your browsers – download the chapter/ section you need in PDF and then exit the e-book.

- ii. Nurse, A. (2017). Green criminology: Shining a critical lens on environmental harm. *Palgrave Communications*, 3(1), 10. <https://doi.org/10.1057/s41599-017-0007-2>.

Week 4: January 29 – Drugs: Decriminalization, Legal Regulation, Safe Supply & Involuntary Treatment

- i. Canadian Drug Policy Coalition. (2021, December 9). Decriminalization done right: A rights-based path for drug policy. *Canadian Drug Policy Coalition*. <https://www.drugpolicy.ca/decrim-done-right/>,
- ii. Mannoë, M. (2023, March 23). *Involuntary treatment: Criminalization by another name*. https://www.pivotallegal.org/involuntary_treatment_criminalization_by_another_name, and
- iii. Bahji, A., Leger, P., Nidumolu, A., Watts, B., Dama, S., Hamilton, A., & Tanguay, R. (2023). Effectiveness of involuntary treatment for individuals with substance use disorders: a systematic review. *Canadian Journal of Addiction*, 14(4), 6–18. <https://doi.org/10.1097/CXA.0000000000000188>.

Week 5: February 5 – Crime and Technology

- i. Karaian, L. (2024, March 24). Addressing deepfake porn doesn't require new criminal laws, which can restrict sexual fantasy and promote the prison system. *The Conversation*. <https://doi.org/10.64628/AAM.ts4jafmqf>, and
- ii. Colaguori, C. (2023). Scams, fraud, and cybercrime in a globalized society. In *Crime, Deviance, and Social Control in the 21st Century*. Canadian Scholars.

Week 6: February 12 – Policing/Surveillance Technologies

- i. Smith, G. J. D., 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. <https://doi.org/10.1093/bjc/azw096>, and

- ii. Brayne, S. (2017). Big data surveillance: The case of policing. *American Sociological Review*, 82(5), 977–1008. <https://doi.org/10.1177/0003122417725865>.

Week 7: February 19 – Reading Week (No Classes from February 16 to February 20)

Week 8: February 26 – Criminalization of Poverty and Gender

- i. Flynn, A., Hermer, J., Leblanc, C., MacDonald, S-A., Schwan, K., Van Wagner, E. 2022. *Overview of encampments across Canada: A right to housing approach*. The Office of the Federal Housing Advocate, and
- ii. Yarbrough, D. (2023). The carceral production of transgender poverty: How racialized gender policing deprives transgender women of housing and safety. *Punishment & Society*, 25(1), 141–161. <https://doi.org/10.1177/14624745211017818>.

Week 9: March 5 – Crimes of the Powerful

- i. Rothe, D. L., & Friedrichs, D. O. (2018). Crimes of the powerful: An agenda for a twenty-first-century criminology. In W. S. DeKeseredy & M. Dragiewicz (Eds.), *Routledge Handbook of Critical Criminology* (2nd ed., pp. 180–189). Routledge, and
- ii. Buckley, M. (2020). Mapping wage theft in the informal economy: Employment standards violations in residential construction and renovations. *Relations Industrielles / Industrial Relations*, 75(3), 502–525.

Week 10: March 12 – Mid-term Exam

Week 11: March 19 – Race, Gender, and the Carceral State

- i. Maynard, R. (2017). Misogynoir in Canada: Punitive state practices and the devaluation of Black women and gender-oppressed people. In *Policing Black Lives: State Violence in Canada from Slavery to the Present* (pp. 128–156). Fernwood Publishing, and
- ii. McGuire, M. M., & Murdoch, D. J. (2022). (In)-justice: An exploration of the dehumanization, victimization, criminalization, and over-incarceration of Indigenous

women in Canada. *Punishment & Society*, 24(4), 529–550.

<https://doi.org/10.1177/14624745211001685>.

Week 12: March 26 – Oversight, Punishment & Use of Force

- i. Sarah Speight, Alexander McClelland. (November 2022). *Ontario deaths in custody on the rise*. Tracking (In)Justice.
- ii. Taylor, N. E., Albright, J., Brunk, T., Ellis, S., Jennings, L., Kouyoumdjian, F., Pallandi, D., Roslyn, C., Stewart, N., & Larocque, R. (2023). *An obligation to prevent: Report from the Ontario Chief Coroner's expert panel on deaths in custody*. Government of Ontario. <http://www.ontario.ca/document/obligation-prevent-report-ontario-chief-coroners-expert-panel-deaths-custody>, and
- iii. Crosby, A., McClelland, A., Sharpe, T. L., Maeder, E., Stinson, C., Wortley, K. S., Graham, K., Khan, R. F., & Lin, Z. (2025). Tracking (In)Justice: Documenting fatal encounters with police in Canada. *Canadian Journal of Law and Society / La Revue Canadienne Droit et Société*, 40(1), 23–47. <https://doi.org/10.1017/cls.2025.1>.

Week 13: April 2 – Exam Preparations and Course Review (attendance is mandatory for this lecture)

COURSE SPECIFIC POLICIES

1. What to Expect from Your Teaching Team

Students can expect the instructor and Teaching Assistants (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 slides, which will be provided on Brightspace at the instructor's discretion. Each weekly course

lecture will also provide time to discuss course assignments and expectations.

Students should also expect regular emails from their instructor for updates and other important information about the course assignments, office hour changes, readings etc.

Check your Carleton email (cmail) inbox everyday!

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” on Brightspace, so we can connect and discuss the material and ideas together

2. What We Expect from the 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 1-3 hours per week. Students should also allocate another 3 hours per week to participate in the weekly lecture and come prepared to engage in discussions. 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.

3. “Ask Your Teaching Team” Forum on Brightspace

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).

4. Late Submission Policy

Sometimes life throws us a curveball. However, under almost all circumstances, course 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 instructor, no late assignments will be accepted, and the assignment will be graded 0 or F. Reasons such as travel, jobs, data backup issues, or any misreading of the assignment and examination timetable are not acceptable.

5. Grade Review

If you wish to appeal your grade for an assignment or exam, please write a detailed email to the instructor and include specific comments in support of your request. To have your grade re-evaluated, you must demonstrate, with the help of the relevant grading rubric, an oversight on part of the TA who graded your work. A grade review can result in a higher or lower grade than the one you originally received. The grade assigned by your course instructor after the grade review process will be final, even if the grade is lower than the one you received from the TA who graded your work. Every grade review request must be submitted within 7 days from the date of publishing the grades on Brightspace.

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.

6. 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 professional 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:

- Check the “Ask Your Teaching Team Forum” in Brightspace to see if the question has already been answered.

- 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.
- 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:
 - i. Course number (CRCJ 2200B) – include this info in the subject heading of the email.
 - ii. Student's full name and student number.
 - iii. 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 2-4 days for the teaching team to respond to your email. Please be patient, and do not send more than one email for the same issue.

7. Artificial Intelligence (A.I.) Use

The use of AI has been demonstrated to limit the development of critical thinking skills – skills which this class is oriented on developing.² 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! Any use of generative or proofreading A.I. software is prohibited for this course. Examples of A.I. software include ChatGPT, Google Gemini, Quillbot, Grammarly, Notion, Microsoft Copilot etc. If you are suspected of using any such A.I. tools, you will have to prove that your assignments did not involve A.I. use.

² 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/>

Using these tools for the course will also result in an academic integrity violation enquiry. To dispute any accusations of A.I. use, you are advised to keep records of the research and the detailed note-taking you did for the assignments.

8. Offences of Conduct

Any inappropriate behavior via email or in-person with your course instructor or TAs will result in your being reported to the Chair of the Institute of Criminology and Criminal Justice. Your course instructor and TA are part-time employees of Carleton University and are not required to put up with any offensive conduct from a student. Please consult Section 10.2 of the university's policy on this subject:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/>.

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, Grammarly AI etc.);

- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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/>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>