

Carleton University

**Institute of Criminology & Criminal
Justice**

Course Outline

CRCJ 1000A- SPRING 2022

INTRODUCTION TO CRIMINOLOGY AND CRIMINAL JUSTICE

Instructor: Ellen Faulkner, PhD.

Email: Ellen.Faulkner@Carleton.ca

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

Class Location: Azrieli Theatre 301

Office hours: MW: after class or by appointment

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.

Academic Accommodation

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

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable

accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

COURSE DESCRIPTION

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**, will explore explanations of crime by examining the various criminological theories used to explain crime. 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

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.(MC)

Where to purchase the textbook: <https://shop.octopusbooks.ca/CRCJ1000B>

Student FAQ: octopusbooks.ca/students

E-book available through Campus Ebookstore as an ebook (webpdf):

<https://www.campusebookstore.com/EBooks/Book.aspx?ID=9701781>

Additional supplementary readings will be made available on Brightspace.

COURSE ORGANIZATION

- This course is offered in-person.
- Lectures will be given in class on Mondays and Wednesdays.

- 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 PPT content AND the textbook/ readings. Therefore, students are strongly encouraged to keep up with the readings and lectures each week.

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 powerpoint and textbook material.

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

1. WEEKLY ON-LINE QUIZZES (20%)

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 11:59PM** 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. DISCUSSION FORUM PARTICIPATION POST AND REPLY (15%)

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).

The class will be divided into groups, and you will participate in the group discussion to which you have been assigned. Discussions will open on **Mondays at 1:00 AM** and close on that **Sunday at 11:59PM**.

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)

The exam will open on **Monday, May 30 at 1:00 AM and close Sunday June 5 at 11:59PM**

Please note: Once you open it, you have 3 hours to complete it. You can only attempt writing the exam once. Accommodations will be made for students registered with PMC to receive extra time. Includes: multiple choice and true/false questions and short-medium essay answer questions.

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%)

The final take home exam will take place during the final exam period, June 20-26, 2022. 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 early summer will be June 20-26, 2022. 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

STATEMENT ON PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to: any submission prepared in whole or in part, by someone else; using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or

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

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

INTELLECTUAL PROPERTY

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

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).

COURSE INFORMATION

In-Person Class: This course will be delivered in the classroom where we can interact as a group to engage in respectful discussion and co-learning. It is my hope that we can all work together to create a respectful and valuable learning experience.

What students can expect from the Instructor: This is an in-person course, which means that all required material will be made available in class and resources will also be posted or linked to the course website each class. Students may meet with the instructor weekly to participate in the class lecture and discussion to ask questions during class time. The course features five modules, and each module will be introduced with an in-class lecture and other resources such as videos and films. Students can expect a weekly message from their instructor regarding course assignments and deadlines in class and on the discussion board of the course website. Your instructor is available after class during office hours and by appointment, and I can be contacted by email. The primary mode of engagement with the course material, however, should be via the classroom where we can connect and discuss the material and ideas together.

This course is subject to change: Any changes will be communicated in class and online.

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, view the lecture, to engage with other posted media, and to complete the class quiz; this should take approximately 3 hours per class. Some classes will involve more work, and should be allocated time accordingly: preparing the discussion forums should be estimated at a maximum of 1 hour each; the online exams are more variable, but I recommend that you budget enough time to review and study the material and to write the exams.

Late Assignments:

A Penalty of 10% 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. Extensions will only be granted in cases of documented illness or other serious problem. 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.

Email policy: Please engage with the instructor 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. Please also bring your questions to class on a weekly basis.

If your question or issue is not addressed in the course materials, and if your question is not of a private or personal matter, you are strongly encouraged to ask your question in class so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (CRCJ 1000A) 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 to assist you.

During the week it may take up to 48-hours for the professor to respond to your email.

The course instructor does not respond to emails over the weekend. Please plan accordingly. If you send the course instructor 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 also feel free to post 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).

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

<https://library.carleton.ca/research/subject-guides/criminology-and-criminal-justice-detailed-guide>

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. Given this is a 12-week course condensed into a two month summer course we are covering two weeks' worth of material every 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 sooner rather than later. I am here to help you learn.

COURSE SCHEDULE:

DATES	Topics	Readings and Assignments
		MODULE 1: THEORIZING CRIME
<p>Class 1 Monday May 9, 2022</p>	<p>Introduction to course; Orthodox Criminology and Consensus theories of crime. Classical theories, biological and psychological positivism, sociological theories, social disorganization theories.</p>	<p>Orthodox Criminology & Consensus Theories of Crime</p> <p>Questions for this Class:</p> <p>What are the basic presumptions of a consensus model of crime and justice?</p> <p>How is classical criminology incorporated into our justice system?</p> <p>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"> • Chapter 1: Introduction (Carolyn Brooks and Bernard Schissel) • Chapter 2: Consensus Theories of Crime (Bernard Schissel). <p>Instructor Lecture: Introduction & 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, May 15 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz 1 (Covers Class 1)

<p>Class 2 Wednesday May 11, 2022</p>	<p>Pluralist Theories: Theories of Interaction, labelling theory, Phenomenology and Ethnomethodology Integrated Theories, Power and Control Theory; Postmodern Theories,</p>	<p>Pluralist Theories of Crime</p> <p>Questions for this Class:</p> <p>What key insights does labelling theory provide to illuminate our understanding of deviance?</p> <p>What role do negative social reactions play in the formation of secondary deviance?</p> <p>How do structural pluralist theories attempt to advance our understanding of deviance, crime and criminality. How well do they succeed?</p> <p>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?</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Chapter 3: Pluralist Theories in Criminology (Lauren Eisler). <p>Instructor Lecture: “Pluralist Theories in Criminology.”</p> <p>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</p> <p>Film: CBC Docs: Nipawistamasowin: We Will Stand Up: Colton Boushie. Youtube: https://www.youtube.com/watch?v=W2votrF717I</p> <p>Required Assignments due by Sunday, May 15 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz #2 (Covers Class 2) . • Discussion Forum #1. (See Discussion Forum for Instructions)
<p>Class 3 Monday May 16, 2022</p>	<p>Critical criminology, Marxist Criminology, Hegemony, Critical Race Theory, Abolitionism, Post-structuralism, Postmodernism, Governmentality, Feminist Criminology, Gender and Sex in Criminology, Criminalization of women.</p>	<p>Critical Criminology</p> <p>Questions for this Class:</p> <p>What is the difference between consensus orthodox theories that attempt to explain criminal behaviour as an event and critical criminological theories 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 (Carolyn Brooks). Chapter 5: “The Sex Question in Criminology” (Elizabeth Comack). <p>Instructor Lecture: Critical Criminology and the Sex Question in Criminology</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, May 22 by 11:59 pm:</p> <ul style="list-style-type: none"> Quiz #3 (Covers Class 3)
Class 4 Wednesday May 18, 2022	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 (Carolyn Brooks and Bernard Schissel). 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: NFB. 2015. The Sex Trade. (Documentary). https://www.nfb.ca/film/sex_trade/</p> <p>Required Assignments due by Sunday, Sunday May 22 by 11:59 pm:</p> <ul style="list-style-type: none"> Quiz 4 (Covers Class 4)
MONDAY MAY 23, 2022	No Class	UNIVERSITY CLOSED FOR VICTORIA DAY
		MODULE 2: CLASS AND CRIME

<p>Class 5 Wednesday May 25, 2022</p>	<p>Criminalization of poverty and groups targetted by the state; Case Study, 'Welfare Fraud and Tax Evaders'</p>	<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 (Janet Mosher) • 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, May 29 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz 5 (Covers Class 5) • Discussion Forum #2 Due (See instructions in Brightspace)
<p>Class 6: Monday May 30, 2022</p>	<p>Class, Inequality, criminalization, and lack of focus on corporate crime</p>	<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,</p>

		<p>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 (Wei Wang and Hongming Cheng). • Chapter 9: Imprisonment: Penal Excess and Economic Inequality (Carolyn Brooks). • 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 June 5 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz 6 (Covers Class 6) • Mid-Term Exam Opens Monday May 29 at 1 a.m. and Closes Sunday June 5 at 11:59 p.m.
		<p>MODULE 3: RACE AND CRIME</p>
<p>Class 7 Wednesday June 1, 2022</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)

		<ul style="list-style-type: none"> • Chapter 10: You Really Have to Look at Poverty: Colonialism, Resistance, and Aboriginal Street Gangs (Elizabeth Comack, Lawrence Deane, Larry Morrisette, and Jim Silver) • 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 June 5 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz #7 (Covers Class 7).
<p>Class 8 Monday, June 6, 2022</p>	<p>Racialization and criminalization, racial profiling, conceptions of terrorism and crime and war.</p>	<p>Criminalizing Race</p> <p>Questions for this Class:</p> <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 ore 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 (Wendy Chan). • Chapter 12: Terrorism: Crime or War? (Robert Diab) <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 June 12 at 11:59 pm:</p> <p>Quiz #8 (Covers Class 8)</p> <p>Discussion #3. (See Discussion Forum for instructions)</p>
		MODULE 4: GENDER AND CRIME'
<p>Class 9: June 8, 2022</p>	<p>Media representation of dangerous girls and women; the construction of dangerous classes; case study: Karla Homolka and Kelly Ellard; Criminalized women and prisonization</p>	<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: (Bernard Schissel and Carolyn Brooks). • Chapter 13: “The Social Construction of “Dangerous” Girls and Women” (Karlene Faith and Yasmin Jiwani) • Chapter 14: “Criminalized Women: Incarceration and Federal Prison Reform” (Carolyn Brooks). <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 June 12 by 11:59 pm:</p> <p>Quiz #9 (Covers Class 9)</p>
<p>Class 10: Monday June 13, 2022</p>	<p>Hegemonic Masculinity; theories of masculinity; male violence</p>	<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” (Deborah H. Drake & Rod Earle). • 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 June 19 by 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz 10 (Covers Class 10) • Discussion #4. (See Discussion Forum for Instructions)
		<p>MODULE 5: YOUTH AND CRIME</p>
<p>Class 11 June 15, 2022</p>		<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” (Bernard Schissel and Carolyn Brooks) • Chapter 17: “Canadian Youth Violence” (Joanne Minaker and Bryan Hogaveen).

		<ul style="list-style-type: none"> • Chapter 18: “A Letter from Saskatchewan Youth Court” (Kearney Healey) <p>Lecture: “Canada's response to Youth Violence & Questioning the effectiveness of punishment.”</p> <p>Final Exam Prep – Final Take Home Exam Opens June 17 at 1 a.m. - Due June 26 at 11:59 p.m.</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 June 19 at 11:59 pm:</p> <ul style="list-style-type: none"> • Quiz 11 (Covers Class 11)
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------