

Course Outline

COURSE:	CRCJ 1000A Introduction to Criminology & Criminal Justice
TERM:	Fall 2021
PREREQUISITES:	NA
CLASS:	Day & Time: Tuesdays 11:35am-1:25pm (lectures are asynchronous; participation workshop and tutorials are synchronous)
INSTRUCTOR:	Dr. Madalena Santos (she/her)
TEACHING ASSISTANTS:	TBA
PASS FACILITATOR:	TBA
CONTACT:	Office Hrs: Weekdays, by phone or online on an appointment basis Email: madalenasantos@cunet.carleton.ca

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 [click here](#).

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. For more details [click here](#).

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

Crime is one of the most contentious social issues in the world today. Public debates, political campaigns, media reports, and family discussions circulate around questions of crime rates, the nature of punishment, and the role of police, residents, courts, communities, victims, etc. But what exactly is a crime? Who decides on categories of crime, the enforcement of criminal laws, the rules of a courtroom, prison policies, or correctional programs targeting those convicted of crimes? How can theoretical perspectives help explain crime and criminal justice? How do social issues become criminalized and how have societies – Canada in particular – approached fundamental questions of innocence, guilt, punishment, and justice? Questions about the intersection of crime and society, such as these, are at the heart of contemporary criminological debates. This course will serve as an introduction to key topics and theories in criminology; exploring intellectual histories of criminological thought, from its emergence as a particular disciplinary undertaking, to its application across a spectrum of social issues in Canada.

During the course, students will examine fundamental aspects of the emergence of criminology as an academic discipline, numerous theories around crime and criminality, and several key issues related to contemporary criminal justice. We will learn various ways to define and conceptualize ‘crimes,’ the basic structures of Canada’s criminal justice system, theories of punishment, studies of policing and police work, the centrality of crime statistics to our social understanding of criminality, as well as discussing diverse frameworks associated with criminological research. Overall, students in the course should be prepared for a detailed introduction to the field of criminology and a willingness to constructively engage with numerous issues related to Canada’s criminal justice system.

OBJECTIVES

The objective of the class is to familiarize students with the basic tenets of criminological thought and the criminal justice system while demonstrating an ability to apply this knowledge to contemporary issues. By the end of the course, students should be comfortable discussing and writing about an array of issues/concepts related to criminology and criminal justice.

COURSE ORGANIZATION

- ~ This course is offered fully on-line.
- ~ A narrated PowerPoint Presentation (PPT) will be made available on Brightspace before every class. Each PPT will correspond with the assigned readings for that day.
- ~ For each class, students will be required to do the corresponding readings and screen the films listed (see schedule below).
- ~ Students will be required to participate in synchronous online tutorials from weeks 2-10.
- ~ Students will be required to participate in two online workshops on academic integrity and academic reading offered through the Centre for Student Academic Support (CSAS).
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

LEARNING OUTCOMES

- ~ Acquire knowledge concerning the historical evolution of criminological thought;
- ~ Demonstrate a general understanding of organizations and mechanisms of the criminal justice system in Canada;
- ~ Become familiar with the various theories, frameworks, schools, and paradigms for understanding crime and society;

- ~ Gain a basic understanding of the connection between historical and ongoing settler colonialism, slavery, racism and conceptualizations of crime;
- ~ Understand criminalization processes and marginalized groups become criminalized;
- ~ Obtain a general knowledge of themes related to the penal regime;
- ~ Be comfortable discussing a number of contemporary criminological issues; and
- ~ Show an ability to critically analyze issues of crime and society from an academically-informed position.

REQUIRED TEXTS

- ~ Boyd, Neil. (ed.) 2019. *Understanding Crime in Canada*, 2nd edition. Toronto: Emond. Available through Octopus Books at 116 Third Avenue, Ottawa, Ontario. Available at <https://shop.octopusbooks.ca/CRCJ1000>
- ~ Ebook available at <https://emond.ca/>
- ~ Additional course readings will be made available through the Ares link on Brightspace. For a full list see the reading schedule provided below.

OTHER REQUIREMENTS

There are **four documentaries** that you **must watch** throughout the term listed in the schedule below. The links will be available through Ares.

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.

2. Attend your online tutorials.

Students who attend online tutorials and participate in discussions and activities have a greater likelihood of doing better in the course than those who do not attend, or who attend but do not engage. Your TAs are here to assist you to succeed.

3. Participate in the PASS program.

PASS provides a welcoming and supportive space where you can review core concepts, work through difficult problems, and ask the questions you did not have a chance to ask in tutorials. It is different from tutorials as its a relaxed, informal environment, where students are not being graded or judged in any way.

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

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.

5. If you are having trouble understanding the material in the course, contact your TA or Professor sooner rather than later. We are here to help you learn.

POLICIES**1. Contact with Professor**

I will be available for consultation with students online or by phone during weekdays. Please e-mail me at madalenasantos@cunet.carleton.ca to set up an appointment.

2. E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If there is a matter that you should know about regarding the course, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-5:00pm on weekdays.**

3. Late Assignments & Missed Quizzes

Late submissions and missed quizzes are not encouraged, although exceptions are made for illness or other challenging situations. Please contact me as quickly as possible should you require accommodation on deadlines. Each day of late submission without an arranged extension results in a penalty of 1 percentage point per day cumulative.

4. Clarification Station

Use this option on Brightspace to ask questions about the course, assignments, readings, and the like. In addition to saving time, this will enable other students to benefit from my responses to your questions.

EVALUATION

<u>EVALUATION</u>		DUE
A. Weekly Quizzes (5 total - 3 best grades)	30%	Online before next class
B. Online Workshops	5%	Submit Record of Completion by 11:59 pm on Oct 31
C. Online Tutorial Participation	10%	Weeks 2-11
D. Case Study	15%	Online by 11:59 pm on Friday, October 15
E. Critical Reading Assignment	15%	Online by 11:59 pm on Friday, November 26
F. Final Take Home Exam	25%	December 17 by 11:59pm

A- Weekly quizzes 30%(3x10) - Due online by start of next class

There will be 5 quizzes over the course of the term running from weeks 2-11. The quizzes will help you to keep up to date with your readings and lecture material while also helping you to become familiar with the course content. Each quiz will be made available at the end of the last tutorial when scheduled (see below) and will close by the start of the following lecture. For example, the first quiz will be available at 3:30pm on September 21 and will close at 11:30 am on September 28. Within this time, you may decide when to complete the 15-question quiz. Once you start the quiz, you will have 20 minutes to complete it. Feedback for the quizzes will be available when the quiz closes for all students.

Although there are 5 quizzes in total, only your best 3 quiz grades will count toward the total. Since only your best grades count and these quizzes will help you to retain the information you read and listen to, it is a good idea to complete all the quizzes.

B- Online Workshops: Academic Integrity and Academic Reading 5% (2x2.5) - Record of Completion must be submitted online by 11:59 pm on October 31, 2021

As part of the Incentive Program offered through the Centre for Student Academic Support (CSAS), these online workshops will help you to learn important skills which will benefit you throughout your academic career. The workshop on academic integrity will provide useful tips and strategies on how to cite information properly and avoid plagiarism. The workshop on academic reading will assist you in understanding how to read through texts that present complex arguments and engage in theoretical and conceptual discussions which you may not be familiar with. Each successfully

complete workshop is worth 2.5%

You may complete the workshops in whichever order you choose anytime between September 9 and October 31, 2021. To receive a grade for each workshop all workshop components must be completed, and your **Record of Completion PDF must be submitted to the assignment submission box on Brightspace by 11:59 pm on October 31.**

IMPORTANT: For your attendance to be captured, you must complete all workshop components and achieve 100% on the final assessment. Once you achieve 100% on the final assessment, you will receive a Record of Completion award from Brightspace. Download the Record of Completion PDF for each applicable workshop and submit them to the assignment submission box within CRCJ 1000A. For more information about workshop attendance and submitting the Records of Completion, please visit the [Incentive Program Policies](#) website.

To access the online workshops, please self-enrol on the CSAS [Online Resources](#) page. For additional questions, please contact the Centre for Student Academic Support at csas@carleton.ca.

C – Online tutorial participation 10% - Weeks 2-11

This grade will be based on your participation in tutorial activities throughout the term. Activities will include questions on course content, preparation for course assignments, Q&A on required documentaries screened, and discussion sessions.

D – Case Study 15% - Due online Friday, October 15 by 11:59 pm (week 5)

This case study will be based on the film *Two Worlds Colliding* directed by Tasha Hubbard. The questions for this assignment are found on the assignment sheet and grading rubric. Read through the assignment sheet first with the questions below in mind while you watch *the film*. Make notes as you watch and then answer the questions. Do not just summarize. You must identify key issues and problems, outline and assess alternative courses of action, and draw appropriate conclusions. This assignment should be 750 to 1,000 words in length (3-4 pages double-spaced).

E - Critical Reading Assignment 15% - Due online Friday, November 26 by 11:59 pm (week 10)

This critical reading assignment will be based on Michael J. Coyle and David Scott's "Introduction: The six hues of penal abolitionism". The questions that you need to answer for this assignment are outlined in the grading rubric and are designed to help you improve your critical reading skills, demonstrate your ability to understand academic literature, and provide you with an opportunity to improve your writing skills. Assistance for understanding the material and questions asked will be provided in your tutorial, **but it is strongly suggested that you begin the assignment early**. This assignment should be 750 to 1,000 words in length (3-4 pages double-spaced).

E – Final Take-home Examination 25% - Due on December 17 by 11:59 pm

The final take-home exam will be available online on the last day of class. It is due at the end of the day on December 17. The take-home will include a series of short answer questions based on the content of all course material. You will have a choice as to which questions you may answer. More information will be provided later in the term.

Deferral applications for final exams must be completed through the Registrar's Office. For more information, please see <https://carleton.ca/registrar/special-requests/online-deferral-application/>

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.

OTHER CONCERNS

September 30, 2021 is the last day to withdraw from fall term and fall portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

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).

SCHEDULE	
<i>Please note that occasionally the lecture schedule may vary slightly from the course outline</i>	
Date and Topic	Important information
Week 1: September 14 - Introduction to CRCJ 1000	
<i>Review of course objectives and important timelines; Introductory remarks on criminology and the criminal justice system.</i>	<p>Required reading: Boyd, Neil (2019). "Chapter 1: What is Criminology" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 7-22.</p> <p>No Tutorial</p>
Week 2: September 21- What is crime? What is criminology? Criminological Emergence	
<i>Crime as an object of study; Origins of criminology; Criminalization processes; Definitions of crime and deviance.</i>	<p>Required reading: Rafter, Nicole (2011). "Origins of Criminology" in <i>What is criminology?</i> Mary Bosworth and Carolyn Holye (eds). Oxford ; New York : Oxford University Press, pp 143-154.</p> <p>Other resources: The Harm Principle. https://www.learnliberty.org/videos/the-harm-principle/</p> <p>Little, Betty (2019, August 8) "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>Tutorial 1</p> <p>Quiz 1 opens at 3:30 pm - closes at 11:30 am before next class</p>
Week 3: September 28 - Media, Morality, and an Introduction to the Criminal Justice System	
<i>Media effects and active audience; 'Problem frames'; Moral panics; Construction of social identities; Emergence of criminal law and criminal justice system; functions of criminal law; definition of crime in Canada; Actus reus and mens rea; prosecutorial processes and criminal defences; the Charter of Rights and Freedoms</i>	<p>Required reading: Steeves, Valerie and Trevor Scott Milford (2019). "Chapter 2: The Media Shaping our Understanding of Crime" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 25-40.</p> <p>Jones, Craig (2019). "Chapter 3: Criminal Law in Canada" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 41-62.</p> <p>Other resources: Pandemic, race and moral panic https://othersociologist.com/2020/07/05/pandemic-race-and-moral-panic/</p>

	<p>Policing the Pandemic Mapping Project https://www.policingthepandemic.ca/</p> <p>Tutorial 2</p>
<p>Week 4: October 5 - Crime Statistics and Victimology</p>	
<p><i>Statistics and governance; Perspectives on measuring crime; Official crime data; Court statistics; Victimization and Self-Report Surveys; Victimology</i></p>	<p>Required reading: Morden, Hilary Kim and Ted Palys (2019). "Chapter 4: Measuring Crime" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 67-89.</p> <p>Moreau, Greg, Brianna Jaffray and Amelia Armstrong. (2020). Police-Reported Crime Statistics in Canada, 2019, Juristat. Catalogue no.85 - 002 - X., Canadian Centre for Justice Statistics, [online: https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2020001/article/00010-eng.pdf?st=79VagpHF], pp. 3-12, textbox 3 pp. 14-15, chart 12 p. 19, and key terminology and definitions, and survey description pp. 33-35.</p> <p>Scott, Hannah (2019). "Chapter 5: Victims of Crime" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 97-114.</p> <p>Other resources: Statistics Canada (2020, September 1). "Police-reported crime incidents down during the early months of the pandemic". <i>The Daily</i>. https://www150.statcan.gc.ca/n1/daily-quotidien/200901/dq200901a-eng.htm</p> <p>Tunney, Catherine (2020, July 15). "Statistics Canada to start collecting race-based crime data". https://www.cbc.ca/news/politics/statistics-canada-race-data-police-1.5650273</p> <p>Crenshaw, Kimberlé (2016). "The urgency of intersectionality". https://www.youtube.com/watch?v=akOe5-UsQ2o&ab_channel=TED</p> <p>Tutorial 3</p> <p>Quiz 2 opens at 3:30 pm - closes at 11:30 am before next class</p>
<p>Week 5: October 12 - Introduction to Policing Studies</p>	
<p><i>History of policing in Canada; NWMP (RCMP); anglo-American policing tradition; settler colonialism and policing; Structural and systemic racism in policing. Social, legal, and political issues of racialized policing.</i></p>	<p>Required reading: Forcese, Dennis (1999). "Origins and Comparisons" in <i>Policing Canadian Society</i>, pp. 11-39.</p> <p>Gouldhawke, M. (2020, March 10). "A Concise Chronology of Canada's Colonial Cops" https://mgouldhawke.wordpress.com/2020/03/05/colonial-</p>

	<p>cops/</p> <p>Film: Hubbard, Tasha. Dir. (2004). <i>Two Worlds Colliding</i>. National Film Board of Canada. 49.03 min.</p> <p>Other resources: Maynard, Robyn. (2017). "Arrested (In)justice: From the Streets to the Prison" in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, Chapter 3, pp. 83-115.</p> <p>Walby, Kevin and Brendan Roziere (2018, January 25). "Rise of the SWAT team: Routine police work in Canada is now militarized". <i>Macleans</i>. http://www.macleans.ca/society/rise-of-the-swat-team-routine-police-work-in-canada-is-now-militarized/</p> <p>Tutorial 4</p> <p>Case Study due online by 11:59pm on Friday, October 15</p>
<p>Week 6: October 19 - Punishment, Penology, and the Prison</p>	
<p><i>The right to punish; rationalities of punishment and rehabilitation; deterrence theories; sociologies of punishment; history of the prison; penal populism; panopticism; anti-Black racism and the state</i></p>	<p>Required reading: Newburn, Tim (2007). "Penology and Punishment" in <i>Criminology</i>. Cullompton: Willan Publishing, Chapter 22, pp. 516-538.</p> <p>Maynard, Robyn (2017). "Devaluing Black Life, Demonizing Black Bodies: Anti-Blackness from Slavery to Segregation" in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, Chapter 1, pp. 17-49.</p> <p>Film: Officer, Charles. Dir. (2017). <i>The Skin We're In</i>. Firsthand Docs Canadian Broadcasting Corporation-TV.</p> <p>Tutorial 5</p> <p>Quiz 3 opens at 3:30 pm - closes at 11:30 am before next class</p>
<p>Fall Reading Week: October 25 - October 29</p>	
<p>Week 7: November 2 - Crime Theories I: Crime Theories Overview, and Biological Theories</p>	
<p><i>Introduction to mainstream Crime Theories</i></p> <p><i>Biological Theories: twin and family studies; Eugenics theories;</i></p>	<p>Required reading: Cartwright, Barry and Jon Heidt and Neil Boyd (2019). "Chapter 6: Theories of Crime: A brief introduction" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 119-139.</p>

<p><i>biocriminology and genetics; brain injuries</i></p>	<p>Anderson, Gail (2019). "Chapter 7: Biological Approaches" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 143-160.</p> <p>Other resources: Eugenics Archive http://eugenicsarchive.ca/discover/connections/5233c9085c2ec50000000093</p> <p>Indigenous women still forced, coerced into sterilization: Senate report https://globalnews.ca/news/7920118/indigenous-women-sterilization-senate-report/</p> <p>Tutorial 6</p>
<p>Week 8: November 9 - Crime theories II: Psychological, and Crime Choice Theories</p>	
<p><i>Psychological theories: Psychological positivism; psychoanalysis; personality theories; learning theories</i></p> <p><i>Crime Choice theories: rational actor theories; Crime 'scripts'; Routine Activity Theory; Crime opportunity theory; Crime prevention policies</i></p>	<p>Required reading: Heidt, Jonathan (2019). "Chapter 8: Psychological Approaches" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 163-186.</p> <p>Farrell, Graham and Tarah Hodgkinson (2019). "Chapter 12: Crime Choice Theory" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 259-280.</p> <p>Other resources: Online Psychopathy Test (based on Dr. Robert Hare's PCL-R) https://www.idrlabs.com/psychopathy/test.php</p> <p>Tutorial 7</p> <p>Quiz 4 opens at 3:30 pm - closes at 11:30 am before next class</p>
<p>Week 9: November 16 - Crime Theories III: Sociological Theories</p>	
<p><i>Development of sociological criminology; Durkheim: anomie and strain theories; Control theory; The Chicago School; Differential association; Subcultural theories; Labelling theory and stigmatization.</i></p>	<p>Required reading: Cartwright, Barry (2019). "Chapter 9: Sociological Approaches" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 191-212.</p> <p>Tutorial 8</p>
<p>Week 10: November 23 - Crime Theories IV: Critical Criminology, Feminism, and Penal abolitionism</p>	
<p><i>Critical criminology; Anarchism; Marxism and neo-Marxism; Critical Race Theory; Post-Colonialism; Post-</i></p>	<p>Required reading: Shantz, Jeff (2019). "Chapter 11: Critical Criminology" in <i>Understanding Crime in Canada</i>, Neil Boyd (ed), pp. 239-256.</p>

<p><i>structuralism; Feminist perspectives; Penal abolitionism</i></p>	<p>Kramer, Kirsten (2011). "Chapter 7: Feminist Contributions to Criminology," <i>Criminology: Critical Canadian Perspectives</i>, pp. 117-143.</p> <p>Coyle, Michael J., & Scott, David (Eds) (2021). "Introduction: The six hues of penal abolitionism," In <i>The Routledge International Handbook of Penal Abolition</i>, pp. 1-12.</p> <p>Film: Shigematsu, Setsu. Dir. (2012). <i>Visions of Abolition: From Critical Resistance to a New Way of Life</i>.</p> <p>Other resources: The Criminalization and Punishment Education Project https://cp-ep.org/</p> <p>Tutorial 9</p> <p>Critical Reading due Friday, November 26 by 11:59pm</p>
<p>Week 11: November 30 Indigenous Peoples and Criminal Injustice System</p>	
	<p>Required reading: National Inquiry into Murdered and Missing Indigenous Women and Girls (2019). "Confronting Oppression – Right to Justice" in <i>Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a</i>, pp. 621-647.</p> <p>Film: Koenig, Wolf, Alanis Obomsawin, and Colin Neale (2009). <i>Kanehsatake 270 Years of Resistance</i>. Montreal: National Film Board of Canada.</p> <p>Other resources: Chartrand, Vicki (2019). "Unsettled Times: Indigenous Incarceration and the Links Between Colonialism and the Penitentiary in Canada". <i>Canadian Journal of Criminology and Criminal Justice</i>, 61(3), 67-89.</p> <p>Tutorial 10 - Last tutorial</p> <p>Quiz 5 opens at 3:30 pm - closes at 11:30 am before next class</p>
<p>Week 12: December 7</p>	<p>Take home available</p> <p>Due December 17 at 11:59 pm</p>

End of term. Congratulations and enjoy your winter break!