

Course Outline

<u>Course</u>	CRCJ 1000-A
<u>Term</u>	Fall 2022
<u>Class</u>	Day & Time: Thursday 8:35 am - 10:25 am Room: Please check Carleton Central for current room location.
<u>Instructor</u>	Alexander McClelland, Ph.D.
<u>Contact</u>	Office: 1714 Dunton Tower Office Hrs: Thursday 1:00pm – 2:00pm Email: alexander.mcclelland@carleton.ca

Teaching assistants

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Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/143943>

COURSE DESCRIPTION

What exactly is crime? And how do we study it? Who decides what constitutes a crime, and how do we determine the enforcement of criminal laws, the rules of a courtroom, prison policies, or correctional programs targeting those convicted of crimes? How can theories and empirical research help explain how we come to understand crime, and how society chooses to administer criminal justice? How do certain social issues come to criminalized over time, and has Canadian society approached fundamental questions of innocence, guilt, punishment, and justice? These questions are at the heart of understanding criminology and criminal justice and will be at the center of this introductory course.

This foundational course will serve as an introduction to key topics and theories in criminology and will explore the intellectual histories of criminological thought, from its emergence as a particular interdisciplinary and multidisciplinary undertaking, to its application across a spectrum of social issues in Canada. Throughout the course, students will examine the emergence of criminology as an academic field of study, including numerous theories around crime and criminality, and several key issues related to historical and contemporary

administration of criminal justice. Students will critically examine various ways to define and conceptualize 'crime,' from social to individual explanations. Students will also examine the basic structures of Canada's criminal justice system, theories of punishment, studies of policing and police work, the centrality of statistics to our social understanding of criminality, as well as discussing diverse frameworks associated with criminological research, including those informed by Informed by Indigenous, Black, anti-racist, and feminist readings.

LEARNING OBJECTIVES

By the end of this course, successful students will have the ability to:

- Demonstrate - verbally and in writing - a general understanding of the historical and contemporary organizations and mechanisms of the criminal justice system in Canada, including understanding the connection between ongoing settler colonialism, slavery, racism, and conceptualizations of crime, and how the process of criminalization marginalizes certain groups.
- Demonstrate - verbally and in writing - a general understanding the historical evolution and basic tenets of criminological thought, including various theories, frameworks, schools, and paradigms for understanding crime and society.
- Employ close, critical readings of criminal justice and criminological texts and content to identify, compare, and contrast - verbally and in writing - both central and supporting ideas, with the general ability to begin to critically analyze issues of crime and society from an academically informed position.

ASSIGNMENTS & EVALUATION

Weekly Online Quizzes 10% - Due Weeks 2-11

Starting on week 2, in advance of the lecture there will be a short online quiz. The quiz will consist of multiple-choice and true and false questions based on the assigned weekly required readings. The quiz is designed to support the development of critical reading and thinking skills, and deep engagement in the course content.

Use the quizzes as encouragement to do each week's reading. The quizzes will be available via Brightspace and will stay open for 1 week. Each week's quiz will be launched on Thursday morning and will close Wednesday evenings at 11:59pm. Further details will be provided in Brightspace and during the first lecture. Each week's quiz contributes towards a total of 10% for completion of all quizzes.

Online tutorial participation 10% - Due Weeks 2-11

Starting week 2 of the course, each student is required to attend and participate in a tutorial. Students are registered in tutorials A01-A06, if you have a question about your tutorial assignment, please reach out to the teaching team (i.e., course instructor or teaching assistants). Tutorial activities will include questions on course content, preparation for course assignments, Q&A on required documentaries screened, and discussion sessions on the course readings. Each week of participation contributes towards a total of 10% for participation in all required tutorials.

Discussion Questions for film *Two Worlds Colliding* 10% - Due October 20, 2022

Students will be required to watch the film *Two Worlds Colliding*, 2014, directed by Tasha Hubbard and will then be asked to respond to 3 short answer questions about the film via Brightspace. Students will be provided the questions in advance and are asked to take notes while watching the film. The questions will ask students to engage critically, identify key issues and problems, outline and assess alternative courses of action, and draw relevant conclusions.

More information, including a grading rubric, will be provided during the course lecture and via Brightspace. The discussion question assignment will be available via Brightspace as of September 29 and is due October 20, 2022, at 11:59pm.

Criminology Meme or Reflection on “Meet a Criminologist” 15% - Due November 03, 2022

For this assignment, students are asked to choose 1 of following 2 assignments:

- A. A 3-page response to one of the “Meet a Criminologist” presentations. The response must also engage with one of the courses required readings, linking the ideas from that reading to the presentation. The assignment will be between 750 to 1000 words.
- B. Create a meme, using an online meme generator (i.e., <https://imgflip.com/memegenerator>), that combines a copyright free creative commons license image, and your own text to create a new meaning based on the content of a required course readings. To find a copyright free creative commons license image, in Google Image search, click: Tools > Usage Rights > Creative Commons Licenses, and search away! The meme must be accompanied by a 200-word statement explaining the thought process for the development of the meme, outlining in detail how the meme relates to the reading.

Students can choose the assignment and reading of their choice! Choose what is most interesting, engaging, or surprising. Based on the student’s needs or interests, there is a visual assignment (choice B) or a written assignment (choice A), note that the visual assignment also includes a brief written justification.

More information, including grading rubrics, will be provided during the course lecture and via Brightspace. The assignments will be available via Brightspace as of September 29 and is due November 03, 2022, at 11:59pm.



Critical Reading Assignment 20% - Due November 17, 2022

Students will be asked to choose 1 required reading to use for the Critical Reading Assignment for this 3-page assignment. Rather than merely summarizing the reading students 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 acquired, or questions the reading raised. To demonstrate engagement with the reading students are asked to develop 3 interesting or surprising things you learned, 2 critical questions they would like to pose to the author, along with a short description of the argument.

This assignment must be based solely on the reading, no other sources are allowed. Further details and a grading rubric will be provided via Brightspace and during the course lectures. The assignment will be via Brightspace as of October 20 and will be due on November 17, 2022, at 11:59pm.

Final Take Home Exam 35% - Due December 22, 2022

The take home exam will build upon the themes of the weekly content and quizzes. The exam will be via Brightspace and will be comprised of a series of multiple-choice questions, true or false questions, and short essay questions. Students will have one week to complete the exam. Further details will be provided in class and via Brightspace.

Evaluation	Grade Percentage	Due Date
1. Weekly Online Quizzes (10 in total, starting week 2)	10%	Weeks 2-11 Every Wednesday at 11:59pm
2. Weekly Tutorial Participation	10%	Weeks 2-11 Times vary – check your tutorial information to verify
3. Discussion Questions for film Two Worlds Colliding	10%	October 20 2022
4. Criminology Meme <u>or</u> Reflection on Meet a Criminologist Presentation (you decide!)	15%	November 03 2022
5. Critical Reading Assignment	20%	November 17 2022
6. Final Take Home Exam	35%	December 22 2022

COURSE INFORMATION**What students can expect from the teaching team:**

Students can expect the instructor and TAs to be supportive, responsive, and engaged in student learning.

This is a 'synchronous' course, in-person course, which means that all required reading material will be posted in advance of each class via Brightspace, and students can flexibly engage with the material in advance of each class. In-person weekly content will feature a lecture on the week's content, including a PowerPoint, which will be provided in Brightspace the day of the class. There will also be a range of topical videos, short presentations, and guests. Each weekly course lecture will also provide time to discuss course assignments and expectations.

Students can also expect a weekly email message from their instructor detailing the week's content, logistics, and other relevant details (Check your Carleton email address!).

Students will also be assigned a weekly tutorial, starting week 2, which will be a space, led by TAs, to engage in a more hands-on fashion with the course content.

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, tutorial, or via the "Ask Your Teaching Team Forum", so we can connect and discuss the material and ideas together.

What we expect from students:

As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 1000A 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 the weekly quiz. Combined, this should take approximately 3 hours per week. Students should also allocate 3 hours per week to engage in the weekly class and tutorial and come prepared to engage in discussions. Attendance to both is mandatory.

Some weeks may involve more work due to assignments it is suggested that students prepare their schedules in advance of assignments to help support their success.

Ask Your Teaching Team Forum:

Have a general or specific question about the course, content, timelines, grading expectations, assignments, etc.? Students are asked to please post all course and content or logistics related questions in the "Ask Your Teaching Team Forum" on Brightspace course page. A response to your question will be provided within 48-hours, often much more quickly (excluding weekends).

Expectations & sanctions regarding due dates:

Sometimes life throws us a curveball, especially during a pandemic. 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 teaching team, no late assignments will be accepted, and the assignment will be graded 0 or F.

A late assignment for any other serious reason must be justified in writing to the course teaching team, within 5 business days following the date of the exam or submission of an assignment. The course instructor reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

Email policy:

University policy dictates that every student is expected to have a Carleton email address and to check it regularly. Professors, instructors, and TAs will not send e-mails to students at any other email address. Students are encouraged to check their Carleton email regularly to ensure they have up-to-date information on the course.

Students are asked to engage with the instructor and course TAs in a formal and respectful fashion when communicating via email.

In advance of sending an email to the teaching team related to general or specific course question course (which is not related to a private or personal matter), students are asked to:

- A.** Check the “Ask Your Teaching Team Forum” in Brightspace to see if the question has already been answered.
- B.** If a question or issue is not addressed in Forum, students are strongly encouraged to post the question so all students in the class can benefit from the response information.
- C.** After checking the Forum, if a student determines that an email to a member of the teaching team (instructor or TA) is still required, the student must include the following information in their email:
 - Course number (CRCJ 1000A) – include this info in the subject heading of the email.
 - Student’s full name and student number.
 - Clearly indicate the objective(s) of the email.

If students do not include all these pieces of information, it will be difficult for the instructor and/or course TAs to assist with the request.

The teaching team reads and responds to email between 9:00am-5:00pm on weekdays. During the week it may take up to 72-hours for the teaching team to respond to your email.

If a student sends the teaching team more than one message about the same issue in one span of 72-hours, the teaching team will likely find this highly annoying (students would probably agree if they were in the instructor or TA's shoes). Rest assured, the student's message will be responded to and addressed! Please be patient, and do not send more than one email.

Finally, please note, the course instructor and TAs do not respond to emails over the weekend. This means that last-minute emails sent the weekend before an assignment is due, will likely *not* be answered in the time before the assignment is due. Please plan accordingly.

Learning in a pandemic:

This is a wild time! We are amid a historic world event. Things will be different and uncertain. We are not yet sure which directions things will go, and we need to be flexible, compassionate, and supportive of each other. The teaching team will do everything we can with the rules of the university to support students during this time. We understand that students may have ongoing or new caregiving duties to others due to the pandemic - and that along with work, and school - life will be stressful and up and down. We hope to work together to create a respectful and valuable learning experience, which can adapt to this changing and uncertain context as needed.

Devices in class:

Devices (laptops, cell phones) are to be used in the class only for class activities or for documenting course content. We all have places to be and people to see and have a desire to remain connected, but the use of devices in class can be a distraction to your peers and to the professor. While the professor will not generally regulate the use of devices during the class, students are asked to regulate the use of devices and encourage a culture of respect and engagement in the course during class time.

Writing policy & format:

Students will be evaluated on their writing abilities. Writing is a key element of academic learning. It is recommended that students take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms, such as proofreading, editing, and having a meeting with the writing services office (<https://carleton.ca/csas/writing-services/>).

Format for all written assignments should be as follows:

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman/Helvetica/Arial
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper

- Start references on a new page, APA referencing style is preferred, but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format see the Library reference page: <https://library.carleton.ca/help/apa-citation-style>

TEXTS

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

COURSE SCHEUDLE

<p>Week 1: September 8</p> <p>Introduction to course</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Review of assignments, policies, and course logistics • Introduction to the library and writing centre • Strategies for successful reading and writing in the course
<p><u>Required readings/viewings:</u></p> <ul style="list-style-type: none"> • This syllabus! • How to read a scholarly article: https://youtu.be/3SmOq6gENPM • Evaluating sources: https://youtu.be/EyMT08mD7Ds • MacOdrum Library, Criminology and Criminal Justice Library Guide: https://library.carleton.ca/guides/subject/criminology-and-criminal-justice <p><u>Happening this week:</u></p> <ul style="list-style-type: none"> • No tutorial • No quiz • Presentation on PASS Program – Avery Barrington, PASS Facilitator 	
<p>Week 2: September 15</p> <p>What is criminology?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • What is crime and how do we study it? • What is criminology? • Workshop on anti-oppression in a context of systemic racism and ongoing settler colonization
<p><u>Required readings:</u></p> <ul style="list-style-type: none"> • Boyd, Neil (2019). “Chapter 1: What is Criminology”, in: Neil Boyd (ed), Understanding Crime in Canada, pp. 7-22. • Garland, David, (2011) “Criminology's Place in the Academic Field”, in Mary Bosworth, and Carolyn Hoyle (eds), What is Criminology? Oxford; New York: Oxford University Press. 	

Happening this week:

- Tutorial 1
- Weekly quiz #1 via Brightspace
- Anti-oppression workshop examining ongoing settler colonialism, racism, and the criminal justice system, Colleen Cardinal

Week 3: September 22**Criminological histories****Topics:**

- What are the historical origins of criminology?
- Who are key figures in the development of criminology?
- What is positivism? What is constructivism? What is in between?

Required readings:

- Rafter, Nicole (2011). “*Origins of Criminology*” in: Mary Bosworth and Carolyn Holye (eds), *What is criminology?* Oxford; New York: Oxford University Press, pp. 143-154.
- Gabbidon, Shaun L. (2019) “*Pioneering Black Criminology: W.E.B. Du Bois.*” *Building a Black Criminology*. 1st ed. Routledge. pp. 29–44.

Suggested reading:

- 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>

Happening this week:

- Meet the Librarian presentation, Julie Lavigne
- 10-minute *Meet a Criminologist* presentation, Professor Lara Karaian
- Tutorial 2
- Weekly quiz #2 via Brightspace

Week 4: September 29**Governance of crime****Topics:**

- Overview of the Canadian criminal justice system
- How are punishment and populism linked?
- How do we understand victims of crime?

Required readings/viewings:

- Overview of the Adult Criminal Justice System: <https://www150.statcan.gc.ca/n1/pub/85-005-x/2018001/article/54967-eng.htm>
- Young, Diana. (2011). *Power and Resistance in Community-Based Sentencing*, in: (eds: Doyle, Aaron, Moore, Dawn) *Critical Criminology in Canada New Voices, New Directions*.

Suggested readings/viewings:

- Strega S, Janzen C, Morgan J, Brown L, Thomas R, Carrière J. Never Innocent Victims: Street Sex Workers in Canadian Print Media. *Violence Against Women*. 2014;20(1):6-25.
- Fine M, Torre ME. Intimate details: Participatory action research in prison. *Action Research*. 2006;4(3):253-269.
- Jones, Craig. (2015, March 4). *Penal Populism: The politicization of crime under Harper*. <https://policyoptions.irpp.org/2015/12/04/penal-populism-the-politicization-of-crime-under-harper/>
- David Garland on Penal Populism, Vera Institute of Justice, 2015: <https://youtu.be/5rDo5RSNFJs>

Happening this week:

- 10-minute *Meet a Criminologist* presentation, Natasha Stirrett
- Launch of *Discussion Questions for film Two Worlds Colliding* assignment portal via Brightspace
- Launch of *Criminology Meme* or *Reflection on Meet a Criminologist Presentation* assignment portal via Brightspace
- Tutorial 3
- Weekly quiz #3 via Brightspace

Week 5: October 6**Crime & statistics****Topics:**

- How do we count crime?
- What is gained and what is missed when we focus on quantitative measures for understanding crime in society?

Required readings:

- Mopas, Mike. (2014). "The Politics of Counting Crime" in: (eds: Brock, Murdocca, Glassbeek), *Criminalization, Representation, Regulation: Thinking Differently About Crime*. University of Toronto Press. pp: 75-99.
- Greg Moreau, (2021). *Police-reported crime statistics in Canada*. Canadian Centre for Justice and Community Safety Statistics. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00013-eng.htm>

Suggested readings/viewings:

- Reece, Rai. (2020). *Carceral Redlining: White Supremacy is a Weapon of Mass Incarceration for Indigenous and Black Peoples in Canada*. Yellowhead Institute. <https://yellowheadinstitute.org/2020/06/25/carceral-redlining-white-supremacy-is-a-weapon-of-mass-incarceration-for-indigenous-and-black-peoples-in-canada/>
- 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>
- Manskey, Jackie. (2018, November 15). *W.E.B. Du Bois' Visionary Infographics Come Together for the First Time in Full Colour*. Smithsonian Magazine. <https://www.smithsonianmag.com/history/first-time-together-and-color-book-displays-web-du-bois-visionary-infographics-180970826/>

Happening this week:

- Tutorial 4
- Weekly quiz #4 via Brightspace

Week 6: October 13

Policing crime

Topics:

- What is policing?
- What are the origins of Canadian policing agencies?
- How do we study policing?
- What is broken windows policing?
- What is community policing?

Required readings/viewings:

- Forcese, Dennis (1999). "Origins and Comparisons" in Policing Canadian Society, pp. 11-39.
- M. Goldhawke. (2020, March 10). "A Condensed History of Canada's Colonial Cops: How the RCMP has secured the imperialist power of the north." The New Inquiry. <https://thenewinquiry.com/a-condensed-history-of-canadas-colonial-cops/>

Suggested readings/viewings:

- Molly Crabapple: How 'broken windows' policing harms people of color: <https://www.youtube.com/watch?v=iXl1QJRqPD8>
- National Inquiry into Missing and Murdered Indigenous Women and Girls. Master List of Report Recommendations Organized By Theme and Colour-Coded by Jurisdiction: <https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/National-Inquiry-Master-List-of-Report-Recommendations-Organized-By-Theme-and-Jurisdiction-2018-EN-FINAL.pdf>
- Ontario Human Rights Commission. (2018). *Public interest inquiry into racial profiling and discrimination by the Toronto Police Service*: <https://www.ohrc.on.ca/en/public-interest-inquiry-racial-profiling-and-racial-discrimination-tps>
- Tracking (In)Justice: Law Enforcement and Transparency Project - *link to be shared in advance of class.*

Happening this week:

- Tutorial 5
- Weekly quiz #5 via Brightspace

Week 7: October 20

Crime & biology

Topics:

- What are individual explanations for crime?
- What is bio-criminology?
- What eugenics and phrenology?

Required readings:

- Anderson, Gail (2019). "Chapter 7: Biological Approaches" in Understanding Crime in Canada, Neil

Boyd (ed), pp. 143-160

- Rafter, Nicole. (2008). *Crime Phrenology: The Abnormal Brain*, in: *The Criminal Brain: Understanding Biological Theories of Crime*. NYU Press. pp. 40-64.

Suggested readings/viewings:

- Walby K, Carrier N. The rise of biocriminology: Capturing observable bodily economies of ‘criminal man.’ *Criminology & Criminal Justice*. 2010;10(3):261-285.
- What is the concept of eugenics? <https://www.youtube.com/watch?v=1rzLfGfcwMg>
- Canada and eugenics, The eugenics archive: <http://eugenicsarchive.ca/discover/connections/5233c9085c2ec50000000093>
- Grekul, J., Krahn, A. and Odynak, D. (2004), Sterilizing the “Feeble-minded”: Eugenics in Alberta, Canada, 1929–1972. *Journal of Historical Sociology*, 17: 358-384.

Happening this week:

- **Discussion Questions assignment for film Two Worlds Colliding is due! Portal closes at 11:59pm October 20**
- 10-minute *Meet a Criminologist* presentation, Professor Nicholas Carrier
- Launch of *Critical Reading Assignment* portal via Brightspace
- Tutorial 6
- Weekly quiz #6 via Brightspace

*** Fall break October 24-28 ***

Week 8: November 3

Crime & the individual

Topics:

- What are psychological theories to understand and address crime? (i.e., psychological positivism, personality theories, learning theories, crime choice theories, social identity theory, routine activity theory, crime opportunity theory, etc.)

Required readings:

- Heidt, Jonathan. (2019). “Chapter 8: Psychological Approaches” in *Understanding Crime in Canada*, Neil Boyd (ed), pp. 163-186.

Suggested readings/viewings:

- Maeder, E.M., & Yamamoto, S. (2019). *Social Identity Theory in the Canadian courtroom: Effects of juror and defendant race*. *Canadian Journal of Criminology and Criminal Justice*, 61, 24-44.
- Online Psychopathy Test (based on Dr. Robert Hare’s PCL-R): <https://www.idrlabs.com/psychopathy/test.php>

Happening this week:

- **Criminology Meme or Reflection on Meet a Criminologist Presentation is due! Portal closes at 11:59pm November 3**

- Tutorial 7
- Weekly quiz #7 via Brightspace

Week 9: November 10

Crime & society

Topics:

- What are sociological explanations of crime (i.e., anomie and strain theories, social control theory, the Chicago School, differential association, Subcultural theories, labelling theory and stigmatization, criminalization, etc.)?

Required readings:

- Cartwright, Barry (2019). "Chapter 9: Sociological Approaches" in Understanding Crime in Canada, Neil Boyd (ed), pp. 191-212.
- Marie-Eve Sylvestre. (2014). "Crime and Social Classes: Regulating and Representing Public Disorder" in: (eds: Brock, Murdocca, Glassbeek), Criminalization, Representation, Regulation: Thinking Differently About Crime. University of Toronto Press.

Suggested readings/viewings:

- This Tent is My Home - The Story of Anita Place 2018: <https://www.youtube.com/watch?v=UCEdYIXXpBc>
- Hannem, Stacey. (2011). "Stigma and Marginality: Gender Experiences of Families of Male Prisoners in Canada", in: Critical Criminology in Canada New Voices, New Directions.
- Labeling Theory: How the Labelling Approach Explains Deviance and Crime in Criminology and Sociology: <https://www.youtube.com/watch?v=PYYV8h1uM7jc>



Happening this week:

- Tutorial 8
- Weekly quiz #8 via Brightspace

Week 10: November 17

Crime & representation

Topics:

- How is crime and crime governance represented in society?
- What role does the media play in shaping our understandings of crime?

Required readings:

- Roberts, J.V., Doob, A.N. News media influences on public views of sentencing. *Law Human Behaviour*. 14, 451–468 (1990).
- Glasbeek, Amanda. (2014). “*Women Gone Bad? Women, Criminalization, and Representation*” in: (eds: Brock, Murdocca, Glassbeek), *Criminalization, Representation, Regulation: Thinking Differently About Crime*. University of Toronto Press.

Suggested readings/viewings:

- *Copaganda: How Fictional TV Police Make Real Cops More Dangerous* | The Amber Ruffin Show <https://www.youtube.com/watch?v=zOQmtr4tYc>
- Lett, Phoebe. (2018, October 18). *Is Our True-Crime Obsession Doing More Harm Than Good?* New York Times. <https://www.nytimes.com/2021/10/28/opinion/true-crime-petito.html>

Happening this week:

- **Critical Reading Assignment – Due! Portal closes at 11:59pm November 17**
- Tutorial 9
- Weekly quiz #9 via Brightspace

Week 11: November 24

Fields of criminology

Topics:

- What is Critical Criminology?
- What is Indigenous Criminology?

Required readings:

- Doyle, Aaron, Moore, Dawn. (2011). “*Introduction: Questions for a New Generation of Criminologists*”, in: *Critical Criminology in Canada New Voices, New Directions*, pp. 1-21. <https://www.ubcpres.ca/critical-criminology-in-canada>
- Cunneen, Chris, and Juan Tauri. (2016). “Chapter 1: Introduction.” *Indigenous Criminology*, Policy Press. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=4584969>

Happening this week:

- Tutorial 10
- Weekly quiz #10 via Brightspace

Week 12: December 1

Fields of criminology

Topics:

- What is Feminist Criminology?
- What is Green Criminology?

Required readings:

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

- Balfour, Gillian. (2011). *Reimagining a Feminist Criminology*, in *Critical Criminology in Canada New Voices, New Directions*.

Happening this week:

- Tutorial 11
- Weekly quiz #11 via Brightspace

Week 13: December 8

Course Review

Topics:

- Review of course content
- Exam preparation

Happening this week:

- Final Exam portal is open via Brightspace
- Tutorial 12

GUIDELINES FOR SUCCESS!

1. Stay on top of the reading and 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. The weekly quizzes are here to help encourage you to engage with the readings, use the quizzes as a motivation to do a close reading of each text.

2. Attend your tutorials.

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

3. Participate in the Peer Assisted Study Sessions (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 it's a relaxed, informal environment, where students are not being graded or judged in any way. Learn more here: <https://carleton.ca/csas/pass/>

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: <https://carleton.ca/csas/>

5. If you are having trouble understanding the material in the course, use the “Ask Your Teaching Team Forum”, or contact your TA or Professor sooner rather than later.

We are here to help you learn, ask questions as receive timely answers via the Brightspace Ask Your Teaching Team Forum, all questions are important questions, do not hesitate to get support!

6. Become familiar with the library! 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>

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;
- 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 list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-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>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

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>