

Course Outline

COURSE:	CRCJ 4001E – Crime & the Internet
TERM:	Fall 2019
PREREQUISITES:	Fourth-year standing in B.A. Honours in Criminology and Criminal Justice
CLASS:	Day & Time: Mondays, 2:35pm – 5:25pm Room: Please check with Carleton Central for current room location.
INSTRUCTOR(CONTRACT):	Dr. Roberta Sinclair
CONTACT:	Office: Loeb C562 Office Hrs: Monday 5:30 p.m. or by appointment Email: roberta.sinclair@rcmp-grc.gc.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 Faculty of Public Affairs 20 Teaching Regulations 2019-20 as soon as possible after the need for accommodation is known to exist. For more details [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 must 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

The primary objective of this course is to familiarize students with the multitude of impacts that the Internet and various technologies have on the commission of criminal offences. Emphasis will be placed on recent trends within IT-enabled crimes, and the challenges that these offences raise within the Canadian legislative framework, law enforcement practices, and the academic study of these crime types. Discussion of offenders and victims will also demonstrate the complexity of existing and future response strategies to IT-enabled crimes. The course draws on two themes throughout: the impact of the Internet/technology on crimes, and the implications of societal and criminal justice responses to IT-enabled crimes. To augment the lecture material and facilitate a practical understanding of the information presented, guest speakers, class discussion, and a seminar style teaching structure are incorporated in the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignment, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

REQUIRED READINGS

Listed on the course outline.

EVALUATION

(All components must be completed in order to get a passing grade)

1: Critical Assessment of Media Portrayal of Internet Crime 15%

2: Critical Assessment of a Required Reading 15%

3: Group Seminar Project

A) Seminar Presentation: 20% presentation, 5% crime prevention component (25% total)

B) Research Paper: 20% group mark, 10% co-group member evaluation (30% total)

Attendance/Participation at Seminar Presentations 15%

If you have a medical note excusing you from a peer seminar class, you must submit a one-page overview of the topic area to receive attendance marks. This will be discussed in class.

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.

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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).

Centre for Student Academic Support (CSAS)

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 on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

CSAS also offers a number of services for Faculty support which can be found at: <https://carleton.ca/csas/faculty-support/>.

SCHEDULE Outline may be subject to change.**September 9 Introduction to the Course****September 16 Canadian Internet Use and Internet Crimes**

- “The Criminology of Computer Crime. Chapter Three.” In Taylor, R., Fritsch, E., Liedervbach, J., and Holt, T. (2006). *Digital Crime and Digital Terrorism. Second Edition*. New Jersey: Prentice Hall.
- “Cybercrime: Introduction, Motivation and Methods. Chapter One.” In Chawki, M., Darwish, A., Khan, M., and Tyagi, S. (2015). *Cybercrime, Digital Forensics and Jurisdiction*. Switzerland: Springer.

*****Seminar Group and Topic Assigned *****

Guest Speaker: Royal Canadian Mounted Police, Federal Policing Support Services, S/Sgt. Huot

September 23 Theory, Technology, and Social and Criminal Impacts

- Manuel R. Torres-Soriano (2014). “The Hidden Face of Jihadist Internet Forum Management: The Case of Ansar Al Mujahideen, Terrorism and Political Violence.” DOI:10.1080/09546553.2014.950419
- Maura Conway (2016). “Determining the Role of the Internet in Violent Extremism and Terrorism: Six Suggestions for Progressing Research.” *Studies in Conflict & Terrorism*, DOI: 10.1080/1057610X.2016.1157408
- Karaian, L. (2014) “Policing ‘Sexting’: Responsibilization, Respectability and Sexual Subjectivity in Child Protection/Crime Prevention Responses to Teenagers’ Digital Sexual Expression” *Theoretical Criminology*. 18(3): 282-299.

Guest Speaker: Public Safety

September 30 Internet Crime Research Sources *Macodrum Library***
Library Presentation: Criminology Reference Specialist**

October 7 Policing and Victim Responses - Online Child Sexual Exploitation

- Powell, M., Cassesmatis, P., Benson, M., Smallbone, S., and Wortley, R. (2015). "Police Officers' Perceptions of their Reactions to Viewing Internet Child Exploitation Material." *Society for Police and Criminal Psychology*. 30:103–111.
- Michael L. Bourke & Andres E. Hernandez (2009). "The 'Butner Study' Redux: A Report of the Incidence of Hands-on Child Victimization by Child Pornography Offenders." *Journal of Family Violence*, 24:183–191.

Guest Speaker: Royal Canadian Mounted Police, Sensitive and Specialized Investigational Services, Strategic and Operational Services

****Assignment 1 Due ****

October 14 Thanksgiving – no class**October 21 *** READING WEEK *******October 28 Legislative Response and Indirect Impacts of Technology**

- Brown, Gregory. (2015). "The Blue Line on Thin Ice: Police Use of Force Modifications in the Era of Cameraphones and Youtube." *The British Journal of Criminology*. Doi:10.1093/bjc/azv052.
- Mitchell, K., Segura, A., Jones, L., and Turner, H. (2018). "Poly-Victimization and Peer Harassment Involvement in a Technological World." *Journal of Interpersonal Violence* 33 (5) 762- 788.
- Gewirtz-Meydan, A., Walsh, W., Wolak, J., and Finkelhor, D. (2018). "The complex experience of child pornography survivors." *Child Abuse and Neglect*, 80: 238-248.

Guest Speaker: Department of Justice, Normand Wong

November 4 Child Rights and Crime Prevention

- Boyd, danah. “How we were fooled into thinking that sexual predators lurk everywhere: Creating a moral panic about social media didn’t protect teens – it left them vulnerable.” *It’s Complicated: The Social Lives of Networked Teens*. USA: Yale University Press.
- Regan, P., and Steeves, V. (2010). “Kids R Us: Online Social Networking and the Potential for Empowerment.” *Surveillance and Society*, Volume 8(2): 151-165.
- Kraft, E., and Wang, J. (2009). “Effectiveness of Cyber Bullying Prevention Strategies: A Study on Students’ Perspectives.” *International Journal of Cyber Criminology*, 3(2): 513-535.

Guest Speaker: Dr. Steeves, University of Ottawa

November 11 Seminar Preparation Class

November 18 Seminar Presentations (Assignment 3a, in class, as assigned)

November 25 Seminar Presentations (Assignment 3a, in class, as assigned)

December 2 Seminar Presentations (Assignment 3a, in class, as assigned)

December 6 (Friday) Wrap Up: Assignment 3b due in class

****Assignment 2 due in class the week of the associated reading****