CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 4410D
ADVANCED STUDIES IN CRIMINOLOGY
CONTEMPORARY ISSUES IN CRIMINAL JUSTICE
WINTER 2019

Instructor: Gregory R. (Greg) Brown
Office: Loeb A708
Office Hours: Fridays 10:00AM to 11:15AM or by appointment
E-mail: gregoryr.brown@carleton.ca This is the best way to contact me and I am typically
diligent in responding, but please appreciate it may sometimes take 24 hours. For e-mails
requiring considerable elaboration, I will often request that you see me during office hours.
Phone Number: (613) 520-2582 (office)
Course Meets: Fridays 11:35AM to 2:25PM (January 11 to April 5 inclusive – please note that
during the term’s reading week there will be no seminar on February 22)
Location: Loeb B146
Pre-requisites: fourth-year Honours standing

Calendar Description:
Through seminar discussions, framed by selected readings, this course will explore various
perspectives on contemporary issues in criminal justice (the law, policing, courts, and
corrections), in Canada and internationally, including: the criminal prohibition of certain
substances and decriminalization; approaches to policing our communities; the treatment of the
mentally ill within the criminal justice system (CJS); the criminalization of poverty; the CJS and
indigenous populations; racial profiling and policing by ‘suspicion’; police use of force; ‘new
visibility’ in the CJS; the phenomenon of de-policing (and the ‘Ferguson effect’); and
contemporary challenges/issues in criminal investigations/prosecutions.

Detailed Course Description:
This course is not an introductory-level sociology course, nor does it provide training in applied
criminal justice (law enforcement, probation/parole, corrections, etc.). Students are expected to
have some understanding of the Canadian criminal justice system, in terms of its composition
and how the system functions (or is supposed to function). This fourth-year advanced course
explores, in some depth, some of the most salient issues/developments/ problems/controversies
in criminal justice today (within the law, policing, courts, and corrections), in primarily
Canadian, but also international, contexts. Students will engage with a variety of perspectives as
they deliberate on the weekly topics and this course will advance students’ understandings of
legal, social, political, cultural, and technological considerations in today’s CJS. Weekly themes
to be considered include: (1) the criminal prohibition of certain substances and considerations
around decriminalization; (2) approaches to policing our communities (i.e. broken windows
policing, community-based policing, zero-tolerance policing, etc.); (3) the criminalization of
poverty and the treatment of the mentally ill within the CJS; (4) the CJS and indigenous
populations; (5) racial profiling and policing by ‘suspicion’; (6) police use of force; (7) ‘new
visibility’ in the CJS, the phenomenon of de-policing, and the potential for a ‘Ferguson effect’; and (8) contemporary challenges/issues in criminal investigations and prosecutions.

This course follows a seminar format and our sessions will be structured around presentations on, and discussion of, required readings. These will be facilitated by the instructor, students, and, on occasion, invited guests (with particular expertise in the topic). This course is organized on the assumption that learning results from a continuing process of rational discourse and the application of critical thinking. Students are expected to: 1) attend class; 2) have completed the required readings, have prepared notes, and have formulated questions emerging from the student’s deliberations on each of the required readings (to facilitate dialogue among the group); 3) be prepared to consider, inquire, and engage with issues/arguments emerging from the readings and the observations of your colleagues and the instructor. This course is reading intensive, with the expectation that students will closely read and understand roughly 50 to 75 pages of scholarly material in advance of each session. The readings have been chosen, with much deliberation, to intellectually challenge and stimulate.

Aims:
In broad terms, this course will enable students to further develop their intellectual ‘toolboxes’ and analytical skills (such as advancing their critical thinking) as they develop more comprehensive understandings of issues in the contemporary CJS. Through the learning process in this course, students will apply their sociological lenses (and consider those perspectives advanced by others) in exploring, analyzing, assessing, and challenging observations, ideas, and constructions related to some of today’s most important developments, policies, issues, controversies, problems, and debates in the CJS.

Learning Objectives:
Students who successfully complete, and perform well in, this course will have:

- Engaged with, and considered, information on the contemporary CJS from various sources and from a variety of perspectives;
- Become more proficient in applying critical thinking in general;
- Understood complexities (as elaborated in our weekly discussions) in relation to our laws, policing, courts, and the correctional system
- Developed advanced skills in reading academic texts and recording useful notes to allow for meaningful contributions to discussions;
- Analyzed, assessed, and synthesized information from assigned readings, seminar discussions, and independent work;
- Worked independently to develop a more comprehensive understanding of one of the topics explored in the course

Reading(s)/Textbook(s):
There are no textbooks required for this course. All course readings will be available electronically (through the library’s online journal database, Google Scholar, CULearn, and/or ARES) or through books I will place on reserve at MacOdrum Library. Please note that, although unlikely, additional readings may be added, or some readings may be removed, at the discretion of the instructor.
Course Requirements & Methods of Evaluation:

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>% OF FINAL GRADE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>assessed throughout the term</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
<td>assessed throughout the term</td>
</tr>
<tr>
<td>Presentation of Readings</td>
<td>10%</td>
<td>student’s assigned week</td>
</tr>
<tr>
<td>Proposal and its Presentation</td>
<td>10%</td>
<td>March 21, 2019</td>
</tr>
<tr>
<td>Take-Home Examination</td>
<td>50%</td>
<td>on or before April 27, 2019</td>
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</tbody>
</table>

Please note that, in alignment with expectations for a fourth-year social sciences course, spelling, grammar, structure (organization), and comprehensibility (clarity) will be assessed and will account for 20% of the final take-home examination (term paper) mark.

1. Attendance (10%)
This course will be highly interactive and consists of co-produced learning (involving collaboration between instructor and students) through a series of seminars. Therefore, students must attend all class sessions. Student’s signatures will be collected each week beginning at the second class of the term. Marks are allocated at 1% each week for weeks 2 through 11 (inclusive). Attendance represents 10% of the course mark.

2. Seminar Participation (20%)
Participation is a core requirement of seminar courses. Just attending our sessions is not considered participation. In this regard, collegial discussion is essential to the development and articulation of ideas and all classes in weeks 2 through 9 (inclusive) will focus on examination of assigned readings. These discussions will be directed by student facilitators (see the following section on the presentation of readings) and the instructor. Other class meetings (in weeks 10 and 11) will focus on ‘peer-review’, in which students discuss and provide each other with feedback on what they are learning and suggestions for the direction of the take-home projects (see the following section on the take-home examination proposal).

The evaluation of class participation is based on the student’s participation in, and fostering of, discussion during weeks 2 through 11 (inclusive) and demonstration of a solid understanding of the assigned materials. Like writing, it is often hard work, requiring preparation and commitment. Students are expected to arrive at each seminar having completed the reading requirements and ready to actively engage in the discussion. For each session (2 through 9 inclusive), students will prepare one insightful question pertaining to each of the session’s assigned readings. These questions will demonstrate the student’s engagement with the article and that the student has considered one particularly interesting issue/argument arising from their reading of the article. These reading questions will be provided (in Word or PDF format) by e-mail to the instructor prior to 10AM on the date of each seminar. Marks are allocated at 2% each week for weeks 2 through 11 (inclusive). For weeks 2 through 9, the breakdown is 1% for in-class participation and 1% for reading question submissions. For weeks 10 and 11, the breakdown is 2% for feedback discussion on your colleagues’ final examination proposal presentations. This total of this evaluation component represents 20% of the course mark.

3. Presentation of Readings (10%)
Each student will contribute one presentation (approximately 30 minutes) on a required reading and chair the discussion of that article/chapter during the corresponding seminar session. A sign-
up sheet will be completed during our first session on January 11, 2019. The discussant will provide an overview of the reading, highlight particularly important points, and introduce, and then facilitate, discussion on issues that arise from the article/chapter. To assist with the discussion, the presenter will come to class prepared with several (perhaps 3 to 5) discussion questions pertaining to their assigned reading, which they will provide to the instructor (in Word or PDF format and by e-mail) before 10AM on the date of the seminar. Presentations can take on your own personality, so feel free to be creative! For example, bringing in popular media pieces, another scholarly journal article, or multimedia sources for illustration…whatever you think will contribute to your presentation on, and interpretation of, the topic and stimulate discussion among your colleagues. This evaluation component will be graded at 10% of the course mark.

4. Proposal/Bibliography (10%)
Students will prepare a take-home examination proposal that describes how they plan to approach the take-home examination (two pages) and presents at least 8 scholarly sources of support for their approach (one page). This assignment is due by no later than 4:00PM on March 21, 2019 and it should be deposited to the Sociology drop box (7th floor Loeb building). This assignment will be graded at 5% of the course mark. The second 5% of the course mark in this evaluation component will be allocated in relation to the quality of the student’s presentation on their take-home examination proposal (to be presented on either March 22, 2019 or March 29, 2019).

5. Take-Home Examination (50%)
To promote further consideration of ideas developed throughout this course and to provide the opportunity for additional higher-order learning in the context of individual interests, a take-home examination will require students to engage with one particular topic (of their choosing), which we have reflected on within the course.

Length: 12 to 18 pages (double-spaced, standard formatting)
Citation Style: ASA in-text with a list of references – an American Sociological Association Style Guide (4th ed., 2010) ‘Quick Tips’ document will be distributed in our first meeting
References Required: a minimum of 10 peer-reviewed scholarly journal articles and/or academic book chapters

Further information on producing an effective take-home examination will be commuincated throughout the term. For now, students should understand that the key to doing well on this examination is to present a thorough and well-reasoned analysis of the topic, which you support with contributions from scholars in the field. You are not expected to conduct original empirical research (we do not have the time or resources to administer questionnaires, empanel focus groups, or make applications to the Ethics Review Board to conduct interviews) but, rather, you are to engage with a particular topic (of your choosing but emerging from one of the weeks of this course) in an in-depth and insightful examination of that topic.

The final take-home examination is due by no later than 4:00PM on April 27, 2019, deposited to the Sociology drop box (7th floor Loeb building).

Late Penalty:
Subject to the granting of an extension by the instructor, any take-home examination proposal turned in after the specified due date will be penalized one grade point per day. For example, an
A proposal submitted at 09:00 AM on March 22, 2019 will be assigned a B+ grade. This is not done to be punitive, but rather to be fair to all students in the course and to encourage students to develop good time management skills and be proactive in preparing for the take-home examination.

**Final Take-Home Examination:**
Pursuant to university regulations (4.3.2 Deferred Final Examinations), students who are unable to write a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination. **The student must apply for the deferral through the Registrar's Office.** The application for deferred examination must:

Be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and be fully supported in cases of illness by a medical certificate or by appropriate documents in other cases.

Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination.

Deferred final examinations are available only to students who have performed satisfactorily in the course according to the evaluation scheme established in the course outline.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
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<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
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<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
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</tbody>
</table>

**Academic Regulations, Accommodations, Plagiarism, Etc.**
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

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

**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 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.*
For Religious Obligations:
Please contact your instructor 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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:
Please contact your instructor 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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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: www.carleton.ca/sexual-violence-support

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. Please contact your instructor 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

Plagiarism
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the
allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

**Assistance for Students:**
Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)
Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)
Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

**Important Information:**
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments 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).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](https://students.carleton.ca/) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](https://carleton.ca/)
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

**Important Dates in the Winter 2019 term:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
</tr>
<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term</td>
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<tr>
<td></td>
<td>0.5 credit courses are due.</td>
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<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
</tr>
<tr>
<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
</tr>
<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
</tr>
<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
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</tbody>
</table>
February 18-22  Winter Break, classes suspended.
March 26  Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.
April 9  Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses
April 12-27  Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.
April 19-21  Statutory Holiday, University closed
April 27  All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Seminar Schedule:
Session 1 will present an introduction to the course (including reviewing the expectations and evaluation criteria), the instructor, and seminar participants. Each week thereafter, we will consider a different contemporary issue in criminal justice. Sessions 10 and 11 will be dedicated to in-class presentation of, and discussion toward improving, each student’s take-home examination. During Session 12, I will facilitate a writing skills seminar, which presents the opportunity for students to improve on drafts of their take-home examination.

Please understand that, although unlikely, the schedule may be subject to change at the discretion of the instructor. Similarly, the instructor reserves the right to add, subtract, and/or substitute assigned readings. Students will be consulted before any such proposed changes in course readings. Please be aware that we may be joined in some sessions by guest discussants, who have particular expertise in the issue we are considering that week. We may also consider a ‘field trip’, followed by an off-site discussion of the topic and our observations (we will discuss this further as the term unfolds and details will be provided well in advance).

**January 11 (Session 1) Introduction**

**Required Readings:** None assigned

**January 18 (Session 2) The criminal prohibition of certain substances and considerations around decriminalization**

**Required Readings:**
January 25 (Session 3) Approaches to (philosophies of) policing our communities

Required Readings:

February 1 (Session 4) Poverty as a ‘crime’ and the treatment of the mentally ill in the criminal justice system

Required Readings:

February 8 (Session 5) The criminal justice system and Indigenous populations

Required Readings:

February 15 (Session 6) Racial profiling and policing by ‘suspicion’

Required Readings:
February 22 (No Session) Reading Week

Required Readings: None assigned

March 1 (Session 7) Police and Use of Force

Required Readings:

March 8 (Session 8) ‘New visibility’ in the CJS, the phenomenon of ‘de-policing’, and the ‘Ferguson effect’

Required Readings:
(1) Antony, Mary & Ryan Thomas (2010) This is citizen journalism at its finest: YouTube and the public sphere in the Oscar Grant shooting incident. New Media & Society, 12(8): 1280-1296.

March 15 (Session 9): Contemporary challenges/issues in criminal investigations/prosecutions

Required Readings:

March 22 (Session 10) Final paper presentations/discussion (Group 1)

Required Readings: none assigned

March 29 (Session 11) Final paper presentations/discussion (Group 2)

Required Readings: none assigned

April 5 (Session 12) Writing seminar, discussion (open forum), course wrap-up

Required Readings: none assigned
Seminar Etiquette
Internet surfing, playing computer games, checking e-mail, and/or text messaging are disruptive to other students. This behavior is also disrespectful toward the instructor. Please also be courteous to your classmates and the instructor and turn off mobile phones before the seminar starts. Mobile computer devices are to be used exclusively for notetaking and reviewing course materials during seminars. The use of recording devices (audio or visual) is not permitted, unless authorized, in advance, by the instructor.

All students will treat their classmates with respect. We may disagree on certain issues; however, we must keep an open mind and consider the differing opinions and points of view of our colleagues. Focus on the issue/argument and not the person.

Appendices (distributed during our first session)
1) Expectations (of the instructor and of the student)
2) ASA style guide