



8888 University Drive, Burnaby, BC  
DISC 1 | 1625  
Canada V5A 1S6

TEL: 778.782.5731  
FAX: 778.782.5876


vpacad@sfu.ca  
www.sfu.ca/vpacademic

**MEMORANDUM**

---

**ATTENTION** Senate  
**FROM** Jon Driver, Vice-President, Academic and  
Provost *pro tem*, and Chair, SCUP  
**RE:** External Review Mid-Cycle Report for the School of Criminology (SCUP 20-29)

**DATE** June 3, 2020  
**PAGES** 1 of 1



---

The External Review of the School of Criminology was undertaken in March 2016. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. At its June 3<sup>rd</sup> meeting SCUP reviewed the School of Criminology's mid-cycle report.

The mid-cycle report and the Unit's assessment of its Educational Goals are attached for the information of Senate.

c: David MacAlister, Director, School of Criminology  
Bryan Kinney, Associate Director: Graduate Programs, School of Criminology



8888 University Drive, Burnaby, BC  
DISC 1 | 1625  
Canada V5A 1S6

TEL: 778.782.5731  
FAX: 778.782.5876

vpacad@sfu.ca  
www.sfu.ca/vpacademic

**MEMORANDUM**

---

**ATTENTION** Jon Driver, Chair, SCUP  
**FROM** Wade Parkhouse, Vice-Provost and  
Associate Vice-President, Academic  
**RE:** External Review Mid-Cycle Report for the School of Criminology

**DATE** April 20, 2020  
**PAGES** 1 of 1

---

The External Review of the School of Criminology was undertaken in March 2016. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report and the Unit's assessment of its Educational Goals are attached for the information of SCUP.

c: Bryan Kinney, (Acting) Director, School of Criminology  
Lisa Shapiro, Acting Dean, Faculty of Arts and Social Sciences



MEMO

**Attention:** Dr. Glynn Nichols, Academic Planning and Quality Assurance


---

**From:** Dr Bryan Kinney, Director (Acting)

---

**Re:** External Review Update (Mid Cycle review /progress report) School of Criminology

---

**Memo Date:** 14 April 2020; revised 15 April 2020; revised 10 June, 2020 

As requested by Bal Basi (memo 15 July 2019), I am attaching the School of Criminology’s press report, March 2020, with respect to actions that the School has taken, in accordance with Action Plan approved by Senate in 2017.

Please find, attached:

1. **School\_Crim\_MidCycle\_review\_response2020.docx**
2. **Criminology Educational Goals and Assessment Plan**
  - 2.1 Educational Goals Application Courses
  - 2.2 Educational Goals Crim Justice Courses
  - 2.3 Educational Goals Forensics Courses
  - 2.4 Educational Goals Legal Courses
  - 2.5 Educational Goals Methods Courses
  - 2.6 Educational Goals Policing Courses
  - 2.7 Educational Goals Special Topics Courses
  - 2.8 Educational Goals Theory Courses
  - 2.9 **Mapping of Courses to Educational Goals March 2020**

With Respect,



Bryan Kinney (Acting Director of the School)

CC: Bal Basi

[report begins next page]

<b>External Review Recommendation</b>	<b>Action Taken</b>
<p>1. The School should continue to prioritise excellence in research in its hiring. The needs of the SC are not so much in any particular subfield of Criminology as they are simply for excellent researchers and teachers. Experience elsewhere in Canada would suggest it is not easy in any university to attract and maintain excellent researchers.</p>	<p>The School has taken this recommendation to heart. Thus far, we have been successful, with the support of FASS administration, in hiring tenure track and teaching faculty. [lec = lecturer; aP = Assistant Professor]</p> <ol style="list-style-type: none"> <li>1. Lec, 2016</li> <li>2. aP, 2017</li> <li>3. aP, 2018</li> <li>4. sP, 2018</li> <li>5. Lec, 2018 – 3yr LT</li> <li>6. aP, 2019</li> <li>7. aP, 2019</li> <li>8. Lec, 2019</li> </ol> <p>We are also fortunate to be hiring still more full time (continuing) faculty for July 2020 starts:</p> <ol style="list-style-type: none"> <li>1. Assistant Professor (theory, research methods, police/corrections, etc.)</li> <li>2. Assistant Professor (legal research focus)</li> <li>3. Lecturer (focus on online and non-traditional teaching modalities; C900 and Flex learning)</li> </ol> <p>And still further, we have permission to seek out term appointments for the equivalent of three lecturers for 2 years (24 classes total coverage), starting in Summer 2020.</p>
<p>2. The School should request, and the University should agree, that any position that is authorised that cannot be filled because an appropriate excellent candidate cannot be found within the current year should be kept and re-advertised for the following year.</p>	<p>The School is hopeful that the University is able to provide such protection as this, but we are fortunate to have found excellent applicants for our hiring cycles to date.</p>
<p>3. The SC has suggested that a senior faculty member be appointed as an associate director to encourage and help faculty members apply for SSHRC and other external</p>	<p>Initially Ray Corrado fulfilled this role (both informally before the creation of Associate Directors, and then he served in that capacity until Fall 2017, after which point, Jennifer Wong replaced him. Although Dr Wong is formally in this Assoc. Director</p>

<p>graduate and postdoctoral support. It could be one of the responsibilities of this person to search out and celebrate important successes in research. Symbolically and practically, we believe that this is a very sensible move on the part of the SC and we believe it should be supported.</p>	<p>(Research) role, Dr. Corrado continues to mentor PhD students and fellow faculty in SSHRC and other major grant applications. Our Schools PHD and MA record for SSHRC awards is among the strongest in FASS. The SC now (Fall 2019) has an active communications staff member that is in constant communications with Dr Wong. Through regular emails (Criminology Newsletter) and an increasingly more active social media presence we have increased our exposure (celebrating successes of students, faculty and staff) and awareness of research opportunities.</p>
<p>4. We strongly support a recommendation made by the previous review committee that faculty should be encouraged “to publish the results of their research in national and international peer-reviewed journals”. We should add “high-impact” as another qualifier to journals: the term ‘peer-reviewed’ is, unfortunately, becoming less and less meaningful as the number of journals increases.</p>	<p>Here, the SC agrees that research productivity is the signal value for tenure track faculty; however, not research efforts/value can be reduced to impact factors or establishment of suitable journal lists. We (SC) are able to have our faculty publish in the most reputable (and highly ranked for “impact”) journals currently – and without limiting our members’ freedom to choose their research outlets.</p> <p>While the SC is committed to the utmost emphasis on publications in journals of the highest standing, we are also aware of the need to respect non-traditional modes of inquiry and scholarly accomplishments. Our School is truly interdisciplinary and to adhere to such a recommendation would be misguided. Publication ‘rates’ (numbers of articles per year) are themselves complicated measures, let alone assessing their so-called objective qualities. Legal or qualitatively inclined scholars must produce 70+page manuscripts – or seek out edited collections papers, whereas some other social sciences projects need only 1/3<sup>rd</sup> that ‘volume’. Canadian content limits criminology researchers seeking (larger, and “more impactful” American or European journals). The issue of impact scores/indexes is far from settled in Criminology as a discipline. Essentially, the SC sees value in the diversity of our faculty members’ contributions and the wide range of faculty interests making impact factors obfuscating or even misleading.</p>
<p>5. The allocation of office/research space be on a short-term research and teaching ‘needs’ basis. Priority should be given to researchers who need the space for specific, time-limited purposes. The SC might want, also, to give preference to those in need of the space for SSHRC-funded or similar curiosity-based research projects. The important point, however, is that this scarce resource should be</p>	<p>This recommendation has been adopted. Access to research space is now based a faculty member, research group, centre or institute and their access to funding. In short, funding (particularly SSHRC, or other funding streams) ensures access to space. This prioritization scheme is also in alignment with recent changes to SFU / FASS use of communal space planning for the foreseeable future. The SC has re-purposed communal lab and meeting spaces to create three new offices, redesign our general office—all without losing effective use of a graduate computer/teaching space.</p>

<p>allocated in such a way that contributes to the research output of the SC.</p>	
<p>6. A five-year cycle of evaluation should be implemented for centres in order for them to demonstrate their contribution to the research mission of the SC.</p>	<p>The SC has closed several centres that were relatively inactive, or whose activities would more properly be described as involving a ‘research group’. The Criminology Research Centre, (CRC) for example was closed, and its space converted into two staff advising offices, and one teaching space (seminars/tutorials). SFU has new (overhauled) policy on research centres and institutes, and such entities must now produce 5yr reports on activities to keep their status.</p>
<p>7. A careful (independent) financial review of the financial costs, if any, to SFU should take place to ensure that the ‘external’ activities of the Police Studies Centre are, indeed, self-funded. In the alternative, if it is <i>not</i> seen by the University to be important for these contract activities and workshops to be self-funded, we believe that the actual contribution of the University to the activities of the Police Studies Centre should be known and made more visible.</p>	<p>The Police Studies Centre is dismantled. All contract activities and workshops have halted.</p>
<p>8. The SC should explore the possibility of instituting a regular program of information presentations on current research by faculty and visitors. These could be, for example, talks that SC faculty have previously presented at conferences and at other universities, but have not been exposed to their colleagues and students with the SC. The purpose would be to broaden the discussion among graduate students and faculty about research that is being carried out at the SC.</p>	<p>The SC has recently (Fall of 2017) reinstated the Brown Bag Series, under the guidance of Dr Richard Frank. These talks are primarily centered on preparing graduate student conference presentations and as venues for presenting theses and directed readings papers. This form also helps connect with graduate students who might be looking for RA or volunteer experience. Faculty (visiting or local) can also share early or revised papers to help others understand their experience with conducting and/or receiving reviews and how to plan for responses to good and not-so-helpful reviewer feedback. Visiting scholars coming to SFU to serve as external PhD examiners, or other guests are encouraged to speak to the faculty and grads in order to be considered for travel support from the SC. Inducements such as travel support (travel grants) are not currently locked into participation of the Brown Bag, but given fiscal pressures, it is a strong possibility that in 2021 graduate students will not receive travel funds without participating in the Brown Bag. We may need to also consider our limited faculty funds for travel – along the lines of each Session a faculty member participates in, they can then claim up to \$250 per session, up to the current maximum of \$500 per year. <b>[see Appendix a, below]</b></p>

<p>9. We would recommend, therefore, that the SC undertake to review the number of its undergraduate programs focusing on the ‘ true’ costs (and opportunity costs) of having so many programs at the same time that the School is clearly short of full time faculty.</p>	<p>The SC is not aware of any true costs in this regard, although we do agree that our full-time faculty are extended as much as possible. The various certificates, diplomas, minors and PBDs do not require additional teaching resources beyond those necessary to service the major programme. Further, no new credentials have been created.</p>
<p>10. The University explore whether there are ways in which the availability of classrooms appropriate for SC courses should be given some kind of priority. However, if sacrifices to the accessibility of SC courses are currently being made when small, inconsequential changes to other departments’ scheduling could accommodate students in all departments more effectively, these should be examined.</p>	<p>The SC is appreciative of these sentiments, scheduling of classrooms is outside the control of various departments in the university. We expect that some of the pressures in this area will be eased somewhat by recent C900 and flex/shared classroom spaces. The SC has some ability to choose timing of large classrooms, and specialised (e.g., computer / laboratory or open concept) space, as well as campus location (Burnaby, Surrey or Vancouver).</p>
<p>11. We recommend that the SC, as part of its review of undergraduate offerings, examine the distribution of regular full time faculty in its undergraduate classes with an eye to distributing this expensive resource in a manner that maximises the likelihood of students being predominantly taught by full time faculty. In the end, the SC needs to establish limits or reasonable benchmarks on how many courses are taught by Sessional Instructors (including graduate students). Such goals or benchmarks should be expressed both in terms of the number of courses and the number or proportion of student enrollments taught by sessional faculty.</p>	<p>The SC is aware of the value of maintaining higher rather than lower ratios of faculty teaching students rather than relying upon sessional instructors or even term instructors. Historically the SC has been reliant on sessional instructors, partly due to our emphasis on encouraging PhD student teaching experience, but more and more due to course buyouts as part of negotiated retirements take place. The SC is also a significant contributor to FASS AFTEs, and we have regular overflow of demand for many of our courses with allows us the ability to quickly mount (and fill) courses on short timelines – however, with faculty load being determined semesters in advance, to add new course sections requires use of Temporary Instruction budget (and dampens our faculty to student ratios). However, the SC is able to field several new faculty (tenure track and teaching categories) that will show immediate (2020ff) benefits; we now have 2 (or more) faculty that are keen to teach our 100 level courses such as 101, 103, 104, 131, and 135 – these are our largest lecture courses, and with these having multiple faculty per offering wanting to include these courses as a regular part of load, we expect to have a dramatic improvement beginning in Fall 2019, and certainly in 2020 forward. The SC will commit to developing a metric for calculating students per term taught by continuing faculty and report this out to FASS Deans and make this available to our next external review.</p>
<p>12. We recommend that the SC examine how best to limit enrollments in their undergraduate programs. A number of possibilities exist (including limiting enrollments in some</p>	<p>In short, enrollments have been allowed to remain relatively constant since the review. Curtailing enrollment does not meet with the FASS/University mandate. Similarly, with item #11, above, we have some concerns before moving along these</p>

<p>of the various programs that they offer, which are listed at the beginning of this report). The SC may also be able to put a minimum GPA requirement for majoring in Criminology. At a minimum, the SC should examine its priority system for enrollment in individual courses to ensure that their own majors have adequate access.</p>	<p>lines. We already have a higher GPA to graduate than anyone else in FASS and just behind SFU Beedie School of Business. All our declared students get priority on UD courses and get a chance to register before other students as it currently stands. Our issue is partly a bottleneck effect of popularity of criminology generally, both from within and without of FASS. We still feel that SC is not seeing the problem identified in the review (that of multiple certification and diplomas –again, these cost nothing as they run alongside of existing courses that are mounted regardless of their utility for certifications. The SC has enough streams and required courses to sustain these “certs” in ways that perhaps is no seen in other disciplines, and perhaps, suggests the basis for the concern that we are stretching ourselves to thin in order to offer certs, diplomas and PBDs.</p>
<p>13. We recommend that the honours program be adapted to/integrated into the 120 credit degree.</p>	<p>This has been done. We reduced the number of total units required to 120.</p>
<p>14. There should be no expansion of the number of online (CODE) courses without the establishment of standards of quality for the courses currently offered.</p>	<p>CODE courses have been reduced as of Fall2019 at the UG level (we have no Graduate CODE/distance options). CODE courses that were renewed in 2018/19 and with newly written course materials, study guide, exams, etc. have been allowed to run, but with restrictions, including that no new CODE offerings in 2020. CODE is effectively gone and replaced with C900 and a Flex teaching component involving a mixture of in person F2F (face to face) and online/outside the classroom modes. Criminology is pushing hard to keep up with FASS/CEE’s forecasted new curricula and logistical plan for 2020, 2021 and 2022 in particular, as we (FASS and the SC) push for more direct, and meaningfully “instructor led’ learning environments.</p>
<p>15. We would propose, therefore, that the SC should examine possible options for a new, revitalised field placement program. Consideration should be given to a Co-Op program in addition to a field placement program where people are not paid.</p> <p>Any new field placement program needs to be specified in a manner that is consistent with the current reality (e.g. students working, etc.). It can be more flexible than it was in the past and could, for example, involve fewer credits.</p>	<p>This has all been done. We now have reduced numbers of units per FP. We have full time and part time options so students can also be working with doing FP. We have hired a new 3yr Limited Term lecturer (contract set to expire in 2021) for this issue, and the review committee’s noting the importance of fixing FP is appreciated. Credit hrs has changed (similar to credit hr cuts to Honours) to allow for more students to access the program (cost; opportunity to be gainfully employed while participating) without compromising neither the academic nor the employment qualities afforded students. Key in this change is the establishment of part time deployments—students may now choose to do Full time, or on or two part-time placements. Part time FPs permit .5 FP in two different sectors, or to continue the second ‘half’ with the same agency/unit. We do have faculty participation with this model—and have incentivized this involvement for faculty by making it possible to use the number of students</p>



<p>If a person were to be hired to take responsibility for a field placement program, formal teaching responsibilities (above and beyond the field placement program) could be varied depending on how demanding the placement program coordinator's position was. A coordinator is needed in order to find and evaluate placement organisations. The SC might also consider the possibility of faculty involvement (along with a coordinator) so that faculty could participate more actively in research aspects of the program.</p>	<p>supervised (as academic supervisor) count approximately the same for 'teaching credit' as taking on and supervising a Directed Readings student.</p>
<p>16. The SC should review its resources (e.g. faculty active in research and willing to take on responsibilities for research based graduate students, space, etc.) and should carefully consider whether reducing the number of students admitted into its research based graduate programs would be in order.</p>	<p>The SC is comfortable with the existing process—that is the graduate committee only accepts students who have already established a strong connection with an existing faculty member. For 2017, 2018 and especially 2019, the SC Graduate Programme Committee (GPC) only admitted those PhD students that (a) had a confirmed senior supervisor or (b) had a faculty member explicitly indicate to GPC their interest in acting as senior supervisor.</p> <p>GPC also identified that the majority of graduate students offered admission were to be supervised by junior faculty. This indicated that the School is moving in the right direction with respect to having new hires assume responsibilities associated with senior faculty that recently retired or are in the process of retiring.</p> <p>The SC feels strongly that we have endured a more trying adjustment period where not all graduate students were as supported as they could have. Our new faculty members (tenure track in particular) needed about one full year before being able to be in position with their own research to bring graduate students 'on board'. This is now happening more smoothly, and sooner, as we continue to be in a position to hire excellent and highly productive faculty since the committee's review document was drafted.</p>
<p>17. We recommend that SFU restructure the Master of Applied Legal Studies program as soon as this can comfortably be done.</p>	<p>Professor Margaret Hall was hired for this purpose and is in the process of doing so. With her instillation, there has been sizeable reductions in the energy required of the SC Executive Committee and particularly its Director. While no permanent home has been found for the MA ALS, it is clear that with an additional administrator, that program can continue its work with greatly reduced demands on SC staff or Executive.</p>

	<p>It remains likely that MAALS would be better in a different academic unit, it is at least more efficient at present.</p>
<p>18. The University should create a plan for replacement of faculty over the next few years and should commit itself to fulfilling this plan.</p>	<p>The SC has worked with the Office of the Dean (FASS) and Finance to secure committed funds for recent hires. The Dean has been able to not only gain 4+ positions in recent years, but to further invest in an additional 3 fulltime faculty members for July 2020 (2 tenure track; one lecturer).</p> <p>The observation from GPC that many of the graduate school applicants are requesting to work with junior faculty members is evidence of the benefits that have come with replacing retired faculty. We expect that continuing this process will help to continue to attract top graduate students, not just from Canada but internationally as well.</p>
<p>19. The replacement of faculty should be predicated on the explicit goal that what is being searched for are those people who would contribute excellent research published in top academic outlets. Such research is completely compatible with the 'applied' nature of the field of Criminology.</p>	<p>The SC agrees completely with this recommendation. Our GPC has recognized that the hiring of junior faculty members is now paying dividends in the sense that some of these junior faculty members are several years into their position and are now comfortable with taking on more graduate students. The junior faculty members' strong research agendas has helped to attract new graduate students to the School.</p> <p>Our newest faculty are already publishing in the top 5 journals in our field and have ongoing researches that inspire UG and Grads alike. We also see that the review committee has noticed that criminology, as a "school", is also concerned with practical aspects of the academy. For many in our School, this involved research (and almost always academic publications) with our non-academic partners and stakeholders, such as the Ministries of Justice, Public Safety &amp; Solicitor General, or agencies such as the local Chiefs of Police, or the Division Commander of the RCMP. While this research is not always considered as 'pure', perhaps, as other segments of the university research, it is important to participate in field research and to study policy impacts of local or regional (criminal) justice efforts.</p>
<p>20. We recommend that the SC should rethink what its 'mission' is with a view to bringing clarity and focus on the choices that will need to be made.</p>	<p>In preparation of the review, we meet as a complete faculty several times to consider this issue. The output of that work as a discussion and then a report to the external review committee. The SC agrees that we should not wait the full passage of time before the next review cycle before meeting once again. This is doubly important given the dramatic turn-over in faculty in the 5-10 years.</p>

	<p>GPC has made it a priority to focus on admitting students with outstanding research potential in subject areas that align with the ongoing research interests of faculty members. We are also aware that we need to be able to articulate this new (or at least re-affirmed if not new) mission when we propose to hire new faculty and generate interest for new graduate students.</p>
<p>21. The composition of the committees should reflect the objectives of the committees and the research values we have been suggesting as important for the continued excellence of the SC.</p>	<p>Each of our major committees is built upon equity and appreciation for the interdisciplinary strengths of the School. Hiring (Search) Committees, Retention Tenure and Promotion Committees, as well as our curriculum committees (Undergraduate and Graduate) each reflects a mix of senior and junior faculty and is drawn from both tenure/tenure track and teaching faculty and genders.</p> <p>In addition to equity, we also seek to promote a competitive yet supportive work environment that, in sum, can continue to be relevant at the international and not just national scale. SFU Criminology is already internationally known for as a top Canadian option for students and faculty. Our direct competitors (Cincinnati, U Cal Irvine, Griffith U (Brisbane, AUS), Florida State U, U College of London (UK), University of Montreal among them) are each from large, 'R1' or 'tier 1' research schools and departments with massive budgets. We are in a good place, but we need critical reviews like this to help us 'check' if are surviving or flourishing.</p>

## Appendix A

Per item 8, the School of Criminology (SC) has records of the following visitors / groups the attended the School and have participate in organised talks. These activities do not cover the many, less formal/organised, contributions made by these and other visitors.

Date	Name	Type of visitor	Talk
2016-04-01	Prof. Kim Rossmo	Key Note Speaker	Criminal Investigative Failures and Wrongful Convictions
2017-06-27	Lesley Scott & Mike Pearce	Guest Speaker (CRIM 720)	"Risk Management and Terrorist Attacks at Major Events"
2017-07-28	Prof. Anthony Doob	External Examiner (Andrew Reid)	"Criminal Justice Policy Under Harper and Beyond"
2017-08-03	Prof. Arie Perliger	External Examiner (for Christine Neudecker)	"Misconceptions in the Profiling of Terrorists"
2017-08-18	Prof. Susan Zimmerman	External Examiner (for Aaren Ivers)	"Privacy protection, data sharing and consent: Reflections on roles and responsibilities"
2017-09-07	Prof. Peter Simi	External Examiner (for Ryan Scrivens)	"Addicted to Hate: Identity Residual among Former White Supremacists"
2018-08-20	Prof. Irvin Waller	External Examiner (for Tarah Hodgkinson)	"Smarter crime control: Investing in people-centred solutions to build safer communities "
2018-10-16	Prof. Kim Rossmo	Guest Speaker (Ting Forum)	"Criminal Investigative Failures"
2018-11-07	Prof. Anastasia Powell	Guest Speaker (Ting Forum)	"When Crime Goes Viral: Applying Digital Criminology to Crime Imagery Online"
2019-06-07	Prof. Chad Whelan	Guest Speaker	"Responding to Organized Crime through Networks"
2019-08-26	Prof. Laureen Snider	External Examiner (for Gregory Simmons)	"Abolishing Corporate Crime: The Trump Chapter"
2019-10-17	Prof. Clifford Shearing	External Examiner (Muhammad Asadullah)	"Public Safety, Nodes and Harmscapes"
2019-10-28	Field Practice Program	workshop	Professional Development

2019-11-21	Steven Point Dr Cassandra	Key Note Speaker	Celebration for his contributions to Indigenous literacy in BC
2019-11-22	Cross	Guest Speaker	romance fraud/police investigation of fraud cases
2019-12-03	5th Annual Symposium	Centre for Forensic Research	Forensic Sciences - conference
2019-12-06	Prof. Charis Kubrin	External Examiner (Olivia Ha)	"Immigration and Crime: Is the Narrative Fact or Fiction?"

## **Educational Goals – Application Courses**

- Application – 203, 316, 350, 352, 413, 433, 441, 450, 459, 464

### **CRIM 203 - Historical Reactions to Crime and Deviance (3)**

Historical review of society's reaction to crime and deviance, relating this history to religious, political, social and philosophical movements and schools of thought.

Consideration of the history and evolution of punishment and penal methods and the historical forces influencing the development, implementation, and modification of these methods. Prerequisite: Any 100 division CRIM course.

- Demonstrate understanding of the history of society's reaction to crime and deviance (i.e., in relation to religious, political, social and philosophical movements and schools of thought).
- Demonstrate understanding of the history and evolution of punishment and penal methods and the historical forces influencing the development, implementation, and modification of these methods in Canada.
- Describe and critically assess the historical treatment of and reactions to crime and deviance in relation to diverse groups (e.g., youth, women, multicultural communities, persons with mental and physical disabilities, LGBT2SQ people, immigrants and refugees, marginalized and disenfranchised groups)
- Describe and critically assess the intergenerational impacts of colonization and Indian Residential Schools on Indigenous peoples in Canada
- Critically assess the impact of racism, sexism and other systems of oppression on the criminalization of behaviours and cultural practices of various groups (e.g., Chinese head tax, Japanese internment, eugenics, criminalized Indigenous cultural practices)

### **CRIM 316 - Sexual Offenders and Sexual Offences (3)**

Provides an overview of current theoretical, clinical, and legal issues related to sexual offenders and sexual offences. For each of these issues, consideration will be given to different approaches and perspectives, and debates characterizing them. The topics to be covered include: explanatory models of sexual offending; developmental risk factors of sexual offending; typologies of sexual offenders; criminal careers of sexual offenders; phallometric assessment; actuarial and clinical risk assessment; treatment programs and their effectiveness, and criminal justice system initiatives. Prerequisite: CRIM 101 and 103. Students with credit for CRIM 417 in Spring or Summer 2005 may not take this course for further credit.

- Describe contemporary criminological, psychological, and social theories of sexual offending, and demonstrate understanding of the underlying psychological mechanisms responsible for perpetration of sexual offences.
- Critically assess the theoretical, clinical, and legal issues related to sexual offenders and sexual offences.

- Critically assess different approaches and perspectives to sexual offenders and sexual offences, and describe the key debates associated with each.
- Identify and describe the developmental risk factors for sexual offending, and explain the criminal careers of sexual offenders.
- Demonstrate familiarity with typologies of sexual offenders.
- Demonstrate familiarity with a variety of assessments and interventions for sexual offenders (i.e., predictive measures, phallometric assessment, actuarial and clinical risk assessment, treatment programs, criminal justice system initiatives), and explain their strengths and shortcomings.

### **CRIM 350 – Techniques of Crime Prevention I (3)**

Techniques of mobilizing community resources for crime prevention. Organizing, implementing and managing citizen efforts to reduce crime. Recruiting citizen assistance, training requirements, establishing and operating citizen organizations, evaluating results. Organizing programs for reducing criminal opportunity, programs for education, employment and recreation. Operating youth services centres, residential programs, crisis intervention and emergency centres. Prerequisite: CRIM 101.

- Identify and explain the principles underlying community psychology, environmental criminology, and security administration, which form the conceptual framework for crime prevention.
- Describe and critically assess various techniques for mobilizing community resources for crime prevention and evaluating results.
- Demonstrate familiarity with various approaches for recruiting and training citizens, and establishing and operating citizen organizations.
- Critically assess different programs designed to reduce criminal opportunity and improve education, employment, and recreation opportunities (e.g., youth services centres, emergency centres, residential programs, crisis intervention programs).

### **CRIM 352 – Environmental Criminology: Theory and Practice (3)**

Explores the history of the field of environmental criminology and critically examines the theoretical approaches within the field. Special emphasis is placed upon the relationship between crime, fear and the environment, the criminality of place and the decision processes involved in criminal events. Prerequisite: CRIM 101.

- Demonstrate understanding of the history and intellectual origins of the field of environmental criminology.
- Critically assess the primary theoretical approaches within the field of environmental criminology.
- Explain the relationship between crime, fear, and the environment.
- Demonstrate understanding of the criminality of place and the decision-making processes involved in criminal events.

- Apply environmental criminology to crime analysis and prevention, and identify the limitations of these approaches.

### **CRIM 413 – Terrorism (3)**

Considers the nature, extent, and basis of terrorism as an official crime throughout the world and its impact upon criminal justice systems. Theoretical explanations in a comparative perspective will be employed to examine the impact of terrorism on various countries and the response of governments to it. Prerequisite: CRIM 101.

- Demonstrate understanding of the nature, extent, and basis of terrorism.
- Critically assess and compare theoretical explanations of terrorism.
- Demonstrate familiarity with the responses of governments to terrorism.
- Explain the impact of terrorism in various countries and on the Canadian criminal justice system.

### **CRIM 433 - Communities and Crime (3)**

Examines communities and neighborhoods as contexts for thinking about a wide range of criminological issues including crime, fear, victimization, policing, and policy.

Theoretical explanations and applied research will be used to explore how and why "community" is important for understanding crime and criminal justice.

Prerequisite: CRIM 101. Students with credit for this course as CRIM 418 may not take this course for further credit.

- Demonstrate familiarity with theoretical explanations and applied research that explain the importance of community in understanding crime and criminal justice.
- Describe the relationship between communities and neighbourhoods and criminological issues (e.g., crime, fear, victimization, policing, policy).

### **CRIM 441 - Preventing Crime and Antisocial Behaviour: Designing & Evaluating Programs (3)**

An applied course in which students will learn to design and evaluate evidence-based programs targeting the prevention or reduction of specific criminal and antisocial behaviours. Examples of programs include those targeting: gangs; drug use; bullying; aggression; school drop-out; child sexual abuse; domestic violence; online piracy, and gambling addiction. Prerequisite: CRIM 101 and CRIM 220. Students who took CRIM 417 Current Issues in Criminology and Criminal Justice Preventing Crime & Antisocial Behaviour in Fall 2013 may not take this course for further credit.

- Design evidence-based crime prevention and reduction programs for specific criminal and antisocial behaviours (e.g., gangs, drug use, bullying, aggression, school drop-out, child sexual abuse, domestic violence, online piracy, gambling addiction).
- Explain the relationship between program goals and outcomes, and critically evaluate crime prevention and reduction programs.



### **CRIM 450 – Techniques of Crime Prevention II (5)**

Introduction to the modern techniques of crime prevention. Emphasis will be on crime prevention and reduction in fear of crime. Crime prevention through social change. Crime prevention through environmental design. Crime prevention through physical planning and architectural design. The concept of 'defensible space.' Obstructing and reducing the opportunities for the commission of crimes. Evaluating crime prevention programs. Prerequisite: CRIM 101.

- Explain the theoretical and practical basis for crime prevention, and key concepts related to crime prevention (e.g., defensible space, spatial clustering, hot spots).
- Describe and critically assess various modern techniques of crime prevention and reduction in fear of crime.
- Demonstrate familiarity with various approaches to crime prevention (i.e., through social change, environmental design, physical planning, architectural design).
- Apply knowledge of crime prevention to the collection of field data.
- Critically evaluate crime prevention programs.

### **CRIM 459 – Organized Crime (3)**

Examines the many forms of organized crime, including theories and models. Explores specific activities involving organized criminals, traditional organized crime, street gangs and motorcycle gangs, and criminal justice responses to organized crime. Prerequisite: CRIM 101. Students with credit for CRIM 416 in Spring 2009 or CRIM 313 in Fall 2009 may not take this course for further credit.

- Demonstrate familiarity with various theories and models used to explain organized crime.
- Identify different forms of organized crime (e.g., traditional and Italian organized crime, street gangs, motorcycle gangs) and specific activities involving organized criminals (e.g., drug production, smuggling, loan sharking, racketeering).
- Critically evaluate various criminal justice responses to organized crime.

### **CRIM 464 – Street Gang Patterns and Policies (3)**

Introduces the theoretical, empirical, and policy issues surrounding street gangs. The state of the current gang problem in Canada, the sociodemographics and motivations of individuals who join gangs the effect of gang membership on delinquency, the nature of violence and victimization, and the challenges of desistance will be discussed. Concludes with an overview of gang control strategies and the available policies. Prerequisite: CRIM 101.

- Demonstrate familiarity with the theoretical, empirical, and policy issues surrounding street gangs, and the challenges of conducting gang research.

- Explain current gang problems in Canada, including the sociodemographics and motivations of individuals who join gangs, and the challenges of desistance from gang life.
- Explain the effects of gang membership on delinquency, the nature of violence and victimization in gangs, and how the level of organization of a gang influences the criminal activities of its members.
- Critically assess the effectiveness of various gang control strategies and policies.

### **CRIM 810 - Spatial-temporal criminology (3)**

An examination of research on crime that considers spatial and temporal dimensions. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: environmental criminology, communities and crime, neighborhoods and crime, ecology of crimes, and crime prevention.

### **CRIM 812 - Criminal Networks (3)**

Examines the social environment of offenders through a criminal network perspective. Emphasizes how analyzing delinquency through the lens of networks can make theoretical and empirical contributions to the field.

### **CRIM 816 - Terrorism (3)**

An examination of the nature, extent, and bases of terrorism. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: the history of terrorism, theoretical explanations for terrorism, government responses to terrorism, and the impact of terrorism.

### **CRIM 831 - Sexual Violence (3)**

An examination of theoretical, clinical, legal, and empirical issues related to sexual violence. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: theoretical models, developmental risk factors, and typologies of sexual violence, criminal careers of sexual offenders, actuarial and clinical risk assessment, treatment programs for sexual offenders, and criminal justice responses.

## **Educational Goals – Criminal Justice System Courses**

- **CJS** – 131, 205, 241, 312, 315, 340, 343, 346, 410, 431, 440, 442, 814, 817, 820

### **CRIM 131 - Introduction to the Criminal Justice System - A Total System Approach (3)**

Introductory analysis of the structure and operation of the Canadian criminal justice system (CJS). Examination of the patterns of crime and victimization; police operations, discretion and decision making; the criminal courts, including sentencing; the corrections system, including correctional institutions and community-based models; the youth justice system. Patterns of contact and conflict between various social groups and the criminal justice system. Breadth-Social Sciences.

- identify and demonstrate understanding of the relationship between various components of the criminal justice system and their structure and operation in Canada (i.e., police, courts, corrections, criminal law, criminal justice and human rights policy)
- identify and explain challenges, trends and policy shifts in the criminal justice system (i.e., media, public and political responses, high-profile cases, police, court and corrections data)
- describe and critically assess the challenges to operating a CJS for diverse groups (youth, women, and multicultural communities)
- describe and critically assess the over-representation of Indigenous peoples in Canada's CJS and the factors that led to their over-representation (i.e., colonialism, assimilation, Indian Residential Schools, and intergenerational trauma)
- describe and critically assess the structure and culture of policing, factors that influence police decision-making and discretion, policing models, use and abuse of police powers, and relationships between police and various institutions and communities
- describe and critically assess the structure and types of courts, factors that influence legal and decision-making and discretion, sentencing, relationships between court room actors and the accused, victims, witnesses and other affected individuals
- describe and critically assess the structure and operation of corrections programs (i.e., community, provincial, and federal corrections and alternatives to corrections), factors that influence custody and release decisions, use and abuse of power in correctional facilities, and programming and re-entry

### **CRIM 205 - Crime Myths (3)**

Misperceptions about crime and justice are commonly fostered by the media, politicians, and from overgeneralizations of personal experience. Much of what people believe about crime does not represent its true reality. This course will cover some common myths about crime and criminal justice, the consequences of these myths, and the value of rigorous research evidence in differentiating crime myths from facts. Prerequisite: CRIM 101.

- Identify and explain the primary sources of information that lead to misperceptions about crime and justice
- Describe and critically analyze common myths about crime and criminal justice
- Identify and explain the consequences of crime myths

- Discuss and critically analyze the value of rigorous research evidence as the primary way to differentiate crime myths versus truths
- Identify and explain the tools needed to think broadly and critically about the reality of crime versus the mythology

### **CRIM 241 - Introduction to Corrections (3)**

An examination of the organization, structure and operation of contemporary Canadian corrections. A consideration of the history and development of provincial and federal correctional systems. The role of sentencing in the correctional process and alternatives to confinement. Discussion of the social organization of correctional institutions, including the inmates, correctional officers, correctional treatment staff and administrators. Parole board decision making and the issues surrounding the re-entry of offenders into the community. Community-based corrections programs and outcomes. Prerequisite: CRIM 131.

- Describe the historical development of corrections in North America, with an emphasis on prisons, and the philosophy and purpose of corrections in Canada.
- Describe and explain the legislative framework of corrections in Canada in the context of division of powers, and the various sentencing options and their influence in corrections
- Summarize the structure and operations of correctional institutions as well as post-institutional and community-based corrections (i.e., conditional release processes, alternative measures, probation, parole)
- Explain correctional processes, attributes of inmate classification, case management, and treatment and rehabilitation programs (e.g., educational, specialized intervention, prison industry, vocational and programs for specialized offenders)
- Identify key groups (i.e., prisoners, staff and administration) in correctional institutions and describe the nature of the relationship between them
- Critically analyze the challenges of managing diverse groups (e.g. high-risk offenders, sex offenders, offenders with mental illnesses, female offenders, and Indigenous offenders)
- Identify and discuss contemporary and emergent issues in Canadian corrections, and explain the challenges in developing and implementing evidence-based correctional policies and programs.

### **CRIM 312 - Criminological Perspectives on Social Problems (3)**

Involves detailed study of forms of deviance that have been commonly defined as constituting 'social problems.' Consideration of drug abuse (alcohol, nicotine, heroin and others), suicide, prostitution, obscenity, gambling and abortion. Justifications for present legislative policy and the relationship between these activities and the criminal justice system. Prerequisite: CRIM 101.

- Demonstrate a theoretical and critical understanding of competing criminological perspectives on specific forms of “deviance”
- Recognize and assess the historical and political contexts in which various activities became identified and labelled as “deviant”

- Critically analyze the role of law in regulating each of the forms of “deviance,” including recognizing the limitations of the law and the effects of law enforcement
- Demonstrate in-depth and critical understanding of the academic literature related to the social issues discussed in the course
- Apply current research and legal principles to assess the various factors that ought to be considered in future Canadian law and policy related to each social issue addressed.

### **CRIM 315 - Restorative Justice (4)**

The course will contrast restorative justice with the dominant adversarial/retributive/punitive model of justice through a critical analysis of these two paradigms of justice. Several key principles, assumptions, and concepts necessary for understanding the foundation and practice of restorative justice will be introduced and explored. Prerequisite: 45 units. Breadth-Social Sciences.

- Compare and contrast retributive and restorative justice, including the paradigms that inform the approaches
- Describe the history and central principles of the restorative justice movement, and explain how restorative approaches justice align with Indigenous approaches
- Describe and explain the roles of victims, offenders, community, police and government in restorative justice
- Identify and critically assess various restorative justice processes (e.g., victim offender mediation, victim offender reconciliation, circle sentencing, family group conferencing, and peacemaking circles, among others)
- Identify and critically assess current initiatives in restorative justice both in Canada and elsewhere
- Identify and describe the process and tools for assessing and evaluating restorative justice programs
- Improve communication and teamwork skills through participation in circles and class/group exercises

### **CRIM 340 - Criminal Justice Policy Making and Policy Analysis (3)**

Examines alternative approaches to developing and evaluating public policy in criminology through the use of case studies. Prerequisite: CRIM 101 and 220. Students with credit for CRIM 415 under this topic may not take this course for further credit.

- Identify and explain alternative approaches to the policy analysis process
- Describe, critically assess, and apply analytic tools commonly used in evaluation and policy analysis
- Apply course concepts to properly define policy problems and identify evaluation criteria
- Apply course concepts to devise alternative policy solutions and to evaluate and predict the effects of these alternatives
- Apply course concepts to communicate practical advice to decision makers

### **CRIM 343 - Correctional Practice (3)**

An in-depth consideration of a range of factors influencing contemporary correctional practice. The fundamental tension between the interests of offenders and the requirements of those managing correctional programs; the context provided by underlying theoretical assumptions about correctional practice and by influences such as public perceptions, politics and the economy. Prerequisite: CRIM 101. Recommended: CRIM 241.

- Describe and critically assess correctional theories and the principles of effective correctional treatment in existing correctional programs
- Identify and analyze the role of politics and society in correctional practices throughout history; identify current and potential future trends, issues, and developments in institutional and community corrections policies and practices, and formulate possible solutions to address or counteract them.
- Describe the sociology of incarceration and critically assess the experience of prisoners in Canadian correctional systems, including the effects of incarceration on staff-prisoner relationships, prisoner-prisoner relationships, and prisoners' families and communities.
- Explain key human rights issues in Canadian correctional systems and how systems of corrections are addressing these (e.g., Indigenous prisoners, prisoners with mental illness, transgender prisoners).
- Describe the dynamics and personal and organizational challenges of working with offenders in institutional and community settings.
- Describe and critically assess the experiences and overrepresentation of Indigenous offenders in correctional systems across Canada.
- Critique the decision-making of parole boards, describe the process of conditional release, identify the key challenges offenders experience upon re-entry, and formulate solutions to address these challenges.

### **CRIM 346 - Current Issues in Corrections (3)**

In-depth critical assessment of contemporary issues faced by criminologists in relation to correctional operations and programming. Discusses current practices in corrections, including offenders' classification, criminological assessment, management of exceptional offenders and evidence-based programs offered to offenders. Prerequisite: CRIM 101. Recommended: CRIM 241.

- Describe and critically assess "what works" in corrections
- Identify and explain different practices of offenders' classification, risk assessment, and prediction of recidivism
- Describe and critically assess current empirical development on institutional programs, rehabilitation, and the treatment of different types of offenders (e.g., Indigenous prisoners, prisoners with mental illness, transgender prisoners).
- Apply course concepts to the criminological assessment process
- Describe and explain the management of exceptional offenders and evidence-based programs offered to offenders

### **CRIM 410 - Decision-making in Criminal Justice (3)**

Examination of the factors which influence decision making in the criminal justice system. The exercise of discretion by criminal justice personnel; the role of organizational policies and priorities in decision making; the involvement of victims and the public. Consideration of decision making at specific stages of the criminal justice process. Prerequisite: CRIM 131.

- Identify and explain the various dimensions of decision-making in criminal justice
- Describe and critically assess the development of community-based decision-making structures as alternatives to the 'formal' criminal justice system, and the interface between traditional methods of decision-making and dispute resolution and formal systems of social control
- Develop individual skills applied to various scenarios regarding decision-making processes in the criminal justice system
- Develop communication and teamwork skills through participation in class/group activities that focus on criminal justice decision-making

### **CRIM 431 - Comparative Criminal Justice Systems (3)**

Critical examination of the theory and method of comparative criminal justice. Review of common law systems, civic law systems, and socialist law systems. Specific consideration of the development, structure and operation of the criminal justice systems in selected countries, which may include England, France, Federal Republic of Germany, the former Soviet Union, the People's Republic of China, and Japan. Focus on the impact of historical, social, political, religious and cultural factors on the criminal justice process. Consideration, of the structure and operation of various components of the criminal justice process in selected countries, including the police, criminal courts, and corrections. Prerequisite: CRIM 101.

- Describe common law systems, civic law systems, and socialist law systems
- Identify and explain the impact of historical, social, political, religious and cultural factors on the criminal justice process
- Describe and critically assess the structure and operation of various components of the criminal justice process in selected countries, including the police, criminal courts, and corrections
- Additional learning outcomes that relate to specific topics selected

### **CRIM 440 - Correctional Administration and Planning (3)**

Theory and practice of organization and administration of correctional agencies. Particular attention is given to the political/bureaucratic interface in correctional administration, management styles, labour relations, management support systems and program planning. Identification and assessment of corrections management objectives. The relationship between corrections administration and other components of the criminal justice system. Prerequisite: CRIM 101, 131 and 241. Recommended: POL 251.

- Describe and critically assess the theory and practice of organization and administration of correctional agencies
- Identify and explain the political/bureaucratic interface in correctional administration, management styles, labour relations, management support systems and program planning.
- Identify and assess corrections management objectives
- Identify and critically assess the relationship between corrections administration and other components of the criminal justice system

### **CRIM 442 - Restorative Justice Practice: Advanced Topics (3)**

An in-depth examination of the various community-based and institutional practices in promoting restorative processes, based on an examination and comparison of the values, philosophical approaches and outcomes of selected western and non-western models. Practices examined will include a range of restorative justice initiatives, including victim-offender mediation, family-group conferencing, multi-party mediation, and various circle remedies. This examination will include the application of restorative justice in the community, in schools and at all levels of the legal process (pre-arrest to post-incarceration and reintegration). Prerequisite: CRIM 315. Recommended: CRIM 343.

- Identify and describe various community-based and institutional practices in promoting restorative processes
- Identify, compare, and critically assess the values, philosophical approaches and outcomes of selected western and non-western models of justice
- Identify and describe a range of restorative justice initiatives (e.g., victim-offender mediation, family-group conferencing, multi-party mediation, and circles)
- Apply restorative justice in the community, in schools and at all levels of the legal process (pre-arrest to post-incarceration and reintegration)

### **CRIM 814 - Restorative Justice (3)**

A course on praxis: the marriage of practice and theory, and practice in the development and implementation of restorative (transformative) justice models. Topics include: the needs and experiences of victims, offenders, and communities (including the impact of individuals and intergenerational trauma); the role of the state in justice matters; a comparison of the foundational values, laws, philosophical approaches and outcomes of traditional justice models. An exploration of these models allowing the consideration of their potential for producing democratic justice within the state and community, particularly in the aftermath of crime and violent political aggression and weigh that potential against their potential peril and pitfalls.

### **CRIM 817 - Corrections (3)**

A critical examination of contemporary issues in corrections. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: correctional administration, program planning, the identification, assessment, and evaluation of correctional practices and how this impacts different correctional populations and the relationship between corrections and other components of the criminal justice system.



**CRIM 820 - Criminal Justice Policy Analysis (3)**

An introduction to policy analysis in the field of criminal justice, beginning with frames of reference for policy-making such as the market, welfare economics, equity, efficiency, and liberty. Through applied examples, students will define policy problems, identify goals and objectives, devise alternative solutions, predict the effects of these alternatives, and communicate advice to decision-makers.

## **Educational Goals – Forensics Courses**

- **Forensics** – 355, 356, 357, 358, 402, 451, 452, 818

### **CRIM 355 – The Forensic Sciences (3)**

Examines the use and interpretation of physical forensic evidence in court. It will critically examine and evaluate the major forensic sciences used in criminal investigations today, as well as look at the crime scene. Subjects examined will include forensic pathology, odontology, biology, DNA evidence, firearms evidence, toxicology chemistry and questioned documents. Techniques will be illustrated with case studies. Prerequisite: 45 units. Breadth-Social Sciences.

- Demonstrate understanding of the basic principles of forensic science and the role of forensic science in criminal investigations and the criminal justice system.
- Demonstrate understanding of the rule of evidence that govern the admission of forensic evidence in courts in Canada and the US, the use of physical forensic evidence in court, and the role of the expert witness.
- Explain the difference between class and individual characteristics of evidence and evaluate methods used to tentatively and positively identify a body.
- Demonstrate understanding of the roles and analyses performed in different sections of a forensic laboratory, and be able to compare and contrast crime lab scientists and crime scene identification officers.
- Distinguish between the coroners and the medical examiners systems in Canada and the role of each in death investigations.
- Comprehend the basic sciences and forensic applications of forensic biology, forensic toxicology, forensic chemistry, firearms/toolmarks and questioned documents and be able to critique and analyze each.

### **CRIM 356 – The Forensic Sciences II (3)**

Introduces the methodological principles of analytical procedures and applications relevant to 21st century criminalistics as applied to skeletonized remains.

Prerequisite: CRIM 101.

- Demonstrate understanding of the methodological principles of analytic procedures and applications relevant to modern criminalistics.
- Demonstrate understanding of the application of these methodological principles to skeletonized remains.

### **CRIM 357 – Forensic Anatomy (3)**

An introduction to human anatomy and physiology relevant to the biological aspects of human forensics. Examines different body systems including form, function and development in the human adult and child, and discusses post mortem alteration to anatomical structures in the context of forensic anthropology and pathology.

Prerequisite: CRIM 101.

- Identify and explain key components of human anatomy and physiology.
- Explain various body systems (i.e., form, function, development).
- Demonstrate understanding of changes that occur in anatomical structures post-mortem.

### **CRIM 358 – Forensic Entomology (3)**

Forensic entomology is the study of the insects associated with a dead body. This course will introduce students to entomology and its applications to law. Instructors will include lectures, tutorials and also laboratories where students will handle, dissect and identify a variety of insects. Prerequisite: CRIM 101. Recommended: CRIM 320 or equivalent.

- Demonstrate general understanding and appreciation for insects and their role in the world.
- Gain hands on, practical experience in insect handling, dissection and identification.
- Demonstrate understanding of the value of entomology in a death investigation and know how to collect insects at a crime scene.
- Comprehend the basic scientific and entomological principles behind the use of insects in death investigations.
- Comprehend the analytical methods used in forensic entomology to age insects and hence estimate elapsed time since death.
- Recognize the factors that impact estimating time since death.
- Appreciate when and where forensic entomology is important as well as recognize its limitations.

### **CRIM 402 – Biological Explanations of Crime (3)**

Examines possible biological factors that could result in a predisposition towards criminal behavior. These include not only the genetic factors that affect behavior and therefore could potentially predispose towards crime, but also biochemical, neurological, nutritive and accidental effects such as head injuries. This course will look critically at all evidence both for and against any possible biological predispositions for criminogenic behaviors, together with the interaction with the environment. In particular, moral and ethical issues will be considered and debated. Prerequisite: CRIM 101. Students with credit for CRIM 416 in the summer 2000 or 2001 term may not take this course for further credit.

- Identify key biological factors used to explain predisposition to criminal behaviour (i.e., genetic, biochemical, neurological, nutritive, and accidental).
- Critically evaluate evidence for and against biological factors that serve as predispositions for criminogenic behaviours.
- Demonstrate understanding of the interaction between predisposing biological factors and environmental factors in explaining criminal behaviour.

- Demonstrate understanding of moral and ethical issues inherent in biological explanations of crime.

### **CRIM 451 – Advanced Techniques in Forensic Science (3)**

Looks at the advanced and sometimes more controversial areas of forensic science used in the criminal justice system today. Most areas are those outside the crime lab and require extensive and in-depth training in a very focused field. Seminars may cover areas such as the use of polygraph, blood spatter pattern analysis, entomology, pathology, odontology, anthropology, genocide investigation, facial approximation, crime scene analysis on land, underwater and mass homicide scenarios. Prerequisite: CRIM 101. Recommended: CRIM 355. Students with credit for CRIM 420 in 01-3, 00-3, 99-3, 98-3 or 97-3 may not take this course for further credit.

- Comprehend the rules of evidence that govern the admission of forensic evidence in court in both Canada and the United States.
- Understand the basic sciences on which a range of advanced and often controversial sciences in the forensic arena are based.
- Comprehend the difference between basic laboratory forensic sciences and more advanced and specialized forensic sciences, and be able to critique various techniques used in criminal cases.
- Evaluate and discuss a range of advanced forensic sciences (e.g., forensic entomology, bloodstain pattern analysis, forensic odontology and bite mark analysis, wildlife forensic science, polygraph, psychological profiling, forensic botany, mass disaster and mass homicide, fire investigation, forensic pathology and forensic art).
- Evaluate, analyze and critique legal issues and precedents, legal and scientific challenges, the role of the expert witness, and the future of a number of advanced forensic sciences.

### **CRIM 452 – Skeletal Pathology and Criminalistics (3)**

The examination of disease processes which affect and reveal themselves in the human skeleton at the level of surface morphology, radiology and histology and other relevant analytical methodologies relevant to criminalistics and human identification. Prerequisite: CRIM 101. Recommended: CRIM 357. Students who have taken this course as CRIM 417 may not take this course for further credit.

- Demonstrate familiarity with disease processes that affect the human skeleton.
- Demonstrate understanding of various analytical methodologies relevant to criminalistics and human identification, and their strengths and limitations.

### **CRIM 818 - Contemporary Issues in Forensic Science (3)**

Forensic science has been defined as the application of science to the law. An examination of what forensic science is from a theoretical, legal and scientific standpoint

and how it is being shaped by the differing agencies involved in delivering it. The course itself is aimed at the non-scientist.

## **Educational Goals – Legal Courses**

135, 230, 330, 331, 332, 335, 338, 380, 429, 436, 437, 438, 815, 830

### **CRIM 135 - Introduction to Canadian Law and Legal Institutions: A Criminal Justice Perspective (3)**

A general introduction to the fundamental and competing principles of jurisprudence and to the basic legal institutions of Canada. Prepares students for those law and law related courses offered within the School of Criminology and will consider the history of Canadian law, the development of the Canadian constitution, the system of Canadian courts and the roles and responsibilities of members of the legal profession. In addition, the course will consider the nature of legal reasoning, the doctrine of precedent, principles of statutory interpretation and will also introduce the fields of contract, torts, administrative law, and family law. Also examines the process of law reform in Canada. Breadth-Social Sciences.

- Identify and explain the foundation of Canada's legal system, the legal profession, and key legal principles
- Describe and explain the basics of both private and public law and fundamental principles of jurisprudence; the concept of law as a process of authoritative and controlling decision-making; and the various levels of the legislative, judicial, and administrative processes
- Demonstrate knowledge of the broad social, historic, economic, and political contexts within which Canadian law and legal institutions have developed
- Describe the constitutional framework of the Canadian legal system
- Apply theoretical knowledge to realistic scenarios and their interpretations of case law

### **CRIM 230 - Criminal Law (3)**

Nature, purpose, scope, sources and basic principles of the criminal law. Study of certain fundamental legal concepts such as mens rea, negligence and strict liability. Analysis of the concept of criminal responsibility in Canada. Critical examination of the legislative policies expressed in the Criminal Code. Study of the basic elements of a criminal offence. Examination of the legal principles relating to certain specific crimes and to certain major defences. Impact of Canadian Charter of Rights and Freedoms on the criminal law. Prerequisite: CRIM 135.

- Describe and explain the basic principles of Canadian criminal law (i.e., principles of causation, elements of a criminal offence, distinction between, and differential impact of, forms of liability, modes of participation, and legal requirements for various criminal defences)
- Describe the application of the *Charter of Rights and Freedoms* to the criminal law
- Analyze legal jurisprudence and explain judicial interpretations of specific criminal offences and the application of specific defences
- Apply the case law method of analyzing the criminal law, including interpretation of the *Criminal Code* and the *Controlled Drugs and Substances Act*
- Apply relevant legal principles, statutory law and case law to realistic and complex fact patterns

### **CRIM 330 - Criminal Procedure and Evidence (3)**

Critical examination of selected topics in criminal procedure and evidence, including jurisdiction, police powers of search and seizure, the right to counsel and pre-trial and trial procedures. Brief survey of the system of rules and standards by means of which the admissibility of evidence is determined. Close examination of the Charter of Rights and Freedoms and its impact on criminal procedure and evidence. Prerequisite: CRIM 101 and 230.

- Identify and explain Canadian laws, rules, and principles that relate to criminal justice processes leading to and within the court system
- Identify and discuss evidentiary concepts of admissibility, relevance, probative and prejudicial value, and weight
- Identify and critically analyze each aspect of procedure, i.e., investigation (search and seizure), detention, arrest, charges, judicial interim release, arraignment (disclosure, pleas and election), preliminary inquiry, trial, sentencing and ancillary orders, and appeals
- Identify and critically analyze common evidentiary and procedural issues or problems
- Identify and describe relevant statutory and common laws which govern criminal procedure and evidence (i.e., Canadian *Criminal Code* and *Charter of Rights and Freedoms*)
- Apply law to fact patterns and conduct legal research

### **CRIM 331 - Advanced Criminal Law (3)**

An extension of CRIM 230, this course will examine Canadian criminal law in greater depth as well as in comparison with other jurisdictions. Each term several substantive areas will be analysed closely. The areas to be examined will be determined by student interest but may include sexual offences, public order offences, mental disorder and the criminal process, property offences, etc. Prerequisite: CRIM 101 and 230.

### **CRIM 332 - Sociology of Law (3)**

Introduction to the theory of sociology of law. Law and social structure. Law as a product of a social system and as an instrument of social change. Social functions of the law. Relationship between law and the structure and function of various other social institutions. The process of law-making. Process by which various interests become translated into legal rules. The social reality of the law; the law in action. Social sciences findings into the operation and practice of the law. Critical and feminist perspectives on law. Public knowledge, awareness, opinions and attitudes to the law, sanctions and the criminal justice system. Prerequisite: CRIM 101 and 135.

- Discuss and critically analyze the role of law in Canadian society
- Identify and critically analyze the complexities of Canadian law including how legal processes both influence and are shaped by social, political, and economic relations
- Identify and apply classical and contemporary socio-legal theories to law
- Identify and critically analyze contemporary socio-legal debates (e.g., regulation of abortion, Indigenous rights, sex work, drugs, assisted death, privacy, LGBTQ rights, homelessness, and HIV non-disclosure)

### **CRIM 335 - Human Rights and Civil Liberties (3)**

A study of the relationship between the government and the individual. Focus upon the Canadian Charter of Rights and Freedoms and its interpretation by the judiciary. Examination of the issues of equality before the law, freedom of speech, freedom of religion and freedom of expression. A study of human rights at the international, federal and provincial levels.

Prerequisite: CRIM 330.

- Demonstrate a foundation of knowledge and a critical understanding of human rights and civil liberties particularly in Canada
- Identify and explain the tension between government actions and individual rights and freedoms, considering a range of thought regarding the scope and nature of various rights and freedoms, as well as appropriate limits to such rights and freedoms in a liberal democracy such as our own
- Describe the application of the Canadian Charter of Rights and Freedoms, with specific focus on the issues of freedom of expression, freedom of religion, equality, and Indigenous legal issues
- Demonstrate understanding non-Charter human rights protections in Canada and the protection of human rights at the international level
- Analyze legal principles in realistic scenarios
- Identify and explain the complexity of claims and assertions advanced in support of protecting and limiting human rights, civil liberties, and collective interests in Canada

### **CRIM 338 - Philosophy of Law (3)**

Introduction to the philosophy of law. Concepts of law, constitution and sovereignty. The nature and sources of the law. Examination of natural law, legal positivism, Kelsen's pure theory of law, legal realism, modern normative and analytical theories, critical legal theory and feminist theory.

Prerequisite: CRIM 101 and 135.

- Identify, explain and critically analyze prominent theories of the nature of law and of judicial roles (e.g., natural law theory, legal positivism, legal realism, interpretive theories of law, and critical legal studies)
- Identify and describe classic philosophical materials and textual commentary that raise questions about the nature and status of laws, and the judicial role in interpreting and applying them
- Explain and critically analyze the relationship between law and morality
- Identify and explain specific philosophical issues relevant to criminal justice systems (e.g., how liberal ideas of the limits of state authority are reflected in Canada's legal system and judicial decision-making)
- Explain and critically analyze determinations of criminal culpability, the appropriateness of punishment, and the use of extreme measures in times of national emergency
- Explain and critically analyze different philosophical discourses from particular legal domains, such as criminal liability, contracts, torts, equal treatment, statutory and constitutional interpretation, and stare decisis



### **CRIM 380 - Introduction to Cybercrime (3)**

Explores legal, technical and social issues in cybercrime. Discusses the nature of cybercrime, with specific examples, and methods of regulation in Canada and worldwide. Addresses origins and extent of cybercrime, responses from the legal system and consideration of the wider effects for society. Prerequisite: CRIM 101. Students with credit for CRIM 318 under this topic (Fall 2009 or Spring 2010) may not take this course for further credit.

- Identify and explain the history, nature and extent of computer-related crime
- Identify and describe various classifications of cybercrimes (distinguished based on the motivations and methods of operation of offenders, the types of victims or targets, and the spatial, temporal, and legal domains in which they are carried out) and cyber-criminals, as well as the methods and techniques commonly used by cyber-criminals.
- Describe the prevalence of cybercrimes in Canada and other nations
- Identify and critically analyze international issues such as cyber-terrorism, cyber-warfare, and human trafficking
- Critically analyze existing Canadian cybercrime legislation and the dynamic nature of the ways cybercrimes are documented in legislation
- Illustrate the operation of computers and the Internet, and describe and critically analyze legal and regulatory environments in cyberspace (e.g., internet surveillance, online sting operations, current and proposed legislation, user-reporting initiatives, filtering and blocking technologies, vigilante movements and international cooperation)

### **CRIM 429 - Indigenous Peoples and International Law (3)**

An examination of how relations between indigenous and non-indigenous peoples framed and were framed by the development of international law from the 15th century onward. Prerequisite: CRIM 101 or FNST 101 or 201 or permission of instructor. Students with credit for CRIM 416, or 418 under the title "Indigenous Peoples and International Law" or "Indigenous Peoples and Evolving International Relations", or FNST 429 may not take this course for further credit.

- Describe and critically analyze the role of relations between Indigenous and non-Indigenous Peoples in the development of international law from the 15th century onward
- Describe and critically analyze the changing nature of relations between Indigenous and non-Indigenous Peoples
- Discuss and critically analyze the relationships between Indigenous and non-Indigenous Peoples during "the age of exploration" (i.e., early European nation states that set out to colonize and assimilate)
- Discuss the role of Indigenous-State relations in the development of international law (e.g., transformation of Indigenous Peoples from "objects" of law (i.e., entities about which law is made) to "subjects" of law (i.e., participants in the making of international law))

### **CRIM 436 - Corporate Crime and Corporate Regulation: Advanced Topics (3)**

A detailed examination and analysis of particular types of corporate wrongdoing and the nature and impact of the relevant legal and administrative framework. The topics will be selected by the particular course instructor and will, therefore, vary according to the instructor's interests as well as topicality. The areas of corporate crime which are chosen may include one or more of the following: 'economic crimes' such as violations of statutes which regulate competition, protect intellectual property, and safeguard stock market investors; crimes against the environment such as air and water pollution; and, crimes against consumers including the marketing of hazardous products, contaminated food, or dangerous drugs and devices. Prerequisite: CRIM 101. Recommended: CRIM 336.

- Identify and critically analyze types of corporate wrongdoing (e.g., 'economic crimes'; crimes against the environment; and crimes against consumers)
- Describe and critically analyze the nature and impact of relevant legal and administrative framework to corporate wrongdoing

### **CRIM 437 - Crime and Misconduct in the Professions (3)**

Examines the use of self regulation by professional organizations (e.g. law societies, colleges of physicians and surgeons) and the increasing demand by other occupational groups and social and economic entities to be governed by these internal controls in addition to, or in lieu of, the criminal and other state law. It will specifically examine how the criminal law is used in the context of self-regulation and how professionals can bypass the criminal law through self-regulating organizations. The professions will be examined in the context of administrative, civil and criminal law. Implications for self regulation in other areas and the future of self-regulation will also be considered. Prerequisite: Recommended: CRIM 330.

- Describe and critically analyze the use of self regulation by professional organizations (e.g. law societies, colleges of physicians and surgeons)
- Describe and critically analyze the increasing demand by other occupational groups and social and economic entities to be governed by these internal controls in addition to, or in lieu of, the criminal and other state law
- Identify and explain how criminal law is used in the context of self-regulation and how professionals can bypass the criminal law through self-regulating organizations.
- Discuss and critically analyze the context of administrative, civil and criminal law
- Identify and explain the implications for self regulation in other areas and the future of self-regulation

### **CRIM 438 - Wrongful Convictions and Other Miscarriages of Justice (3)**

Examines the issues of wrongful convictions and other miscarriages of justice. Considers the major factors that contribute to wrongful convictions despite the safeguards built into the system, and ways to prevent or reduce their number. Prerequisite: CRIM 330 is recommended. Students with credit for CRIM 417 under this title (Fall 2007 or Fall 2008) may not take this course for further credit.

- Describe and explain wrongful convictions and other miscarriages of justice
- Identify and critically analyze the reasons that wrongful convictions occur (i.e., systemic, structural, and individual factors)
- Describe and critically analyze the impact and consequences of wrongful conviction and imprisonment on innocent persons
- Identify and explain the remedies or avenues of redress available to those who have been wrongly convicted
- Describe and critically analyze criminal justice mechanisms and policy reforms designed to correct and prevent wrongful convictions

**CRIM 815 - Cybercrime (3)**

An examination of complex, emerging, and current cybercrime threats for social science students. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: methods of identifying cybercrime threats and vulnerabilities, social, economic, and legal implications, cybercrime prevention, and the future of cybercrime trends and threats.

**CRIM 830 - Crime, Law, and Policy (3)**

An examination of the intersection of crime, law, and policy. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: mental health, law and the environment, white collar crime, drug law, law and gender, the impacts of the law, legal considerations of policy, and the utility of legal interventions.

## **Educational Goals – Methods Courses**

- **Methods** – 220, 320, 321, 491, 499, 860, 861, 862, 863, 864, 865

### **CRIM 220 - Research Methods in Criminology (3)**

An introduction to criminological research that is intended to develop the student's research and analytical skills. Specifically, the course will focus on the theory of inquiry, the logic, and structure of criminological inquiry, research design, data gathering, analysis and reporting.

Prerequisite: Any 100 division CRIM course is recommended. Students with credit for CRIM 120 may not take CRIM 220 for further credit. Quantitative.

- Identify and describe the nature and purpose of the social science research including ontology and epistemology of knowledge as applied to criminological issues
- Explain the relationship between theory, variables, hypotheses and causality
- Recognize and critically evaluate ethical issues and considerations in criminological research and the application of ethics policy (i.e., TCPS2) and the role of ethics regulation (i.e., institutional research ethics boards) review processes
- Explain and demonstrate understanding of the nature and implications of research design decisions (i.e., research questions, sampling, reliability, validity and generalizability)
- Describe the strengths and weaknesses of different data gathering techniques (i.e., surveys, experimentation, quasi-experimentation, case studies, interviews, focus groups, observation, unobtrusive and archival methods, Internet-based research techniques)
- Describe and explain the purpose and function of descriptive and inferential statistics (i.e., *t*-tests, chi-square, and correlation).
- Critically assess the differences and similarities between quantitative, qualitative and mixed methods approaches and describe the general strengths and weaknesses of each.
- Demonstrate how to analyze and interpret data

### **CRIM 320 - Quantitative Research Methods in Criminology (3)**

A detailed examination of the quantitative research methods and techniques most frequently used in criminological research. Advantages and shortcomings of each method and the appropriateness of each technique for criminological research. Problems of pure and applied research. Specific issues of interdisciplinary research. Critical evaluation of the quantitative methods used in certain major criminological studies. Prerequisite: CRIM 101; one of CRIM 120 or 220. CRIM 320 may be taken concurrently with CRIM 321. Quantitative.

- Explain the nature and purpose of the quantitative research in the field of criminology
- Formulate hypotheses based on theoretical constructs to analyze the relationship between variables
- Recognize and critically evaluate ethical issues and considerations in quantitative criminological and interdisciplinary research and the role of ethics regulation (i.e., institutional research ethics boards) review processes

- Demonstrate competence in making decisions in quantitative research that impact hypotheses, sampling, reliability, validity and generalizability
- Identify a variety of descriptive and inferential statistical techniques, when and how to apply them, and the general strengths and shortcomings of each (i.e., chi-square, t-test, ANOVA, correlation, and regression)
- Develop and apply necessary critical literacy skills to quantitative research articles
- Demonstrate how to analyze and interpret quantitative research findings
- Demonstrated ability to use statistical data analysis software (e.g., SPSS)

### **CRIM 321 - Qualitative Research Methods in Criminology (3)**

A detailed examination and application of qualitative research methods and techniques most frequently used in criminological research. Advantages and disadvantages of each method and the appropriateness of each technique for criminological research. Ethics of criminological research. Specific issues of interdisciplinary research. Critical evaluation of qualitative methods used in certain major criminological studies. Prerequisite: CRIM 101; one of CRIM 120 or 220.

- Explain the nature and purpose of the qualitative research in the field of criminology
- Formulate research questions and draw connections to theoretical constructs that emerge from the data
- Recognize and critically evaluate ethical issues and considerations in qualitative criminological and interdisciplinary research and the implications of ethical decisions on participants, researchers and communities
- Understanding core values of ethics policy (i.e., TCPS2) and the role of ethics regulation (i.e., institutional research ethics boards) specific to qualitative research
- Demonstrate understanding of theoretical, practical, and critical aspects of qualitative research
- Identify the wide variety of qualitative research methods, aligning them with research questions the general strengths and shortcomings of each (i.e., interviews, focus groups, ethnography, qualitative content analysis, oral histories, case study methods, community based and participatory action research, and emerging qualitative methods)
- Develop and apply necessary critical literacy skills to qualitative research articles
- Design and conduct an original qualitative research project (i.e., propose research project, obtain ethics approval, collect and analyze qualitative data, written report that demonstrates understanding of qualitative research processes and presentation of qualitative research findings)

### **CRIM 491 - Current Theory and Research in Criminology: Advanced Topics (4)**

A detailed and comprehensive examination of the dominant theoretical research programs currently found in criminology. The subject matter of the seminars may change from year to year according to topicality and may include the following: biological theory and research; social psychological research programs (e.g., social learning theory); environmental criminology; left realism; feminism; post structuralism and post modernism. Students are also required to attend

a weekly pro-seminar. Prerequisite: Open only to students who have been admitted to the Criminology Honours Program.

- Explain and critically assess the nature and purpose of quantitative, qualitative and mixed methods research in the field of criminology
- Apply contemporary theories as explanations for problems of a criminal nature through research
- Formulate hypotheses based on theoretical constructs and/or research questions that draw connections to theoretical constructs that emerge from the data
- Recognize and critically evaluate ethical issues and considerations in quantitative and qualitative criminological and interdisciplinary research and the implications of ethical decisions on participants, researchers and communities
- Understand core values of ethics policy (i.e., TCPS2) and the role of ethics regulation (i.e., institutional research ethics boards) specific to criminological research
- Demonstrate understanding of theoretical, practical, and critical aspects of criminological research
- Develop and apply necessary critical literacy skills to assess criminological research articles
- Develop competency in preparing to conduct honours research project (e.g., written and oral communication, library searches, using thesis template, conducting literature review)

### **CRIM 499 - Honours Thesis II (9)**

An honours thesis is a research report written under the supervision of a faculty member, a copy of which is to be permanently lodged in the School of Criminology. Students are required to attend a weekly seminar at which various issues associated with the linking of theory and method are examined and where students can both discuss their progress and share their research experiences. On completion, the thesis is to be orally defended in a school seminar. Open only to students who have been admitted to the criminology honours program. Students are not permitted to take other courses while enrolled in this course. Prerequisite: A minimum grade of B in CRIM 490 and 491 is required.

- Design and conduct an original criminological research project (i.e., propose research project, obtain ethics approval, collect and analyze data)
- Prepare written report that demonstrates understanding of research processes and presentation of research findings
- Present research findings at Honours Symposium in April and respond to supervisor questions as well as those from the audience

### **CRIM 860 - Research Methods I: Research Design (3)**

Research design for criminological problems and foundational techniques for the conduct of research in criminology. The further development of fundamental research skills to be applied in research, including subsequent research methods courses and in the preparation of theses and

dissertations. Students enrolling in this course are expected to have a solid background in undergraduate research methods, equivalent to CRIM 220.

### **CRIM 861 - Research Methods II: Quantitative Methods (3)**

The coverage of a range of statistical techniques, including linear regression, logistic regression, and data reduction techniques such as cluster and factor analysis. The purposes, assumptions, and conduct of such analyses using a statistical software package for social sciences (e.g. SPSS, Stata, R) will be covered. Attention will be given to the decisions involved in data exploration and preparation for statistical modeling purposes. Students enrolling in this course are expected to have a solid background in undergraduate quantitative research methods, equivalent to CRIM 320.

### **CRIM 862 - Research Methods III: Qualitative Methods (3)**

A range of research techniques generally subsumed under the rubric of qualitative research including field research, interview techniques, historical and legal research, and documentary analysis. Emphasis will be on the logic underlying such inquiry, the advantages and limitations associated with different sources of information and procedures, and the processes by which analytical rigor is achieved. Students enrolling in this course are expected to have a solid background in undergraduate qualitative research methods, equivalent to CRIM 321.

- Demonstrate understanding of the logic of qualitative inquiry and how it is distinct from and complementary to quantitative inquiry
- Demonstrate a theoretical, practical, and critical understanding of qualitative research
- Critically assess a variety of qualitative research methods
- Identify and critically assess issues specific to qualitative approaches and techniques (e.g., methodological considerations, ethics, interpretation, and assessment)
- Demonstrate understanding of the process of qualitative data collection and analysis
- Demonstrate basic competency in using NVivo software
- Design and conduct an original criminological research project (i.e., propose research project, obtain ethics approval, collect and analyze data)
- Prepare written report that demonstrates understanding of research processes and presentation of qualitative research findings
- Further develop writing and presentation skills commensurate with graduate level work (e.g., present findings in class symposium)

### **CRIM 863 - Research Methods IV: Advanced Quantitative Methods (3)**

A survey of advanced statistical techniques in criminological research. Specific topics may include: limited (e.g., categorical, ordinal, and count) dependent variables, multi-level modeling, longitudinal data techniques, spatial data analysis, missing values analysis, and propensity score matching. Attention will be given to the decisions involved in data exploration and preparation for statistical modeling purposes using the appropriate statistical software. There is an emphasis on conceptual foundations and application. A strong background in regression-based techniques is assumed. Prerequisite: CRIM 861, or permission of the instructor.

### **CRIM 864 - Research Methods V: Advanced Qualitative Methods (3)**

Advanced topics, issues and techniques in qualitative research methods in criminological and socio-legal research. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: field research; participatory action research; qualitative research and the digital revolution; research ethics; historical methods. Prerequisite: CRIM 862, or permission of the instructor.

- Develop, at an advanced level, theoretical, practical, and critical understanding of qualitative research
- Explore, at an advanced level, issues in qualitative research (e.g., ethical considerations, emotionality in research, honouring participant voices, reflexive research practices, and conducting credible research)
- Develop coding and analytic skills and expertise with NVivo software
- Design and conduct an original field-based research project (i.e., propose research project, obtain ethics approval, collect and analyze data)
- Prepare a written report that demonstrates understanding of research processes and presentation of qualitative research findings)
- Further develop writing and presentation skills commensurate with graduate level work (e.g., present findings in class symposium)

### **CRIM 865 - Research Methods VI: The Theory and Practice of Program Evaluation (3)**

Topics, issues and techniques in program evaluation within criminological research. The specific subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: needs assessment, program theory, logic models, process evaluation design and implementation, outcome evaluation design and implementation, and cost-benefit analysis. Prerequisite: CRIM 860 and CRIM 861, or permission of instructor.



## **Educational Goals – Policing Courses**

- **Policing** – 251, 351, 449, 453, 454, 455, 456, 457, 458, 480, 481, 813

### **CRIM 251 – Introduction to Policing (3)**

An examination of the organization and operation of contemporary Canadian policing. Consideration of the history and development of policing in Canada, the role of the police in Canadian society and the police occupation, including recruitment and training. Discussion of police decision making and the exercise of discretion, police powers, and structures of accountability. Managing the police organization. Examination of police-community relations and crime prevention initiatives. Prerequisite: CRIM 131. Students with credit for CRIM 151 may not take this course for further credit.

- Describe and critically assess the history and development of policing in Canada, and the organization, operation, and management of contemporary policing.
- Understand the role of police in Canadian society and in crime prevention, and the relationships between police and various institutions and diverse communities.
- Describe police recruitment and training, practice standards, and policing models, as well as crime response and the investigation process.
- Demonstrate critical understanding of police powers, use of force, decision-making and discretion, and structures of governance, accountability and oversight.
- Critically analyze fundamental issues and concerns in relation to policing, and identify contemporary issues and key trends in police work, along with the implications of these issues for police services, leaders, and key stakeholders.

### **CRIM 351 – Police Accountability and Ethics (3)**

Examines police accountability including the expected ethical conduct of police, police powers, police decision-making, the exercise of discretion, and the structure of accountability. Specific emphasis on police codes of ethics, core values of police agencies, the function of internal investigations, and the role of civilian review. Prerequisite: CRIM 101 and 251.

- Identify and explain various types of police misconduct, and critically assess the causes and consequences of police misconduct.
- Define and critically evaluate contemporary issues and concerns related to police decision-making, accountability and ethical conduct within a democratic society.
- Demonstrate familiarity with and understanding of police codes of ethics and core values of police agencies
- Critically analyze societal responses to police misconduct through prevention and accountability measures (i.e., internal investigations, civilian oversight).
- Demonstrate ability to apply criminological theory, methodology, and critical legal insight to the issues of police misconduct and accountability.

### **CRIM 449 – Major Crime and Forensic Analysis for Law Enforcement (3)**

Provides an introduction to crime and intelligence analysis techniques used by law enforcement. Lab exercises will include hands-on exposure to ESR1 ArcMap 10 (GIS analysis) and IBM 12 Analyst Notebook (network analysis) tools used by law enforcement. Topics will include: the taxonomy of structured analytic methods; analysis of competing hypotheses; decomposition and visualization; and a detailed examination of the intelligence process. Will also cover the theoretical foundations of crime analysis and crime mapping, with a focus on the effectiveness of police in reducing crime through analytic driven initiatives. Prerequisite: CRIM 101 and CRIM 135. Students who took CRIM 417 Introduction To Crime And Intelligence Analysis: Theory & Practice in Spring 2013, Fall 2013 or Spring 2014 cannot receive further credit for this course.

- Describe the theoretical foundations of crime analysis and crime mapping.
- Critically assess challenges police face in reducing crime through analytically driven initiatives.
- Apply law enforcement technology and analysis techniques to crime issues and case studies using police records management data.
- Demonstrate understanding of the intelligence analysis process and application within the Canadian legal framework (i.e., to discover crime patterns, identify potential suspects, distinguish modus operandi among linked offences, and develop an investigative action plan using a major case management model) through a written assignment

### **CRIM 453 – Policing Illegal Drug Markets (3)**

Provides an overview of the theoretical, analytical, and ethical issues related to drug law enforcement. Examines the strategies used by the police in responding to the challenges posed by illegal drug markets. Prerequisite: CRIM 101.

- Identify and describe the key theoretical, analytical, and ethical issues related to drug law enforcement.
- Describe the key differences between policing market and predatory offences.
- Demonstrate understanding of policing and drug market issues
- Critically assess various strategies developed and used by police to disrupt and respond to the challenges posed by illegal drug markets (e.g., crackdowns, supply reduction strategies), as well as strategies developed and used by drug offenders to avoid arrest.
- Critically assess the impact and non-impact of drug law enforcement on the organization of illegal drug markets.
- Identify and describe various models of law enforcement (e.g., “war” vs. “tolerance” in cannabis law enforcement).

### **CRIM 454 – Criminal Profiling (3)**

Provides an overview of the advanced issues relating to the scientific study, development and evaluation of criminal profiling. Outlines the criminological and

psychological principles upon which criminal profiling is based, including classification of violent behaviour, behavioural change and consistency. Prerequisite: CRIM 101.

- Explain the criminological and psychological principles upon which criminal profiling is based.
- Demonstrate understanding of the classification of violent behaviour, behavioural change, and consistency.
- Demonstrate familiarity with the scientific study, development, and evaluation of criminal profiling, and critical analysis of criminal profiling and its application.
- Demonstrate familiarity with the empirical evidence on criminal profiling.
- Apply knowledge of criminal profiling through practical exercises and analysis of case materials.

### **CRIM 455 – Advanced Issues in Policing (3)**

Covers the major issues surrounding policing in the 21st century. Topics will vary semester to semester and may include policing gangs; police social disorder; sustainable policing; the police in the global community; quality assurance in policing; policing multi-needs populations; and the delivery of police services in remote and rural communities. Focus on police strategies and the effectiveness of specific policies and interventions designed to address these changes. Prerequisite: CRIM 101, 131 and 251.

- Describe and critically assess key contemporary issues in policing in Canada.
- Describe the challenges related to policing various offences (e.g., gangs, social disorder) and populations (e.g., multi-needs populations), and/or the delivery of police services within various contexts (e.g., remote and rural communities).
- Critically assess the effectiveness of various police strategies, and policies and interventions designed to address key challenges in policing.
- Describe the role of police in the global community, sustainable policing, and/or quality assurance in policing.

### **CRIM 456 – Investigative Psychology in Policing (3)**

Advanced issues relating to the empirical and scientific study of investigative psychology in policing. Outlines the main applications of investigative psychology, including police interrogation techniques, confession, false allegation, lie detection, crisis negotiation, risks and threats assessment, and psychological autopsies. Prerequisite: CRIM 101.

- Explain the role of investigative psychology in police (i.e., the systematic, scientific examination of various aspects of psychology and related behavioural and social sciences relevant to criminal investigations).
- Demonstrate understanding of the application of investigative psychology in policing (e.g., interrogation techniques, confession, false allegation, lie detection, crisis negotiation, risks and threats assessment, psychological autopsies).

### **CRIM 457 – Crime and Criminal Intelligence Analysis (4)**

Examines data handling, data quality and analysis of various criminal justice system information sources common to police services, government agencies and academic researchers. Develops skills in tactical, strategic and administrative crime analysis functionality. Prerequisite: CRIM 352 is recommended. Students who have taken CRIM 418 under this topic may not take this course for further credit.

- Demonstrate understanding of data handling, data quality and analysis of various criminal justice system information sources common to police services, government agencies, and academic researchers.
- Demonstrate skills related to tactical, strategic and administrative crime analysis functionality.

### **CRIM 458 – Community Policing (3)**

Examines the theory and models of contemporary community policing in Canada. Explores crime prevention, crime response, problem-oriented policing, the definition of community, and the role and responsibility of the community. Prerequisite: CRIM 251.

- Describe and critically assess the history and evolution of policing in Canada, and the organizational and institutional changes associated with community policing.
- Identify and describe theories and models of contemporary community policing in Canada (e.g., community-based strategic policing, problem-oriented policing) and demonstrate understanding of the traditional or professional model from which community policing evolved.
- Define key concepts related to community policing (e.g., community) and explain crime prevention and crime response within a community policing framework, including the tools and techniques used by police to provide community policing.
- Critically analyze the role and responsibility of the community in shaping the delivery of police services, and the role of the community in crime prevention and in assisting police with crime control, order maintenance, and law enforcement.

### **CRIM 480 – Computer Forensics and Cybercrime (3)**

Advanced exploration of high-tech crime and exploration of the tools and techniques used by cyber-criminals. Examines the techniques used by law enforcement to investigate and prosecute offenders, as well as the probable future development of cybercrime. Prerequisite: CRIM 380. Students who have taken CRIM 416/417/418 under the topic in Spring 2010 may not take this course for further credit.

- Identify and define key concepts and issues associated with cybercrime.
- Demonstrate familiarity with high-tech crimes and the tools and techniques used by cyber-criminals.

- Describe the techniques used by law enforcement to investigate, collect evidence, and prosecute offenders involved in cybercrime, and the strengths and shortcomings of these techniques.
- Demonstrate familiarity with techniques individuals can use to protect themselves and stakeholders from cybercrime.
- Critically evaluate the future development of cybercrime.

### **CRIM 481 – Advanced Issues in Cybercrime (3)**

Analysis of complex, emerging and current cyber-security threats. Discusses methods used to identify cybercrime threats and vulnerabilities, as well as the social, economic and legal implications. Insight into creating an effective defensive plan, and an understanding of future security trends and threats which are likely to develop.

Prerequisite: CRIM 380. Students who have taken CRIM 416/417/418 under this topic in Spring 2010 may not take this course for further credit.

- Identify complex, emerging, and current cyber-security threats.
- Demonstrate familiarity with methods used to identify cybercrime threats and vulnerabilities, as well as their social, economic, and legal implications.
- Demonstrate familiarity with techniques and defensive plans individuals can implement to protect against cybercrime.
- Critically evaluate future security trends and threats in cybercrime.

### **CRIM 813 - Policing (3)**

An examination of contemporary issues and perspectives in modern policing. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: policing in a diverse society, policing in a democratic society, rural and remote policing, police leadership in a time of change, and the evaluation of policing strategies and training.

## Educational Goals – Special Populations Courses

- **Special Populations** – 210, 213, 310, 311, 314, 317, 419, 432, 811

### **CRIM 210 – Law, Youth and Young Offenders (3)**

An analysis of the definition and control of youthful misconduct in an historical and contemporary context. Attention is focused upon: the social construction of 'juvenile delinquency', the decline of the concept, and the emergence of the concept of the 'young offender'; the Young Offenders Act and related legislation; the growth of the welfare state and the role of social workers in 'policing' youth and families; explanations for the criminal behavior of young persons; state and private sector programs designed to deal with such behavior. Prerequisite: CRIM 101 and CRIM 131.

- Demonstrate understanding of historical and contemporary social issues affecting youth in Canada, distinctive explanations for youth offending, and the Canadian response to the 'social problem' of youth crime.
- Identify and describe key features of the Canadian youth justice system, and key differences between historical and contemporary models of youth justice.
- Critically analyze historical and contemporary youth justice legislation in Canada (i.e., *Juvenile Delinquents Act*, *Young Offenders Act*, *Youth Criminal Justice Act*), and recent developments with respect to youth justice in Canada.
- Identify and describe the specific procedures of the police, courts, and corrections in relation to youth offenders, and explain the special due process rights of young persons involved in the criminal justice system.
- Demonstrate knowledge of empirical evidence about specific types of crime committed by youth (e.g., sexual offenders, violent offenders) and differences between public perceptions and what is known empirically.
- Critically evaluate institutional and community programs to assist young offenders.

### **CRIM 213 – Women and Criminal Justice (3)**

This course offers an historical and analytical overview of women and crime, taking into account the role of gender in both criminality and social responses to crime. Specific emphasis will be given to feminist theories. Attention will focus on the specific crimes and patterns of control and punishment. Prerequisite: Any 100 division CRIM course.

- Demonstrate familiarity with feminist criminological theories (i.e., liberal, radical, Marxist, socialist, postmodern, and intersectional).
- Critically analyze key concepts in criminology through engagement with feminist criminological and legal scholarship (i.e., crime, violence, justice).
- Demonstrate understanding of and critically assess measurement and patterns of women's victimization (e.g., gender-based violence) and criminalization (e.g., property offenders, crimes of survival) and the relationship between these phenomena.

- Critically assess the social construction of women's criminality, media representations of criminalized women, and disjunctures between empirical evidence, policy and procedures in response to women's victimization and offending.
- Identify and critically analyze the challenges faced by diverse groups of women when interacting with the justice system (e.g., young women, racialized and Indigenous women, women with disabilities, transgender women).
- Demonstrate understanding of the challenges of women working in the criminal justice system and critically evaluate policies to address these issues.

### **CRIM 310 – Young Offenders and Criminal Justice: Advanced Topics (3)**

Examines some of the more complex contemporary issues relating to young offenders and justice. For any given term, the content of the course will reflect current controversies as well as faculty and student interests. Topics may include social control theory and juvenile justice; an assessment of theories of rehabilitation; the legal philosophy of the young offenders legislation and its impact on juvenile justice; and an evaluation of diversion, deinstitutionalization and de-legalization in Canada and the United States. Prerequisite: CRIM 101 and CRIM 210.

- Demonstrate understanding of contemporary issues for youth offenders and justice in Canada.
- Identify and describe key theories of social control and rehabilitation as they relate to young offenders.
- Demonstrate understanding of the legal philosophy underlying young offender legislation in Canada.
- Critically evaluate concepts of diversion, deinstitutionalization, and de-legalization.

### **CRIM 311 – Minorities and the Criminal Justice System (3)**

An analysis of political, economic, and ethnic minorities and their relationship with the criminal justice system. Critical analysis of possible discordance, disharmony or conflict between ethnic and racial minorities such as Native Indians, Inuit, Metis, Doukhobor and others and the legal and social norms of the 'host' majority. Women and the criminal justice system. Prerequisite: CRIM 101.

CALENDAR DESCRIPTION NEEDS REWRITE

- Demonstrate familiarity with, and be able to apply, key concepts related to minorities and the Canadian criminal justice system.
- Critically analyze the Canadian criminal justice system and state responses to and experiences of minority groups in Canada.
- Demonstrate understanding of minority views of the Canadian criminal justice system.
- Describe and critically analyze discrimination against and criminalization of minority groups (i.e., gender, racial, ethnic, and sexual minority groups).

- Critically assess discrimination against Indigenous peoples in Canada's CJS and the factors that led to their over-representation (i.e., colonialism, assimilation, Indian Residential Schools, and intergenerational trauma)
- Propose alternative policy solutions to address historical and on-going inequities experienced by Indigenous peoples (e.g., Calls to action provided by the Truth and Reconciliation Commission).
- Develop reflective thinking skills related to personal assumptions, minority views of the Canadian criminal justice system, and the production of knowledge.

### **CRIM 314 – Mental Disorder, Criminality and the Law (3)**

Critical examination of the impact of psychiatry and related clinical professions on the criminal justice system. Relationship between institutions of mental health and legal control. The relevance of psychiatric theory and decision-making for the processing of mentally disordered offenders. The role of forensic clinicians in the courts, prisons, mental hospitals and related agencies. Specific issues addressed in this course will include psychiatric assessment, criminal responsibility, fitness to stand trial, prediction of dangerousness, treatment of mentally ill criminals and the penal and therapeutic commitment of the insane. Prerequisite: CRIM 101. Recommended: CRIM 131.

- Demonstrate understanding of the interface between the mental health and criminal justice systems, and the relevance of psychological theory and decision-making to the processing of persons with mental illness in the justice system.
- Explain key concepts related to the interface of mental health and criminal justice (i.e., stigma, deinstitutionalization, criminalization of mental illness), and explain the relationship between mental disorder, violence, and crime.
- Explain the role of forensic clinicians in the courts, correctional institutions, forensic psychiatric institutions, and related agencies.
- Explain and critically evaluate legal responses to persons with mental illnesses (i.e., civil commitment, fitness to stand trial, criminal responsibility) and alternative approaches (e.g., therapeutic jurisprudence, restorative justice).
- Demonstrate familiarity with psychiatric assessments, risk assessments, dangerousness assessments, and treatment interventions for persons with mental illness who commit crimes, and the strengths and shortcomings of each.

### **CRIM 317 – Sex, Work, and the Law (3)**

Examines the history of commercial sex in Canada, the related laws and their impacts; research on the breadth of the commercial sex industry, sex sellers, sex buyers, and third parties; theories about commercial sex involvement and its role in society; legal approaches to addressing commercial sex in other countries; current legal framework, including jurisprudence, relevant Criminal, Immigration, and municipal law. Prerequisite: CRIM 101. Students with credit for CRIM 313 (Specific Types of Crime) prior to Summer 2007 may not take this course for further credit.



- Demonstrate understanding of the history of commercial sex in Canada and the stigma surrounding sex work and individuals involved in the commercial sex industry
- Critically assess theories about commercial sex involvement and its role in society.
- Explain the relationship between sex sellers, sex buyers, third parties, and the commercial sex industry.
- Identify and explain various legal models for regulating commercial sex in Canada and around the world, the implications of each approach, and the current Canadian legal framework.
- Critically evaluate the strengths and weaknesses of various perspectives on sex work (i.e., abolitionist, sex as work, trafficking for purposes of sexual exploitation) and the values and beliefs that inform these viewpoints

### **CRIM 419 - Aboriginal/Indigenous Justice (3)**

An in-depth examination of Aboriginal/indigenous conceptions of justice in dealing with crime and other trouble in indigenous communities, and in relations among peoples.

Prerequisite: CRIM 101 or FNST 101 or 201 or permission of the instructor. Students with credit for this course as CRIM 416 or 418, or FNST 419, may not take this course for further credit.

- Demonstrate understanding of the history of Indigenous peoples in Canada, and the relationship between Indigenous and non-Indigenous peoples in Canada.
- Critically assess the intergenerational / transgenerational impacts of colonization on Indigenous peoples with a particular emphasis on historical and complex trauma and the need for trauma- and culturally- informed approaches to justice
- Demonstrate understanding of Aboriginal/Indigenous conceptions of justice in response to crime, and efforts of Indigenous communities to establish Aboriginal justice systems within their communities.
- Critically assess how Indigenous peoples in Canada have sought justice in their relations with non-Indigenous peoples (e.g., the courts, political negotiation, protest and other direct action, governance initiatives, international fora).

### **CRIM 432 – Gender in the Courts and the Legal Profession (3)**

The gendered nature of law will be addressed through an examination of its underlying factual assumptions, and the use of social science research as evidence in equality litigation. The use of the charter, human rights legislation, and other legal means to achieve gender equality through the legal system in the areas of work, employment and pay equity, and compensatory schemes for personal injuries will also be examined. This course will also examine women's struggles to gain admittance to the legal profession, and the barriers which may still prevent them from participating equally in the profession today. Prerequisite: CRIM 330.

- Demonstrate understanding of the gendered nature of law.

- Critically assess the use of human rights law and the legal system to achieve gender equality.
- Identify and explain barriers that prevent women's entrance and equal participation in the legal profession.

**CRIM 811 - Young Offenders (3)**

An examination of contemporary issues in the context of young offenders and justice. Subject matter will vary according to instructor interest and specialization. Specific areas of concentration may include: social control theory and developmental life course theories and juvenile justice models; young offender legislation in Canada; neuropsychology and young offenders; serious and violent young offenders; and the assessment of theories of rehabilitation.

## **Educational Goals - Theory Courses**

- Theory – 101, 103, 104, 300, 302, 333, 345, 800, 801

### **CRIM 101 - Introduction to Criminology (3)**

Topics will include: examination of different terms and concepts commonly used in criminology, such as crime, delinquency, deviance, criminal, victim, rehabilitation and treatment. Criminology as a body of knowledge and as a profession. Position and subject matter of criminology. Relationship between criminology and other academic disciplines. Specificity of criminology. Relationship between theory and practice. History and evolution of criminological thought. Elements of continuity and discontinuity between classical and modern theories of criminality. Levels of explanations in criminology. Practical applications of criminology. The foundations of a modern criminal policy. Breadth-Social Sciences.

- Identify and define key concepts (i.e., crime and deviance, delinquency, perpetrators and victims, crime types, deterrence, punishment, crime prevention, victimology, criminalization of marginality)
- Understand systems, institutions and social movements that influence public perceptions of crime (i.e., media, moral entrepreneurs, moral panics, crime control and due process, consensus and conflict approaches)
- Demonstrate understanding of the history and evolution of criminological thought and be able to critically analyze criminological theory and approaches (i.e., Classical, Positivist and Chicago Schools, social control and social learning theories, anomie-strain theories, environmental criminology theories and critical criminologies)
- Identify components of the criminal justice system and how they operate in Canada (i.e., police, courts, corrections, criminal law, criminal justice and human rights policy)
- Demonstrate understanding of various sources of crime data (i.e., Uniform Crime Report, General Social Survey, self-report surveys, court and corrections data)
- Identify current and emerging issues and trends in criminology

### **CRIM 103 - Psychological Explanations of Criminal and Deviant Behavior (3)**

An introduction to, and critical examination of, biogenetic, psychiatric, and psychological explanations of criminal and deviant behavior. Special attention will be given to the hypothesized links between criminality and genetics, physiology, the endocrine system, mental disorders, personality, moral development, and other forms of social learning. Prerequisite: PSYC 100 and 102 are recommended. Breadth-Social Sciences.

- Identify psychological theories used to explain crime and criminality, their key principles, and associated empirical evidence
- Identify key elements and interpret findings in reports of empirical research on explanations of criminal and deviant behaviour
- Identify and critically evaluate key psychological, behavioural, emotional, and cognitive aspects of criminal offending (e.g., psychopathy, mental disorder, substance use, personality and behavioural disorders, neurobiological impacts of trauma)

- Understand how existing psychological theories and perspectives apply to individuals who commit crimes (i.e., risk factors, prevention, treatment, rehabilitation, release)
- Identify the relationship between mental health, criminality and the law in Canada

### **CRIM 104 - Sociological Explanations of Criminal and Deviant Behavior (3)**

A survey of some major sociological perspectives on crime and deviance that will include both mainstream and critical theories. These will include: anomie, neutralization, control, group conflict, sub-cultural, ecological, functionalist and critical theories. Critical analysis of the assumptions upon which each theory is based. Examination of the similarities and differences between/among the various explanations. Prerequisite: SA 150 is recommended. Breadth-Social Sciences.

- Describe the long-standing relationship between criminology and sociology, and outline criminological theories that emerged from the discipline of sociology
- Describe the history and evolution of sociological explanations of criminal and deviant behaviour (i.e., demonic, Classical School, Positivist School, Chicago School)
- Critically assess positivist and constructionist approaches and consensus and conflict perspectives in the study of crime and deviance
- Demonstrate knowledge of key theorists who have shaped sociological theories of crime and deviance (i.e., Durkheim, Marx, Merton, Akers, Sykes and Matza, Sutherland, Becker, Hirschi, Farrington, Sampson and Laub, and Daly and Chesney-Lind among others)

### **CRIM 300W - Current Theories and Perspectives in Criminology (3)**

A detailed examination of current theories and perspectives in criminology. The content of the course will change with developments in the area. Students can expect to study biological, psychological and sociological theories and perspectives, as well as those from other relevant disciplines and fields of inquiry (e.g. geography, political science and cultural studies). Prerequisite: CRIM 101. Students with credit for CRIM 300 may not take this course for further credit. Writing.

- Compare and critique current and emerging theories in criminology (i.e., control theory, psychological and biological explanations, environmental criminology, peace-making and critical criminologies)
- Identify criminal justice and social policy implications of contemporary criminological theories and perspectives
- Critically assess what makes theory effective and useful in explaining criminal behaviour at micro, meso and macro levels
- Critically assess and synthesize theories from different disciplines and how they inform our understanding of, and responses to, criminological problems
- Apply contemporary theories as explanations for problems of a criminal nature through an in depth series of written assignments

### **CRIM 302 - Critical Approaches to Crime and Deviance (3)**

SHOULD CONSIDER REWRITING THIS CALENDAR DESCRIPTION

Critique of traditional criminological theory and of the conventional approaches to the problems of crime and punishment. Critique of classical etiological criminology. Examination of the relationships between crime, class and power. The criminal as a scapegoat for the system. The stereotype of the criminal. Street crime vs. corporation and state crime. Criticism of treatment ideology and techniques. Comparison of conservative and radical criminal policy. The controversy about the possibility of a value-free social science and about the political commitment of the social scientist. Prerequisite: CRIM 101.

- Critically evaluate traditional criminological theories and conventional approaches to the problems of crime and punishment and stereotypes surrounding criminality and deviance
- Identify and critically assess how power and class relations influence definitions of, and responses to, criminal and deviant behaviours (e.g., street vs corporate vs state crime)
- Identify and critique the ways in which problems with criminal justice system are individualized in a neo-liberal era
- Analyze and compare traditional and critical approaches to legislation, policy and intervention strategies in response to criminal and deviant behaviour
- Critically examine the roles of social science research and researchers in political activism, social justice advocacy, and social movements

### **CRIM 333 - Gender, Law and the State (3)**

SHOULD CONSIDER REWRITING THIS CALENDAR DESCRIPTION - inclusive language like gender identity, gender diversity, sexual orientation and homophobia and transphobia and discrimination, intersectionality

A consideration of the relationship of women and men to the State, law and society. Analysis of concepts such as patriarchal relations, criminalization, racism and sexuality, using feminist and masculinity theories. Prerequisite: CRIM 101 and 135. Recommended: CRIM 213.

- Critically assess the relationship between the State and men, women, and gender diverse individuals
- Critically analyze intersecting systems of oppression (i.e., patriarchy, sexism, heterosexism, homophobia, transphobia, biphobia, racism, classism, ableism among others) and the impacts of oppressive regimes on marginalized group
- Demonstrate understanding of social, political and economic subordination of women and transgender and gender diverse individuals
- Demonstrate understanding of root causes and gendered nature of criminality and victimization
- Using a gendered and intersectional framework, critically analyze marginalized groups' experiences of justice (e.g., queer youth, Indigenous women, transgender people of colour) and the role of social control agencies in perpetuating their marginality

### **CRIM 345 - Theoretical Perspectives on Punishment (3)**

Examines theories of punishment in Western societies, with a particular emphasis on the 'revisionist' literature i.e. that which explains punishment techniques in terms of social-structural relationships rather than the rhetoric of reformers. The course also examines competing explanations of the demise of corporal punishment and the ascendance of incarceration at the end of the eighteenth and beginning of the nineteenth century, the advent of various kinds of 'community corrections' through the twentieth century, and changes in punishment and social control with the advent of 'risk society'. Prerequisite: CRIM 101.

- Critically examine the history and evolution of social control and penology
- Critically evaluate theories of punishment in Western societies and their strengths and limitations (i.e., Durkheim, Marx, Foucault, Garland)
- Demonstrate understanding of various models of punishment (e.g., corporal punishment, incarceration, community corrections)
- Explain 'risk society' and its implications in our responses to criminal and deviant behaviours

### **CRIM 800 - Criminological Theory I (3)**

Intensive exposure to the major streams of criminological theory, the role of theory, and how theory develops, evolves, and changes. Consideration will be given to the relationship between criminological theories, their testable hypotheses and empirical support, as well as the interplay of theory and practice. Students enrolling in this course are expected to have a solid background in undergraduate criminological theory. Equivalent to CRIM 300W.

### **CRIM 801 - Criminological Theory II (3)**

Advanced topics in criminological theory. Topics for in-depth analysis will be selected according to the availability and interest in specific course instructors. The course will emphasize theoretical construction and development, the importance of theory, and how it structure criminological thought. Prerequisite: CRIM 800, or permission of the instructor.

## Mapping of Crim Courses to Educational Goals

T = Theory | M = Method | L = Legal | C = Communication | CT = Critical Thinking  
 I = Interdisciplinary Nature of Criminology | A = Aboriginal

Green = no outcomes UG (some of these courses may have been deleted)

Blue = no outcomes Grad

Courses	Program Level Educational Goals						
	T	M	L	C	CT	I	A
CRIM 101	x				x	x	
CRIM 103	x				x	x	
CRIM 104	x				x	x	
CRIM 131					x	x	x
CRIM 135	x		x				
CRIM 203					x	x	x
CRIM 205					x		
CRIM 210			x		x		
CRIM 213	x				x		
CRIM 220		x			x		
CRIM 230		x	x		x		
CRIM 241			x		x		x
CRIM 251					x	x	
CRIM 300	x			x	x		
CRIM 302	x		x		x		
CRIM 310	x		x		x		
CRIM 311					x	x	x
CRIM 312	x		x		x	x	
CRIM 314	x		x		x	x	
CRIM 315				x	x	x	x

T = Theory | M = Method | L = Legal | C = Communication | CT = Critical Thinking  
 I = Interdisciplinary Nature of Criminology | A = Aboriginal

Courses	Program Level Educational Goals						
	T	M	L	C	CT	I	A
CRIM 316	x		x		x		
CRIM 317	x		x		x	x	
CRIM 320		x			x		
CRIM 321		x		x	x	x	
CRIM 330	x		x		x		
CRIM 331							
CRIM 332	x		x		x	x	x
CRIM 333	x		x		x	x	
CRIM 335					x	x	
CRIM 338	x		x		x		
CRIM 340		x		x	x	x	
CRIM 343	x				x		x
CRIM 345	x				x	x	
CRIM 346					x		x
CRIM 350	x				x	x	
CRIM 351	x	x	x		x		
CRIM 352	x				x		
CRIM 355			x			x	
CRIM 356		x					
CRIM 357						x	
CRIM 358		x			x	x	
CRIM 380			x		x	x	
CRIM 402					x	x	
CRIM 410				x	x		

T = Theory | M = Method | L = Legal | C = Communication | CT = Critical Thinking  
I = Interdisciplinary Nature of Criminology | A = Aboriginal



Courses	Program Level Educational Goals						
	T	M	L	C	CT	I	A
CRIM 413	x				x	x	
CRIM 419	x		x		x		x
CRIM 429			x		x		x
CRIM 431			x		x	x	
CRIM 432			x		x		
CRIM 433	x						
CRIM 436			x		x		
CRIM 437			x		x		
CRIM 438	x		x		x		
CRIM 440	x				x		
CRIM 441		x		x	x		
CRIM 442					x	x	
CRIM 449	x		x		x		
CRIM 450	x	x			x		
CRIM 451			x		x	x	
CRIM 452		x				x	
CRIM 453	x		x		x		
CRIM 454	x					x	
CRIM 455					x	x	
CRIM 456	x					x	
CRIM 457		x					
CRIM 458	x				x		
CRIM 459	x	x			x		
CRIM 464	x				x	x	

T = Theory | M = Method | L = Legal | C = Communication | CT = Critical Thinking  
I = Interdisciplinary Nature of Criminology | A = Aboriginal

Courses	Program Level Educational Goals						
	T	M	L	C	CT	I	A
CRIM 480			x		x		
CRIM 481		x	x		x		
CRIM 491	x	x		x	x	x	
CRIM 499	x	x		x	x	x	
CRIM 800	x						
CRIM 801	x						
CRIM 810							
CRIM 811							
CRIM 812							
CRIM 813							
CRIM 814							
CRIM 813							
CRIM 814							
CRIM 815							
CRIM 816							
CRIM 817							
CRIM 818							
CRIM 820							
CRIM 830							
CRIM 831							
CRIM 860		x					
CRIM 861		x					
CRIM 862	x	x		x	x	x	
CRIM 863		x					

T = Theory | M = Method | L = Legal | C = Communication | CT = Critical Thinking  
I = Interdisciplinary Nature of Criminology | A = Aboriginal

Courses	Program Level Educational Goals						
	T	M	L	C	CT	I	A
CRIM 864	x	x		x	x	x	
CRIM 865		x					

**MAPPING**

- **Theory** – 101, 103, 104, 300, 302, 333, 345, 800, 801
- **Application** – 203, 316, 350, 352, 413, 433, 441, 450, 459, 464, 810, 812, 816, 813
- **Methods** – 220, 320, 321, 491, 499, 860, 861, 862, 863, 864, 865
- **Legal** – 135, 230, 330, 331, 332, 335, 338, 380, 429, 436, 437, 438, 830
- **CJS** – 131, 205, 241, 312, 315, 340, 343, 346, 410, 431, 440, 442, 814, 817, 820
- **Special Populations** – 210, 213, 310, 311, 314, 317, 419, 432, 811
- **Policing** – 251, 351, 449, 453, 454, 455, 456, 457, 458, 480, 481, 813
- **Forensics** – 355, 356, 357, 402, 451, 452, 818

T = Theory | M = Method | L = Legal | C = Communication | CT = Critical Thinking  
 I = Interdisciplinary Nature of Criminology | A = Aboriginal

## MAPPING

- **Theory** – 101, 103, 104, 300, 302, 333, 345
- **Application** – 203, 316, 350, 352, 413, 433, 441, 450, 459, 464
- **Methods** – 220, 320, 321, 491
- **Legal** – 135, 230, 330, 331, 332, 335, 338, 380, 429, 436, 437, 438
- **CJS** – 131, 205, 241, 312, 315, 340, 343, 346, 410, 431, 440, 442
- **Special Populations** – 210, 213, 310, 311, 314, 317, 419, 432
- **Policing** – 251, 351, 449, 453, 454, 455, 456, 457, 458, 480, 481
- **Forensics** – 355, 356, 357, 402, 451, 452
- **Deletion?** – 334, 336, 369, 384, 432, 465