



**DALHOUSIE UNIVERSITY**  
Canadian Studies Program

# The Politics of Crime

POLI 3446

**Class Schedule:** Mondays and Wednesdays, 11:35 am – 12:55 pm

**Class Location:** LSC-Common Area C238

**Instructor:** Dr. Adam Foster (he/him)

**E-mail address:** adam.foster@dal.ca

**Office Hours:** Tuesdays, 10:30 am – 11:30 am.

**Office:** Henry Hicks Building, room 352

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## *Territorial Acknowledgement*

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*Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.  
We are all Treaty people.*

*Dalhousie University also acknowledges the histories, contributions, and legacies of African  
Nova Scotians, who have been here for over 400 years.*

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## *Course Description*

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This course explores the relations between politics and criminal justice, with attention to how political approaches to crime are instrumental to the racial and socio-economic hierarchies and systemic discrimination that structure social relations. It addresses why crime continues to be a major political issue, nationally and internationally, and how various approaches to its control materially affect particular social groups. The course will also cover influential theoretical works and critical analyses of a range of topics, including criminality and punishment; law enforcement and police violence; restorative vs retributive justice; racial profiling; criminalization of poverty; mass-incarceration; and the over-representation of Black and Indigenous peoples in the prison system.

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### *Learning Objectives*

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At the end of the course, students will have a solid foundation in the study of criminology and criminal law. They will be familiar with the key theorists and concepts in the social scientific behavior of crime, the Canadian criminal judicial system, and forms of carceral punishment. Students will also be able to approach these topics critically, assessing their role in perpetuating or worsening the very social ills they set out to resolve.

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### *Internationalization*

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At Dalhousie, ‘thinking and acting globally’ enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.” For more information, please visit <https://www.dal.ca/about-dal/internationalization.html> .

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### *Accessibility*

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The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact **the Student Accessibility Centre**. They are located in the Killam Memorial Library Atrium, in Room G28. Their website is: [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html) .

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### *Statement on Mental Health*

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During your time as a student, you may find yourself struggling with issues that can impact your studies as well as your personal well-being, including (but not limited to) anxiety, depression, problems with a loved one or family member, substance abuse, difficulties sleeping, lack of motivation, and struggles adapting to life in a place that is not home. These mental health

issues are serious and can interfere with both your ability to do well in university and live a happy life. If you are struggling, please seek help.

Dalhousie's **Student Health & Wellness Centre** offers confidential counseling, social work, and peer support services to students. They are located on the **2<sup>nd</sup> floor of LeMarchant Place** and can be contacted by phone at **(902) 494-2171**. Appointments can also be **booked online** on their website: [https://www.dal.ca/campus\\_life/health-and-wellness/my-health/mental-health.html](https://www.dal.ca/campus_life/health-and-wellness/my-health/mental-health.html)

You can also access free, confidential counseling over the phone by calling **1-833-292-3698** or **texting GOOD2TALKNS to 686868**.

Asking for help is never a sign of weakness, but rather a sign of strength. It is a courageous thing to do. Help is always available, and recovery is always possible.

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### ***Class Conduct – Culture of Respect***

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Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

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### ***Diversity and Inclusion – Culture of Respect***

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Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness. For more information, visit <http://www.dal.ca/cultureofrespect.html>

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### ***Code of Student Conduct***

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Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. For more information, see [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

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### ***Statement of Academic Integrity, Cheating, and Plagiarism***

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***Statement is taken from University Secretariat website's Academic Integrity section, with links updated. See***

***[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/Syllabus\\_Statement\\_\(Aug%202015\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)***

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

#### ***What does academic integrity mean?***

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

#### ***How can you achieve academic integrity?***

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (see [http://www.dal.ca/dept/university\\_secretariat/academic-integrity/academic-policies.html](http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html) )
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images

- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

### ***Where can you turn for help?***

If you are ever unsure about any aspect of your academic work, contact me. You are encouraged to also consult:

- Academic Integrity website (see [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html) - Links to policies, definitions, online tutorials, tips on citing and paraphrasing).
- Writing Centre (see [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations).
- Dalhousie Libraries (see <https://libraries.dal.ca/help/writing.html> -Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks .
- Dalhousie Student Advocacy Service (see <https://www.dsu.ca/dsas> - Assists students with academic appeals and student discipline procedures).
- Senate Office (see [https://www.dal.ca/dept/university\\_secretariat/university\\_senate.html](https://www.dal.ca/dept/university_secretariat/university_senate.html) List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee).

### **What will happen if an allegation of an academic offence is made against you?**

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/FDPflowchartSEpt2016.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/FDPflowchartSEpt2016.pdf) ) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process.
- If the case proceeds, you will receive a PENDING grade until the matter is resolved.
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

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***Originality Checking Software***

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The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes (January 20<sup>th</sup>, 2023) of their intent to choose an alternate method. For more information, see [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

**Generative writing tools like Chat GPT, Google Translate and QuillBot (etc.) are not permitted in this class.**

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### ***Student Use of Course Materials***

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These course materials are designed for use as part of the [course code] course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

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### ***Recording of Class Lectures***

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Audio or video recordings of the class lectures and discussions are prohibited, other than in cases of a documented accommodation through Dalhousie's Accessibility Center.

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### ***Required Textbooks***

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The following textbooks contain the required readings for this course. They are available for purchase at the Dalhousie University Bookstore.

1. Rick Linden, *Criminology: A Canadian Perspective*, 9<sup>th</sup> Edition.
2. Reginald Rose, *12 Angry Men*
3. El Jones, *Abolitionist Intimacies*

Some readings will be posted on Brightspace. These will be noted on the syllabus with **(Brightspace)** next to them.

Other readings will be posted online through the Dalhousie Library website. Links to these readings are provided in the syllabus. These will be noted on the syllabus with **(Online)** next to them.

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### ***Assignments and Grade Breakdown***

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#### **Attendance: 20%**

I will begin taking attendance once the add/drop date for the semester has passed (January 20th). It is important to be on time for class; if you arrive after your name is called, you won't receive your attendance mark for the day.

#### **Monthly Quizzes: 30%**

There will be three monthly quizzes administered on Brightspace that will cover material covered in September, October, and November respectively (with the latter quiz covering material from December as well). They will be posted the first Friday after the end of the month and will be due the following Tuesday at the end of the day (11:55 pm). This means they are due on:

Quiz #1: October 4<sup>th</sup>

Quiz #2: November 8<sup>th</sup>

Quiz #3: December 6<sup>th</sup>

Possible questions on these tests include multiple choice questions, true or false, fill in the blank, and short answer questions. All questions will test your knowledge of the "facts" of the readings. You will have an hour to write these quizzes.

#### **First Essay: 25%**

Due October 25<sup>th</sup>, you are asked to write a four-page, double spaced paper on the following question: What is crime, and who is a criminal? Your paper must include, and be focused on, readings from the course (a minimum of three). You may use secondary sources, but you should rely primarily on course readings.

#### **Second Essay: 25%**

Due December 6<sup>th</sup>, you are asked to write a four-page, double spaced paper on the following question: How should societies address crime and victimization? Your paper must include, and be focused on, readings from the course (a minimum of three). You may use secondary sources, but you should rely primarily on course readings.

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### ***Emailing Policy***

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I try and respond to all course related emails within 24 hours, apart from weekends and holidays.

Students are asked to use professional language in all communications (“Dear Dr. Foster;” “Sincerely;” etc.) and include the name of the course at the beginning of the subject line of your email (POLI 3446). Please also make sure the answer to your question is not already in the syllabus (though if something in the syllabus doesn’t make sense, it is ok to email me and ask for clarification).

Please also send any emails from your Dalhousie email address; this helps prevent Outlook mistaking an email as spam.

It is strongly encouraged that you rely upon either the email address provided in this syllabus, or the email system on Brightspace to contact me. In the past, students have attempted to contact me through the Dalhousie University directory and end up contacting the wrong person.

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### ***Policy on Late Assignments***

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Late tests will not be accepted absent a medical or family emergency. Once submissions close on Brightspace, you will not be able to access the test or submit your completed answers.

If you are late for class, you will not earn your attendance mark for that day.

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### ***Class and Reading Schedule***

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***Please-note: I reserve the right to changes to the readings and the order in which we will be reading them if necessary. If I do so, I will give you at least one week’s notice, and will notify you by email as well as in class.***

***Additionally, if you miss a class, it is your responsibility to speak to another classmate to catch up on what you’ve missed.***

## September



## Unit #1: An Introduction to Criminology

### Wednesday, September 6<sup>th</sup>:

Introduction to the course and syllabus

### Monday, September 11<sup>th</sup>:

#### Readings:

1. Rick Linden, "Chapter 1: Crime, Criminals, and Criminology", in *Criminology: A Canadian Perspective*, pp. 2-32 (**Linden**)

### Wednesday, September 13<sup>th</sup>:

#### Readings:

1. Temitope Oriola, "Chapter 5: Correlates of Criminal Behavior," in *Criminology: A Canadian Perspective*, pp. 121-155 (**Linden**)

### Monday, September 18<sup>th</sup>:

#### Readings:

1. Tullio Caputo and Rick Linden, "Chapter 8: Early Theories of Criminology," in *Criminology: A Canadian Perspective*, pp. 222-245 (**Linden**)

### Wednesday, September 20<sup>th</sup>:

#### Readings:

1. Cesare Beccaria, selections from *On Crimes and Punishments, and Other Writings*. Cambridge, UK: Cambridge University Press, 1995. pp. 9; 19-21; 24-25; 29-31; 56-65; 79-82; 99-100; 103-104 (**Brightspace**)

### Monday, September 25<sup>th</sup>:

#### Readings:

1. Adolphe Quetelet, "Of the Development on the Propensity to Crime" in *A Treatise on Man and the Development of His Faculties*. New York: B. Franklin, 1968. pp. 82-96 (**Brightspace**)

### Wednesday, September 27<sup>th</sup>:

#### Readings:

1. Cesare Lombroso, "Moral Insanity and Born Criminality" in *Criminal Man*. Durham, N.C.: Duke University Press, 2006. (**Brightspace**)

## October

### Monday, October 2<sup>nd</sup>:

#### Readings:

1. Gabriel Tarde, selections from *Penal Philosophy*. Montclair, N.J.: Patterson Smith, 1968. pp. 215-218; 322-338; 362-271 (**Brightspace**)

### Wednesday, October 4<sup>th</sup>:

Readings:

1. Marguerite Ternes et al., "Psychological Perspectives on Criminality" in *Criminology: A Canadian Perspective*, pp. 246-279 (**Linden**)

**Monday, October 9<sup>th</sup>:**

NO CLASS: THANKSGIVING MONDAY

**Wednesday, October 11<sup>th</sup>:**

Readings:

1. Anne C. Dailey, "Guilty Minds" in *Law and the Unconscious: A Psychoanalytic Perspective*. New Haven: Yale University Press, 2007. 103-127 (**Brightspace**)

**Monday, October 16<sup>th</sup>:**

Readings:

1. Walters, Glenn D. "The Trouble with Psychopathy as a General Theory of Crime." *International journal of offender therapy and comparative criminology* 48, no. 2 (2004): 133–148.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_pubmed\\_primary\\_15070462](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_pubmed_primary_15070462)  
(Online)

## **Unit #2: Crime and the Judicial System**

**Wednesday, October 18<sup>th</sup>:**

Readings:

1. Simon Verdun-Jones, "Chapter 3: Criminal Law," in *Criminology: A Canadian Perspective*, pp. 56-90 (**Linden**)

**Monday, October 23<sup>rd</sup>:**

Readings:

1. Herman Oliphant, "Public and the Law - The Three Major Criticisms of the Law and Their Validity," *American Bar Association Journal* 18, no. 12 (December 1932): 787-793  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_proquest\\_journals\\_1289696\\_441](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_journals_1289696_441) (**Online**)
2. Karl N. Llewellyn, *Jurisprudence; Realism in Theory and Practice*. Chicago: University of Chicago Press, 1962, pp. 439-450 (**Brightspace**)

**Wednesday, October 25<sup>th</sup>:**

Readings:

1. David Cole, "Two Systems of Criminal Justice," in *The Politics of Law* 3<sup>rd</sup> edition, pp. 410-433 (**Brightspace**)

**Monday, October 30<sup>th</sup>:**

Field Trip: Halifax Provincial Court (Tentative Date)

November

**Wednesday, November 1<sup>st</sup>:**

Readings:

1. John Evans, "Chapter 4: Counting Crime," in *Criminology: A Canadian Perspective*, pp. 91-120 (Linden)

**Monday, November 6<sup>th</sup>:**

Readings:

1. Reginald Rose, *Twelve Angry Men*

We will watch the film adaptation of Rose's teleplay in class.

**Wednesday, November 8<sup>th</sup>:**

Readings:

1. Reginald Rose, *Twelve Angry Men* (continued).

We will watch finish watching the film (if needed) and spend the remainder of the class discussing the film and teleplay.

**FALL STUDY BREAK NOVEMBER 13<sup>TH</sup> TO 17<sup>TH</sup>**

**Unit #3: Critical Approaches to the Study of Prisons**

**Monday, November 20<sup>th</sup>:**

Readings:

1. Michel Foucault, "Chapter 6: 7 February 1973" in *The Punitive Society: Lectures at the Collège de France 1972-1973*. New York: Palgrave Macmillan, 2015. pp. 99-122 (Brightspace)

**Wednesday, November 22<sup>nd</sup>:**

Readings:

1. Angela Davis, "The Prison Industrial Complex" in *Are Prisons Obsolete?* pp. 84-104 (Brightspace)

**Monday, November 27<sup>th</sup>:**

Readings:

1. El Jones, "Introduction: Rememberings" in *Abolitionist Intimacies*, pp. 1-28 **(Jones)**

**Wednesday, November 29<sup>th</sup>:**

Readings:

1. El Jones, "Toward a Practice of Collectivity" in *Abolitionist Intimacies*, pp. 29-49 **(Jones)**

December

**Monday, December 4<sup>th</sup>:**

Readings:

1. El Jones, "Erasure and the Slow Work of Liberation" in *Abolitionist Intimacies*, pp. 75-94 **(Jones)**

**Tuesday, December 5<sup>th</sup>:**

Readings:

1. El Jones, "Personal Responsibility and Prison Abolition" in *Abolitionist Intimacies*, pp. 116-140 **(Jones)**

**Wednesday, December 7<sup>th</sup>:**

Readings:

1. El Jones, "Still Not Freedom," in *Abolitionist Intimacies*, pp. 187-203 **(Jones)**