

Course Outline: Child Rights and Criminal Justice Issues

COURSE:	CRCJ 4001
TERM:	Winter 2017
PREREQUISITES:	Fourth-year standing in B.A. Honours in Criminology and Criminal Justice
CLASS:	Day & Time: Mondays, 2:35pm – 5:25pm Room: Please check Carleton Central for current room location.
INSTRUCTOR: (CONTRACT)	Dr. Roberta Sinclair
CONTACT:	Office: Loeb C562 Office Hrs: Monday 5:30 pm or by appointment Telephone: 613-608-1211 Email: Roberta.sinclair@rcmp-grc.gc.ca

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

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

COURSE DESCRIPTION

The emergence of the child as a subject of rights has been influenced by several legal, social, and political developments. Using the UN Convention on the Rights of the Child (CRC) as a framework, several global child protection issues will be examined. The conceptual framework for the development of rights for children; international legal standards and mechanisms; and, the definition of the child and general principles will be drawn on throughout the course. The primary objective of this course is to familiarize students with the various rights that children have as well as violations of those rights. Drawing on international examples of issues wherein the role and meaning of “child rights” continue to be debated, the focus of the course will be on exploring legislation/conventions, youth engagement, and implementation of child rights in various contexts. Students will be exposed to the basic knowledge and tools necessary to gain a critical understanding of children's rights. To augment the lecture material and facilitate a practical understanding of the information presented, guest speakers, class

discussion, and a seminar style teaching structure are incorporated in the course. International examples as well as Canadian research will be drawn upon.

REQUIRED TEXTS

Listed on the course outline.

EVALUATION

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

1: Critical Assessment of Media Portrayal of “Child/Children” 15%

2: Critical Assessment of a Required Reading 15%

3: Group Seminar Project

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

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

Attendance/Participation at Seminar Presentations 15%

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

STATEMENT ON PLAGIARISM

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

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

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

SCHEDULE

SCHEDULE *Outline may be subject to change.*

JAN. 9 **Introduction to the Course**

JAN. 16 **History of Child Rights in Canada**

- <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (United Nations Convention on the Rights of the Child)
- Lansdown, Gerison. (2014). "25 years of UNCRC: Lessons learned in children's participation", *Canadian Journal of Children's Rights*, 172-190.
- Danduarnd, Yvon. (2014) "Article 19 of the CRC and the criminal justice system's duty to protect children against violence." *Canadian Journal of Children's Rights*. 44-84.

Guest Speaker: Honourable Senator (Retired) Landon Pearson, International Child Rights Advocate "*Youth Voices in the Justice System*"

*****Seminar Group and Topic Assignment *****

JAN. 23 Research Involving Children, Ethics

- Using Data to Make Violence Visible. *United Nations Children’s Fund. Hidden in Plain Sight: A Statistical Analysis of Violence against Children.* UNICEF New York, 2014. Pages 14- 29.
- Dittrick, C., Beran, T., Mishna, F., Hetherington, R., and Shariff, S. (2013) “Do Children Who Bully Their Peers Also Play Violent Video Games? A Canadian National Study”. *Journal of School Violence*, 12:297–318.
- Bailey, J. “Perfect Storm: How the Online Environment, Social Norms, and Law Shape Girls Lives.” In Jane Bailey and Valerie Steeves (Eds.) *eGirls, eCitizens.* University of Ottawa Press. 2015 pages 21 – 53.

Guest Speaker: Dr. Jane Bailey, University of Ottawa

JAN. 30 Internet Crime Research Sources *Macodrum Library*** Room 252**

- **Library Presentation:** Criminology Reference Specialist

FEB. 6 Child and Youth Representation/Conceptualization

- Haynesa, K., and Tanner, T. “Empowering young people and strengthening resilience: youth centred participatory video as a tool for climate change adaptation and disaster risk reduction.” *Children’s Geographies*, 2013, pages 1 – 15.
- Nicole Kozloff, M.D., Vicky Stergiopoulos, M.D., M.H.Sc., Carol E. Adair, M.Sc., Ph.D., Amy H. Cheung, M.D., M.S., Vachan Misir, M.Sc., Greg Townley, Ph.D., Jimmy Bourque, Ph.D., Michael Krausz, M.D., Ph.D., Paula Goering, R.N., Ph.D. (2016). “The Unique Needs of Homeless Youths With Mental Illness: Baseline Findings From a Housing First Trial.” *Psychiatric Services*, Volume 67, Issue 10, October 01, 2016, pages 1083-1090.

Guest Speaker: Hayley Crooks, Ph.D. Candidate at the Institute of Feminist and Gender Studies at University of Ottawa

FEB. 13 Child Protection, Criminal Policy and Child Rights

- Bailey, J., and Steeves, V. (2013). “Will the Real Digital Girl Please Stand Up? Examining the Gap Between Policy Dialogue and Girls’ Accounts of Their Digital Existence” in *Greg Wise and Hille Koskela (eds.) 'New Visualities, New Technologies: The New Ecstasy of Communication' (Ashgate Publishing).*

- Fairburn, J. "Rape Threat and Revenge Porn: Defining Sexual Violence in the Digital Age" In Jane Bailey and Valerie Steeves (Eds.) *eGirls, eCitizens*. University of Ottawa Press. 2015 Pages 229-249.

Guest Speaker: Michael Montgomery, International Institute for Child Rights Development

FEB. 20 – 24 **Winter Break**

FEB. 27 **Crime Prevention and Child Rights**

- Karaian, L. (2014) "Policing 'Sexting': Responsibilization, Respectability and Sexual Subjectivity in Child Protection/Crime Prevention Responses to Teenagers' Digital Sexual Expression" *Theoretical Criminology*. 18(3): 282-299.
- Boyd, danah. "How we were fooled into thinking that sexual predators lurk everywhere: Creating a moral panic about social media didn't protect teens – it left them vulnerable." *It's Complicated: The Social Lives of Networked Teens*. USA: Yale University Press.

Guest Speaker: Canadian Police Centre for Missing and Exploited Children, Royal Canadian Mounted Police

****Assignment 1 Due ****

MARCH 6 **Seminar Preparation**

MARCH 13 **Seminar Presentations (Assignment 3a, in class, as assigned)**

MARCH 20 **Seminar Presentations (Assignment 3a, in class, as assigned)**

MARCH 27 **Seminar Presentations (Assignment 3a, in class, as assigned)**

APRIL 3 **Wrap Up**

****Assignment 3b due in class****