

Plagiarism

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More information on the University's **Academic Integrity Policy** can be found at:
<http://www.carleton.ca/studentaffairs/academic-integrity/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations.

<http://www.carleton.ca/law/student-resources/department-policies/>

COURSE DESCRIPTION

This is an introductory course designed to provide an overview of the structural and procedural elements of the Canadian Criminal Justice System. Our criminal justice system is complex and dynamic and evolves in response to the technological and societal changes. Therefore in this course we will focus on the three distinct parts of the system – the Police, the Courts and corrections – and their response to crime and offenders. We will also examine the human dynamics of the system by focusing on the various professional and non-professional actors/participants of the criminal justice system. This includes considering the experiences of Aboriginal Canadians, women and youth. Enhancing students understanding of the criminal justice system as an institution also involves exploring the challenges to and opportunities for criminal justice reform. Therefore students are encouraged to have an open mind and be prepared to critically engage with some contemporary issues related to Canadian criminal justice.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Identify the agencies and organizations that collectively make up the criminal justice system.
- Identify the roles, responsibilities and powers of the various actors/participants involved in the criminal justice system.
- Discuss the major challenges confronting the criminal justice system

- Enhance the ability to approach contemporary criminal justice issues and texts with a critical lens *and* an open mind.
- Develop the ability to creatively present the knowledge gained from this course.

REQUIRED TEXTS

Griffiths, Curt (2015). *Canadian Criminal Justice: A primer* (5th Edition), Toronto: Nelson Education.

Text book available at Haven Books located at 43 Seneca St. Ottawa (corner of Seneca and Sunnyside).

SUPPLEMENTARY TEXTS

All other readings are available on cuLearn.

EVALUATION

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

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

Reading comment/journal	10% (2 x5%)
In class quizzes x4	30%
Court Observation report	30%
Final exam	30%
Bonus – Critical thinking workshop	5%

Description of Evaluation

I. Reading comments/journal (2x5%)

Students are required to submit two critical comments on two of the readings included in the course material. Students are free to pick the weeks in which they want to submit their comment/journal entry. The first reading comment is due by October 16th at the latest and must be based on a reading from Sep 18th to October 16th. The second reading comment is due by December 4th at the latest and must be based on a reading from the second half of the term. These commentaries should NOT exceed 5 pages in length (double spaced). They are to provide a succinct and accessible overview of the article, identifying first: the author's main point, the underlying problem that gave rise to the author's intervention, and the means by which the author makes their argument (what tools of analysis do they draw upon; what subjects/material do they

explore): about 1 page. Second: raise and then explore questions and analytical lines of inquiry either stemming from the article (what are the implications of the author's arguments for the subject-matter, other readings and discussions in this course), or in relation to the article (engage directly with the author's argument and/or approach) (about 2-4 pages). Your discussion may also include an analysis of the article in relation to the other articles set for that week and/or in previous weeks.

I have registered this course in the study skills Incentive Program offered through Learning Support Services (LSS). Workshops at LSS are designed to help students develop and refine their academic skills for a university environment. To earn **5% bonus** marks towards the final grade you are expected to attend 3 critical thinking workshops throughout the term. Study Skills workshops for the Fall 2015 term will become available starting September 14th and must be completed by December 1st to receive credit for the Incentive Program.

****Please bring your Carleton ID card with you to each workshop. ****

It is the student's responsibility to ensure that they have signed the attendance sheet at the end of each workshop in order to receive an incentive mark for workshops that they attend. **If students leave the workshop early or do not sign the attendance sheet at the end of the workshop, LSS will have no record of their attendance at the workshop and, therefore, the student will not receive any bonus/participation mark for that workshop.**

To see the complete workshop schedule and to preregister please visit the study skills workshop page on the LSS website: <http://carleton.ca/lss/study-skills-workshops/>. LSS also offers several online workshops. If you are interested in participating in a workshop online, you can also access those workshops through the website: <http://carleton.ca/lss/lss-online/online-workshops-2/>. Should you have any difficulty gaining access to these workshops, please contact Learning Support Services at learningsupport@carleton.ca or 613-520-2600 ext.1125.

As an additional incentive, students who attend 5 or more workshops throughout the academic year can apply to have the *Skills for Academic Success Certificate* added to their Co-curricular Record!

II. In class quizzes (30%)

There will be 4 in class quizzes, randomly administered throughout the term. Content of these quizzes will be based on the assigned reading for each module. These quizzes require individual and group participation. Individual participation will be weighted at 60% and group participation at 40%. Highest scores from 3 quizzes will be counted towards the final grade.

For the purpose of these quizzes, students are expected to bring their own laptops/tablets. If you are unable to bring a laptop/tablet to class weekly, please let me know immediately, so that I can make the necessary arrangements.

III. Court Observation Report (30%)

Students are asked to visit one session of a specialized court at the Elgin Court House and submit a 7-10 page (no longer) critical report documenting their observations and perceptions. Students are expected reflect on their experience at the court house and engage with the course readings. Students are NOT to summarize your visit or the court proceedings. Rather students are to reflect on their experience at the court house and relate it to what you have learned in class and course readings.

One week during the term is allocated for this visit, but students are encouraged to visit the court at their convenience. The observation report is due on the 6th of November.

You have the choice of visiting one of the following specialized courts: Mental health court, Drug Treatment Court and Domestic Violence Court. Specialized court schedules will be made available in class. Please note that students are NOT to visit any other court proceedings.

IV. Final exam (30%)

Final exam will be scheduled by examination services during exam period (December 9 – 21st). Students are responsible for all the material covered in course readings and lectures throughout the semester.

Grading Policy

Students will use cuLearn to submit all assignments.

Late assignments will be penalized at the rate of 10% per day. After the fifth day late assignments will not be read. Late assignments must be submitted electronically to menaka.raguparan@carleton.ca. Please use subject heading LAWS 2301 and your full name.

Note: 1) I will not read drafts of your assignments and comment on them. Carleton University provides a Writing Tutorial Services on the 4th floor of the Library building for this purpose.

2) Students cannot request to defer the in class quiz under any circumstances. If you are absent for class on the day the quiz is administered, you cannot retake the quiz on a different day.

TEACHING APPROACH

This is an introductory course designed to provide an overview of the Canadian criminal justice system. It is not a course on criminal law, legal rules or doctrine. I believe that the most significant learning occurs in situations that are both interesting and relevant. Therefore, I am

committed to creating a learning environment that is interactive and allows for engagement that is meaningful and respectful. I also believe in the concepts of active learning and collaboration. I ask students in this class to commit to this process of active learning and exploration by having an open mind, asking difficult questions and respecting the views of others.

Office Hours and Email Policy

Students are encouraged to discuss questions and issues related to the course during my office hours. If students are unable to make it to my office hours, please feel free to make an appointment. I will reply to emails within 48 hours. I will not respond to lengthy email questions. I will also not discuss course content, grade appeals and extensions via email.

Attendance and Participation

Students are expected to attend weekly classes. Students are also expected to come prepared for class by reading assigned material. Even though this is a relatively large enrollment course, students are expected to participate in class discussions and activities. Developing oral communication skills and team work are very important for successes in university and in the job markets.

Students are not permitted to be on social media forums during the class. Students are also not permitted to talk or text during class. Students who use their electronic devices inappropriately during class time will be asked to leave the class immediately and will not be allowed to return until the end of that session.

SCHEDULE

Sep 11: Introduction

Overview of course themes, and assignments

Introductions

Discussion on proper class room manners such as trust, respect and accountability

Sep 18: Setting the Framework

Readings: Text book: Chapters 1, 2 and 3

Bloodworth et al, (2012). The Rule of Law in Canada: A Global Template?

Sep 25 The Police- Part I

Reading: Text Book: Chapters 4, 5 and 6

Oct 2 The Police – Part II

Reading: Chapman-Nyaho et al, (2011-2012) . “We Expect Much of You”: Enlisting Youth in the Policing of Marginalized Communities

Williamson et al, (2007). Police-Prostitute Interactions: Sometimes Discretion, Sometimes Misconduct

In-Class Interaction: Guest Speaker

Oct 9 The Courts – Part I

Reading: Text Book: Chapters 7, 8 and 9

In-Class Interaction: Guest Speaker

Oct 16 The Courts – Part II

Reading: Winick, B. J. (1997). The jurisprudence of therapeutic jurisprudence.

Moore, D (2009). The Drug Treatment Court Movement

Supplemental Reading:

Moore, D (2007). Translating justice and therapy: The Drug Treatment Court Networks

Homework: **1st Reading Comments/Journal due**

Oct 23 **Court Observation**
(No Class)

Oct 30 **Fall Break**
(No Class)

Nov 6 **Corrections – Part II**

Reading: Text Book: Chapters 10, 11 and 12

In-Class Interaction: Video – P4W: *The Ultimate Response*

Homework: **Court Observation Report due**

Nov 13 **Corrections – Part III**

Reading: Micucci, A. & Monster, M. (2004). It's about time to hear their stories: Impediments to rehabilitation at a Canadian provincial correctional facility for women

Pogrebin, M. & Dodge, M (2001). Women's accounts of their prison experiences: A retrospective view of their subjective realities

In-Class Interaction: Video – W5 episode – *Out of Control*

Nov 20 **Reconsidering criminal justice**

Reading: Text book: Chapters 13 and 14

Rudin, J. (2009). Addressing Aboriginal Overrepresentation *Post-Gladue: A Realistic Assessment of How Social Change Occurs*

Nov 27 **Criminal justice challenges**

Reading: Denov, M & Campbell, K (2005). Criminal Injustice: Understanding the Causes, Effects, and Responses to Wrongful Conviction in Canada

Moran, M (1993). Case Comments: Jane Doe v. Board of Commissioners of Police for the Municipality of Metropolitan Toronto

Dec 04 Exam Review

Homework: **2nd Reading comment/journal due**