

## Course Outline

<b>COURSE:</b>	<b>LAWS 4304 C - Policing and Social Surveillance</b>
<b>TERM:</b>	<b>Fall 2008/09</b>
<b>PREREQUISITES:</b>	<b>Fourth-year honours standing</b>
<b>CLASS:</b>	<b>Day &amp; Time: Tuesday 18:05-20:55</b> <b>Room: 403 SA (Southam Hall)</b>
<b>INSTRUCTOR:</b> <b>(CONTRACT)</b>	<b>Vernon White, B.A. M.A.</b>
<b>CONTACT:</b>	<b>Office: C 476 LA (Loeb) - Department of Law Contract Office</b> <b>Office Hrs: 17:30 (before class)</b> <b>Telephone: 613-601-0400</b> <b>Email: <a href="mailto:whitev@ottawapolice.ca">whitev@ottawapolice.ca</a></b>

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"Students with documented disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities include physical, mental, and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, as well as other conditions. Registered PMC students are required to contact the PMC at 613-520-6608, early each term to ensure that your Instructor receives your Letter of Accommodation no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by March 6, 2009 for April exams." Also available at [http://www.carleton.ca/pmc/faculty/acom\\_statement.html](http://www.carleton.ca/pmc/faculty/acom_statement.html). For Religious and Pregnancy accommodations, please contact Equity Services, 613-520-2600 x. 5622 or their website: [www.carleton.ca/equity](http://www.carleton.ca/equity)

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### COURSE DESCRIPTION

The course is designed to allow students to critically analyze issues relating to both the manner and the construct of law and social control. The students will be asked to consider the origins of law and social control, how that has and does impact on policing in Canada and in particular to the construct of law within the historical context of Canada. There will as well be a focus on the role of the state, law and the manner in which both interact within Canada. The course will as well review the issues surrounding some of the more recent cases involving including cases and decisions that have impacted on Canada and its citizens, including some specific reference to Aboriginal community issues.

Accordingly, the course objective is to:

- Create a better understanding of law and the development of laws in Canada, issues surrounding law and challenges faced.

**Important:** In this class you are required to keep informed about current events by reading a daily newspaper or a recognized online source relating to policing.

### REQUIRED TEXTS

There is no single required text for this course, a readings guide will be provided, as well there will be online readings provided by the professor.

- Coursepack: Department of Law: Policing and Social Surveillance (available at the Carleton University bookstore)
- Website information as noted here in the syllabus

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

Your grade for this course will be based on various requirements designed to address the course objectives listed above, as follows:

**30%: Mid term exam or presentation** - This exam will consist of multiple choice and short answer questions and will be a “closed book” examination. As an option the students can present an analysis of a relevant issue found in the course materials, when approved by the professor. This presentation will be made to the class and will be a minimum of fifteen minutes per student, it may be done as a group and if so will require fifteen minutes per student in the group. The student(s) will provide a copy of their full presentation to the professor at the end of the presentation and in a group presentation each student will include a peer assessment completed by each of the participants as to the grade they would give other participants in the group.

**30%: Class participation** – Attendance will be taken, as there will be a participation mark given when a student is in class and involved. Participation will include knowledge of subject material and participation in discussions or activities. This will also include an individual or group (max 3) presentation in class on a pre-approved area of discussion and study.

**40%: Final exam** – If you miss this exam, you will be assigned a grade of ‘0’ for this component. This exam will consist of multiple choice and short answer questions and will be a “closed book” examination.

The grading scheme used in this class is as follows:

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points</u>	<u>Description</u>
A+	90-100	10	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
A	85-89	9	
A-	80-84	8	
B+	75-79	7	Good. Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; an ability to communicate clearly and fluently.
B	70-74	6	
C+	66-69	5	Adequate. Student is profiting from his/her university experience; an acceptable understanding of the subject matter; ability to develop solutions to representative problems in the material; some ability to organize and analyze ideas; an ability to communicate adequately.
C	60-65	4	
D+	55-59	3	Marginal. Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
D	50-54	2	
E	40-49	1	
F	0-39	0	Inadequate. Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; an inability to communicate.

**SCHEDULE** (A reading schedule will be provided to students prior to the first class. This reading schedule may be altered with readings for the following week where a subject requires new or appropriate information.)

<b><u>Date</u></b>	<b><u>Readings and Structure</u></b>
Jan 6 <sup>th</sup>	Course discussion and issues Expectations and structure of course General subject matter discussion and topics of interest from class
Jan 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ Law in Society; The Politics of Law Reform: Prostitution Policy in Canada, 1985-1995, Nick Larsen, Chapter Two, pages 19-32, ]</li> <li>➤ Context Of Prostitution In Canada Today, <a href="http://canada.justice.gc.ca/en/news/nr/1998/part1.html">http://canada.justice.gc.ca/en/news/nr/1998/part1.html</a></li> </ul>
Jan 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ Law in Society; Aboriginal Justice: Alternative Paradigms: Law as Power, Law as Process, Russell Lawrence Barsh and Chantelle Marler, Chapter Seven, pages 132-146,</li> <li>➤ Will the Circle be Unbroken: Aboriginal Communities, Restorative Justice and the Challenges of Conflict and Change, pp.131-153</li> </ul>
Jan 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ Law in Society; Domesticating Doctrines: Aboriginal Peoples after the Royal Commission, John Burrows</li> <li>➤ The Royal Commission, <a href="http://www.ainc-inac.gc.ca/ch/rcap/index_e.html">http://www.ainc-inac.gc.ca/ch/rcap/index_e.html</a></li> <li>➤ R v Marshall, found at <a href="http://scc.lexum.umontreal.ca/en/1999/1999rcs3-533/1999rcs3-533.html">http://scc.lexum.umontreal.ca/en/1999/1999rcs3-533/1999rcs3-533.html</a></li> </ul>
Feb 3 <sup>rd</sup>	Women and the Law <ul style="list-style-type: none"> <li>➤ Law in Society; The Charter, Equality Rights, and Women, Chapter Twelve</li> <li>➤ Law in Society; The Battered Women's Syndrome revisited, Chapter Eleven</li> <li>➤ Stopping Abuse for Everyone (SAFE) (notes provided in class)</li> <li>➤ Reasoning and Rehabilitation (R&amp;R) (notes provided in class)</li> </ul>
Feb 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ Locating the Public interest in Transnational Policing, <a href="http://www.libertysecurity.org/mot78.html">http://www.libertysecurity.org/mot78.html</a>; Tuesday 19 April 2005, by Loader Ian, Walker Neil</li> <li>➤ Transnational Criminal Activity, <a href="http://www.csis.gc.ca/en/newsroom/backgrounders/backgrounder10.asp">http://www.csis.gc.ca/en/newsroom/backgrounders/backgrounder10.asp</a></li> <li>➤ G8 Recommendations on Transnational Crime <a href="http://canada.justice.gc.ca/en/news/g8/doc1.html">http://canada.justice.gc.ca/en/news/g8/doc1.html</a></li> </ul>
Feb 17 <sup>th</sup>	Review for Mid Term <b>No Class – WINTER BREAK</b>
Feb 24 <sup>th</sup>	<b>Mid Term Exam and presentations</b>
Mar 3 <sup>rd</sup>	Debate Class: class broken up and will debate issues as directed by professor
Mar 10 <sup>th</sup>	Ontario Needle Exchange Programs: Best Practice Recommendations Safer Inhalation Program: Does it work – politically, medically and/or socially
Mar 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ 'If we are tough on crime, if we punish crime, then people get the message': Constructing and governing the punishable young offender in Canada during the late 1990s, <i>Hogeveen, Bryan R.</i>, Punishment &amp; Society, vol. 7, no. 1, pp. 73-89, Jan/05</li> <li>➤ Assessing punitiveness in Canadian youth justice: A response to Hogeveen <i>Doob, Anthony N.; Sprott, Jane B.</i>, Punishment &amp; Society, vol. 8, no. 4, pp. 477-480, October 2006</li> <li>➤ Memoir of the blind: A reply to Doob and Sprott, <i>Hogeveen, Bryan</i>, Punishment &amp; Society, vol. 8, no. 4, pp. 469-475, October 2006</li> </ul>
Mar 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>➤ Doing Good with a Vengeance: A Critical Assessment of the Practices, Effects and Implications of <i>Drug Treatment Courts</i> in North America, <i>Fischer, Benedikt</i></li> <li>➤ Criminal Justice, vol. 3, no. 3, pp. 227-248, August 2003, Correctional Alternatives for <i>Drug Offenders</i> in an Era of Overcrowding, <i>Clear, Todd R.; Clear, Val B.; Braga, Anthony A.</i></li> <li>➤ The Prison Journal, vol. 73, no. 2, pp. 178-198, June 1993, The challenges associated with drug treatment in prison, <i>Mcintosh, James; Saville, Esther</i>, Probation Journal, vol. 53, no. 3, pp. 230-247, September 2006</li> </ul>
Mar 31 <sup>st</sup>	Gun Control In Canada
Apr 7 <sup>th</sup>	Review for Final Exam and General Discussion
Apr 8 <sup>th</sup> -27 <sup>th</sup>	<b>FINAL WINTER TERM EXAMINATIONS</b>

## **ACADEMIC INTEGRITY**

**Academic dishonesty will not be tolerated and may result in severe penalties.** Regarding academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework, I draw your attention to the following points, as outlined in the Academic calendar. **Read the following very carefully!**

### **Academic misconduct includes, but is not limited to:**

- Unreasonable infringement on the freedom of other members of the academic community (e.g. disrupting classes or examinations, harassing, intimidating or threatening others).
- Violation of safety regulations in a laboratory or other setting.
- Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.
- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.
- Plagiarism, which is the act of presenting the ideas, words, or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material.
- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.
- Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.
- Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.
- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.

### **General Expectations:**

- You are permitted to use your laptops in this class. However, do **not** use them to send messages to each other during class time, to surf websites (unless I ask you to), to play games, or to otherwise use them inappropriately. Doing so is disrespectful to me, distracts other students, and is a waste of your time. To minimize such misuse of class time, you are not permitted to plug in your computers to the network unless I ask you to. **If I find that you are using your laptops inappropriately, you will be asked to leave the class for that day.**
- I expect students to attend classes, be on time, be prepared and not disrupt class by arriving or leaving in the middle of lectures. I will be on time, prepared, and return papers as promptly as possible.
- I will only allow you take a make up exam if you have a university approved excuse.
- Any in-class and homework exercises are designed to enrich your sociological thinking skills and are not graded.
- Please turn off your cell phones and pagers when you come to class.