

Course Outline

COURSE:	LAWS 4305A – CRIMINAL JUSTICE REFORM
TERM:	Fall 2013
PREREQUISITES:	Fourth year Honours standing and 1.0 credit from LAWS 2004 [1.0] (no longer offered), LAWS 2301, LAWS 2302
CLASS:	Day & Time: Wednesday 18:05 – 20:55 Room: Please check with Carleton Central for current room location
INSTRUCTOR: (CONTRACT)	Lawrence Buhagiar
CONTACT:	Office: B442 LA (Loeb) – Contract Instructors Office Office Hrs: Wednesday 17:00 – 18:00 or by appointment Telephone: (613) 797-0589 Email: buhagiar@mac.com

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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

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 for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

COURSE DESCRIPTION

The subject of this course is social transformation and criminal justice reform. The scope of the course will deal with the theoretical and practical reasons for the use of criminal law as an instrument of social control. Students will engage in critical analysis of specific reform initiatives and processes. We will also consider alternate responses to social problems. To this end, the subject of wrongful conviction will form an overarching theme.

Often the subject matter of a myriad of disciplines such as criminology, law, public administration, social work, political science, and public administration, our examination of criminal justice reform will utilize a critical socio-legal perspective to interrogate criminal justice reforms in Canada and other jurisdictions. Some of the questions that this course will entertain are:

- What is criminal justice reform?
- What are the goals of criminal justice reform?

- What motivates criminal justice reform?
- How is criminal justice reform mediated through individuals, institutions, interest groups, and ideas?
- How is criminal justice reform implicated in social control?

Given that this course is a seminar, students will play a vital role in their own learning and the learning of their colleagues.

The objectives of this course are:

- An appreciation of the historical and contemporary debates and challenges relating to criminal justice reform;
- To familiarize students with the criminal justice reforms including the rationales and ideological bases that have been deployed in support of criminal justice reform; and
- To develop the capacity to conduct a critical analysis of criminal justice reform.

REQUIRED TEXTS

There is no required textbook for this course. However, there are required readings that students are expected to have read for each class in order to be prepared to participate in class discussions. These documents either reside in the public domain or are available to Carleton students via resources provided by the MacOdrum Library databases. Readings for each lecture are specified in the Topics & Readings table in this syllabus.

Additional supplemental materials will be made available that students may find useful for clarification and/or as resource materials.

ACADEMIC OFFENCES

Students are deemed to be both aware of the regulations detailed in the Carleton Undergraduate Calendar regarding academic offences. University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: <http://www.carleton.ca/cu0708uc/regulations/acadregsuniv.html>

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism is a serious matter and will be dealt with accordingly. The Carleton University Academic Calendar states that: "Academic fraud is an act by a student which may result in a false academic evaluation of that student or another student." Please read the relevant sections concerning academic fraud in the Undergraduate Calendar. All material quoted or paraphrased from any source must be properly credited. The instructor also reserves the right to orally examine any student regarding work they submit in this course.

Course Rules and Regulations

The following rules and regulations specifically apply to this course. If you have any questions please discuss with your professor/instructor as soon as possible. The onus is on each student to ensure they understand and comply with all of the relevant rules and regulations.

Expectations

Students are deemed to have read and understood the relevant University rules and regulations that pertain to them.

Students are expected to „manage’ their obligations to this course. Each and every student has a unique set of circumstances that can influence their performance in this course. Each student is responsible for all of the obligations, choices and decisions in their lives outside of the course that may influence their performance.

This course will provide students with an intellectually challenging yet safe learning environment. Information will be presented in a manner that is accessible. Students will be assessed in a manner that is reasonable and fair.

It is recognized that students pay a lot of money for the opportunity to learn, your grade will be based on your ability to demonstrate what you have learned through the assignments rather than your cancelled check or registrar’s receipt.

Students are expected to be fully engaged and active participants in their education. Put another way, it is expected that students will be *active* rather than *passive* learners. The role of the instructor is to „facilitate’ active learning, those expecting to learn via a passive method will find this course.

The choice to attend class belongs to each student. The consequences of non-attendance are also borne by each student.

Students are expected to engage in class discussions of the topics and themes that form the basis of this course.

Warning: A student’s failure to adequately plan does not constitute an emergency or extenuating circumstance in the Instructor’s world that will exonerate, alleviate or exempt you from any of the requirements or demands of this course.

Course Notes

Each student is responsible for their own course notes.

Students are encouraged to engage in note-taking from the assigned readings as well as at lectures.

Any PowerPoint slides I show in class are only a skeleton to help guide lectures. Students are expected to put the ‘flesh’ onto this skeleton in the form of their notes in class and from the assigned readings.

E-mail / Internet / Computer Usage

E-mails to the class will be sent out through the university’s computing system. If you are using an e-mail address other than the one provided by the university, please ensure that your university e-mail account is active and set to forward messages to your other e-mail account(s). **If this is not done you will not be able to receive important e-mail messages sent to the class.**

The Internet may be used **as a research tool to locate academic material**. Internet materials are not to be used in this course unless they comport with the academic standards for scholarly publications.

Computer problems are not an acceptable excuse for an extension. Students are expected to ensure their work is saved and backed-up, either on a diskette, CD, memory stick, e-mailing it to yourself or as a printed copy.

In-Class Behaviour

While discussion is encouraged, people should not be talking in class or conducting themselves in a manner that is disturbing or disruptive to others. Students are expected to be respectful when discussing controversial topics.

If your conduct is disturbing or disruptive, you will be asked to leave the class.

Your cell phone, blackberry and/or pager should either be turned off or set to vibrate mode.

Laptop computers are permitted in class for the specific purpose of note-taking. If you wish to use your computer to surf the Internet, Facebook, IM message, etc., please do so somewhere other than lectures.

Getting Help

The instructor will make himself *reasonably* accessible for the duration of the course. You have my phone number. You have my e-mail (which goes to both my Mac account and my Blackberry). I have office hours before class or by appointment.

Feel free to use any of these means to contact me, however, keep in mind that I also have many other things I need to get done. So don't wait until the very last moment to seek clarification or help.

If you have questions or concerns relating to the material in the course feel free to come see during my office hours or to contact me to schedule an appointment. If you prefer to discuss things over e-mail or texting that's fine with me.

With respect to using e-mail to contact me, however, you should **allow 48 hours for a response**. If you have not received a response within this time, try sending another e-mail, come see me during my office hours or during class. You can also leaving a note in my departmental mailbox.

Extensions and Deferrals

Extensions are extremely rare occurrences and will only be granted in cases of exceptional circumstances. When requesting an extension students must tender all work completed on the assignment to that date (e.g. drafts, notes, etc.).

Students must produce proper documentation for consideration (e.g. medical certificate; death certificate; etc.). However, please be advised that the decision to grant an extension rests solely with the Instructor. A physician's medical opinion does not entitle a student to an automatic extension.

Deferrals are the purview of the Registrar's Office. Should you require an extension please contact the Registrar's Office directly.

Final/Deferred Final Examinations

Please note specifically page 40, 2.5 b Deferred Final Examinations, paragraph 2:

"...The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance..."

EVALUATION

Note: All components must be completed in order to get a passing grade. The dates for the assignment, paper and final are indicated below. If you are unable to write the examination or turn in any of the assignments on the dates as scheduled below, it is strongly suggested you consider taking the course another time.

Additional information will be provided on the requirement of each assignment, term project, and participation scores.

Participation (10%) – Participation is scored out of a possible 4 points for each lecture. The best 10 lecture scores (out of 12) will be used to determine your participation score. Please consult the Participation Criteria to make sure you are aware of the expectations so that you can obtain the score your desire.

Assignment 1 (20%) Due October 2, 2013 – A short (5 page limit) written assignment – Late penalty is 10% per day.

Assignment 2 (20%) Due November 6, 2013 – A short (5 page limit) written assignment – Late penalty is 10% per day.

Term Project (50%) Due December 4, 2013 – You will design a Criminal Justice Reform project from start to finish. – Late penalty is 10% per day.

GUIDELINES FOR THE EVALUATION OF WORK

A+	Outstanding performance. Represents work of exceptional quality. Content, organization and style all at a high comprehension of subject and use of existing research and literature where appropriate. Also uses sound critical thinking, has innovative ideas on the subject, and shows personal engagement with the topic.
A	
A-	
B+	Good performance. Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	
B-	
C+	Satisfactory performance. Adequate work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of the literature.
C	
C-	
D+	Marginal performance. Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
D	
D-	
F	Failing work.

Score	Participation Criteria
0	<ul style="list-style-type: none"> ▪ Absent.
1	<ul style="list-style-type: none"> ▪ Present, not disruptive. ▪ Tries to respond when called on but does not offer much. ▪ Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none"> ▪ Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. ▪ Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). ▪ Does not offer to contribute to discussion, but contributes to a moderate degree when called on. ▪ Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> ▪ Demonstrates good preparation: knows reading facts well, has thought through implications of them. ▪ Offers interpretations and analysis of material (more than just facts) to class. ▪ Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. ▪ Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> ▪ Demonstrates excellent preparation: has analyzed material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). ▪ Offers analysis, synthesis, and evaluation of material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. ▪ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material, etc. ▪ Demonstrates ongoing very active involvement.

TOPICS & READINGS		
Date	Topic	Reading(s)
Lecture 1: Sept 11	<i>Overview</i>	<ul style="list-style-type: none"> Course Syllabus
Lecture 2: Sept 18	<i>Criminal Justice</i>	<ul style="list-style-type: none"> A Brief Intellectual History of Criminological Thought
Lecture 3: Sept 25	<i>The Politics of Reform</i>	<ul style="list-style-type: none"> Million Dollar Blocks.pdf CSC Roadmap Flawed Compass TISA_C-25.pdf
Lecture 4: Oct 2	<i>Legislating Reform</i>	<ul style="list-style-type: none"> Anatomy of discretion fact sheet Anatomy of discretion summary report Haden, 2002
Lecture 5: Oct 9	<i>Problem Identification and Analysis</i>	<ul style="list-style-type: none"> C-49 (Bonnycastle) Bonnycastle Injection Paper Bonnycastle Tattooing Paper
Lecture 6: Oct 16	<i>Options and Alternatives</i>	<ul style="list-style-type: none"> Handbook of Restorative Justice
Lecture 7: Oct 23	<i>Designing a Policy, Program or Project</i>	<ul style="list-style-type: none"> SF Peterborough SIB.pdf Technical Guide Criminal Justice.pdf RAND_SIB
No Lecture: Oct 30	<i>No Lecture Today</i>	It is reading week ... get caught up, if you have fallen behind. :)
Lecture 8: Nov 6	<i>Planning for Reform</i>	<ul style="list-style-type: none"> Cost of Crime Costs of Prison
Lecture 9: Nov 13	<i>Implementing and Monitoring Reform</i>	<ul style="list-style-type: none"> Developing Indicators to Measure the Rule of Law Online version2.pdf
Lecture 10: Nov 20	<i>Evaluating Outputs and Outcomes</i>	<ul style="list-style-type: none"> Harper and Crime Tough on Crime – The Fear Factor
Lecture 11: Nov 27	<i>Reassessment and Review</i>	<ul style="list-style-type: none"> Legislative History of C-26 Reducing Gun Violence
Lecture 12: Dec 4	<i>Governing Through Criminal Justice Reform</i>	<ul style="list-style-type: none"> Law Against Poverty

Readings are subject to change depending on progress made in lectures.