

## Course Outline

<b>COURSE:</b>	<b>LAWS 4308C</b>
<b>TERM:</b>	<b>Winter 2013</b>
<b>PREREQUISITES:</b>	<b>LAWS 1000</b>
<b>CLASS:</b>	<b>Day &amp; Time: Wednesdays 2:35-5:25</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR:</b>	<b>Diana Young</b>
<b>CONTACT:</b>	<b>Office: LA C574</b> <b>Office Hrs: Wednesdays 12:00-1:00 or by appointment</b> <b>Telephone: (613) 520-2600 ex 1981</b> <b>Email: Diana_Young@carleton.ca</b>

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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](mailto: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/>

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## **COURSE DESCRIPTION**

This course aims to provide students with an understanding of the justice claims of general sentencing theory and principles, and the legal bases for sentencing decisions. Students will be asked to consider these justice claims and the concept of the rule of law in light of the diffuse nature of the power to punish. Legal doctrine and principle only tell part of the story with respect to sentencing practices, and we will see that a complete discussion of the realities of sentencing must include an examination of a complex web of interactions between the law, the discretionary powers exercised by such actors as police, probation officers and Crown Attorneys, and the influences flowing from other kinds of professionals and various communities in society as a whole.

This course will include a consideration of the offender's actual experience of punishment,

particularly imprisonment, over which the sentencing court has limited control. The material will also cover a discussion of some alternatives to traditional forms of punishment and their potential, if any, for reconciling the often-conflicting principles and interests at stake in the sentencing process.

## **REQUIRED TEXTS**

The required text for this course is a coursepack that will be available at Allegra Print and Imaging at 1069 Bank Street near Sunnyside. Case law included in the readings will be posted on WebCT.

## **EVALUATION**

### ***Take-Home Assignment – 25% of final grade:***

You will be given a brief take-home assignment, for which you will be required to write a response to two out of three questions. The assignment will be distributed in class on March 6 and will be due on March 20. Your response to each question should be three or four pages in length, double spaced.

### ***Research Paper – 50% of final grade:***

You will be required to submit a research paper dealing with a sentencing issue of your choice. Your essay should be 10-12 pages in length. You will also be asked to submit a very brief outline of your topic to the instructor for approval. This will help to ensure that your proposed topic is feasible and that it will meet the course requirements. The paper is due on April 5.

### ***Group Presentations - 20% of final grade:***

Students will be divided into five groups, each of which will be responsible for presenting a sentencing topic to the rest of the class. Each group will briefly discuss their plans for the presentation with the instructor ahead of time. Groups may distribute a handout or assign readings to the class the week prior to the scheduled presentations. The presentations will be 45 minutes to an hour in length, and will be followed by discussion. Other members of the class will be asked to provide brief written feedback on the presentations.

### ***Class Participation – 5% of final grade***

***Extensions on assignments will only be granted in extenuating circumstances, such as a verifiable medical condition or family emergency. Students requesting extensions will be required to provide appropriate documentation.***

**SCHEDULE****January 9**

Introduction to course

*Readings:* Robert Cover, "Violence and the Word" (1986) 95 Yale L.J. 1601

**January 16**

*Readings:* R.A. Duff, "Consequentialists, Retributivists, and Abolitionists" in *Punishment, Communication, and Community* (New York: Oxford University Press, Inc., 2001)

*R. v. Brush* [1995] O.J. No. 656

*R. v. Sinclair* [2004] M.J. No. 144

Dianne Martin, "Distorting the Prosecution Process: Informers, Mandatory Minimum Sentences and Wrongful Convictions" (2001) 39 Osgoode Hall L. J. 513

*Canadian Centre for Justice Statistics, "Adult Criminal Court Statistics, 2010/2011"* (Posted on WebCT)

- a) Why punish?
  - theories of punishment: justifications for the infliction of harm
- b) Judicial discretion
  - discretion and the rule of law
  - Mandatory minimum sentences
- c) Resource management and the public face of fairness
  - Non-judicial sites of discretion
    - i) plea bargains: private negotiations and public consequences
    - ii) defining the offence

**January 23**

*Readings:* *R. v. Arcand* (2010) ABCA 363, 264 C.C.C. (3d) 134, 40 Alta. L.R. (5<sup>th</sup>) **paras. 1-70**  
*R. v. Hamilton* (2004) O.R. (3d) 1

- a) Sentencing reform
  - legislative attempts to circumscribe judicial discretion and the problem of disparity
  - sentencing principles and purposes
- b) Special cases – Social location, civil unrest and the politics of sentencing

**January 30**

*Readings:* *R. v. Arcand* **paras 92-181**

Michelle S. Lawrence and Simon N. Verdun-Jones, *Sentencing Hate: An Examination of the Application of s. 718.2(a)(i) of the Criminal Code on the Sentencing of Hate-Motivated Offences* (2011) 57 Crim. L.Q. 28

Leslie J. Moran, *The Emotional Dimensions of Lesbian and Gay Demands for Hate Crime Reform* (2004) 49 McGill L.J. 925

*R. v. F.A.G.* [2003] Y.J. No. 130;

- a) Ranges and starting points
- b) aggravating and mitigating factors
- Hate crimes
- The politics of sentencing and the identity of victims

**February 6***Readings:*

*R. v. Poorman* (1991), 93 Sask. R. 1, 66 C.C.C. (3d) 82.

*R. v. Hildebrandt* (2005), SKPC 35, Sask. R. 163, 198 C.C.C. (3d) 546.

Kelly Hannah-Moffat et al., *Negotiated Risk: Actuarial Illusions and Discretion in Probation* (2009) 24 Can. J. of Law and Society 391.

- a) fact-finding
  - the evidentiary basis for discretion
  - risk and the role of experts: assessing risks to public safety and taking professional risks
  - lay persons' application of professional knowledges

**February 13***Readings:*

*R. v. Arcand* **paras. 71-91, 182-298**;

Nicola Lacey and Lucia Zedner, "Discourses of Community in Criminal Justice" (1995) 22 J. of Law and Society 301.

Diana Young, "Power and Resistance in Community-Based Sentencing" in Dawn Moore and Aaron Doyle, eds., *Critical Criminology in Canada* (Vancouver: UBC Press, 2011).

Excerpt from Julian Roberts, *The Virtual Prison* (Cambridge: Cambridge University Press, 2004)

*R. v. Latimer* [2001] 1 S.C.R. 3.

- a) Sentencing and Courts of Appeal
  - disparity and deference
  - b) Charter issues in sentencing
- the rule of law and conceptions of equality

## Sentencing Options

- a) Sentencing options and the principles of sentencing
- b) "Community based" sentencing
  - Decreasing the prison population
  - Conditional sentences
  - Communities and the criminal justice system – policy and commitment

**February 20**

\*\*\*\*\***Reading Week**\*\*\*\*\*

**February 27**

Readings: Michael Jackson, "Administrative Segregation, The Litmus Test of Legitimacy" in Michael Jackson, *Justice Behind the Walls: Human Rights in Canadian Prisons* (Vancouver: Douglas & McIntyre, 2002) 287

Mary E. Campbell, "Gone but Not Forgotten: Should Judges Be Allowed to Remedy by Re-Sentencing?" (2006) *Canadian Journal of Criminology and Criminal Justice* 48

Martin Silverstein, "The Ties that Bind: Family Surveillance of Canadian Parolees" (2001) 42 *The Sociological Quarterly* 395.

## a) Prison

- Corrections and the legitimacy of sentencing – "Violence and the Word" and the prison experience
- Parole as imprisonment

**March 6**

Readings: *R. v. Gladue* [1999] 1 S.C.R. 688; *R. v. Moses* [1992] Y.J. No. 50

Excerpt from *R. v. Ipeelee* [2012] 1 S.C.R. 433.

Jane Dickson-Gilmore and Carole La Prairie, "Testing the "Magic": Sentencing Circles in Aboriginal Community Restorative Justice" in Jane Dickson-Gilmore and Carol La Prairie, *Will the Circle Be Unbroken? Aboriginal Communities, Restorative Justice, and the Challenges of Conflict and Change* (Toronto: University of Toronto Press, 2007) 132.

## a) Aboriginal people and the criminal justice system

- Problems in equality and the rule of law
- Sentencing as a means of addressing discrimination and discrimination in sentencing

**Take-home assignment distributed****March 13**

Readings: Murder Victims' Families for Reconciliation, *"Dignity Denied: The Experience of Murder Victims' Family Members who Oppose the Death Penalty"* (Cambridge, Mass.: Murder Victims Families for Reconciliation, 2002)

Rob White, "Restorative Justice and Social Inequality" in Bernard Schissel and Carolyn Brooks, eds., *Marginality and Condemnation* (Black Point, N.S.: Fernwood Publishing, 2002) 381

Rahmi Goel, "Aboriginal Women and Political Pursuit in Canadian Sentencing Circles" in James Ptacek, ed., *Restorative Justice and Violence Against Women* (Oxford: Oxford University Press, 2010) 60.

## a) Sentencing and the Role of Victims

## b) Restorative justice

- Some restorative justice initiatives – what are we restoring?
- Community based sentencing revisited – Who are victims and what do we mean by "community"?
- Other sentencing alternatives: Family Group Conferences and Victim-Offender Mediation
- Sentencing circles and Aboriginal justice – self-determination and the criminal justice system's conception of Aboriginal culture

**March 20**

***Take-home assignment due***

Review and summing up

Group Presentations:

Group 1 – Drug Treatment Courts

**March 27**

Group Presentations:

Group 2 – Dangerous and Long-term Offenders

Group 3 – Post-sentence surveillance of sex offenders: Offender Registration programs, Criminal Code s. 810.1

**April 3**

Group Presentations:

Group 4 – Mentally Ill Offenders

Group 5 – Sentencing Youth