

Course Outline

COURSE:	LAWS 2301-E – Criminal Justice System
TERM:	WINTER 2021
PREREQUISITES:	LAWS 1001 and LAWS 1002
CLASS:	Day & Time: Wednesday 11:35 am to 2:25 pm Room: All Courses in the Winter 2021 term are offered online. Lectures in this course will be delivered using a combination of pre-recorded components and “live,” online sessions using the Zoom conferencing platform. After the first week, <u>these live sessions will occur during part of our regularly scheduled class time (Wednesday 1:05-2:25).</u>
INSTRUCTOR:	Hollis Moore
CONTACT:	Office: N/A Office Hrs.: Wednesdays (2:25-3 pm) – I will be available after our “live” meetings for a casual, <i>public</i> conversation. Fridays (12-1 pm) – Students wanting to meet 1-on-1 (via Zoom or telephone) may book private 15 min. sessions during this time. Telephone: TBD Email: hollis.moore@carleton.ca Please use your Carleton account for all email communication. Please see “Communication Policy” (below) for additional guidelines and opportunities for contact.

CALENDAR COURSE DESCRIPTION

The institutional and social production of criminal law in Canada. Processes, personnel, and agencies in the criminal legal system. The role of discretion and mechanisms of accountability. The accused and the place of the victim. Issues and problems in sentencing and punishment.

COURSE DESCRIPTION

This course provides an interdisciplinary introduction to the structure and dynamics of the Canadian criminal justice system. Students will learn how key components of the system (i.e. criminal law, the police, the criminal courts, and corrections) operate and are experienced. Additionally, we will assess the extent to which these components succeed in preventing and responding to crime and injustice

more generally. The perspectives of people who have been marginalized and criminalized will be central to our inquiry. In particular, this course will center and amplify the experiences and insights of Black and Indigenous peoples.

Throughout the interactive online lessons (asynchronous) and virtual tutorials (synchronous), components of the system will be situated historically and in relation to ongoing relations of uneven power and oppression. Students will be expected to take an active role in their learning by, for example, participating in tutorials and completing regular, low-stakes writing assignments (handouts). Significant challenges and controversies that arise at each stage of the criminal justice process will be highlighted. Pressing issues surrounding Canada's responses to crime, injustice, and people who have committed crimes will be illuminated through readings, videos, podcasts, case studies, guided discussions, and activities. Where possible, guest speakers from government and civil society will be invited to share their knowledge of the practical operation of the criminal justice system and respond to students' questions.

A critical social justice approach will orient our investigation of the Canadian criminal justice system. Students should be prepared to grapple earnestly with new information, think critically, and engage in frequent self-reflection exercises. Such a journey should involve challenging world views and inspire anti-oppressive action in our everyday lives.

LEARNING OBJECTIVES

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

1. Demonstrate an introductory level of knowledge of the criminal justice institutions, theories, and challenges covered in the weekly lessons.
2. Identify key criminal justice issues and apply critical social justice concepts to these issues to yield insights.
3. Cite marginalized legal scholars and critically reflect on the historical, political, and socio-economic context in which the criminal justice system operates in Canada.
4. Construct and clearly express arguments relating to the criminal justice system, demonstrating a willingness to grapple with new information and opposing perspectives.
5. Develop a coherent and informative lesson about a component of the criminal justice system.

REQUIRED TEXTS

Curt Griffiths. *Canadian Criminal Justice: A Primer*, 6th ed. (Toronto, Nelson, 2019).

- This textbook (Note: 6th Edition) is widely available in print and electronic formats. The book is available electronically through [VitalSource](#). Used, new, and rental print copies are available through the **Carleton University Bookstore** and other online book retailers. You can order texts from the bookstore online at: <https://www.bkstr.com/carletonstore/home>.

In addition to this book, further required readings and resources will be available through the course website on cuLearn.

EVALUATION

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.

Readership Quizzes (best 8/10)	15%	Weeks 2-5, 7, & 9-13
Lesson Handouts (Part 1 – submit 3 of your choice)	12.5%	Weeks 2-5 & 7
Lesson Handouts (Part 2 – submit 3 of your choice)	12.5%	Weeks 9-13
Tutorial Attendance (best 8/10) & Contributions to the Course	10%	Synchronous Wednesdays from 1:05-2:25 pm
Midterm – Discussion Forum Debate	25%	Asynchronous – March 1-5
Exam – Original Lesson	25%	TBD

1. Readership Quizzes (15%)

To recognize the importance of reading core materials, students will take an online quiz at the *beginning* of each lesson. After the first week, there will be a total of 10 graded online quizzes, occurring in weeks 2-5, 7, and 9-13. In each of these weeks, students can complete the quiz anytime between **Wednesday at 5 pm** (when new lessons are launched) and the following **Wednesday at 1 pm** (immediately before our live tutorial). Once the quiz is started online, students will have ~15 minutes to complete it. Please note, I am designing the quizzes so that students who have prepared in advance should be able to complete them in under 10 minutes. Students' eight best quiz scores will be counted, and they will be able to attempt each quiz twice (**your score will be the average of the two attempts**). ***I strongly recommend that students make their first attempt before proceeding to the remainder of the lesson.***

Quizzes will evaluate students' understandings of the corresponding core reading. Quizzes will consist of a combination of multiple-choice and true/false questions.

Because the timing of the quizzes is already flexible, and only the best 8 of 10 scores will be counted, ***missed quizzes cannot be retaken.*** This means that you can miss up to two graded quizzes without penalty.

2. Lesson Handouts – Part 1 (12.5%) & Part 2 (12.5%)

In Part 1 (weeks 2-5 & week 7) and Part 2 (weeks 9-13), students will be provided with one handout per lesson. As they work through the weekly lessons, they will be prompted to respond to short-answer questions (approx. 5 questions) on the corresponding handouts. The handouts will be become available **Wednesday at 5 pm** (when new lessons are launched) and are due the following Wednesday at 1 pm (immediately before our live tutorial). ***In Part 1, students can choose which 3 of 5 handouts to submit. And again, in Part 2, students can choose which 3 of 5 handouts to submit.*** Because of this flexibility, **late handouts will not be accepted.**

Because the teaching team will be grading a high volume of handouts on a regular basis, it is **imperative that the stated word limits are observed**. If students exceed these limits, they will be given a warning. All future violations of the word limit will incur a 10% penalty.

3. Tutorial Attendance & Contributions to the Course (10%)

This is the only synchronous – or “live” – component of the course. Unlike most tutorials, I (the instructor) will be facilitating these sessions.

Each week (i.e. weeks 2-5, 7, & 9-13), during our designated meeting time, students will be *expected to attend a Zoom tutorial on Wednesdays from 1:05-2:25 pm*. Attendance will be recorded. **Students may miss up to 2 tutorials without penalty**. Because of this built-in flexibility, **students will not be able to make up missed tutorials**.

During our tutorials there will be a Q&A, a discussion (e.g. of a current event), and breakaway groups. For example, in small groups, students will work together to understand a case study, complete a worksheet, and report back to the class.

To earn full points, students must be **active participants** in their breakaway groups. This means **speaking** with other students and not simply typing in the chat. Please let me know if there is a specific reason why you must rely on the chat function. Although students are not required to be on camera, it is strongly encouraged for the breakaway portion of the tutorial.

In addition to tracking attendance, I will be monitoring students’ **contributions to the course**. This includes, but is not limited to, their level and quality of engagement in breakaway groups and other parts of the tutorial. If you are concerned about this aspect of assessment, please have a conversation with me during office hours!

Note: In addition to my formal office hours (Fridays 12-1 pm), I will be available for casual conversations and questions after each tutorial (Wednesdays 2:25-3 pm).

4. Midterm – Discussion Forum Debate (25%)

The midterm for this course will be unconventional. It will involve participation in a discussion forum during the week of March 1-5. The discussion will focus on themes covered in the first half of the course. Detailed instructions and a grading rubric will be released during the second week of classes. If you have any questions or concerns about this assessment, please don’t hesitate to contact me!

5. Exam – Original Lesson (25%)

During the exam period (exact timing TBD), you will create and submit a lesson on the topic of Youth Justice. The lesson should be geared toward a high-school level audience. As you create your lesson, please keep in mind the time it will take us (the teaching team) to watch/read/listen to it. It **should take us approximately 10 minutes (no longer than 12)**.

We want this final assessment to be genuinely meaningful and hope that you will approach it as a positive outlet in these extraordinary times. You can be as creative or conventional as you wish. Your lesson can be delivered in multiple ways. You might consider:

- a short video
- a PowerPoint slide presentation
- a short essay
- a blog post
- a poem
- a chapter of a graphic novel (or a graphic short story)
- a podcast
- a dramatic play

Detailed instructions will be released after the Midterm. Again, if you have any questions or concerns about this unconventional final assessment, please don't hesitate to contact me!

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension.

Coursework

For the reasons outlined above, ***extensions are not available for quizzes and handouts***. Similarly, ***missed tutorials cannot be made up***. In those extraordinary cases where circumstances beyond your control prevent you from completing required coursework (e.g. 8 of 10 quizzes), you will be required to:

- complete the form at the following link and submit it to me (the instructor) prior to the due date: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf.
- Meet with me to provide additional information and *request* an alternative learning plan.
- **Alternative learning plans will normally not be provided.** The choice to skip a quiz, handout, or tutorial is ***at your own risk***. You are permitted to miss a number of each of these assessments. If you use up your chances, this means that you will not have a safety net to cover you in the case of unforeseen challenges that may arise later (e.g., internet outages, work conflicts, etc.).

Midterm

The structure of the midterm precludes late submissions and extensions (detailed instructions, including a strict posting schedule, will be released during the second week of class). If you are unable to participate in the midterm discussion and adhere to the posting schedule, please complete the form at the following link and submit it to me (the instructor) by February 12th: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf. Upon receipt of this form, an alternative assignment (due Mar. 5th) will be provided. In those extraordinary cases where the new deadline cannot be met, the student will be required to schedule a meeting with the instructor to request a later deadline. Such requests will usually not be granted.

Exam

For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf.

Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to schedule a meeting with the instructor to provide additional information to justify the longer extension (up to a maximum of 14 days).

SCHEDULE

Topic/Dates		Core Readings (and Other Requirements)
W1	Introduction <ul style="list-style-type: none"> - Course Overview - How to Negotiate the Weekly Lessons - Key Concepts <i>Tutorial: Jan. 13</i>	Syllabus/Outline ***This week, we will meet at the start of our scheduled class time (Wednesday at 11:35 am). After a short introduction, you will be instructed to complete the Introductory Module (cuLearn).
W2	The Foundations of Criminal Justice <i>Tutorial: Jan. 20</i>	Griffiths Ch. 1
W3	Understanding the Criminal Justice System & An Introduction to Indigenous Legal Orders <i>Tutorial: Jan. 27</i>	Griffiths Ch. 2
Unit 1: The Police		
W4	History of the Police & The Structure and Roles of the Police <i>Tutorial: Feb. 3</i>	Nettelbeck, A & Smandych, R. (2010). Policing Indigenous Peoples on Two Colonial Frontiers: Australia's Mounted Police and Canada's North-West Mounted Police. <i>The Australian and New Zealand Journal of Criminology</i> , 43(2), 356-375. Griffiths Ch. 4
W5	Police Powers and Decision Making & Anti-Black Racism and Policing <i>Tutorial: Feb. 10</i>	Griffiths Ch. 5 Chan, W & Chunn, D. (2014). Race, Racism, and Policing. In <i>Racialization, Crime, and Criminal Justice in Canada</i> . Toronto: University of Toronto Press. 71-86.
W6	February 15 – 19, 2021	Winter Break, No Classes

W7	Police Strategies, Operations, and Engagement & The Movement to Defund the Police Tutorial: February 23	Griffiths Ch. 6 OTHER – TBD
W8	March 1-5, 2021	Midterm – Discussion Forum Debate
Unit 2: The Criminal Courts		
W9	Indigenous-Canada Relations & Crime Affecting Indigenous Peoples Tutorial: Mar. 10	READING – TBD
W10	The Structure and Operation of the Criminal Courts & The Prosecution of Criminal Cases Tutorial: Mar. 17	Griffiths Ch. 7 Griffiths Ch. 8
W11	Sentencing & Unintended Consequences of Criminal Justice Reform Tutorial: Mar. 24	Griffiths Ch. 9
Unit 3: Corrections		
W12	Corrections in the Community: Alternatives to Confinement & Intersectionality Analysis Tutorial: Mar. 31	Griffiths Ch. 10
W13	Correctional Institutions & Release, Re-entry, and Reintegration Tutorial: April 7	Griffiths Ch. 11 Griffiths Ch. 12
April 16-27, 2021		EXAM PERIOD

ADDITIONAL INFORMATION***Communication Policy***

I am happy to discuss any aspect of the course materials and requirements with you, in the context of a conversation over Zoom (or the telephone). This is a big, remote-learning class and I won't get to know you during tutorials so please feel welcome to drop by my Zoom office hours (even if you don't have a

pressing question). Talking to students is an important way for me to get feedback on the class and it is something I truly enjoy doing.

I cannot maintain a frequent email correspondence with each of you. ***Email should be used to request/make appointments, not to discuss course content or complex scenarios.*** All emails must contain the course code (LAWS 2301) in the subject line and be sent from your official Carleton email account. I strive to respond to your emails within 48 hours, excluding weekends; ***if you have not received a reply within 48 working hours, PLEASE RESEND IT.***

Virtual Office (on cuLearn): This is the spot for your quick, easy, and impersonal questions, for example: "I'm having difficulty finding the PDF reading assigned for week 3..." "Have the instructions for the midterm already been posted?" Please consult Virtual Office whenever you encounter an uncertainty. If your issue has not already been addressed, please post your question. A member of the teaching team will monitor this discussion and provide timely replies. Students are also encouraged to respond to their peers' questions. The objective is to create a repository of frequently asked (or common) questions.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact 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 Department of Equity and Inclusive Communities (EIC): <https://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 Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (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 as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. *More information on the University's Academic Integrity Policy can be found at:* <https://carleton.ca/registrar/academic-integrity/>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://studentsupport/svpolicy>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

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. <https://carleton.ca/law/current-students/>