

Course Outline

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**COURSE:** LAWS 2301-C – Criminal Justice System

**TERM:** FALL 2021

**PREREQUISITES:** LAWS 1001 and LAWS 1002

**CLASS:** Day & Time: Thursday 11:35 am – 2:25 pm

IMPORTANT: This course will be delivered using a combination of asynchronous learning activities and live (synchronous) sessions held on Zoom. These live sessions occur on a weekly basis, and you are expected to attend most sessions.

The first week of class, Thursday September 9, we will meet on Zoom at 11:35 am. For the remainder of the course, we will only use part of the scheduled class time for live sessions (1:05-2:25 pm).

**Room:** This course is offered online.

**INSTRUCTOR:** Hollis Moore

**CONTACT:** Office: TBD  
Office Hrs.: Group/Public Virtual Office Hours: Thursday, 2:25-3:30 pm, on Zoom.

**One-on-One Meetings:** Mondays, 9-11 am, on Zoom (please email the instructor to schedule your meeting).

**Telephone:** TBA  
**Email:** [hollis.moore@carleton.ca](mailto:hollis.moore@carleton.ca)

For questions related to course content and assignments, please use the “Ask Prof. Hollis” message board on Brightspace. Please use your Carleton email account for all other inquiries. Please see the “Communication Policy” section of the outline for more details.

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**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.

**SECTION COURSE DESCRIPTION**

This course introduces and provides a critical assessment of the structure and dynamics of Canada's criminal justice system. Students are expected to take an active role in their learning by, for example, participating in live sessions and completing regular, low stakes writing assignments (handouts).

Students will learn how key components of the system – i.e., criminal law, police, criminal courts, and corrections – operate and are experienced. We will mobilize informed knowledge to assess the extent to which these components succeed in preventing and responding to crime, harm, and injustice. Significant challenges and controversies that arise at each stage of the criminal justice process will be examined.

Throughout the asynchronous lessons and live sessions, components of the system will be situated historically and in relation to ongoing relations of uneven power and oppression. The experiences and perspectives of people who have been marginalized by criminal law will be central to our inquiry. This course will also amplify the insights of Indigenous, Black, and feminist scholars.

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 challenge existing worldviews and encourage anti-oppressive action.

**LEARNING OBJECTIVES**

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

1. Demonstrate an introductory level of knowledge of the major institutions, actors, laws, and processes that make up Canada's criminal justice system.
2. Describe the everyday activities, experiences, and understandings of the criminal justice actors who create, transform, interpret, apply, enforce, and violate criminal law.
3. Apply the theories and concepts we have covered to think critically and yield fresh insights about key criminal justice processes and problems.
4. Cite marginalized legal scholars and critically reflect on the historical, political, and socio-economic context in which the criminal justice system operates in Canada.
5. Construct and clearly express arguments relating to the criminal justice system, exhibiting a willingness to grapple with new information and opposing perspectives.

**REQUIRED TEXTS**

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



The 6<sup>th</sup> Edition of this textbook is widely available in print and electronic formats. Used, new, and rental print copies are available from the [Carleton Bookstore](#). Alternatively, E-Book versions are available through [VitalSource](#).

Additional required materials (peer-reviewed articles, podcasts, videos, etc.) will be available through Brightspace.

**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 2-6, 9-10, & 12-14
Lesson Handouts (Part 1 – best 3/5)	15%	Weeks 2-6
Lesson Handouts (Part 2 – best 3/5)	15%	Weeks 9-10 & 12-14
Live Sessions – Attendance & Contributions (best 8)	10%	<b>Synchronous</b>
Midterm – Discussion Forum	22.5%	Asynchronous – Oct. 18-22
Exam – Original Lesson	22.5%	TBD

**1. Readership Quizzes (15%)**

Students will take weekly online readership quizzes. After the first week's "Practice Quiz," there will be a total of 10 graded online quizzes, occurring in weeks 2-6, 9-10, and 12-14. Quizzes will evaluate students' understandings of the corresponding core reading. Quizzes will consist of a combination of multiple-choice and true/false questions.

New quizzes will be launched **Thursdays at 4 pm**. Students have until the following **Wednesday, at 4 pm**, to submit their quizzes. That is, your quizzes are due the day before our next live session.

Once the quiz is started, students will have ~15 minutes to complete it. Students may attempt each quiz twice (your score will be the average of your attempts). Your best 8 of 10 readership quiz scores will be counted toward your final grade. This means that you can miss/skip up to two graded quizzes without penalty. **Missed quizzes cannot be retaken** and **late quizzes will not be accepted**.

**2. Lesson Handouts – Part 1 (15%) & Part 2 (15%)**

Each lesson includes a handout consisting of a few short-answer questions. Students are neither required nor expected to submit all handouts. In Part A (Weeks 2-6), there will be five handouts. Your top THREE scores will be counted. This means that you may skip up to two of these five handouts without penalty. In Part B (Week 9-10 & 12-14) there will also be five handouts. Again, your top THREE

scores will be counted. To reiterate, this means that you may skip up to two of these five handouts without penalty.

New handouts will be shared **Thursdays at 4 pm**. Handouts are due the following **Wednesday, at 4 pm**. That is, handouts are due at the same time as quizzes (the day before our next live session). This will give the teaching team a chance to review submissions in order to provide timely feedback during live sessions. **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**. The first time a student exceeds these limits, they will receive a warning. All future violations will incur a 10% penalty.

### 3. Live Sessions – Attendance & Contributions (10%)

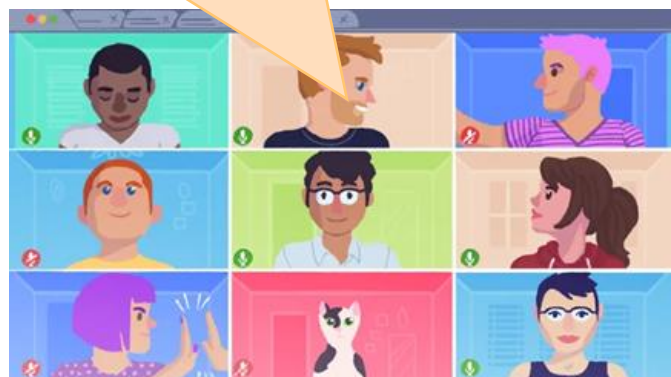
This is the only synchronous – or “live” – component of the course. Throughout the course (weeks 1-6, 9-10, & 12-14), students are *expected to participate in regular live sessions over Zoom*. Students may miss/skip up to 3 live sessions without penalty. **Missed sessions cannot be made up.**

Except for Week 1 (**Thursday, September 9<sup>th</sup>**), we will only meet for part of our scheduled class time: **1:05 – 2:25 pm**. The first week we will meet at **11:35 am**.

These interactive sessions will feature a mix of Q&A, lecture, case studies, and small-group discussions in breakout rooms. Students’ attendance and class contributions will be monitored. **Perfect attendance, without strong and consistent contributions, will not earn full marks.**

#### How can I make “strong and consistent” contributions?

- ✓ Actively participate in small-group discussions. This means **speaking** with your peers and not simply typing into the chat (unless there is a specific reason why you must use the chat). Although students are not required to be on camera, it is **strongly encouraged**, especially in breakout rooms.
- ✓ Actively participate in other parts of the session by, for example, **asking questions; completing polls; and typing responses into the chat** when invited to do so.



#### 4. Midterm – Discussion Forum (22.5%)

The midterm for this course will be unconventional. It will involve participation in a discussion forum during the week of October 18-22, during which all other class activities will be suspended. 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.

#### 5. Exam – Original Lesson (22.5%)

During the exam period (exact timing TBD), you will create and submit a lesson on the topic of Youth Justice OR a criminal justice issue affecting **your community** (e.g. Ottawa, Kitigan Zibi, trans women, Lagos, formerly incarcerated people, etc.). The lesson should mobilize informed knowledge to encourage a designated audience to think (more) critically about the topic of your lesson.

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. 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*

As stated above, **extensions are generally not available for quizzes and handouts**. Similarly, **missed live sessions cannot be made up**.



The choice to skip a quiz, handout, or live session is at your own risk. You are permitted to miss a few of each of these activities. If you use up your chances, this means that you will not have a safety net to fall back on in the case of common issues that may arise later (e.g., internet outages, work conflicts, etc.).

Where serious 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/self-declaration.pdf>.
- Meet with me to *request* an alternative learning plan. However, alternative learning plans will only be developed in exceptional cases.

### 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 September 30<sup>th</sup>: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. Upon receipt of this form, an alternative assignment (due October 22<sup>nd</sup>) 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 assessment due date: <https://carleton.ca/registrar/wp-content/uploads/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		Required Readings
W1	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Course Overview</li> <li>- How to Negotiate the Asynchronous Lessons &amp; Live Sessions</li> <li>- Critical Social Justice Approach</li> </ul> <p><i>Live Session: 11:35 am, Thursday, September 9<sup>th</sup></i></p>	Carefully review this outline and complete the orientation lesson (via Brightspace).

W2	<b>The Foundations of Criminal Justice</b>  Live session: 1:05 pm, Thursday, September 16 <sup>th</sup>	Griffiths Ch. 1
W3	<b>Understanding the Criminal Justice System &amp; Introduction to Indigenous Legal Orders</b>  Live session: 1:05 pm, Thursday, September 23 <sup>rd</sup>	Griffiths Ch. 2
<b>Unit 1: The Police</b>		
W4	<b>History, Structure, &amp; Roles of the Police</b>  Live session: 1:05 pm, Thursday, September 30 <sup>th</sup>	<p>Jesús, Aisha M. Beliso-De. 2020. "The Jungle Academy: Molding White Supremacy in American Police Recruits." <i>American Anthropologist</i> 122 (1): 143–56.</p> <p>Gouldhawke, M. 2019. "A Concise Chronology of Canada's Colonial Cops," M. Gouldhawke (blog), <a href="https://mgouldhawke.wordpress.com/2020/03/05/colonial-cops/">https://mgouldhawke.wordpress.com/2020/03/05/colonial-cops/</a>.</p> <p>Griffiths Ch. 4</p>
W5	<b>Police Powers and Decision Making &amp; Anti-Black Racism and Policing</b>  Live session: 1:05 pm, Thursday, October 7 <sup>th</sup>	<p>Griffiths Ch. 5</p> <p>Chan, Wendy, and Dorothy Chunn. 2014. "Race, Racism, and Policing." In <i>Racialization, Crime, and Criminal Justice in Canada</i>, 71–86. Toronto: University of Toronto Press.</p>
W6	<b>Police Strategies, Operations, and Engagement &amp; The Movement to Defund the Police</b>  Live session: 1:05 pm, Thursday, October 14 <sup>th</sup>	Griffiths Ch. 6
W7	<b>October 18-22, 2021: Midterm – Discussion Forum (Take/Support a Position)</b>  <i>*No live session; detailed instructions, including posting deadlines, will be available through Brightspace.</i>	
W8	 <b>Fall Break</b>	

Unit 2: The Criminal Courts		
W9	<b>Indigenous-Canada Relations &amp; Crime Affecting Indigenous Peoples</b>  Live session: <i>1:05 pm, Thursday, November 4<sup>th</sup></i>	Monchalin, Lisa, and Olga Marques. 2020. "The Mass Imprisonment of Indigenous Peoples: Canada's Continued Colonial Agenda." In <i>Adult Corrections in Canada</i> , edited by John Winterdyk and Michael Weinrath, 167–89. Whitby: de Sitter Press.
W10	<b>The Structure and Operation of the Criminal Courts &amp; The Prosecution of Criminal Cases</b>  Live session: <i>1:05 pm, Thursday November 11<sup>th</sup></i>	Griffiths Ch. 7  Griffiths Ch. 8
W11	<u><b>Class Cancelled</b></u>	*This week, there are no asynchronous or synchronous requirements. You may use this opportunity to get a head start on the coming week's lesson.
W12	<b>Sentencing &amp; Unintended Consequences of Criminal Justice Reform</b>  Live session: <i>1:05pm, Thursday November 25<sup>th</sup></i>	Griffiths Ch. 9
Unit 3: Corrections		
W13	<b>Corrections in the Community: Alternatives to Confinement</b>  Live session: <i>1:05 pm, Thursday, December 2<sup>nd</sup></i>	Griffiths Ch. 10
W14	<b>Correctional Institutions &amp; Release, Re-entry, and Reintegration</b>  Live session: <i>1:05pm, Thursday, December 9<sup>th</sup></i>	Griffiths Ch. 11  Griffiths Ch. 12
<b>EXAM PERIOD: December 11-23</b>		



**ADDITIONAL INFORMATION*****Communication Policy***

I am happy to discuss any aspect of the course materials and requirements with you! Please consider attending 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.



*Photo of me (second from the right; between the two planets) with students on a service-learning trip to New Orleans (2019).*

***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.***

***Ask Prof. Hollis Message Board:*** 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 this board whenever you encounter an uncertainty. If your issue has not already been addressed, please post your question, using an evocative title that will enable others to find answers quickly.

A member of the teaching team will monitor this discussion and provide timely replies. Students are also encouraged to respond to their peers' questions.

**COVID-19 PREVENTION MEASURES**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **ACADEMIC ACCOMMODATIONS**

### **Academic Accommodation**

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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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 [click here](#).

**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).

**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 where 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://carleton.ca/equity/sexual-assault-support-services>

**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 will be provided to students who compete or perform at the national or international level. 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: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**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/>.

**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/student-experience-resources/>.