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<b>COURSE:</b>	<b>LAWS 2301-C – Criminal Justice System</b>
<b>TERM:</b>	<b>FALL 2020</b>
<b>PREREQUISITES:</b>	<b>LAWS 1001 and LAWS 1002</b>
<b>CLASS:</b>	<b>Day &amp; Time: Fridays from 11:35 am to 2:25 pm</b> <b>Room: All Courses in the Fall 2020 term are offered online. Lectures in this course will delivered using a combination of pre-recorded components (e.g. lecture videos) and “live”, online sessions using the Zoom conferencing platform during our regularly scheduled class time. Please see below for more details.</b>
<b>INSTRUCTOR:</b>	<b>Dr. Hollis Moore</b>
<b>CONTACT:</b>	<b>Office: TBD</b> <b>Office Hrs: Fridays 11:35-12 noon and 1:30-2 pm on Zoom; Tuesdays 9-10 am on Zoom.</b>  <b>On Fridays, I will be available before and after our synchronous class meeting (“tutorial”) for a casual, public conversation. On Tuesdays, students wanting to meet 1-on-1 may book private 15 min. sessions.</b> <b>Telephone: TBD</b> <b>Email: <a href="mailto:hollis.moore@carleton.ca">hollis.moore@carleton.ca</a></b>  <b>Please use your Carleton account for all email communication. Please see “Communication Policy” (below) for additional guidelines and opportunities for contact.</b>

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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.

### **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 as well as women who sell sex.

Throughout the interactive online lessons (mainly 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 underlie 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 in support of particular positions in the study of the criminal justice system, demonstrating a willingness to grapple with new information and alternative positions.
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: 6<sup>th</sup> 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 (counting best 7/10)	15%	Weeks 2-6 & 8-12
Lesson Handouts (counting best 7/10)	25%	Weeks 2-6 & 8-12
Tutorial Attendance & Participation (counting best 7/10)	15%	<b>Synchronous Fridays from 12-1:30 pm</b>
Midterm – Discussion Forum Debate	20%	Asynchronous – Oct. 19-23
Exam – Original Lesson	25%	Due final day of Fall examination period

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

To recognize the importance of reading core materials, students will take an online quiz at the beginning of each lesson. There will be a total of 10 online quizzes, occurring in weeks 2-6 and 8-12. In each of these weeks, students can complete the quiz anytime between Friday at 5 pm (after our designated meeting time) and Thursday at 5 pm (the day before our designated meeting time). 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' seven best quiz scores will be counted, and they will be able to attempt each quiz twice. ***I strongly recommend that students make their first attempt before proceeding to the remainder of the lesson.***

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

Because the timing of the quizzes is already flexible, and only the best 7 of 10 scores will be counted, ***missed quizzes cannot be retaken.*** This means that you can miss up to three quizzes without penalty.

**2. Lesson Handouts (25%)**

In weeks 2-6 and 8-12, students will complete one handout per lesson. As they work through the weekly lessons, they will be prompted to respond to short-answer questions (approx. 10 questions) on the corresponding handout. The handouts will be become available Friday at 5 pm (after our designated meeting time). Handouts are due the following Friday at 11 am, immediately before our designated meeting time. Because only the top 7 handout scores will be counted, students may skip up to three handouts without penalty. However, because of this arrangement and the flexible deadline, ***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 & Participation (15%)**

This is the only synchronous component of the course. Unlike most tutorials, I (the instructor) will be facilitating these sessions with the assistance of the TAs. Each week, during our designated meeting time, students will be ***expected to attend a Zoom tutorial on Fridays***

**from 12-1:30 pm** (usually, tutorials will only last for one hour or from 12-1 pm). Attendance and participation will be monitored and recorded. Students may miss up to 3 tutorials without penalty (only the top 7 will be counted). Because of this built-in mechanism, **students will not be able to make up missed tutorials.**

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

Note: I (the instructor) will be available (over Zoom) for casual conversations and questions before and after each tutorial. I will arrive for the session at 11:35 am and stick around until 2 pm.

#### **4. Midterm – Discussion Forum Debate (20%)**

The midterm for this course will be unconventional. It will involve participation in a discussion forum during the week of October 19-23. The discussion will focus on themes covered in the first half of the course. Detailed instructions and a grading rubric will be released by Sept. 18<sup>th</sup>. If you have any questions or concerns about this assessment, please don't hesitate to contact me!

#### **5. Exam – Original Lesson (25%)**

This will be structured as a **take home exam**. On the final day of classes, you will receive the instructions. Exams are due on the final day of the Fall examination period. In lieu of a traditional exam, you will create and submit a mini 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 15)**. We want this final examination 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

#### **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 (i.e. at least 7 of 10 of each of these assessment items), 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 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 3 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 (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 by Sept. 18<sup>th</sup>). 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) prior to October 19<sup>th</sup>: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

Upon receipt of this form, an alternative assignment (due Oct. 30<sup>th</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 assignment 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**

\*See cuLearn for a schedule of readings

September 7		<b>STATUTORY HOLIDAY, UNIVERSITY CLOSED</b>
September 9		<b>FALL TERM BEGINS, FALL AND FALL/WINTER CLASSES BEGIN</b>
W1	Introduction Tutorial 1 – Sept 11	Course Overview; How to Negotiate the Weekly Lessons; and Key Concepts ***Please complete the short <b>Introductory Module</b> (cuLearn) before our first “tutorial” or Zoom meeting (Friday, Sept. 11, 12-1:30 pm).
W2	Lesson 1 Tutorial – Sept 18	The Foundations of Criminal Justice
W3	Lesson 2 Tutorial – Sept 25	Understanding the Criminal Justice System & An Alternative Approach to Justice
<b>Unit 1: The Police</b>		
W4	Lesson 3 Tutorial – Oct 2	History of the Police & The Structure and Roles of the Police
W5	Lesson 4 Tutorial – Oct 9	Police Powers and Decision Making & Anti-Black Racism and Policing
October 12		<b>STATUTORY HOLIDAY, UNIVERSITY CLOSED</b>
W6	Lesson 5 Tutorial – Oct 16	Police Strategies, Operations, and Engagement & the Movement to Defund the Police
W7	Midterm No Tutorial	Midterm – Discussion Forum Debate (Oct. 19-23)
W8	October 16-30	<b>FALL BREAK (No Classes)</b>
<b>Unit 2: The Criminal Courts</b>		
W9	Lesson 6 Tutorial – Nov 6	Indigenous-Canada Relations & Crime Affecting Indigenous Peoples
W10	Lesson 7 Tutorial – Nov 13	The Structure and Operation of the Criminal Courts & The Prosecution of Criminal Cases
W11	Lesson 8 Tutorial – Nov 20	Sentencing & Unintended Consequences of Criminal Justice Reform
<b>Unit 3: Corrections</b>		
W12	Lesson 9 Tutorial – Nov 27	Corrections in the Community: Alternatives to Confinement & Intersectionality Analysis
W13	Lesson 10 Tutorial – Dec 4	Correctional Institutions & Release, Re-entry, and Reintegration
W14	Spill Over Tutorial – TBD	Topic: TBD
December 12-23		<b>EXAM PERIOD</b>
December 25-31		<b>UNIVERSITY CLOSED</b>

## **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.

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## **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](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 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://carleton.ca/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/>