

Course Outline

COURSE: LAWS 2301-A – Criminal Justice System

TERM: FALL 2023

PREREQUISITES: LAWS 1001 and LAWS 1002

CLASS: Day & Time: Fridays 14:35-17:25

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.

Note: Because a portion of content will be delivered asynchronously, we will only use part of the scheduled class time for our synchronous zoom sessions. These weekly meetings will run from 14:35-16:00 (2:35-4 pm).

Room: This course is offered online.

INSTRUCTOR: Hollis Moore

CONTACT: Office: Loeb D498

Office Hrs.: Group/Public Virtual Drop-In Session: Fridays, 4-5 pm, on Zoom.

One-on-One, In-Person, By Appointment Meetings: Mondays, 9-10 am, in my office (please email me to schedule your meeting).

Note: If you need to speak with me but can't make my scheduled office hours, please send me an email!

Telephone: TBA

Email: hollis.moore@carleton.ca

For general 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.

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 (knowledge check 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 6th 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, 9-14
Knowledge-Check Handouts (Part A – submit 3)	15%	Weeks 2-6
Knowledge-Check Handouts (Part B – submit 3)	15%	Weeks 9-14
Live Sessions – Attendance & Contributions (best 8)	10%	Synchronous
Midterm – Discussion Forum	22.5%	Asynchronous – Week 7
Exam (Take-Home) – Original Lesson	22.5%	Exam Period

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 and 9-14. Quizzes will evaluate students' understandings of corresponding learning materials. Quizzes will consist of a combination of multiple-choice and true/false questions.

New quizzes will be launched on **Fridays at 7 pm**. Students have until the following live session to submit their quizzes. Quizzes are due by the start of live sessions (Fridays at 2:35 pm).

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. Knowledge-Check Handouts – Part A (15%) & Part B (15%)

Each lesson includes a handout consisting of a few short-answer knowledge-check questions. Students are not required to complete all handouts. In Part A (Weeks 2-6), there will be five handouts, you choose which THREE to submit. In Part B (Weeks 9-14), there will also be five handouts. Again, you choose which THREE to submit.

New handouts will become available on **Fridays at 7 pm**. Handouts are due by the start of the next live session (**Fridays at 2:35 pm**). That is, handouts are due at the same time as quizzes. **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 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, 9-14), students are *expected to participate in regular live sessions over Zoom*. Students may miss/skip up to 3 live sessions without penalty. **Otherwise, missed sessions cannot be made up.**

As mentioned above, we will only meet for part of our scheduled class time: **2:35-4 pm**.

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 Week 7 (October 16-20), 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, Mechanisms of Accountability, 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. 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 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. Please note, alternative learning plans will only be approved 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 30th: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. Upon receipt of this form, an alternative assignment (due October 20th) 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	Introduction <ul style="list-style-type: none"> - Course Overview - How to Negotiate the Asynchronous Lessons & Live Sessions - Critical Social Justice Approach <p><i>Live Session: 2:35 pm, Friday September 8th</i></p>	Carefully review this outline and complete the orientation lesson (via Brightspace). *Time will be allocated, during our first live zoom session, for students to complete the orientation lesson.

W2	The Foundations of Criminal Justice Live session: 2:35 pm, Friday September 15 th	Griffiths Ch. 1
W3	Understanding the Criminal Justice System & Indigenous Law Live session: 2:35 pm, Friday September 22 nd	Griffiths Ch. 2
Unit 1: The Police		
W4	History, Structure, & Roles of the Police Live session: 2:35 pm, Friday September 29 th	<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), https://mgouldhawke.wordpress.com/2020/03/05/colonial-cops/.</p> <p>Griffiths Ch. 4</p>
W5	Police Powers and Decision Making & Racialized Policing Live session: 2:35 pm, Friday October 6 th	<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	Police Strategies, Operations, and Engagement & Anti-Black Racism Live session: 2:35 pm, Friday October 13 th	Griffiths Ch. 6
W7	October 16-20, 2023: Midterm – Discussion Forum (Take/Support a Position) *No live session; detailed instructions, including posting deadlines, will be available through Brightspace.	
W8	 Fall Break	

Unit 2: The Criminal Courts		
W9	<p>Indigenous-Canada Relations & Crime Affecting Indigenous Peoples</p> <p>Live session: 2:35 pm, Friday November 3rd</p>	<p>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.</p>
W10	<p>The Structure and Operation of the Criminal Courts & The Prosecution of Criminal Cases</p> <p>Live session: 2:35 pm, Friday November 10th</p>	<p>Griffiths Ch. 7</p> <p>Griffiths Ch. 8</p>
W11	<p>Sentencing & Unintended Consequences of Criminal Justice Reform</p> <p>Live session: 2:35 pm, Friday November 17th</p>	<p>Griffiths Ch. 9</p>
Unit 3: Corrections		
W12	<p>Corrections in the Community: Alternatives to Confinement</p> <p>Live session: 2:35 pm, Friday November 24th</p>	<p>Griffiths Ch. 10</p>
W13	<p>Correctional Institutions & Release, Re-entry, and Reintegration</p> <p>Live session: 2:35 pm, Friday December 1st</p>	<p>Griffiths Ch. 11</p> <p>Griffiths Ch. 12</p>
W14	<p>Bonus Week</p> <p>*If a previous class needs to be cancelled, it can be made up at this time.</p>	
EXAM PERIOD: December 10-22		

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 of this variety. 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.

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 for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 intentionally 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.

Examples of plagiarism include, but are not limited to: any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT); using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment; using another's data or research findings without appropriate acknowledgement; submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. 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/current-students/>