

Course Outline

COURSE:	LAWS 2301 C – Criminal Justice System
TERM:	Winter 2026
PREREQUISITES:	LAWS 1001 and LAWS 1002
CLASS:	Day & Time: Fridays 11:35 am-2:25 pm Room: Please check Carleton Central for current Class Schedule Lectures are in person.
INSTRUCTOR:	Dr. Hollis Moore
CONTACT:	Office Hrs: Fridays 2:30 pm-3:30 pm (Loeb D498, Drop-In Session) Mondays 9 am – 10 am (Zoom, Drop-In Session) Telephone: 613-520-2600 ext. 3684 Email: hollis.moore@carleton.ca For questions related to course content and assignments, please use the “Ask the Instructor” message board on Brightspace. Please use your Carleton email account for all other inquiries. Please review the “Communication Policy” section of the outline.
BRIGHTSPACE:	TBA

CALENDAR COURSE DESCRIPTION

The institutional and social production of criminal law in Canada. Processes, personnel, and agencies. The role of discretion. The accused and the place of the victim. Issues in sentencing and punishment. Particular attention to racialization, Indigenous experiences, and discrimination in the operations of criminal law.

COURSE DESCRIPTION

This course provides and introduction to and 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 activities during meetings and completing regular, low-stakes writing assignments (knowledge checks).

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.

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 exploration. 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 MATERIALS

- 1) Griffiths, Curt. 2025. Canadian Criminal Justice: A Primer, 7th ed. Toronto: Emond.



The 7th Edition of this textbook is widely available in print (\$109) and digital (\$87) formats, including from [The Campus Store](#) and the [publisher's website](#). Secondhand copies are allowed.

2) Pen/pencil and paper for writing responses that will be submitted at the end of class (<\$5). Submissions must be on 8x11 paper that is lined.

3) Additional required materials (peer-reviewed articles, podcasts, videos, etc.) will be available at no cost through Brightspace/Ares.

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.

Pre-Class Online Readership Quizzes (best 8)	10%	Weeks 2-6 & 8-12
Knowledge Checks – Part One (2 items)	10% (5%/item)	Weeks 2-6
Knowledge Checks – Part Two (2 items)	10% (5%/item)	Weeks 8-12
Class Attendance & Contributions (best 8 classes)	10%	Ongoing
In-Class Midterm	25%	Week 7 (Friday, Feb. 27)
Exam	35%	Exam Period (TBD)

Note:

- The final exam will occur on campus outside of regular class time (which can include Friday evening, Saturday or Sunday).
- Students registered with the Paul Menton Centre (PMC) are eligible for accommodations to ensure all assessments are fully accessible. For coursework assessments (i.e., any assessment other than the final exam), in addition to registering with the PMC, you must attend office hours to discuss accommodation details.

1. Readership Quizzes (10%)

There will be a total of 10 online readership quizzes, occurring in weeks 2-6 and 8-12. 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, by 5 pm. Students have until the following class to submit their quizzes, which are due before the start of class.

Once the quiz starts, 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 readership quizzes cannot be retaken and late quizzes will not be accepted.***

To gain access to readership quizzes, students must first complete the Week 1 Practice Quiz.

2. Knowledge Checks – Part 1 (10%) and Part 2 (10%)

Students are encouraged to *attempt* all Knowledge Checks to improve learning and prepare for the midterm and exam. However, students have choice regarding which attempts are submitted. ***In Part 1, students may submit a maximum of three Knowledge Checks*** and your best two scores will be counted toward your final grade. ***In Part 2, students may submit only two Knowledge Checks*** and both scores will be counted toward your final grade. This means you are only required to submit two Knowledge Checks per part (for a total of four).

Knowledge-Check questions will be provided during class time. Knowledge-Check submissions are due at the end of each class. Submitted responses must be handwritten on a single sheet of 8x11 paper that is lined. ***Missed knowledge checks cannot be made up and late submissions will not be accepted.***

3. Class Attendance & Contributions (10%)

Class attendance and active participation during lessons are important components of this course. Students are expected to be present and active from the beginning until the end of most regular meetings. In-class polls will be used to evaluate student attendance and engagement. Students may miss/skip up to 3 meetings without penalty. Otherwise, ***missed meetings cannot be made up.***

4. In-Class Midterm (25%): Friday, Feb. 27 @ 11:35 am

The midterm will include a mixture of multiple-choice, true/false, and short-answer questions. It will test the material covered in the first half of the course (weeks 1-6).

5. Final Exam (35%): During the Exam Period

The exam will follow the same format as the midterm. It will focus, primarily, on material covered in the second half of the course (weeks 8-12) but will also include some questions that incorporate material from the first half of the course. Questions regarding the first half of the course will not require students to recall highly specific details but, rather, to mobilize relevant examples, make connections across halves, discuss broader patterns and themes, and demonstrate skills that have been developing since the start of the course.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS***Coursework***

As stated above, ***extensions are generally not available for quizzes and knowledge checks.*** Similarly, ***missed meetings cannot be made up.***



The choice to skip a quiz, knowledge check, or meeting is at your own risk. You are permitted to miss a few of each of these activities without penalty. I strongly encourage you to preserve this “safety net” for unanticipated issues that may arise along the way (e.g., internet outages, work conflicts, illnesses, etc.).

If a major life event occurs that severely disrupts your ability to meet course

expectations, please complete the [self-declaration form](#), submit it, and then attend office hours to discuss options. Please note, ***alternative learning plans will only be approved in exceptional cases.***

Midterm and Exam

Students unable to write the **in-class midterm** because of illness or other circumstances beyond their control may apply within five working days to the Instructor for permission to write a deferred midterm (please use this [online form](#)). In addition to submitting the form, it is necessary to **speak to the instructor during office hours**. The request must be fully and specifically supported by a medical certificate or other relevant documentation.

Students unable to write a **final examination** because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered. You may apply for a deferral [here](#).

SCHEDULE

Topic/Dates		Readings
W1	Introduction <ul style="list-style-type: none"> - Course Overview - How to Navigate the Course - Critical Social Justice Approach <i>Jan. 9</i>	Carefully review this outline before our first meeting. *Time will be allocated, during our first meeting, for students to complete the practice quiz.
W2	The Foundations of Criminal Justice <i>Jan. 16</i>	Griffiths Ch. 1 Green, M. 2016, December 22. The First Lady of Reefer Madness . <i>The Walrus</i> .
W3	History, Structure, & Roles of the Police <i>Jan. 23</i> ***INSTRUCTOR AWAY → Lesson will be online and asynchronous. During class time, TAs will host a Zoom feedback session (1% bonus for participation).	Griffiths Ch. 4 Gouldhawke, M. 2019. "A Concise Chronology of Canada's Colonial Cops," M. Gouldhawke (blog) .

W4	Understanding the Criminal Justice System & Indigenous Law <i>Jan. 30</i>	Griffiths Ch. 2 Napoleon, V., 2016. What is indigenous law? A small discussion. <i>Indigenous Law Research Unit</i> (4 pages).
W5	Police Powers and Decision Making & Racialized Policing <i>Feb. 6</i>	Griffiths Ch. 5 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. <i>Recommended:</i> Samuels-Wortley, K., 2024. The "Unusual" Suspect—Race, Class, and Crime: A Critical Discourse Case Study of Nova Scotia's Mass Casualty Event. <i>Canadian Journal of Law and Society/La Revue Canadienne Droit et Société</i> , 39(2), pp.180-203.
W6	Police Strategies, Operations, and Engagement & Anti-Black Racism <i>Feb. 13</i>	Griffiths Ch. 6 Jesús, Aisha M. Beliso-De. 2020. "The Jungle Academy: Molding White Supremacy in American Police Recruits." <i>American Anthropologist</i> 122 (1): 143–56.
WINTER BREAK <i>Feb. 16-20</i>		
W7	In-Class Midterm <i>Feb. 27</i>	
W8	Indigenous-Canada Relations & Crime Affecting Indigenous Peoples <i>March 6</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. Gehl, Lynn. 2014. "Chapter Two: Algonquin – At the Heart of Canada's History." <i>The Truth that Wampum Tells</i> . Winnipeg: Fernwood Publishing.

		<p>Recommended:</p> <p>Owusu-Bempah, A., Kanter, S., Druyts, E., Toor, K., Muldoon, K.A., Farquhar, J.W. and Mills, E.J., 2014. Years of life lost to incarceration: inequities between Aboriginal and non-Aboriginal Canadians. <i>BMC public health</i>, 14(1), p.585.</p> <p>Griffiths Ch. 3</p>
W9	<p>The Structure and Operation of the Criminal Courts & The Prosecution of Criminal Cases</p> <p><i>March 13</i></p>	<p>Griffiths Ch. 7</p> <p>Griffiths Ch. 8</p>
W10	<p>Sentencing & Unintended Consequences of Criminal Justice Reform</p> <p><i>March 20</i></p>	Griffiths Ch. 9
W11	<p>Corrections in the Community: Alternatives to Confinement</p> <p><i>March 27</i></p>	Griffiths Ch. 10
<p>STATUTORY HOLIDAY</p> <p>Friday April 3</p>		
W12	<p>Correctional Institutions & Release, Re-entry, and Reintegration</p> <p><i>April 8</i></p>	<p>Griffiths Ch. 11</p> <p>Griffiths Ch. 12</p>

ADDITIONAL INFORMATION

1. 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 the Instructor 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.

2. Policy on Permissibility of Using Generative AI

The use of AI tools, such as ChatGPT, to produce any part of an assignment or test is strictly forbidden. Any use of AI for content creation will result in an academic integrity violation, and the student will be referred to the academic integrity office for disciplinary action.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

UNIVERSITY AND DEPARTMENTAL POLICIES**PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

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.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

Pregnancy and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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/>

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 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).