

Department of Law and Legal Studies
Carleton University

Course: LAWS 4305A Criminal Justice Reform

Semester: Fall 2026

Prerequisites: LAWS 2908, CRCJ 3001, OR CRCJ 3002 and LAWS 2301, LAWS 2302 and fourth-year honours standing.

Date and Time: Wednesdays 8:35am to 11:25am

Location: Please check course schedule or Brightspace for building and classroom information.

Brightspace link:

<https://brightspace.carleton.ca/d21/home/450788>

Instructor: Meg D. Lonergan[she/they]

Contact: Meglonergan@Cunet.Carleton.ca

Teaching Assistant: None

Office Hours: Please see Brightspace for details or email for an appointment.

Calendar Course Description

Social transformation and criminal justice reform. Theoretical and practical reasons for the use of criminal law as an instrument of social control. Specific reform initiatives and processes. Alternate responses to social problems.

Course Description

This course will focus on the theoretical and practical reasons for the use of criminal law as an instrument of social control, as well as barriers and potentialities of social transformation and criminal justice reform. We will explore both barriers and opportunities for change from within and outside of the criminal

justice system. This course will offer in-depth engagement with case studies and examples and call for students to think critically and creatively about concepts of justice, reform, responsibility, and possibility.

Required Texts and Course Costs

- **Total estimated cost:** \$0 to approximately \$40

Students are required to have access to a copy of Travis Linnemann's (2022) book *The Horror of Police*, published by the University of Minnesota Press. It is available as an e-book through the library at no cost, but students are encouraged to obtain a physical copy of the book (whether new or used), as careful reading will be required for the midterm book review assignment. Copies of the book retail for approximately \$35 CAD new. Black Squirrel Books located at 1037 Bank Street in Old Ottawa South (a short distance from campus by either walking or transit) has been kind enough to order in copies of the book for purchase and have done so for this course previously, so they likely have some used copies for sale as well.

We make construction paper name tags in the first few weeks of class; I bring all the required materials (i.e., construction paper, markers, and stickers), but please feel free to bring any other decorative things you'd like to use for yours. To help encourage students to both bring-and not lose-their name tag over the course of the term, in the last class a raffle is held with the remaining name tags for a small prize.

Please notify the instructor regarding any allergies or dietary restrictions.

Learning Outcomes

Upon successful completion of the course students will be well-versed in the similarities and differences between criminal justice reform and abolition; social, political, and legal barriers to reform within the criminal justice system; and have a developed understanding of criminal law as a tool for social control.

Students will develop their critical thinking, crafting arguments using textual and academic sources as evidentiary support, and academic writing skills. Students in this course will write both for a general audience in the op-ed assignment to help develop the important skill of translating academic knowledge for public consumption and academic writing in both the midterm book review and final paper.

This is a seminar course—not a lecture—this means that students are expected to come to class prepared to discuss the material, participate in class activities, and ask questions to deepen their understanding of the course material. Students who are absent more than three classes during the semester, or who are not prepared and/or do not actively participate in class, may not successfully earn a passing grade in the course. *Please speak to the instructor as soon as possible regarding any questions or concerns.*

Policies

Use of Generative Artificial Intelligence (A.I.).

My policy regarding the use of generative A.I. for course assignments is simple and straightforward: **All use of generative A.I. is strictly prohibited in this class.** Students who submit assignments suspected of having been written in whole or in part using generative A.I. (such as Claude, ChatGPT, Grok, etc.) **will be submitted to the Dean's office for investigation for violating academic integrity rules.** This is a fourth-year course and there will be no warning from me before the report is submitted to the Dean's office, which is the university policy for suspected academic integrity violations. Students should review the policies outlined in the course outline, on Brightspace, and the university policies regarding academic integrity and contact me or other university staff with questions.

While generative A.I. has some uses in academic work, it is a tool that requires the user to already understand the topic in which they are exploring further or for checking their work; generative A.I. often produces incorrect information, hallucinations, and poor writing, because it is attempting not to find the correct answer to your prompt, but to generate the answer it understands you to be looking for—which are not necessarily the same thing—and does so according to its training on data sets which have been built to a considerable degree on stolen intellectual property (which in turn means it is at very high risk of generating plagiarised content). Further, **if you are having an application write your assignment than you are not writing your own assignment;** this is *fundamentally no different* than having your roommate, cousin, or paying an online stranger to write your assignment for you and thus is clear-cut **academic fraud.**

The purpose of all the course assignments is to give you the opportunity to demonstrate engagement and understanding of the course materials (assigned readings, seminar content, etc.) by applying your thinking. ***In order to demonstrate your thinking, you need to think.*** The assignments vary in terms of length, tone, and topic, and all the assignments and how to

approach them will be regularly discussed in class. Seminar participation helps both you and I check your understanding of the material and find potential questions or topics of interest for you to pursue in your assignments. **I encourage students to ask me questions at any time in class, via email, or in my office hours.**

Statement on Academic Integrity and Plagiarism

Students are prohibited from submitting substantially the same piece of work from another course again for an assignment in another course. Students in this course are allowed to continue with the same topic they selected for their op-ed assignment in this course for their final paper proposal and final paper assignments, as these assignments are significantly longer and allow students to build on their previous knowledge and work on the same topic.

Plagiarism can occur whether it is intentional or not and refers to the use of another person's ideas or research without giving proper credit. It is important to cite your sources and references properly not only to avoid committing plagiarism but also to ensure that you are constructing quality arguments (i.e., ask yourself: *How do you know what you know? What is your evidence?*). Per Carleton's Academic Integrity Policy:

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*
- *failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

There are no formal group work assignments in this course; however, there will be smaller group activities in class from time to time, which will count towards your active engagement grade. Additionally, I encourage students to swap drafts of written assignments to give each other constructive feedback. Students who engage in peer feedback should note this on their title page of their assignment and students who do this will be awarded bonus marks for engagement.

Unauthorized Audio and/or Video Recording

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and

may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#).

Unauthorized use of classroom recordings - including distributing or posting them - is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials - including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. **Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission.** Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for investigation.

Email Policy

Please be sure to include the course code and title in the subject of your email. I endeavor to respond to emails within 48 hours (except over weekends). Please ensure that you are emailing me@lonergan@cunet.carleton.ca or meg.lonergan@carleton.ca. I cannot know whether you are emailing the incorrect email address- because if you are- then I am not receiving your emails. If you do not receive a reply within two working days, **please do send a follow-up email and mention it to me** the next time you see me in class; I am not ignoring you (I promise), but I do get a high volume of emails and sometimes Carleton's server sometimes seems to like to snack on students' emails to me.

I except students emails to reflect the normal tone and relative formality that would be utilized in email correspondence in any other professional setting.

Requests for 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).

Please contact me as soon as possible to discuss any concerns or accommodations and I will do my best to help facilitate how I am able.

Extensions and Grade Appeals

As the adage goes: *lack of planning on your part does not constitute an emergency on mine*. Please be mindful of upcoming due dates and begin drafting assignments ahead of time to ensure you have time to edit and revise multiple drafts of assignments before submitting for grading. That being said, life happens. Please reach out to me as soon as possible to request an extension on your assignment(s)—especially in the event of unforeseeable circumstances or where you have multiple things due in multiple classes. Because this course does not have a teaching assistant (and thus I do all the marking) I can be more flexible with extensions than some other courses may be able to be, so please also do not hesitate to ask me for multiple extensions for various assignments in the course. I want to grade your best efforts more than I need you to meet a

particular deadline, so please reach out to me as soon as possible regarding extensions.

A detailed grade appeal policy can be found on the Brightspace page, but in sum, students are required to sit with their grade on all assignments for 72 hours to reflect on the feedback given. After this time, students may submit a written appeal to me with specific comments and/or questions referencing both the assignment instructions, rubric, and their assignment. Upon reviewing a written appeal, I will schedule a meeting with the student to discuss further and any next steps.

Whether or not a student is appealing a grade, I strongly encourage students to ask me questions about feedback or strategies to improve on future assignments. I want all of my students to understand the feedback and to continue to improve their work as we move through the course.

Office Hours

I will be holding regular office hours after class in the Contract Instructor shared office in Loeb (exact location is posted on Brightspace) for an hour (or longer should people request or *actually* attend). Office hours are a time to drop in and talk with me one-on-one about the course material, assignments, any questions you may have, or to check your understanding. These are an often-underutilized opportunity for students; there's no need to be afraid of your instructor.¹

If this timeslot doesn't work with your schedule or you have questions at another time, please send me an email and we can set up a time to chat over Zoom.

¹I'm **spooky** but not scary!

University Calendar

Fall Term 2026

August 31, 2026	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2026	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 7, 2026	Statutory holiday. University closed.
September 8, 2026	Academic orientation (undergraduate and graduate students).
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 9, 2026	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 15, 2026	Last day for registration and course changes (including auditing) in early fall courses.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.
September 30, 2026	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2026	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12, 2026	Statutory holiday. University closed.
October 15, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 16, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than

15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

October 23,
2026

Last day of early fall classes.

Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for early fall courses.

October 26,
2026

Deadline for course outlines to be made available to students registered in late fall courses.

October 26-30,
2026

Fall break, no classes.

October 31-
November 1,
November 7-8,
2026

Final examinations in early fall undergraduate courses will be held.

November 2,
2026

Late fall classes begin.

November 13,
2026

Last day to withdraw from late fall term courses with a full fee adjustment.

November 15,
2026

Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 20-22,
2026

Early fall undergraduate deferred final examinations will be held.

November 27,
2026

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate

Calendar/General Regulations of the Graduate Calendar).

November 30,
2026

Last day for receipt of applications from potential winter (February) graduates.

December 4,
2026

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 11,
2026

Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 12-23,
2026

Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 23,
2026

All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 24,
2026 at noon
through January
1, 2027

University closed.

Assignments and Evaluation

Below are brief overviews of assignments. Please be sure to read the full instructions and rubrics on Brightspace before commencing any of the assignments. All assignments in the course must be successfully completed to earn a passing grade in the course.

Citations, References and Formatting

Per the detailed instructions on Brightspace, all written assignments submitted for this course are expected to follow the following formatting and citation requirements:

- **Title page:** student's name, course information, assignment, creative and informative title, date submitted; should be unnumbered and should not be counted towards page count
- **Body:** written assignments should be formatted to have 1-inch standard margins, paragraphs should be appropriately indented, lines should be double-spaced, and an appropriate size 12 font should be used (Arial, Times New Roman, etc.). Pages should be numbered and meet the specified requirements as defined in the assignment instructions.
- **Works cited/references page:** Should begin on a fresh page after the body; be formatted alphabetically by author's last name; listed using hanging indents; and be formatted in accordance with the selected citations style. *Please do not rely on citation generators as they are often incorrect and/or missing information.*
- **Citation style:** Any citation style except MLA is acceptable, such as McGill, APA, or ASA. **Please include page numbers with all citations—not only where required** (i.e., for direct quotes), as this helps further show that your assignment was written by you, your engagement with

the material, and will help you reference back on the later assignments to find information more quickly.

Assessment	Purpose	Weight	Due Date
Active seminar engagement and participation	<i>Learning and engaging with the course materials</i>	20%	Cumulative
Op-Ed assignment	<i>Identifying issues and topics of interest related to the course; communicating academic ideas to non-academic audiences</i>	10%	Due by 4pm on September 30 th
Book Review (Midterm assignment)	<i>Critical engagement and engagement with academic arguments; practice supporting analysis and arguments using academic sources; practice and develop academic writing and citation skills</i>	20%	
Final Paper Proposal		10%	
Final Paper		40%	December 23 rd at noon

Active Participation and Engagement 20% (Cumulative)

This course is a fourth-year seminar course; unlike lectures where a professor lectures at you, a seminar course is discussion-based. Active engagement and participation are essential to ensure you are both clarifying and deepening your understanding of the course material.

While participation can be done in the form of responding to questions posed by the instructor or your peers, it is often even more valuable and demonstrative of your engagement to pose a question. There is bravery in asking questions and that bravery is acknowledged and welcomed in this course. This course will also involve individual, group, and class activities throughout the term. In part because of these activities, but also (again) to demonstrate engagement and understanding, regular attendance is expected. To be clear, **twenty percent of your grade is not attendance. Attendance is showing up; your grade is based on active participation and engagement in seminar.**

For the purposes of the requirement to successfully complete all assignments, active participation and engagement, students who miss more than 3 classes may not successfully earn a passive grade and credit in this course. Please reach out to your instructor with any questions, concerns, or requests for accommodations as soon as possible.

Op-Ed 10%

Due: Wednesday, September 30th by 4pm via Brightspace

An op-ed, which once appeared in newspapers opposite the editorial page (hence the portmanteau "op-ed"), is a very short and concise piece of writing somewhere between an opinion and more traditional academic writing.

It is more than an opinion piece because you are writing as a fourth-year undergraduate student with an educational background in law and legal studies and thus have some specialized knowledge and expertise beyond the public. However, the imagined audience of your op-ed is an ordinary Canadian without any specialized education in criminology or law. You want to avoid jargon and technical terms, but still support your claims, and be understood by this broad audience. **You may choose the topic of your op-ed, as long as it relates to the broader course theme of criminal justice reform.**

This short assignment will also provide an opportunity for me to provide in-depth feedback on your writing early in the term to help you improve upon your writing skills and style for weightier assignments at the end of term. The relatively small weight of the assignment and due date reflects the understanding that students will have a range of comfort and skill in academic writing, as well as ensure enough time for me to provide this feedback well ahead of the midterm book review.

Midterm Book Review 20%

Due: Wednesday, November 4th by 4pm

You will need access to Linnemann's (2022) *The Horror of Police*, both because it is assigned reading, and because it will be the subject of the midterm assignment in the course. Students will write an academic book review of the text, using their reading notes and seminar discussions to help develop and organize their thoughts and analysis of the text.

Students are encouraged to acquire a hard copy of the book to mark up their thoughts in preparation for both seminar discussion and this book review assignment.

Final Paper Proposal 10%

Due: Wednesday, November 18th by 4pm

Final Paper 40%

Due: Wednesday, December 23rd by noon

Students will craft a final research paper on the subject of their choosing related to the broader course theme of criminal justice reform. Students may choose to develop the same topic they wrote about in their op-ed assignment or explore a new topic related to the course.

The final paper will be evaluated based on the technical research and writing skills applied, as well as demonstrated engagement with and application of course concepts, theories, and other related materials.

The due date for this assignment reflects the University due date for all take-home exams.

Late Penalties and Extensions

Please email the instructor as soon as possible to request an extension on an assignment. ***A late penalty of 10% per day will be applied to all late assignments without an extension.***

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full

details and instructions can be found here:

<https://carleton.ca/registrar/academic-consideration-policy/>

A lack of planning on your part, does not constitute an emergency on mine.

Final Grade Approval

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

Course Schedule

Week 1: September 9th

Introduction to Criminal Justice Reform

- Students are expected to have read and familiarized themselves with this course outline and the content on the course Brightspace page
- Shirley Jackson's [1948] short story "The Lottery"

Week 2: September 16th

Thinking About Law and Liberalism

- Franz Kafka's [1915] short story "Below the Law"
- Graeber, David. (2015). "Introduction: The Iron Law of Liberalism and the Era of Total Bureaucratization," in *The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy*. Melville House, pp. 3-44.

Week 3: September 23rd

Laws, Rules, and Bureaucracy

- Graeber, David. (2015). "Dead Zones of the Imagination: An Essay on Structural Stupidity," in *The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy*. Melville House, pp. 45-104.
- Graeber, David. (2015). "The Utopia of Rules, or Why We Really Love Bureaucracy After All," in *The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy*. Melville House, pp. 149-205.

Week 4: September 30th

What Are We Doing Here?

- **Op-ed assignment due by 4pm today**
- Mokhtari, Mitra. (2025). 'Who better to be training them?!': Renewed moments of liberal carceral expansion and the role of higher education. *The British Journal of Criminology*, XX, 1-17.

Week 5: October 7th

Introducing The Horror of Police

- Linnemann, Travis. (2022). "Introduction: Police Story, Horror Story," in *The Horror of Police*. University of Minnesota Press, pp. 1-32.
- Linnemann, Travis. (2022). "Chapter 1: Bad Cops and True Detectives," in *The Horror of Police*. University of Minnesota Press, pp. 32-60.

October 12th is a statutory holiday

Week 6: October 14th

Policing Imagination, or Police in the Social Imagination

- Linnemann, Travis. (2022). "Chapter 2: The Police at the End of the World, or The Political Theology of the Thin Blue Line," in *The Horror of Police*. University of Minnesota Press, pp. 61-108.
- Linnemann, Travis. (2022). "Chapter 3: Robocop, or Modern Prometheus," in *The Horror of Police*. University of Minnesota Press, pp. 109-154.

Week 7: October 21st

Reforming or Abolishing Policing

- Linnemann, Travis. (2022). "Chapter 4: Monsters Are Real," in *The Horror of Police*. University of Minnesota Press, pp. 155-194.
- Linnemann, Travis. (2022). "Chapter 5: The Unthinkable World," in *The Horror of Police*. University of Minnesota Press, pp. 195-219

Fall Break: October 26th to 30th

Week 8: November 4th

Ongoing Colonization and Reformist Reforms

- **Book review assignment due today by 4pm**
- Laidlaw, Leon. (2025). Prison abolition for collective freedom: Facilitating co-resistance to binary colonial prisons. *Feminist Legal Studies*, 33, 71-91.
- Oudshoorn, Judah. (2024). Theorizing a way out of reformist reforms: Gladue reports and penal abolition. *Punishment & Society*, 26(2), 243-260.
- Kerr, Lisa. (2024). The place of Gladue in constitutional law. *Constitutional Forum*, 33(1), 1-18.

Week 9: November 11th (Remembrance Day)

Bail Reform

- MacDiarmid, Laura., Yule, Carolyn., Cooper, Nina Hay., and McCance, Ethan. (2024). A post-pandemic bail system: Lessons learned from supervising accused during Covid-19. *The Howard Journal of Crime and Justice*, 64, 372-381.

- Yule, Carolyn., and MacDiarmid, Laura. (2026). 'It's a set up': Examining the relationship between bail conditions and the revolving door of justice. *Current Issues in Criminal Justice*, 38(1)40-57.

Week 10: November 18th

Carceral Feminism, Sexual Violence, and Recent Legislative Changes

- **Final paper proposal due today by 4pm**

Lonergan, Meg. (2026). 'Do you hear that moaning?' The conspicuous absence and haunting presence of obscenity in proposed Canadian online harms legislation. *Porn Studies*, 1-19.

Week 11: November 25th

"Tougher" Sentences, Mandatory Minimums,

Bill C-14 received Royal Assent and comes into force on July 15, 2026.

- Doob, Anthony N., and Webster, Cheryl Marie. (2026). Strange bedfellows? Stability and politicization in Canadian sentencing. *Crime and Justice*, 555(1), 167-212.
- Manikis, Marie, & Lanctot, Marianne. (2024). From gross disproportionality to human dignity: redefining section 12 in the context of mandatory minimum sentences. *Constitutional Forum*, 33(1), 35-48.

Week 12: December 2nd

- **Course experience questionnaires will be conducted at the end of class today**

Week 13 (Last Class): December 9th

- Final paper workshop

Statement on Mental Health & Resources

As a 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](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

