

CANS 402: CANADIAN CRIMINAL JUSTICE POLICY Fall 2022

Instructor: Professor Kate Puddister, Ph.D.

Eakin Visiting Professor McGill Institute for the Study of Canada

Class: Mondays 2:35-5:25 pm, FERR 105

Email: kpuddist@uoguelph.ca or kate.puddister@mcgill.ca

Office Hours: Mondays 1-2 pm or by appointment, FERR 102F

Course Description:

In spring 2020, thousands of people across Canada marched in the streets to protest the powers of the police and the disproportionate killings of Black and Indigenous peoples, and other people of colour, leading to calls for police reform and defunding. Beyond the coronavirus pandemic, communities across Canada are in the grips of an opioid overdose crisis, a pandemic that has resulted in the deaths of over 19,000 Canadians since 2016, prompting calls for drug policy reform and decriminalization. Criminal justice policy addresses fundamental questions about the powers of the state, the protection of the vulnerable, legitimacy, morality, and conceptions of justice. This course analyzes criminal justice policy and governance of the justice system from applied and theoretical perspectives. Particular attention is paid to the interplay between criminal justice policy and the larger political process. Key questions in the course include: how political science theories help to explain policy developments in criminal justice; why independence and accountability are particularly important in the criminal justice system; how does “politics” enter decision-making and is this appropriate? This course will discuss the larger, normative debates surrounding criminal justice policy and the policy process itself. Students will explore the criminal justice policy process from the perspective of each of the primary actors and will consider how other jurisdictions address similar policy problems and issues.

Learning Objectives:

1. Articulate the functions of major criminal justice institutions and how they relate to one another as well as the broader social, political, and economic world.
2. Evaluate how political science theories and approaches help explain crime, control, and policy developments in criminal justice.
3. Analyze primary materials concerning criminal justice policy, including judicial decisions, legislation, and the *Criminal Code of Canada*.
4. Evaluate criminal justice programs and policies, develop policy alternatives.
5. Examine diverse perspectives about local and national criminal justice.
6. Conduct social science, legal, and/or public policy research, and present those findings in a clear, accessible manner in written and oral forms.

Note: this is a course on the criminal justice system, and it will necessarily engage with topics that may be emotionally and intellectually challenging for participants. The instructor will make conscientious effort to ensure that the classroom is a space where we can thoughtfully and empathetically engage with the course material. All course activities will be conducted in a manner that is respectful and sensitive to the different perspectives and lived experiences of class members. Students should review the course outline in advance and communicate any requests or concerns with the instructor as soon as possible.

Instructional method:

This course is an in-person seminar led by student discussion and participation. The language of instruction is English.

Textbook:

All readings available on MyCourses or online.

Course Requirements:

All written work must be submitted on MyCourses by 11:59 pm on the due date specified, hardcopies of assignments are not required. The late penalty is 5% per day, including weekends and extensions will only be granted for emergency circumstances. Students are encouraged to contact the instructor as soon as possible to discuss accommodations and extensions. Late papers may not receive the same degree of feedback as papers handed in on time.

Grade distribution (assignment descriptions available starting on page 8):

	Due Date	Submission	Weight
Participation	Cumulative throughout the term	In class	15%
Discussion leader	Per sign-up date	In class	15%
LEGISinfo policy assignment	October 17	MyCourses	20%
Paper proposal and annotated bibliography	November 7	MyCourses	15%
Term research paper	December 5	MyCourses	35%

Note: class is cancelled on October 13, instructor at conference. Enjoy an extended fall break!

Course Schedule and Readings

Week	Date	Description	Course materials	Assignments
1	Sept. 12	Introduction	<ul style="list-style-type: none"> Course outline 	<ul style="list-style-type: none"> Read course outline Select article for discussion leader (list on MyCourses)
2	Sept. 19	Criminal Law and Theories of the Criminal Justice System	<ul style="list-style-type: none"> Verdun-Jones, Simon. 2011. <i>Criminal Law in Canada: Cases, Questions, and the Code</i>, chapter 1 Baker, Dennis. 2020. “Criminal Justice and Criminal Law” in <i>Canadian Federalism: Performance, Effectiveness and Legitimacy</i>, chapter 5 Roach, Kent. 1999. “Four Models of the Criminal Process” <i>The Journal of Criminal Law and Criminology</i> 89: 671-716 Riddell, Troy. 2010. “What Can Political Science Contribute to the Study of Criminal Justice in Canada?” <i>Canadian Journal of Criminology and Criminal Justice</i>, 52: 321-340 	
3	Sept. 26	Criminal Justice Policy and Penal Populism	<ul style="list-style-type: none"> Ismaili, Karim, Jane B. Sprott, and Kim Varma. 2012. “Thinking About Criminal Justice Policy in Canada.” <i>Canadian Criminal Justice Policy: Contemporary Perspectives</i>, introduction Tonry, Michael. 2018. “Crime and Public Policy” <i>The Oxford Handbook of Crime and Public Policy</i>, Tonry ed. (Oxford University Press, 2018): 1-23. Puddister, Kate. 2021. “How the Canadian Sentencing System Impacts Policy Reform: An Examination of the Harper Era” <i>Law & Policy</i> 43: 149-69 Kelly, James B. and Kate Puddister. 2017. “Criminal Justice Policy during the Harper Era: Private Member’s Bills, Penal Populism and the <i>Criminal Code of Canada</i>.” <i>Canadian Journal of Law and Society</i> 32(3): 391-415 	
4	Oct. 3	Indigenous Peoples and Criminal Justice	<ul style="list-style-type: none"> Truth and Reconciliation Commission of Canada. 2015. <i>Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada</i>, pages 1-6; 218-229 	

			<ul style="list-style-type: none"> • Monchalin, Lisa. 2016. <i>The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada</i>, chapter 12 • Roach, Kent, and Jonathan Rudin. 2020. "Sentencing Indigenous Offenders: From <i>Gladue</i> to the Present and Beyond," <i>Sentencing in Canada: Essays in Law, Policy and Practice</i>, chapter 12 • McGuire, Michaela, and Danielle Murdoch. 2021. "(In)-Justice: An Exploration of the Dehumanization, Victimization, Criminalization and Over-Incarceration of Indigenous Women in Canada," <i>Punishment & Society</i>, 1-22 	
5	Oct. 13		Class is cancelled this week. Enjoy an extended fall break!	
6	Oct. 17	Race and the Criminal Justice System	<ul style="list-style-type: none"> • Chan, Wendy and Dorothy Chunn. 2014. <i>Racialization, Crime and Criminal Justice in Canada</i>, chapter 1 • Green, Joyce. 2006. "From Stonechild to Social Cohesion: Anti-Racist Challenges for Saskatchewan" <i>Canadian Journal of Political Science</i> 39(3): 507-527 • Wortley, Scot and Akwasi Owusu-Bempah. 2022. "Race, Police Stops, and Perceptions of Anti-Black Police Discrimination in Toronto, Canada Over a Quarter Century," <i>Policing: An International Journal</i>, 1-16 • Dugas, Maria. 2020. "Committing to Justice: The Case for Impact of Race and Culture Assessments in Sentencing African Canadian Offenders," <i>Dalhousie Law Journal</i> 43: 103-158 	<ul style="list-style-type: none"> • LEGISinfo policy assignment due today (11:59 pm submit to MyCourses)
7	Oct. 24	Police Governance and Oversight	<ul style="list-style-type: none"> • Roach, Kent. 2018. "Balancing Police Independence and Political Responsibility for the Police," <i>Policing</i>, 1-17 • Laming, Erick and Grant Valentine. 2022. "Police Governance in Canada: Variations and Disparities Among Police Services Boards," <i>Canadian Public Administration</i> 1-21 • Puddister, Kate, and Danielle McNabb. 2021. "When the Police Break the Law: The Investigation, Prosecution and Sentencing of Ontario Police Officers," <i>Canadian Journal of Law and Society</i> 1-24 	

			<ul style="list-style-type: none"> • Eaglin, Jessica. 2021. "To 'Defund' the Police" <i>Stanford Law Review Online</i> 73: 120-140 	
8	Oct. 31	Politics of Prosecution and Plea Bargains	<ul style="list-style-type: none"> • Woolley, Alice. 2017. "Reconceiving the Standard Conception of the Prosecutor's Role" <i>Canadian Bar Review</i> 95(3): 795-833 • Phillips, Mark. 2015. "The Public Interest Criterion in Prosecutorial Discretion: A Lingering Source of Flexibility in the Canadian Criminal Process," <i>Windsor Review of Legal and Social Issues</i> 36: 43-65. • Verdun-Jones, Simon. 2016. "Plea Bargaining." <i>Criminal Justice in Canada</i>, 168-184. • Chasse, Ken. 2009. "Plea Bargaining is Sentencing," <i>Canadian Criminal Law Review</i> 14: 55-77 	
9	Nov. 7	Trials, Courts, and the Judiciary	<ul style="list-style-type: none"> • Hausegger, Lori, Matthew Hennigar, and Troy Riddell. 2015. <i>Canadian Courts: Law, Politics, and Process</i>, chapter 9 • Roach, Kent. 2020. "Juries, Miscarriages of Justice and The Bill C-75 Reforms," <i>Canadian Bar Review</i> 98: 315-357 • Bakht, Natasha. 2005. "Problem Solving Courts as Agents of Change" <i>Criminal Law Quarterly</i> 50: 224-254 	<ul style="list-style-type: none"> • Proposal and annotated bibliography due today (11:59 pm, submit to MyCourses)
10	Nov. 14	Sentencing Policy	<ul style="list-style-type: none"> • Cole, David and Julian Roberts. 2020. <i>Sentencing in Canada: Essays in Law, Policy and Practice</i>, (Irwin Law), Chapter 1 • Puddister, Kate. 2018. "Protecting against Cruel and Unusual Punishment: Section 12 of the Charter and Mandatory Minimum Sentences," in <i>Policy Change, Courts, and the Canadian Constitution</i> Emmett Macfarlane ed. (Toronto: University of Toronto Press), 189-209. • Webster, Cheryl and Anthony Doob. 2019. "Missed Opportunities: A Postmortem in Canada's Experience with the Conditional Sentence," <i>Law and Contemporary Problems</i> 82(1): 163-198. • Singh, Anne-Marie and Jane B. Sprott. 2017. "Race Matters: Public Views on Sentencing." <i>Canadian Journal of Criminology and Criminal Justice</i> 59(3): 285-312. 	

11	Nov. 21	Corrections and Conditional Release Policy	<ul style="list-style-type: none"> • Zinger, Ivan. 2012. “Conditional Release and Human Rights in Canada: A Commentary,” <i>Canadian Journal of Criminology and Criminal Justice</i> 54(1): 117-129 • Kerr, Lisa. 2014. “Contesting Expertise in Prison Law,” <i>McGill Law Journal</i> 60: 43-94 • Dobson, Lydia. 2020. “Out of Sight, Out of Mind: Bill C-83, Solitary Confinement and Mental Health,” <i>Journal of Law and Social Policy</i> 33: 93-110. • Doob, Anthony, Cheryl Webster and Allan Manson. 2014. “Zombie Parole: The Withering of Conditional Release in Canada,” <i>Criminal Law Quarterly</i> 61: 301-328 • Ling, Justin. 2021. “Houses of Hate: How Canada’s Prison System is Broken” <i>MacLean’s</i>. *optional reading 	
12	Nov. 28	Victims’ Rights and Policy	<ul style="list-style-type: none"> • Roach, Kent. 1999. “Crime Victims,” in <i>Due Process and Victims’ Rights</i>, pages 278-299 • Manikis, Marie. 2015. “Imagining the Future of Victims’ Rights in Canada: A Comparative Perspective.” <i>Ohio State Journal of Criminal Law</i> 13(1): 163-186. • Janzen, Elizabeth. 2020. “The Dangers of a Punitive Approach to Victim Participation in Sentencing: Victim Impact Statements after the Victims Bill of Rights Act,” <i>Manitoba Law Journal</i>, 85-106 • Saxton et al. 2021. “Experiences of Intimate Partner Violence Victims with Police and the Justice System in Canada,” <i>Journal of Interpersonal Violence</i> 36(3-4): NP 2029-2055 • Watson, Sophia and Miranda Schreiber. 2021. “My Day in Zoom Court: Virtual Trials Are a Better Option for Sexual Assault Survivors,” <i>The Walrus</i> *optional reading 	
13	Dec. 5	Comparative Criminal Justice Policy: Canada and the United States	<ul style="list-style-type: none"> • Owusu-Bempah, Akwasi. 2021. “Where is the Fairness in Canadian Cannabis Legalization? Lessons to be Learned from the American Experience.” <i>Journal of Canadian Studies</i> 55(2): 395-418. • Carter, Jennifer. 2011. “Capital Punishment: A Struggle to Satisfy Evolving Standards of Decency – Reviewing the 	<ul style="list-style-type: none"> • Term research paper due today (11:59 pm, submit to MyCourses)

			<p>Debate in the United States and Canada,” <i>Southwestern Journal of International Law</i> 17: 237-257</p> <ul style="list-style-type: none">• Kamal, Rifat. D. and Burton, Charles. 2018. “Policy Gridlock Versus Policy Shift in Gun Politics: A Comparative Veto Player Analysis of Gun Control Policies in The United States and Canada.” <i>World Affairs</i>, 181(4): 317-347	
--	--	--	---	--

Assignment Descriptions

1. Participation (15%):

In-class participation is exhibited by consistent attendance, punctuality, preparation, and active participation in small and large group discussions. Students must actively and consistently participate over the course of the semester to achieve a high participation grade. Participation will be judged primarily for its quality, not its quantity. The grade will be a cumulative assessment of the student's participation throughout the semester.

Activities that will raise the participation grade include:

- Arriving on time for class and staying for the duration of class (attendance will be taken).
- Demonstrating knowledge of having completed the required readings before attending. Students should come to class with notes from the readings and discussion questions prepared.
- Actively and respectfully listening to peers and the instructor.
- Playing an active role in small and large group discussion.
- Conducting oneself in a professional manner

Activities that will lower the participation grade include:

- Missing classes
- Arriving late or leaving early without explanation
- Not being prepared for the seminar
- Demonstrating a lack of interest in and respect for others
- Not paying attention
- Using laptops and cell phones for purposes unrelated to class

2. Discussion Leader (15%):

Each student will select one article to lead the class discussion, in the first week of class. Discussions will be approximately 25-30 minutes in length and discussion leaders should be prepared to respond to questions from both the instructor and classmates, where appropriate. Please review the list of available articles on MyCourses, as not all articles are eligible for this assignment.

Discussion leaders can start their session with a brief (around 3 minutes maximum) review of the article, including its thesis, methods, and implications. This is not formal presentation and should only serve as a foundation for the discussion that will follow (keeping in mind all students are expected to have read the article). Following the brief review, discussion leaders will lead the class through a scholarly conversation about the article, relying on previously prepared questions.

Discussion leaders can ask questions that analyze, compare/contrast, and make connections between the individual readings and explore the themes that are relevant to the weekly topic and/or themes of the course. Discussions should serve to engage all class members and should encourage differing viewpoints and allow for respectful disagreement amongst group members.

Discussion leaders are permitted (but not required) to make connections between their reading and a current event in the news or create a short activity based on their reading. Activities should not be the focus of the assignment and the activity should not come at the expense of thoughtful and in-depth discussion of the article.

3. LEGISinfo Policy Assignment (20%):

LEGISinfo: <https://www.parl.ca/legisinfo/>. LEGISinfo is a valuable research tool when studying federal public policy and legislation before Parliament. This website provides access to a wide range of information relating to legislation either passed or currently before the Parliament of Canada. Included in this information are links to parliamentary debates (Hansard), committee transcripts, major speeches in parliament, Library of Parliament documents and other helpful links. LEGISinfo is an excellent resource to consult when beginning a new research project.

Length: 1,500 to 2,000 words (approximately 6 to 8 pages double spaced).

Assignment: Prepare a short paper by answering the questions and following the instructions listed on a parliamentary bill. Students must access the information for this assignment from the LEGISinfo website. Additional material may be used, including assigned course readings.

Specifications: Papers should be written in a formal, academic style, appropriate for an upper year university course. All sections aside from section 1 should be written in formal full paragraphs. Papers must be double-spaced, in 12-point font and must include proper referencing and citation (APA is preferred, see examples of how to cite using APA starting on page: 13). Papers should use subheadings. Course material can be used in this assignment, if necessary. Students may follow the suggested word or page count, whichever is larger for their assignment (e.g., if a paper is 2,500 words and only 8 pages, this is acceptable).

Instructions: Select one of the bills from the list below and complete the following sections. Section 1 may be completed in a list or bullet points. Sections 2-5 must be completed in full paragraphs in a manner appropriate for an upper year university course. Be sure to select the correct Parliament and session using the date associated with your bill.

- I. Identifying information:
 - a. Full title of the bill and short title:
 - b. Parliament and session:
 - c. Sponsor (list both the position, name, and party):
 - d. Date introduced:
 - e. Date of Royal Assent:

- II. Summary of bill (approximately 1-2 paragraphs):
 - a. In your own words, what is this bill about and what will it do? Does it amend an existing statute? What is the purpose of this bill? Does this bill respond to a particular event or Supreme Court case? (Note: not all bills are in response to a particular event or Supreme Court case).

- III. Opposition and Support for bill (approximately .5 to 1 page):
 - a. What was the position of the official opposition party on the bill? Did they support the bill in its entirety? If the opposition opposed the bill, what were their central

concerns? You may directly quote (with proper citation) from the parliamentary debates or committee hearings.

- b. Hint: you may want to consult the speeches in the House of Commons during the second and third readings to complete this section. Students need only to note the position of the official opposition. Information about the official opposition can be found on www.parl.gc.ca, about parliament: PARLinfo or Google.
- IV. Interest group and individual witness participation (approximately 1 to 2 pages)
- a. After consulting the parliamentary committee transcripts in both Senate and House of Commons identify the witness testimony of three interest groups (e.g., John Howard Society) or individuals (e.g., Professor Anthony Doob). Did these witnesses support the bill? If so, why? Did interest groups or witnesses oppose the bill? If so, why? Compare and contrast the positions of interest groups and witnesses on the bill.
 - b. Note: evidence from the Department of Public Safety and/or Department of Justice does not count as an interest group or as an individual witness.
- V. Assessment and analysis (approximately 2 to 3 pages)
- a. Imagine yourself as a member of parliament in the House of Commons. Would you support this bill? Why or why not? You may use personal pronouns (e.g., “I would support this bill because...”) in this section. Support your conclusion with academic research, including materials from Library of Parliament and/or course material. In this section, you should clearly make an argument and support that argument with high quality academic research. Students are expected to incorporate a minimum of three peer reviewed (academic) sources in this section.
 - b. Note: supporting research does not need to focus on your specific bill, instead it should analyze the subject area or general topic of your bill. For example, research on mandatory minimum sentences in general could be used to support a position on a bill that introduces a new mandatory minimum in the Criminal Code of Canada.

Bills (choose one):

- C-3: An Act to Amend the Judges Act and the Criminal Code (2021) [judicial education of sexual assault law and context]
- C-7: An Act to Amend the Criminal Code (medical assistance in dying) (2021) [changes to medical assistance in dying eligibility]
- C-93: An Act to provide no-cost, expedited record suspensions for simple possession of cannabis (2019) [pardons for cannabis possession]
- C-83: An Act to amend the Corrections and Conditional Release Act (2019) [note: students only need to focus on solitary confinement changes]

4. Proposal and Annotated Bibliography (15%):

Length: 900-950 words (approximately 5 pages)

- Proposal: 500 words (approximately 2 pages double-spaced),
- Annotated bibliography: 3 annotated sources, 100-150 words each (1 source per page, approximately 3 pages double spaced total)

Assignment: Prepare a short proposal to aid in the completion of your term paper. The proposal should outline the topic that will be investigated and a tentative thesis statement/argument. Be sure to clearly demonstrate how your topic is connected to the course themes and why it is worthy of study. You may also wish to define and explain any key concepts or theories that will be incorporated into your paper.

Following the outline of the paper, students are required to list the citations and annotations of **three** peer reviewed academic sources that will be used to complete the paper. Judicial decisions/court cases are not peer-reviewed academic sources. If you are not sure if a source is peer-reviewed, please contact Prof. Puddister.

For each source, provide a full citation (which ever citation style you prefer), followed by an annotation that is approximately 100-150 words. The annotations should be written in a formal manner, proper grammar and citation are expected. Each citation and its annotation can be completed on a separate page, provide the citation at the top of the page and the annotation below.

An annotation concisely summarizes the central argument, theme, and purpose of the source. If the source is theoretical, the annotation will describe the theoretical/normative perspective. If the source is an empirical study, the annotation will describe the nature of the study and the central findings. Annotations will also explain how this source compares, contrasts, or otherwise fits with the other sources included in the bibliography. How does this source help you to understand the topic? The annotation should describe and summarize the source and it should provide some analysis of the source.

5. Term Research Paper (35%):

Length: 3000-3750 words (approximately 12-15 double-paced pages).

Assignment: Prepare research term paper on a topic of your choice, as previously outlined in the paper proposal. Papers should explore an issue, area, or debate in Canadian criminal justice policy (example topics below). Examine the relevant research and theory as it relates to your topic and present an argument based on the research conducted. When conducting research and preparing for the paper, consider if there are any political or legal dimensions to the topic. Does this topic demonstrate features of criminal justice policy (e.g., federalism, symbolism, incrementalism, fragmentation, populism, the Charter of Rights and Freedoms etc.)? The paper's focus should be on Canadian criminal justice policy, the Canadian criminal justice system or Canadian criminal law, however, comparisons with other jurisdictions may be included where relevant.

The paper should reflect the feedback given on the paper proposal. Students that wish to deviate from the topic outlined in the proposal are encouraged to discuss the new topic with Prof. Puddister prior to beginning the paper.

Papers should be written in a formal, academic style, appropriate for a senior undergraduate course, complete with proper referencing and citation (any recognized style is acceptable, as long as consistent). If using court cases, be sure to cite them appropriately, using the Uniform Canadian (McGill) guide.

Papers must incorporate a minimum of five academic, peer-reviewed sources, though it is very likely more sources will be used. Additional sources (beyond the five peer-reviewed) must be reputable and can include government, news, legal cases, or similar sources. Subheadings are acceptable. You may use course material in this assignment. A bibliography is required. Please consult the attached grading rubric for expectations.

Paper topic ideas (a non-exhaustive list)

- Police reform
- Police oversight and accountability
- Sex work
- Drug policy
- Opioid overdose crisis
- Gun control
- Mandatory minimum sentences
- Plea bargaining
- Solitary confinement
- Overrepresentation of Indigenous Peoples in the criminal justice system
- Restorative justice
- Gladue and sentencing of Indigenous Peoples
- Missing and murdered Indigenous women and girls
- Wrongful conviction
- Prosecution of sexual assault
- Victims' rights
- Criminal records and pardons
- Medical assisted dying (euthanasia)
- Human trafficking
- Intimate partner violence
- Cyberbullying or cyberstalking
- Bail and remand
- Racial profiling by law enforcement
- A topic of your choice

Paper Tips:

- The content of the paper should aim for analysis and critical evaluation rather than simple description. In other words, the paper should have a thesis that includes an argument/set of conclusions that relate back to some important questions or issues that the paper raises and examines. Consider the advantages and disadvantages to current policies or government approaches to your topic.

- The paper should examine the *larger implications, especially the connections between politics, criminal justice policy, law and judicial politics, surrounding the question.*
- Students are encouraged to use scholarly books and articles (particularly from political science and law journals), but journalistic articles from credible sources (i.e., Globe and Mail, National Post, Maclean's, New Yorker and so on) can be used to supplement the research. Government reports and resources are also good sources for this paper.
- The grade for the paper will be a composite assessment of the content (research and analysis), organization (how well is the paper organized and does it flow coherently from paragraph to paragraph and section to section), and style and grammar (does the paper have appropriate paragraph breaks, does the paper feature proper grammar and citation styles).

Examples of how to cite government/parliamentary materials (APA):

* Note these examples are for illustrative purposes only, ensure that you are citing the correct parliament and session, committee name, etc.

1. Debates:

a. Reference list:

Puddister, K. (2017, Sept. 10). "Bill C-10." Canada. Parliament. House of Commons. *Hansard*. 45th Parliament, 1 session.

b. In text:

(Puddister, 2017)

2. Committee hearings:

a. Reference list:

Puddister, K. (2017, Sept. 10). "Bill C-10." Canada. Parliament. House of Commons. Standing Committee on Public Safety and National Security. *Minutes*. 45th Parliament, 1st session.

b. In text:

(Puddister, 2017)

3. Bills:

a. Reference list:

Bill C-10: An act to Amend the Criminal Code. (2017). Sept 10, 2017. 45th Parliament, 1st session.

b. In text:

(Bill C-10: An act to Amend the Criminal Code, 2017)

this can be shortened for the second and additional references to (Bill C-10, 2017)

4. Acts/Legislation:

a. Reference list:

Criminal Code of Canada (R.S.C. 1985, c. C-46)

note: the correct reference will be provided in the first section of the bill

b. In text:

(*Criminal Code of Canada*)

5. Court cases:
 - a. References:
R v. Puddister [2021] 1 S.C.R. 88
 - b. In text:
(*R v. Puddister*, 2021)
this can be shortened for the second and additional references to (*Puddister*, 2017)
Note: more information on how to cite court cases can be found by consulting the McGill Guide to Uniform Legal Citation

McGill University Policy Statements

Language of submission:

In accord with McGill University's [Charter of Students' Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Approved by Senate on 21 January 2009). Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. (Énoncé approuvé par le Sénat le 21 janvier 2009)

Academic Integrity:

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty](#) for more information).

Extraordinary circumstances:

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Intellectual property:

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

Office for Students with Disabilities:

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the [Office for Students with Disabilities](#).