LAW-UH2500L01,  
Criminal Law

Instructor Information
- Dr. Elena Loizidou, Reader in Law and Political Theory

Course Information
- Criminal Law

Intended Learning Outcomes
- introduce the basic judicial concepts of criminal responsibility describe the practices of criminal law
- analyse the various contexts in which criminal law is practised assess the aims and methods of criminal law
- develop the oral and written skills necessary for criminal legal practice
- of this course you should:
  have a knowledge of the criminal legal framework

Course Overview and Goals
Criminal Law lays down a set of rules which carry with them a set of standards of what behaviour in society is permissible and what is not. We will be therefore studying the rules/standards that were set up in England and Wales that tell us which behaviours are allowed and which behaviours are punished if we transgress them.

You will therefore be studying the elements of criminal legal responsibility (actus reus and mens rea) as well as a variety of offences (i.e. murder, manslaughter, corporate manslaughter, offences against the person, sexual offences, theft, fraud, self-defence, duress and necessity, intoxication, insanity).

Nevertheless as lawyers we want to make sure that these standards that we will be studying are applied fairly and equally to all in society. Therefore will be approaching the study of criminal law in a critical manner. For example, we will be asking questions should all murders be punished or can in certain circumstances murders can be justified? If they are justified are their any criminal legal rules that justify a murder? Are those rules applied to all equally? Are women for example treaded by criminal law the same as men?
In order to do so we will be studying criminal legal doctrine in a contextual manner, learning their history, their social context in which they have emerged as well as philosophical questions that are raising.

**Upon Completion of this Course, students will be able to:**

In this course we aim to:

- introduce the basic judicial concepts of criminal responsibility
- describe the practices of criminal law
- analyse the various contexts in which criminal law is practised
- assess the aims and methods of criminal law
- develop the oral and written skills necessary for criminal legal practice

By the end of this course you should:

- have a knowledge of the criminal legal framework
- have developed through seminars your rhetorical skills and ideas
- be able to critically assess criminal legal doctrines (social, political, moral foundations)
- have developed your research and analytical skills
- have a firm understanding of the basic concepts of criminal law and be able to use that understanding to address - in both oral and written forms - the current issues in the practice of criminal law.

**Course Requirements**

**Class Participation**

- Prepare for and attend lectures;
- Prepare for and participate in seminars;
- Demonstrate learning outcomes in assessment;
- Have read your module guide(s) and your Program Handbook for key information relevant to your study;
- Regularly consult with the module virtual page to locate relevant learning material, and to check updates and module news, etc
Teaching and Learning Methodologies: A combination of lecture and active learning activities

Assignment 1

First Group Class Presentation 20%

Groups will be made of 3-4 students and will collaboratively prepare and present a critical analysis of one of the four cases listed below. Presentations are to last between 15-20 minutes, followed by a 10 minute question period. Each presentation will be followed by 10 minutes for questions. Each student on the team must participate in the presentation itself and answer at least one question from the question period. The group will receive one collective mark. The presented analysis must include the following: a description of the material facts; the decision of the case and the ratio decidendi; a discussion of the legal relevance of the case and critical reflections on its wider criminal legal significance.

Cases

R v Pagett [1983] 76 Cr App Rep 279
R v Stone; R v Dobinson [1977] 2 All ER 341
R v G [2003] UKHL 50; [2004] Crim LR 369 (HL)

Assignment 2

Second Group Class Presentation 20%

Groups will be made of 3-4 students and will collaboratively prepare and present a case note of one of the four cases listed below. Presentations are to last between 15-20 minutes, followed by a 10 minute question period. Each presentation will be followed by 10 minutes for questions. Each student on the team must participate in the presentation itself and answer at least one question from the question period. The group will receive one collective mark. The presented case/note analysis must include the following: a description of the material facts; the decision of the case and the ratio decidendi; a discussion of the legal relevance of the case and critical reflections.

R v R [1992] 1 AC 599
R v Bree [2007] EWCA Crim 804
R v McNally [2013] EWCA Crim 1051

Tests & Quizzes
End of Course open book EXAM 60%

Grading of Assignments

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Group Class Presentation</td>
<td>20%</td>
<td>Session 5</td>
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<tr>
<td>2</td>
<td>Group Class Presentation</td>
<td>20%</td>
<td>Session 8</td>
</tr>
<tr>
<td>3</td>
<td>Exam</td>
<td>60%</td>
<td>End of Term</td>
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</tbody>
</table>

Failure to submit or fulfill any required course component results in failure of the class.

Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Example: 93.5% and higher</td>
<td>Excellence in integrating conceptual literature with legal doctrine. Consistently superior performance in dealing with conceptual material. Excellence in written expression and scholarship. Evidence of self-direction in learning with substantial reading activity in depth and breadth. Resourceful, intelligent participation in class discussion. Demonstration of innovative co-operative skills in class group assignments.</td>
</tr>
<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td>Good understanding of conceptual literature and legal doctrine. Good performance in dealing with conceptual material. Good written expression and scholarship. Good participation in class discussion. Demonstration of co-operative skills in class group assignments.</td>
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<tr>
<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td>There is minimal grasp of concepts and minimal integration of conceptual and legal doctrine learning. Student might repeat some content areas on mechanical, rote basis but the student's understanding is unclear or</td>
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<tr>
<td>Letter Grade</td>
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<td>questionable. The grade is &quot;passing&quot; but the student is considered marginal in important areas of learning.</td>
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<td>D</td>
<td>Example: 62.5% - 67.49</td>
<td>Unsatisfactory. The student demonstrates poor understanding of conceptual and legal doctrine. Poor written expression and scholarship. Poor participation in class and cooperation in group assignments. Requires extensive improvement.</td>
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<tr>
<td>F</td>
<td>Example: 59.99% and lower</td>
<td>Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course. A student receiving an “F” grossly misunderstands course content and/or is deficient in its mastery. Failure to submit assignments, participate in class, presentations and other required materials is clearly unacceptable.</td>
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Course Materials

Required Textbooks & Materials


AND any Criminal Law Statute Book, for example:


Optional Textbooks & Materials


Resources
- **Access your course materials:** [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](nyu.edu/it/servicedesk)

Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Session 5</td>
<td>Assignment 1: First Group Presentation</td>
<td>SEE ABOVE UNDER ASSIGNMENT</td>
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<tr>
<td>Session/Date</td>
<td>Topic</td>
<td>Reading</td>
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<td>Materials ch.9 pp.1143-1231 and ch.9 pp.1231-1258.</td>
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<tr>
<td>Session 8</td>
<td>Assignment 2: Second Group Presentation</td>
<td>SEE ABOVE UNDER ASSIGNMENT</td>
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<td>Session 14</td>
<td>Revision</td>
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<td>Exam Week</td>
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**NYUL Academic Policies**

**Attendance and Tardiness**
• Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work
• You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct
Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement
Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio
• Dr Elena Loizidou is a Reader in Law and Political Theory at the School of Law Birkbeck College. Elena's research interests include anarchism and political theory, theories of gender and sexuality, and law and culture. She is the author amongst other publications of Judith Butler: Ethics, Law, Politics, London, Routledge-Glasshouse:2007, and editor of Disobedience: Concept and Practice, London: Routledge (2015). She is currently completing a monograph on Anarchism, an art of living without laow (Routledge, forthcoming). She teaches Criminal Law and undergraduate and postgraduate levels.