

ADMINISTRATION OF JUSTICE

CRIM 150

Instructor: Kelli Moorhouse,
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Office: Y205
Office Hours: 5:30 to 6:00 pm Tuesday and 5:00 to 6:00 pm Thursday
Appointments are recommended

Class: Tuesday 6:00 – 9 pm (**Room Y227**)

COURSE DESCRIPTION

An introduction to the historical development and current operation of governing and law making institutions in Canada, and the political, constitutional, and legal concepts of the Canadian Justice System.

COURSE OBJECTIVES

After successfully completing this course, you the learner should be able to:

- Demonstrate a broad understanding of the political and administrative systems which provide the environment within which the criminal justice system operates;
- Demonstrate an awareness of the interaction between politics and the criminal justice system in Canada;
- Critically analyze important issues in Canadian government and politics that have an impact on the operation of the criminal justice system.

TEXTBOOKS

Charlton, M. and P. Barker (Eds) Crosscurrents. Contemporary Political Issues 4th edition, 2002

White, W.L. et al Introduction to Canadian Politics and Government 7th edition, 1998

CLASSROOM FORMAT

The class will be set up in groupings of 5 students at each table. Much of the material in this course will be discussed in small groups and then summarized in the larger group. The first part of each class will be lecture and discussion, and the second half will be informal or formal debates of current political issues.

METHODS OF EVALUATION

1. Examinations (worth 55% of final grade)

There are two examinations, the first on October 22nd is worth 30% and the second during the final examination week is worth 25%.

a. Mid term examination

This exam will cover chapters one through and including six of the text by White et al. Expect short answer, fill in the blank, and true false questions. You will have 2 hours to complete the exam.

b. Final examination

This exam will cover chapters seven through eleven of the text by White et al. Expect short answer, fill in the blank, and true false questions. You will have 2 hours to complete the exam.

2. Participation (worth 10% of final grade)

Your participation in both the small and large groups will be evaluated. The class will decide on the criteria for evaluating participation.

As this is a discussion class and your input is valuable not only for your own intellectual development but for everyone you share your thoughts with, I expect you will come to every class, be on time, and not leave early. I realize you are adult learners and can make your own choice on this matter. Each missed class will result in 1% off the 10%, regardless of excuse (every excuse is valid), and .5% will be taken off for late arrivals (class starts at 6:05 pm) and early exits (class ends at 8:50 pm).

3. Debate (worth 15% of final grade)

Political issues and the positions taken around these issues are fascinating to analyze and re-enact. You will be participating in 1 formal debate this semester.

You will be placed into groups of five based on your interest in a particular issue. Not all the issues listed in Charlton and Barker will be open to choice. See class schedule.

For next class (Sept. 10th) come to class with 3 choices of issues you would like to debate. You will be placed into groups based on your choices.

In each group there will be 2 arguing the Yes position, 2 arguing the No position, and 1 facilitator/referee.

The Debate Itself:

It will last approximately 40 to 50 minutes. The referee will be responsible for ensuring the debate follows protocol (time, interruptions, etc.)

The basic format for our debates will be as follows:

1. Yes position presents their point of view (10 minutes maximum)
2. No position presents their point of view (10 minutes maximum)
3. Yes provides a rebuttal (10 minutes maximum)
4. No provides a rebuttal (10 minutes maximum)

5. Audience questions /comments (time undefined)

Evaluation of Presenters (not referee)

The evaluation criteria will be decided by the class. Each presenter is evaluated individually.
5% of the 15% will be my evaluation based on the criteria set by the class.
10% will be the class' evaluation.

Evaluation of the Referee (worth 10% of final grade; Position paper worth 25%)

5% - The Referee will give a 5 minute overview of the topic under debate. Ensure you know your topic and do not regurgitate positions as presented in the readings. You will need to do some research on this topic.

5% As a facilitator the referee will:

- ensure the basic format for a debate is followed (steps 1 to 5 above)
- manage the interruptions
- manage the time frames
- manage the questions and comments being raised by the audience
- ensure 5 to 10 minutes is left before the end of class for evaluations to be completed

I will be evaluating the referee based on these criteria.

4. Position (Argumentative) Paper (worth 20% of final grade)

The format for this essay is presented in the Appendix of Charlton and Barker, p. 503.

This paper is based on the formal debate you participated in. Regardless of your position during the debate or whether you were the referee, write the paper using the format in the Appendix.

Criteria: 5 to 7 pages, typed, double spaced, title page;

Marking: I will use the checklist on p. 508 in Charlton and Barker. The scale for each question will be good (3 marks), okay (2 marks), or poor (1 mark).

Due: 2 weeks after your formal classroom debate. Late papers are penalized 2% off 20% per day late.

CLASS SCHEDULE

September 3	Introduction/Syllabus Chapter one - White
September 10	Setting up debates/evaluation criteria Informal debate

PART II – CONSTITUTION

September 17

Chapter two – White
Informal debate

September 24

Chapter three - White
Formal debate #1**Debate #1 Options:**

1. Is the CRF anti-democratic?
2. Is Constitutional reform necessary?
3. Are Canada's Child Porno laws unconstitutional?
4. Is the Clarity Act good for Canada?

PART III – POLITICAL PROCESS

October 1

Chapter four – White
Formal debate #2

October 8

Chapter five – White
Formal debate #3

October 15

Chapter six – White
Formal debate #4**Debates #2, 3,4,5, Options:**

1. Should representation in Parliament mirror Canada's Social Diversity?
2. Should voting be made mandatory?
3. Should Canada adopt proportional representation?
4. Do referendums enrich democracy?
5. Are "dirty hands" necessary in politics?

October 22

MID TERM EXAMINATION

October 29

Chapter seven – White
Formal debate #5

PART IV – GOVERNMENT

November 5

Chapter eight – White
Formal debate #6

November 12

Chapter nine – White
Formal debate #7

November 19

Chapter ten – White
Formal debate #8

November 26

Chapter eleven – White
Informal debate

December 3

World Politics / Review

Debates #6,7, and 8 Options:

1. Is the Prime Minister too powerful?
2. Should party discipline be relaxed?
3. Do the courts engage in dialogue with the legislatures?