

	<p>School of Arts & Science CRIMINAL JUSTICE DEPARTMENT</p> <p>CRIM 235-001 Aboriginal People and Justice 2007W</p>
---	---

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Kelli Moorhouse	
(b)	Office Hours:	M – 1 to 2:30; T 12:30 to 1:00; W 12:30 to 1:00; Th 12:30 to 1:00;	
(c)	Location:	Young 200	
(d)	Phone:	370-3431	Alternative Phone:
(e)	Email:	Moorhouse@camosun.bc.ca	
(f)	Website:	Moorhouse.disted.camosun.bc.ca	

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Identify the impact of colonization on Aboriginal peoples with reference to the broader social, political and economic context.
2. Describe the incidence of Aboriginal involvement in crime and the problems faced by Aboriginal people in the criminal justice system.
3. Describe the effect of non-Aboriginal responses to Aboriginal crime vis-à-vis the police, courts and corrections.
4. Identify and explain the factors that contribute the over-representation of Aboriginal people in the criminal justice system.
5. Articulate the findings of major court decisions relating to Aboriginal people, the impact of these decisions on the criminal justice system and the development of aboriginal-based justice initiatives.
6. Research, analyze and present a critical analysis of an Aboriginal justice initiative.

3. Required Materials

(a)	Texts	Crim 235 Required Readings 2006 Ross, R. (2006) Return to the Teachings. Exploring Aboriginal Justice. Toronto, Pearson.
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

METHODS OF EVALUATING YOUR LEARNING

1. Reflections on Readings (25%)

This is a course designed to offer you an opportunity to personally connect with the course material. You might want to reflect on how the readings, using specific examples, impact you personally or you might find it meaningful to focus on how the readings are relevant to you at a professional level. That is, what are the implications for practice in the field of criminal justice. My expectation is that your reflections demonstrate that you have read the readings!

Instructions:

For each topic area in the course, you will be submitting a 'journal entry.' The topic areas (see the class schedule) are as follows:

1. Setting the Context – History, Policy and Community (due: February 2nd)
2. Crime, Criminals, Victims (due: February 9th)
3. Mainstream Injustice (due: February 23rd)
4. Historical and Current Relations with Police (due: March 9th)
5. Sentencing (due: March 16th)
6. Incarceration and Release (due: March 23rd)
7. Aboriginal Justice Initiatives (due: March 30th)

8. Return to the Teachings (Ch. 1 and 2) (due: March 23rd)
9. Return to the Teachings (Ch. 3 through 7) (due: March 30th)
10. Return to the Teachings (Ch. 8 through 12) (due: April 13th)

Due Date: Except for the three entries associated with the Return to the Teachings, each entry is due in class on the date following the topic area. For example the first topic (Part I) is addressed January 12, 19th and 26th. Your entry would be due on February 2nd. If you are unable to make it to class you are expected to email your entry to me by noon on the due date (no exceptions please).

Format:

Typed, double spaced, approximately three pages in length, your name and a title at the top of the page (no cover is necessary), 1 inch margins, and 12 font – Times New Roman or Arial. Please check your spelling and grammar before submitting your entry as well.

Marking:

The marking is subjective! I will be examining the quality and quantity of your responses. For quality, it is your analysis and insight that differentiates an excellent response from a satisfactory response. The length of your entries (3 pages are excellent, 2 are good) also differentiates an A range from a C range grade. I will use the following grading scale for each entry:

- 5 = excellent (A range)
- 4 = good (B range)
- 3 = fine (C range)
- 2 = lacking in quality or quantity

2. Attendance (10%)

Your presence is appreciated. This class is primarily organized as a seminar meaning that your participation in discussions of the readings is necessary.

3. Final exam (40%)

This course has an open book final exam that will be given during the final exam week. It is based on the first five learning objectives (see page 1 of this syllabus) so as we proceed through the course I would encourage you to be writing out responses to these learning objectives. You might find it useful to break down the learning objectives and rephrase them as questions. For example, "what are the specific problems faced by aboriginal persons in the criminal justice system?" and then more specifically you could break this down into the areas of policing, courts, sentencing, and corrections. You will have three full hours during the scheduled exam time.

4. Research Paper (25%) (due: February 16th)

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	50%
(b)	Quizzes	
(c)	Exams	40%
(d)	Other (eg, Attendance, Project, Group Work)	Attendance 10%

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy

E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED