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

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|-----|---------------|---|--------------------|--|
| (a) | Instructor: | Kelli Moorhouse | | |
| (b) | Office Hours: | Monday 11:30 to 2:30; Tuesday and Thursday 10:30 to 12:30 | | |
| (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 2007 Ross, R. (2006) Return to the Teachings. Exploring Aboriginal Justice. Toronto, Pearson. |
| (b) | Other | Online Readings |

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. Journaling (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 content of a reading, a video, or class discussion impacts you personally. Conversely, you may find it meaningful to focus on how the reading, video or class discussion might impact you on a professional level. That is, what are the implications for practice in the field of criminal justice.

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 a final exam that will be given during the final exam week. It is based on the first four 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. The format for the final exam is short essay and / or short answer. You will have three full hours during the scheduled exam time.

4. Research Paper and Presentation (25%)

This is a written assignment intended to address the final learning objective for this course. You will examine an aboriginal justice initiative in Canada. As this is a critical analysis you will want to answer the 5 W's (who, what, where, why, when) and the 1 H (how). The initiative you examine can be in any area of criminal justice such as policing, sentencing, courts, corrections, restorative justice.

WEEKLY SCHEDULE OF TOPICS (SEE BELOW)

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

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|-----|---|----------------|
| (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 |
|------------|-------|---|-------------------------|
| 90-100 | A+ | | 9 |
| 85-89 | A | | 8 |
| 80-84 | A- | | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | B | | 5 |
| 70-72 | B- | | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 ^d course attempt or at the point of course completion.) |
| 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. |

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

PART ONE SETTING THE CONTEXT – History, Policy, Community

Sept. 5th INTRODUCTION TO THE COURSE

Sept. 10th NATIVE ASSIMILATION LAWS
THE DISPOSSESSED

👉 Read for today's class:

"Protection, Civilization, Assimilation: An Outline History of Canada's Indian Policy"

Royal Proclamation of 1763

http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html

Sept. 12th EFFECTS OF COLONIZATION

👉 Read for today's class:

"Colonization and the Imposition of Criminal Law"

"The Legacy of Canadian Colonialism"


Sept. 17th and 19th COMMUNITY AND DEMOGRAPHICS
THE FORGOTTEN PEOPLES

👉 Read for these two classes:

"Deconstructing Community: The Theory and Reality of Communities in Aboriginal Restorative Justice"


"Canada's Off-Reserve Aboriginal Population"

Online Reference: (recommended download) Canadian Criminal Justice Association. Aboriginal People and the CJS <http://www.ccja-acjp.ca/en/abori.html>


Sept. 24th**VICTIMS AND CRIMINALS – males, females, youth** Read for today's class:

“Victimization and offending among the Aboriginal population in Canada” pp. 1 – 8; 20-21 (endnotes 1 to 44); 24;

Victimization and offending among the Aboriginal population in Canada” pp. 8 – 18; 21-22 (endnotes 45 to 74); 25-27

Sept. 26th**CRIME AND OVERREPRESENTATION** Read for today's class:


“Communities and Conflict: Offending Patterns and Over-Representation”

Oct. 1st**THE JUSTICE INQUIRIES
NO TURNING BACK** Read for today's class:

Online reading (please download for next class if you haven't already)
Canadian Criminal Justice Association. Aboriginal People and the CJS
<http://www.ccja-acjp.ca/en/abori.html>

Oct. 3rd

THE LEGISLATION / POLICIES

 Read for today's class:

Government Policies

RCMP First Nations Community Policing Service www.rcmp.ca/pdfs/fncps.pdf

Canada. First Nations Policing Policy. http://ww2.psepc-sppcc.gc.ca/abor_policing/fir_nat_policing_e.asp


“Policy and Program Overview 2007”

Oct. 8th

THANKSGIVING (NO CLASS)

Oct. 10th

DISCRIMINATION AND PREJUDICE TWO WORLDS COLLIDING


 Read for today's class:

Helen Betty Osborne: Conspiracy of Silence

The Story of Minnie Sutherland: Death by Policing Stereotype?

Oct. 15th

POLICING COMMUNITIES

 Read for today's class:

“Experiences in the field”

“Policing and Security in four remote aboriginal communities”

“First Nations Peoples and Law Enforcement: Community Perspectives on Police Response” (optional)

PART FIVE

COURTS AND SENTENCING

Oct. 17th and 22nd **SECTION 718.2(E)**
GLADUE
CIRCLES


 Read for Oct. 17th class:

Empty Promises: Parliament, the Supreme Court, and the Sentencing of
Aboriginal Offenders

Sentencing within a restorative justice paradigm: procedural implications of R. v.
Gladue

PART SIX REALITIES IN CORRECTIONS


Oct. 24th **INMATE PROFILES**
RISKS and NEEDS

 Read for today's class:

“First Nations, Métis, Inuit and Non-Aboriginal Federal Offenders: A
comparative Profile” www.csc-scc.gc.ca/text/rsrch/reports/r134/r134_e.shtml

Aboriginal offender survey: case files and interview sample http://www.csc-scc.gc.ca/text/rsrch/reports/r61/r61e_e.shtml (note: there is a synopsis of this study located in the “FORUM On Correctional Research – Jan 2000” that was given to you)

Oct 26th **MANAGEMENT, CONTROL AND RELEASE**

 Read for today's class:


“Canadian Correctional Policy and Native Inmates: The Control of Social
Dynamite”

“Aboriginal offenders and full parole: a profile” (in Forum p. 61 – 64)

“Release potential of federally sentenced Aboriginal inmates in communities”
(in Forum p. 53 – 56)

Oct. 31st

**CORRECTIONAL PROGRAMS
CIRCLES OF JUSTICE**

 Read for today's class:

“Okimaw Ohci Healing Lodge. No Walls, No Wire, But I will Never Run Away”

“Okimaw Ohci Healing Lodge: A federally sentenced women's initiative” (in Forum p. 48 – 50)

“Programs for Aboriginal Offenders: A national Survey” (in Forum p. 45 -47)


“The Path to Personal Growth and Healing”

PART SEVEN

RESTORATIVE JUSTICE AND THE CJS RESPONSE

Nov. 5th


THE UN DECLARATION

 Read for today's class:

“Critical Analysis of the United Nations Declaration of Basic Principles on the Use of Restorative Justice Programs in Criminal Matters” (see the appendix in particular) www.restorativejustice.org/resources/docs/nadeau

Nov. 7th

THE DEBATE

 Read for today's class:


“Can Restorative Justice Programs Solve the Problem of Overrepresentation of Aboriginal People in Canadian Jails?”

Nov. 12th

NO CLASS – THANKSGIVING

Nov. 14th

THE ABORIGINAL JUSTICE STRATEGY

 Read for today's class:

“Governing aboriginal justice in Canada: Constructing responsible individuals and communities through ‘tradition’

“The ‘new’ justice: Some Implications for aboriginal communities”


“Aboriginal Justice Strategy” (preview the site) www.justice.gc.ca/en/ps/ajs/

PART EIGHT

RETURN TO THE TEACHINGS


Nov. 19th

**THE MOVEMENT TOWARDS TEACHING AND HEALING
HEALING INSIDE THE WHIRLWIND OF SEXUAL ABUSE**

 Read for today's class: "Return to the Teachings" Chapters 1 and 2


Nov. 21st

**DIGGING FOR THE ROOTS OF THE HEALING VISION
TOWARDS A FLUID REALITY
HOLLOW WATER**

 Read for today's class: "Return to the Teachings" Chapters 3 and 4


Nov. 26th

**WATCH YOUR LANGUAGE
THE FIRST STEP TO RECONNECTION**

 Read for today's class: "Return to the Teachings" Chapters 5 and 6


Nov. 28th

**THE HEALING PATH HAS POTHOLES TOO!
THE WHIRLPOOL VISION OF CRIME**

 Read for today's class: "Return to the Teachings" Chapters 7 and 8


Dec. 3rd

**AT THE CROSSROADS: RESPONDING TO THE ABUSE OF POWER
IN SMALL COMMUNITIES
CHOOSING THE HEALING PATH**

 Read for today's class: "Return to the Teachings" Chapters 9 and 10

Dec. 5th

**GETTING STARTED ON THE HEALING PATH
AND FINALLY...THE STARTING POINT**

 Read for today's class: "Return to the Teachings" Chapters 11 and 12

Final Exam – TBA (During the Final Exam week)