



**School of Arts & Science**  
**CRIMINAL JUSTICE DEPARTMENT**

**CRIM 188-01 and 02**  
**Issues in Criminal Justice**  
**Winter 2009**

## **COURSE OUTLINE**

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This course examines a variety of topical issues facing criminal justice: the overrepresentation of aboriginal peoples; sex offending; the relationship between mental health, addiction and crime; moral panics; and the role of media with regard to crime and justice. Students are introduced to group work skills and policy analysis. (T pending)

### **1. Instructor Information**

- (a) Instructor: KARIN KAERCHER
- (b) Office hours: Mon/Wed. 12:30- 1:30; Tues/Thurs. 10:30 – 12:00
- (c) Location: Young 210 A
- (d) Phone: 370-3333
- (e) E-mail: [Kaercher@camosun.bc.ca](mailto:Kaercher@camosun.bc.ca)
- (f) Prerequisite: Crim154
- (h) Class Time: Mon - Wed – (01) 9:00-10:20 (02) 11:00 -12:20

### **2. Intended Learning Outcomes**

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

1. Explain the concepts of human rights, social justice, and harm reduction.
2. Explain the role of the media in the creation and maintenance of moral panics (sex offenders, serial killers, missing children) and in the spread of misinformation about criminal justice.
3. Research and present findings on the political, legal, social, and economic effects of Canada's colonization of aboriginal people.
4. Describe the various roles associated with effective team work.
5. Use effective group work skills to complete a group project.
6. Explain how policy is developed within criminal justice and its implications for practice.

***In order to successfully achieve the stated learning outcomes, it is expected that students will attend all classes and that, on average, students will spend three hours of outside class preparation for each hour of in-class instruction.***

### 3. Required Materials

(a) Texts: **Crim 188 Course Readings available in the Bookstore**

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### 4. Course Content and Schedule

**Week 1**      **Introduction to course topics and expectations  
Building a class culture**

**Week 2**      **Introduction to effective team/group work**

**Purpose:** To introduce students to the importance of effective group work, effective communication between group members and the management of conflict.

**Reading #1** Introducing group and team principles and practice

**Reading #2** Managing conflict and team relationships

**Week 3**      **Evaluation of Media information**

**Purpose:** To introduce students to media literacy and to examine strategies employed by popular media in conceptualizing, creating and perpetuating definitions of crime

**Reading:** Skills for thinking critically

**Week 4**      **Myths and moral panics**

**Purpose:** To examine the creation of crime myths and moral panics, by identifying the mythmakers and the policy responses.

**Reading #3** The social construction of crime myths

**Reading #4** The myth and fear of child abduction

**Week 5**      **Experiences of Aboriginal People in Canada**

**Purpose:** To examine the impact of colonization and assimilation practices on Indigenous Peoples in Canada

**Reading #5:** Protection, colonization, assimilation: An outline history of Canada's Indian policy

**Reading #6:** Colonization and the imposition of criminal law

## **Week 6      Introduction to Policy analysis**

**Purpose:** To analyze the social, political, legal and economic context of policy development and implementation within the justice field

**Reading #7:** Harm reduction policies and programs for persons involved in the criminal justice system

**Supplemental Reading:** James D. Wright (2001) *Public Policy Analysis* in Encyclopaedia of Sociology. New York: MacMillan Reference USA

Available at:

<http://go.galegroup.com/ps/i.do?action=interpret&id=GALE%7CCX3404400294&v=2.1&u=vict10540&it=r&p=GVRL&sw=w&authCount=1>

## **Week 7/8      Human Rights, Social Justice and Harm Reduction**

**Purpose:** To clearly define the concepts of human rights, social justice, and harm reduction and to examine their application to justice policy.

**Reading #8:** Human Rights – See UN Declaration of Human Rights” at <http://www.un.org/Overview/rights.html>

**Reading # 9:** Weisheit, R. and F. Morn (2004) *Pursuing Justice*. Toronto: Thomsom Wadsworth.

**Reading # \_\_\_\_** Canadian HIV/AIDS Legal Network (2007) Do not Cross: Policing and HIV Risk Faced by People who use Drugs Available at: <http://www.aidslaw.ca/publications/publicationsdocEN.php?ref=715>

**Reading # \_\_\_\_** Recalibrating the regime: The need for a Human Rights-Based Approach to International Drug Policy, available at:

<http://site.ebrary.com.ezp.camosun.bc.ca:2048/lib/camosun/Doc?id=10216242>

## **Week 9      Oral presentation Skills**

**Purpose:** To introduce students to the mechanics of good oral presentations including the planning of a group presentation and effective delivery skills.

Individual presentations on research findings of the Experiences of Aboriginal People in Canada, social justice, human rights, or harm reduction

## **Week 10      Group Presentations**

<b>Week 11</b>	<b>Group Presentations</b>
<b>Week 12</b>	<b>Group Presentations</b>
<b>Week 13</b>	<b>Group Presentations</b>
<b>Week 14</b>	<b>Reflecting on team/group work experiences and Wrap up</b>

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## **5. Basis of Student Assessment (Weighting)**

### **a. Team/Group Work Reflections**

3 reflections x 5% **15%**

This course introduces students to the importance of group work within the justice field and as such will work within three different groups. Groups will be formed in three different ways: self selected, instructor assigned, and random assignment. Upon dissolution of each group, students will write a brief reflection essay on their experiences.

### **b. Written Report on the effect of residential school experiences on Aboriginal people in Canada **20%****

This assignment consists of a 6-8 page referenced paper discussing your findings on the topic. An assignment guideline will be distributed and reviewed in class.

**DUE DATE: Feb. 23, 2009**

### **c. Oral Presentations **15%****

There are two presentations that students will be making in class; one brief 5 minute individual presentation and a 40-45 minute group presentation on the group's policy report. Groups are required to meet with me one week prior to their presentation date to prove their readiness to present. The presentation dates will be drawn in class and the written report on the policy findings is due one week after the presentation. The group presentation mark is a group-shared mark.

-individual presentation (5%)  
-group presentation (10%)

**DUE DATE: VARIOUS**

### **d. Written (group) Report on Policy Analysis findings **15%****

An assignment guideline describing this assignment will be distributed in class.

**DUE DATE: VARIOUS**

**e. Participation****10%**

Participation grades will be assigned based on attendance, participation in class and within the context of group work. Your final mark will be determined by my assessment of your participation, your assessment, and your group member's assessment within the context of group activities. Whatever is earned can be severely impacted by your failure to attend class. Each class that is missed results in a loss of 1 earned mark.

**f. Final Exam****25%**

This will be scheduled during the final exam week. It will consist of true/false statements, short answer questions, and short essay responses.

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**6. 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

***A standing of INC will only be awarded upon prior arrangement between teacher and student, subject to supporting documentation.***

***This course is considered a Criminal Justice core course and therefore a student must achieve a C grade or better to receive transfer credit.***

**What do the grades mean?**

- A: Designating a “superior level of achievement”, a letter grade of A is awarded to the student who surpasses course expectations by doing additional reading and research, and by providing well thought-out and clearly expressed ideas on exams and assignments. The student demonstrates outstanding organizational, analytical and critical thinking skills, as well as added resourcefulness in meeting course requirements.
- B: Designating a “high level of achievement”, a letter grade of B is awarded to the student who exhibits substantial comprehension of course reading and lecture materials and is able to reflect this knowledge orally and in writing. The student demonstrates analytical thinking skills and clearly performs above average in meeting course requirements.

- C: Designating a satisfactory or “sufficient level of achievement”, a letter grade of C is awarded to the student who completes all course requirements and has a competent understanding of the course materials. Further improvement is attainable with effort and refined reading, writing, analytical, and organizational skills.
- D: Designating a “minimum level of achievement”, a letter grade of D is awarded to the student who generally performs below average, does not show signs of having read the assigned readings or is unable to present ideas in writing in sufficient clarity or detail. The student may need remedial assistance to improve reading/writing skills.
- F: Designating “below minimum level of achievement”, a letter grade of F is awarded to the student who fails to meet all or most course requirements. This may be due to poor attendance, hastily prepared assignments, not having done the readings or some other correctable problem.
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## **7. Instructional Policies**

### **1. Attendance and Participation**

Regular attendance and participation in class is required. Students will be deducted 1 mark (out of the 10 allotted to participation) for each class that they miss. This rule applies to all classes including those in which students are doing oral presentations. It is expected that students will arrive to class on time and that, during class, students will be attentive, non-disruptive, open-minded, constructive, and respectful of others.

### **2. Late Penalty**

Students having a legitimate concern about meeting the due dates should consult with the instructor well in advance.

All assignments must be completed and submitted by the date assigned. All late written assignments will be penalized by 20% of the total mark per day.

**Students may negotiate the late submission of one assignment in the semester; please come see me if you think you need to make use of this permission.**

### **3. Written Assignment Requirements**

Written Assignments for this course must be typewritten and double-spaced. Written assignments must be submitted to the instructor at the beginning of class. Assignments received at the end of class or not given directly to the instructor as noted may be penalized as defined under #2.

All assignments submitted for evaluation must be original and produced for the purposes of this course only. All assignments must be prepared by each student individually, unless I have given permission for a group submission.

### **4. Course Completion Requirements**

Students must complete all evaluative requirements (reflections, individual paper, group report, oral presentations and final exam) to receive a passing grade for the course. Students failing to complete all the requirements will receive an F grade.

**5. Plagiarism**

If you are concerned about your ability to properly credit and cite references, please come see me ASAP. I am here to help you!!!

Plagiarism is considered a serious academic offense. If plagiarism is documented by your instructor, the penalty will be an automatic "0" for that assignment. A general rule to follow is that 5 or more consecutive words taken from a document or other source should be placed in quotations and referenced appropriately; all other paraphrased information should be credited using a parenthetical citation.

**6. Cheating/Academic Dishonesty/Student Conduct**

The Criminal Justice Department has a clearly articulated policy on cheating and student conduct, as does the College. Cheating may result in suspension and the potential loss of a career in the criminal justice field. Please refer to a current College Calendar and the Criminal Justice Orientation Manual.

**7. Course Withdrawal**

The last day to withdraw from this and other Winter 2009 courses without receiving a failing grade is March 9, 2009.

**8. Mark/Grade Challenges and Appeals**

A student who is seeking to question a mark and/or informally resolve a grade appeal with the course instructor must clearly articulate in writing the specific element of the test or assignment being questioned and provide written reasons/arguments supporting why the mark/grade should be changed. The College appeals process is outlined on pages 34 of the 2008/2009 Camosun College Calendar.

**9. Student Responsibility**

It is each student's responsibility to familiarize her/himself with course/program and college policies. Students experiencing difficulties throughout the semester are encouraged to talk to the course instructor at the earliest opportunity.

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**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](http://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.