



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	KELLI MOORHOUSE		
(b)	Office Hours:	Monday through Thursday 11:30 to 12:30; Tuesday and Thursday 9:00 to 9:30		
(c)	Location:	Young 210B		
(d)	Phone:	370.3335	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

1. Outline the legislative basis, structure and functions of the various components of the Canadian criminal justice system.
2. Identify how each component of the criminal justice system interrelates with other components and with the larger society within which it operates.
3. Track the process of an accused person through the critical decision-making points of the Canadian criminal justice system.
4. Identify and critically discuss contemporary issues affecting the structure and operations of the Canadian criminal justice (e.g. youth justice, female offenders and Aboriginal justice).

3. Required Materials

- (a) **Griffiths, C.T. (2011).** Canadian Criminal Justice. **A Primer. 4th ed.** Thomson Nelson

RECOMMENDED MATERIALS:

Writing Reference Manual for the Criminal Justice Program
 Canadian Criminal Code

4. Course Content and Schedule

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

THE CRIMINAL JUSTICE SYSTEM - AN OVERVIEW

Sept. 7th / Sept. 9th / Sept. 14th / Sept. 16th

Week 1:

- Introduction to the Course

- Website for textbook
- Website for course
- What is the Criminal Justice System? (pp. 3-5)
- What is 'justice'? Whose Law? Whose Justice? (pp. 25-26)
- The Role and Responsibilities of Governments in Criminal Justice (p. 5-11)
- The Flow of Cases through the CJS / the Crime Funnel (p. 11-14)
- The Foundations of the Legal System (pp. 14-23)
- Models of Criminal Justice Administration (pp. 23-25)
- The Emergence of Restorative Justice (pp. 26-30)
- Is the Criminal Justice System a "system"? (pp 30-32)

Week 2:

- Challenges in Criminal Justice:
 - Addressing the High Cost of Crime and CJ (p. 37)
 - Ensuring "justice" in a multicultural society (pp. 37-38)
 - Responding to Organized Crime and Terrorist Threats (p. 39)
 - Meeting the needs of Special Groups of Offenders (p. 39)
 - Adapting the Administration of Justice to the task environments (p. 40)
 - Addressing Public Perceptions of crime and the CJS (pp. 40-42)
 - Increasing Community Involvement ... (pp. 42-45)
 - Developing Effective CJ Policy and Programs (pp. 45-46)
 - Gathering accurate information on Crime rates/patterns (pp. 46-47)
 - Addressing Issues in First Nations/Inuit Communities (pp. 47-49)
 - Providing effective Programs for Victims of Crime (pp. 49-51)
 - Providing Financial Compensation for Crime Victims (pp. 52-55)
- The Criminal Code – Activity – Bring a Criminal Code to class

Week 3:

Sept. 21st VISIT TO COURT HOUSE TODAY – MEET AT 12:30 p.m. at the Court House
(classroom under the stairs off Blanshard Street)

POLICING IN CANADA

Sept. 23rd / Sept. 28th / Sept. 30th / Oct. 5th / Oct. 7th / Oct. 12th

Week 3: Sept. 23rd

- A Brief History of Policing (pp. 61-62)
- Defining Police Work (pp. 62-63)
- Police Work in a Democratic Society (pp. 63-68)
- The Structure of Policing (pp. 68-80)

Week 4: Sept. 28th / Sept. 30th

- Police Occupation (pp. 81-82)
- Structures of Police Governance (pp. 82-84)
- Wrongdoing in Police Work (p. 84)
- Police Accountability (pp. 84-89)
- The Evolution of Police Practice (pp. 123-124)
- Community Policing (pp. 124-141)

Week 5: Oct. 5th / Oct. 7th

- Police Powers:
 - Charter Rights (pp. 93-94)
 - Detain and Arrest (pp. 95-98)
 - Search and Seizure (pp. 98-102)
 - Entrapment (pp. 102-104)
 - Use of Force (pp. 104-111)
 - Video: "Inside the Interrogation Room"
- Measuring the Effectiveness of Police Strategies (pp. 142-145)
- Police Discretion and Decision Making (pp. 111-113)

Week 6: Oct. 12

- The Police and Visible / Cultural Minorities (pp. 113-117)
Video: "Two Worlds Colliding"

October 14th – Examination #1

COURTS

Oct. 19th / Oct. 21st / Oct. 26th / Oct. 28th / Nov. 2nd / Nov. 4th / Nov. 9th / Nov. 16th

Week 7: Oct. 19th / Oct. 21st

A. Courts:

- The Provincial Court System (pp. 152-153)
- Federal Courts (p. 153)
- Where do Judges Come from? (pp. 153-154)
- Specialized Provincial Courts (pp. 154-161)
 - Video: "The Vancouver Drug Treatment Court"

B. Pre-Trial Activities (see figure 7.1 on p. 180):

- Laying an Information and Laying a Charge (pp. 178-179)
- Compelling the appearance of the accused
 - Appearance notice (p. 179)
 - Summons (p. 179-180)
 - Arrest (pp. 180-181)
 - Pre trial release by the police (p. 181)
 - Judicial Interim Release / pre-trial remand (pp. 181-184)
- First Appearance or Arraignment / plea (p. 188)
- Plea Bargaining (pp. 188-191)
 - Video: "Let's Make a Deal"

Week 8: Oct. 26th / Oct. 28th

C. Trial:

- Mode of Trial (pp. 164-168)
 - Preliminary Inquiry (p. 167)
- The Trial (pp. 191-199)
- Appeal (p. 199)

D: Current Issues:

- Access to Legal Aid (pp. 185-186)
- Fitness to Stand Trial (pp. 186-188)
- Delay and Backlog (pp. 171-172)
- Judicial Accountability (pp.168-171)
- Security Certificates (pp. 184-185)
- Crime Victims and the Court Process (p. 200-201)
- Restorative Justice Approaches (pp. 201-204)
- Wrongful Convictions (pp. 204-206)

Week 9: Nov. 2nd / Nov. 4th

E. Sentencing:

- Purpose and Principles of Sentencing (pp. 213-215)
- Sentencing Options (pp. 215-219)
- Concurrent and consecutive (p. 219)
- Judicial Determination (p. 219)
- Judicial Restraint Order (p. 219)
- How do Judges Decide? (pp. 220-228)
 - Statutory guidance (S. 718 CCC) (p. 223-224)
 - Maximums and minimums (p. 224-225)
 - Appellate decisions / legal precedents (p. 225)
 - Aggravating and mitigating factors (p. 225-226)
 - Pre-sentence report (pp. 227-228)
 - Gladue Reports (pp. pp. 226-227)

Week 10: Nov. 9th

- Additional Sentencing Options:
 - Extraordinary Measures (pp. 228-229)
 - Sentencing and Crime Victims (pp. 229-231)
 - Sentencing and Restorative Justice (pp. 232-235)
- Measuring Effectiveness of Sentencing Options (pp. 235-137)

November 11th – Remembrance Day – No Class

Week 11: Nov. 16th

- Diversion (pp. 243-246)
- Probation (pp. 246-252)
- Intermediate Sanctions (pp. 253-254)
- Conditional Sentences (pp. 254-256)
- Electronic Monitoring (pp. 256-259)

November 18 – Examination #2 – American Criminology Conference

CORRECTIONS

Nov. 23rd / Nov. 25th / Nov. 30th / Dec. 2nd / Dec. 7th / Dec. 9th

Week 12: Nov. 23rd / Nov. 25th

- **Correctional Institutions:**
 - Structure (pp. 265-272)
 - Life Inside Prison (pp. 272-273)
 - Doing Time (pp. 279-283)
 - Video “Doing Time”
 - Assessing Inmate Risk / Needs (pp. 283-285)

 - Treatment Programs (pp. 285-295)
 - Video: “K-9 Corrections”
 - Managing Correctional Institutions (pp. 273-276)
 - Working in Corrections (pp. 276-279)
 - Accountability (pp. 294-296)
 - How Effective is Incarceration? (pp. 296-297)

Week 13: Nov. 30th / Dec. 2nd

- **Release and Re-Entry**
 - Parole Process (pp. 305-306) / Parole Flow Chart (p. 308)
 - Conditional Release (306-309)
 - Release Options for Provincial / Territorial Inmates (pp. 309-311)
 - Release Options for Federal Inmates (pp. 311-317)
 - Parole Board Decision Making (pp. 319-324)

 - Reintegration Process (pp. 324-329)
 - Parole Supervision (pp. 330-336)
 - Video: “Easy Out”

Week 14: Dec. 7th / Dec. 9th

- Special Categories of Offenders (pp. 317-319)
- Victims and Conditional release (p. 319)
- Recidivism among Parolees (pp. 337-340)
- Does Parole Work? (p. 340)
- Revisiting Accountability (pp. 340-345)
 - Video: “One Hundred Days of Freedom”

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments – 60%

- (b) Quizzes
- (c) Exams – 40%
- (d) Other (e.g., Attendance, Project, Group Work)

1. Court Report – Summary and Observations (5%)

Due dates: September 28th (midnight) for initial post; Responses to classmates due by October 5th (midnight)

This will be posted to the discussion area on the D2L. The link is under “discussions” and then “Court Report”. There is 4% set aside for the post and 1% for your quality response to 2 classmates’ posts.

This report is based on your observations from our court visit on September 21st. There are two parts to your report: 1) provide a summary of what you attended and 2) provide a one to two paragraph summary on your observations about the atmosphere, pace, players, etc.

Note. For the first part include the following as applicable:

- the charge(s) or offence(s) – Criminal Code sections if possible
- the level of court in which the case is being heard
- the identity of the accused(s), Crown Prosecutor, Defense lawyer
- the nature of the offence (brief description)
- the nature of the proceedings
- the outcome (sentence, judicial reason for sentence)

Specific instructions for the post:

1. Do NOT attach as a word document. I would suggest you write up a word document then highlight it, and paste it .
2. Use a heading to indicate your “summary of what was attended” and then use a second heading “summary of observations”
3. Put a title into the title box.
4. Your post will not be visible to you until the 29th of September – don’t panic. If you want to ensure that your post was submitted you can email me and I will check for you.
5. Don’t forget to read your classmates’ reports and respond to any 2 – your responses should encourage further discussion.

Grading Rubric: I will loosely follow the grading rubric shown below for the discussion posts.

2. Discussion Posts (3 posts) (15% of final grade)

There are many interesting topics and issues that arise when examining the criminal justice system in Canada. You will be required to develop a response to a few of these questions and post your responses. Please do not have your responses submitted as attachments (e.g. as a word doc) but instead cut/paste your answer to the question. In the subject area, write down the question you are answering.

Note. Choose any 3 of the 5 weeks below and then choose 1 question to answer. For example you might choose to respond to question b for week 5; question a for week 9; and question c for week 10.

Grading Rubric:

	<u>Marks / 5</u>
Responds appropriately to the question(s) Discussion thoroughly relates to the discussion question(s) Response is within 15 to 25 lines Responds to two classmates' notes in the thread (posts) Always demonstrates proper online etiquette	<u>4.25 - 5</u>
Responds appropriately to the question(s) Response is approximately 10 to 25 lines Discussion mostly relates to the discussion question(s) Responds to two classmates' notes in the thread (posts) Often demonstrates online etiquette	<u>3.5 - 4.25</u>
Responds appropriately to the question(s) Response is between 5 and 10 lines Discussion somewhat relates to the discussion thread Responds to one classmates' note in the thread Sometimes demonstrates online etiquette	<u>3 - 3.5</u>
Responds appropriately to the question(s) Response is between 5 and 10 lines Discussion loosely relates to the discussion question Does not respond to another classmates' note in the thread	<u>2 - 3</u>
Does not respond appropriately to the question(s) Response is less than 5 lines Discussion not related to the discussion question(s) Does not respond to another classmates' note in the thread Does not demonstrate online etiquette	<u>2 marks maximum</u>

Here are the questions for the semester

Due by September 21st – Tuesday

- a. Why is the Charter of Rights and Freedoms important to any study of the Canadian CJS?
- b. Does Canada 'need' a criminal justice system? Why or why not?
- c. Discuss the role of discretion in the criminal justice system. What are your views on the use of discretion?

Due by October 12th – Tuesday

- a. May police services include post secondary education as a preferred qualification. What is your view about the importance that is attached to a college or university degree? What assumptions do you feel are being made by such a requirement?
- b. In considering police powers in Canada, do you feel that the police have too much power or not enough power to carry out their role? Do you think that the Charter of Rights and Freedoms provides sufficient safeguards against police abuse of power?
- c. The organizational features of the RCMP distinguish this police force from other police services in Canada. Consider the positive and potentially problematic aspects of these features.

Due by November 9th – Tuesday

- a. Discuss the issues surrounding the use of security certificates as an example of the tension that often exists between enduring individual rights and protecting the public. What are your views of security certificates?
- b. What do you see as the pros and cons of specialized provincial courts?
- c. In the discussion of legal aid (pp. 199-200) it is noted that, in recent years, several provinces have lowered the qualifying income levels as one way of stemming the rise in legal aid costs. This has made it more difficult for many accused persons to access legal representation. How supportive are you that all persons, regardless of income level, should be provided with legal representation?

Due by November 16th – Tuesday

- a. What is your opinion about victim offender mediation? If you were a victim of crime, would you be interested in participating in victim offender mediation? Why? Why not?
- b. A convicted person who is subsequently determined by the presiding judge to be a “dangerous offender” may be ordered by the judge to spend an indeterminate period of time in detention. The process of establishing that a person is a “dangerous offender” requires that judges predict, based on patterns of past behaviour, the likelihood of serious offences in the future. What issues are raised for you by this process?
- c. Place yourself in the role of a) an offender; b) a crime victim; c) a family member of an offender; d) a family member of a crime victim; e) a community resident. Discuss whether you would want to have your case heard and resolved by a restorative justice approach. What are the key factors affecting your view as seen from each of the assumed roles?

Due by November 30th – Tuesday

- a. One alternative for housing long term offenders that has occasionally been suggested is the development of penal colonies. These would be camps situated in remote locations where inmates serving long term sentences would live and work with their families. What is your opinion on the idea of penal colonies?
- b. How would you have responded to the inmate who stated to your textbook author (C.T. Griffiths), “I did the crime, I’ll do the time. But the State does not have the right to inflict additional punishment on me by failing to protect me while I’m incarcerated.”
- c. Should prisons be abolished?

3. Exams (40%)

October 14th (15%) , November 18th (15%) and during the final exam week (10%).

Three exams are scheduled for this course. Each will sample your recollection of the content from the textbook readings as well as the material addressed in class (guest speakers, ppt, video presentations, etc). This is a content heavy course so be sure to actively read your textbook.

The format may include true / false, fill in the blank, short answer, matching and multiple choices.

4. Criminal Justice Process Synthesis (40%)

Due: December 7th, 2010 (start of class)

The purpose of this assignment is to apply the knowledge gained within this course to the reporting of criminal proceedings related to an accused who you will guide through the criminal justice process from the time of arrest to their release from the correctional system. You will either use the offender you reported on in your court report or a fictional offender.

Working alone or in pairs, the synthesis requires that you “walk” the offender through the criminal justice proceedings, documenting and describing in detail, the various applicable procedures, options, and decisions made along the way (ie. Arrest, release, formal charge, court appearances, plea, trial, sentencing, incarceration, post-incarceration release, etc.).

Assumptions:

1. all offenders are adults
2. all will be tried in adult court
3. all accused will go to trial
4. all will be found guilty
5. all sentences will include a period of incarceration of at least 2 years
6. all offenders will appear before a Parole Board and will be granted conditional release

In your description of walking the offender through the justice system, you must include:

1. a description of the criminal event or offence
2. relevant criminal code sections spelling out the offence and possible punishment
3. a description of the role and involvement of police, defense lawyer, Crown Prosecutor, Judge, Probation officer, Parole Board, Parole officer, etc.
4. a clear step by step description of all proceedings and decisions and reasons therefore, including:
 - a. all pre-trial procedures
 - b. the trial
 - c. sentencing and appeal
 - d. the process of incarceration and application of punishment
 - e. the release of the offender back to the community

note: be sure to address all ‘options’ available at the various stages, as well as the discretionary powers of the various participants in the justice process (e.g. Judge, CP, Police officer)

Format:

Typed, double spacing, 1-inch margins, & 12 font Arial or Times Roman, numbered pages. Provide a cover page (follow the CJ Writing Reference Manual).

Use a ‘report’ format and include headings that highlight the various steps along the way to bringing your offender to justice. Headings will make it easier to follow the transitions you are making between components and procedures. Include a table of contents.

As we move through this course, I strongly suggest you use the following outline to stay on top of this assignment. The grading matrix for this assignment is found on the D2L – use it as your guide.

- The Offence (write up by middle of October)
- Pre-Trial Activities and Procedures (write up by end of October)
- The Trial and Sentencing (write up by middle of November)
- Incarceration (write up by end of November)
- Conditional release (write up over the first weekend in December)

Due: December 7th at the start of class (if handed in during class time it is deemed late – no exception). If you will be missing class, ensure that you submit a copy of your synthesis on the D2L site using the 'drop box' feature. You will still need to bring in a hard copy.

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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 rd 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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

INSTRUCTIONAL POLICIES

1. Attendance and Participation

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful.

For example, using headphones, engaging in text messaging, looking at voice messages, surfing the net or using any other means of 'disengaging' with your classmates and the learning process is not accepted in this class. You will be asked to leave the classroom setting.

2. Class Preparation

You are expected to complete the assigned readings before coming to class. This often becomes increasingly more difficult as the semester moves along as the completion of assignments and preparation for exams takes a great deal of your time. I would strongly recommend you use some type of day book where you can keep track of each week's assignments, readings, exams and other expectations being placed on you.

You are also expected to participate in class discussions and activities based on the readings. To help you engage in this, you will likely want to find an active means of doing your readings. For example you can take notes (questions and answers often work well) or highlight in your textbook and write in the margins before coming to class. A proven successful means of preparing is through the use of the SQ3R method (survey, question, read, review, recite).

3. Late Penalty

All assignments must be completed and submitted on the date and at the time assigned. There are no marks for late submissions on the discussion posts (initial post and responses). Late synthesis will be penalized 10% (off 100%) per day late (starting at the time the assignment is due: 1 pm) unless an extension is legitimately warranted and approved by me in advance of the assignment due date. Procrastination can 'get the best of us' so be certain to manage the time you need to complete assignments (the tortoise triumphed over the hare if I recall correctly).

4. Plagiarism, Cheating, and Academic Dishonesty

See the College calendar!

<http://camosun.ca/policies/Education-Academic/E-2-Student-Services-&-Support/E-2.5.pdf>

For example, in this course, you will be attending court and may likely be observing a court case with a classmate. You will be taking your own notes and writing your own reports.

5. Course Completion Requirements

You must complete all evaluative requirements (three exams, 3 discussion posts, 1 court report, and 1 synthesis) to receive a passing grade in this course. Unfortunately, if you don't complete all requirements, you will receive an F grade. All late work must be handed in by December 10th (10 am).