



CAMOSUN COLLEGE
School of Arts & Science
Department of Criminal Justice

CRIM-150-002
Administration of Justice
Fall 2019

COURSE OUTLINE

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

1. Instructor Information

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| (a) Instructor | Wendy Taylor |
| (b) Office hours | Mondays 8:30 to 9:30am Monday and Wednesday 11:30am to 12:00 pm and 4:00 to 4:30pm
Tuesday 16:15 to 17:15pm |
| (c) Location | Y210A |
| (d) Phone | 250-370-3431 Alternative: C – 250-516-3818 |
| (e) E-mail | taylorw@camosun.bc.ca |
| (f) Class Times | Section 1- Y316 Mondays and Wednesdays 1:00pm to 2:20pm
Section 2 –Y316 Mondays and Wednesdays 2:30pm to 3:50pm
Section 3 – Y201 Tuesdays 17:30pm to 20:20pm |

2. Intended Learning Outcomes

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

1. Describe the political and administrative systems which provide the environment within which the criminal justice system in Canada operates and the policy and law-making processes.
2. Articulate awareness of the interaction between politics and the criminal justice system in Canada.
3. Identify the key players in the criminal justice system.
4. Identify and assess important issues in Canadian government and politics that have an impact on the operation of the criminal justice system.

3. Required Materials

- (a) Coursepack “Readings for Criminal Justice 150” (available in Lansdowne Bookstore)
- (b) Additional Readings will be provided in class

4. Course Content and Schedule

Introduction Week

- Introduction to the course
 - o Course pack and readings
 - o Course assignments
 - o D2L
 - o Course and classroom expectations

- Read Julien Roberts- Criminal Justice in Canada: An Overview for next week

Week #2

- The Political System
- Foundations of Canadian Government Institutions
- The role and responsibilities of governments in criminal justice
- Readings provided in class

Week #3

- Challenges in the politics of criminal justice:
 - History and challenges of Aboriginal peoples.
 - History and challenges of ethno-cultural minorities
 - History and challenges to participation for women
 - Legal, reproductive, sexual, and violence issues
 - Adapting the administration of justice to special groups
 - LGBTQ issues
- Political Culture & Socialization
- Class Cleavages
- Video "The Story of Mouseland"
- Read Yasmin Jiwani- Mediations of Race & Crime: Racializing Crime, Criminalizing Race

Week # 4

- The mass media
- Public opinion polls
- Examining the history and debate of capital punishment
- Exam #1 review
- Read Peter McKnight- The Funhouse Mirror: Media Representations of Crime & Justice

Week #5

- The election organization
- The national parties and local candidate campaigns
- Examining justice issues as election issues
- The proportionality of the electoral system
- Party organization and leadership
- Read Rand Dyck & Christopher Cochrane- Elections & the Electoral System and Eric Guntermann – Why Electoral Reform Might Improve Electoral Reform or Might Make it Worse.

Week #6

- The functions and types of political parties
- Social Movements and Lobbying
- Justice related advocacy groups
- Read Rand Dyck- Advocacy Groups, Social Movements & Lobbying

Week #7 and 8

- Justice Political Research Assignment preparation
- Discussion of Federal Election Results
- The Charter of Rights & Freedoms
- Video "Fundamental Freedoms"
- Provinces and the federal system
- Provincial & Federal powers

- Municipal, Provincial Federal Justice powers
- Video clip “Who Does What?”
- Read Marie Manikis- Criminal Justice & the Canadian Charter of Rights & Freedoms

Week #9

- The Executive branch of government
- The Crown
- Prime Minister and Cabinet
- Parliament & House of Commons
- Composition of House of Common
- The Senate
- Exam #2 review
- Read Hugh Mellon & Paul Barker- Is the Prime Minister too Powerful?

Week # 10

- Stages & kinds of legislation
- Policymaking
- The committee system
- Opposition party roles
- Read Michael Atkinson & David Docherty- Parliament & Political Success in Canada

Week #11

- How a bill becomes a law?
- How to make a law: Should keeping Christmas lights up year round be illegal?
- Courts and the administration of justice
- Functions and powers of the courts
- Structure of the courts
- Federal Court of Canada
- Supreme Court of Canada
- Read Rand Dyck- The Courts & The Administration of Justice

Week #12 Justice Ideologies

- The appointment of Judges
- Functions of Law
- Crown prosecutor and Defence Counsel roles
- Political Criminal Justice Priority Research Project due November 20, 2015.
- Read Jesse Horner- Judges, Juries and Lawyers (portion)

Week #13

- Policing Accountability and Management – Case Study Surrey RCMP/Municipal Police Transition
- Corrections Accountability
- Corrections Management
- Victims and the Criminal Justice system
- Video “Crime & Punishment: The Politics of Punishment”
- Read Michelle Grossman, Susan McDonald & Catherine Kane- Crime Victims & the Justice System; Ricciardelli and Griffiths – North of 49: They Dynamics of Policing in Canada; and Sytsma and Laming – Exploring Barriers to Researching Economics of Municipal Policing

Week #14

- Quiz Review
- Group Presentations

Final Exam will be held during the Final Exam Period

5. Basis of Student Assessment

- Three exams – Exam 1-10% Exam 2-15% and the Final Exam - 25%– 50%
- Two group presentations (10% and 15%) - 25 %
- Participation (10%) and Group Work(15%) - 25%

Assessment Information:

Participation 10%

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful. You will be required to submit a one-page summary of what you feel your mark should be out of 10 the last day of class for 10% of your participation grade. This is to include attendance, participation in class, group participation, “in the News” and keeping current and up to date on all readings and assignments.

Full participation is important in this and all classes. Using headphones, engaging in text messaging, looking at messages, surfing the internet or using any 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.

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

It will be important to keep aware of current events throughout the semester and their impacts on the criminal justice system. Please utilize news media outlets daily to stay current of these developments.

Group Work 15%

You will be assigned to groups in class. Each group will be asked to facilitate 3 activities this term in class worth 5% each. Information on the group activities will be provided in class.

Exams (40%)

There are three exams are scheduled for this course.

Crim 150 Sections 1 and 2, October 9th (10%), November 13th (15%)

Crim 150 Section 3 October 8th (10%), November 12th (15%)

Final Exam will be held during Final Exam Period (25%)

Each will sample your recollection of the content from the textbook readings as well as the material addressed in class (guest speakers, power point, video presentations, group presentations, etc). Each exam will not be comprehensive and will be based on the material covered between exam. That being said, some of the latter material covered will be based on concepts covered during earlier portions of the course. This is a content heavy and condensed course so be sure to actively read your assigned readings. The exam format may include true / false, fill in the blank, short answer and multiple choice.

Group Presentations 2 (10% Presentation One; and 15% Presentation Two) (25%)

Presentation dates will be assigned in class and posted on D2L once assigned.

Presentation 1 - Criminal Justice Agency Presentations – 10%

The purpose of this assignment is to use the appreciative inquiry style of learning to explore and report back to the class what you have learned. In assigned groups, examine the role, responsibilities and key players within your agency. You can examine harm reduction, crime reduction, victimization and overall community safety. This can be done creatively by using a recent crime or political happening relative to your agency.

Prepare a two (2) page report on your agency to be posted on the D2L content. This is due at the start of class time on the date of your class presentation. Prepare a ten (10) minute class presentation to be done during class. Each group will be graded using the following criteria:

Quality: Freedom from errors and mistakes, accuracy, quality of work in general.

Quantity: The actual work output of each student, relative to their other group members.

Initiative and Creativity: Ability to plan, take initiative and ability to be constructive.

Effort: The degree to which the student does his/her best and is motivated.

Dependability: To the extent group member can be depended upon and to do it properly.

Cooperativeness: Willingness to work harmoniously with others in getting the job done.

Group Interaction: The polite attention an individual gives other group members.

Skills: Knowledge of the techniques, skills, processes, equipment and procedures.

Accuracy: Content is corrected, recent and relevant to class purpose.

You will want to address the following questions in both your presentation and write-up. At a minimum your group should be able to answer the following questions about your organization:

1. What is the formal name of the organization and, if they are part of government, where do they fit in? (E.g. What branch or ministry do they belong to or are answerable to?)
2. What are the functions or responsibilities of this organization? How does it relate to other parts of the justice system?
3. How large is the organization, is it local, provincial or national?
4. What are some (is a) pertinent issue that the organization is dealing with either at present or in their past? Describe how decisions made on this issue could affect other components of the justice system.

Class time will be given at various points throughout the semester to meet as a group and discuss progress, concerns and successes with myself.

Group Presentation 2 – Canadian Law Presentation (15%) Assignment presentation dates will be assigned in class and posted on D2L. Information and handouts on this assignment will be provided in class and posted on D2L.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Will be provided in class and posted on D2L

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> 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 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.