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 COURSE NAME / NUMBER
 

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**LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:**

Earning credit in Criminology 311 depends the ability to:

1. use theories of social stratification to account for sources of conflict in Canadian society;
2. access and interpret official data relating to cultural and minority demographics in Canada;
3. clearly describe the nature of conflict among specific groups in Canadian society;
4. link official immigration and multi-cultural policy to incidents of conflict and confrontation in Canada;
5. access empirical research addressing the nature and extent of discrimination, bias & social injustice in the criminal justice system.

**METHODS:****PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR YES  X  NO

**METHODS OF OBTAINING PLAR:**

Contact Department Head

**TEXTBOOKS, REFERENCES, MATERIALS:**

1. G. York. *The Dispossessed: Life and Death in Native Canada*. London: Vintage, 1990.
2. R.G. Moyles. *British Law and Arctic Men*. Burnaby, BC: The Northern Justice Society, Simon Fraser University, 1979.
3. P. Comeau and A. Santin. *The First Canadians*. Toronto: James R. Lorimer and Co., 1990.
4. J. Kogawa. *Obasan*. Toronto: Penguin Books, 1983.

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

In computing the final mark for the course, the following weights will be given:

1.	Class Participation	30 %
2.	Short Essay	10 %
3.	Final Paper	30 %
4.	Final Examination	30 %

Final Examination — There will be a final examination. It will be a "take-home" in essay format. Students will have one week in which to complete the exam.

Final Paper — While the final paper is not due until the end of the semester, work should begin on the paper during the course of the semester, while the materials you have read and the class discussions are fresh on your mind. Here is the final paper assignment:

*There are several key concepts that provide the basis for a consideration of the issues surrounding Aboriginal peoples and the law. Using the materials presented throughout*

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the semester, develop three separate essays in which you consider the following:

- the concept of colonization
- the notion of community
- the concept of "justice"

### GRADING

The grading distribution is as follows:

A+	95% and above	C+	65% — 69%
A	90% — 94%	C	60% — 64%
A—	85% — 89%	C—	55% — 59%
B+	80% — 84%	P	50% — 54%
B	75% — 79%	NC/Fail	49% and below
B—	70% — 74%		

### COURSE CONTENT:

#### I. Aboriginal People, the Law, and the Criminal Justice System

1. Explore the process of colonization and its impact on aboriginal peoples in Canada; consider the provisions of the *Indian Act* and its role in the colonization process.
2. Examine the conflict which aboriginal peoples have experienced historically with the criminal justice system.
3. Examine the nature and extent of aboriginal involvement with the criminal justice system in rural, northern, and urban areas of the country.
4. Review the findings of major inquiries which have examined aboriginal involvement in the criminal justice system, including the Manitoba Aboriginal Justice Inquiry (1990), and the Report of the Task Force on the Criminal Justice System and Its Impact on the Indian and Metis People of Alberta (1991).
5. Consider the initiatives that have been undertaken by federal and provincial/territorial governments in an attempt to address the difficulties that aboriginal peoples experience with the Euro-Canadian law and criminal justice system.
6. Examine the various "autonomous" justice services and programs that have been developed by aboriginal bands, communities, and organizations to address aboriginal overrepresentation in the criminal justice system.
7. Consider the major issues surrounding the delivery of justice services in the Canadian north, with particular emphasis on the circuit court system in the Northwest Territories.
8. Provide a comparative context for the examination of aboriginal peoples and the Euro-Canadian criminal justice system by considering materials on the criminal justice system in Greenland.

#### II. Chinese Canadians

1. Consider the historical patterns of contact and conflict between Chinese and the Canadian legal system.
2. Explore the involvement of Chinese in the criminal justice system in contemporary Canada.
3. Illustrate the role of racism and discrimination in the experience of Chinese in Canada.

#### III. Japanese Canadians

1. Examine the circumstances surrounding the internment of Japanese Canadians during World War II.
2. Illustrate the role of racism and discrimination in the perception of and treatment of Japanese Canadians historically.