



A: Division: **INSTRUCTIONAL** Date: **DECEMBER 1997**
 B: Faculty: **HUMANITIES & SOCIAL SCIENCES** New Course:
 Department: **CRIMINOLOGY** Revision of Course **OCTOBER 1987**
 Information form:

C: **CRIM 255** D: **ABORIGINAL PEOPLES: CRIME, DEVIANCE AND THE ADMINISTRATION OF JUSTICE** E: **3**

Subject & Course No.

Descriptive Title

Semester Credit

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| <p>F: Calendar Description: This course uses the tools of criminology to examine crime and deviance of Aboriginal peoples and community responses to this behaviour. An examination of various theories to explain the nature and patterns of Aboriginal crime and delinquency is provided. A critical examination of the Aboriginal experience with the criminal justice system is included. Innovative Canadian and international services for Aboriginals will also be examined.</p> | <p>Summary of Revisions: (Enter date & section) Eg: Section C,E,F</p> <p>1997.12.03: Sections A, B, D, F, N</p> |
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| <p>G: Type of instruction: Hrs per week / per semester</p> <table style="width: 100%;"> <tr><td>Lecture:</td><td>2</td><td>Hrs.</td></tr> <tr><td>Laboratory:</td><td></td><td>Hrs.</td></tr> <tr><td>Seminar:</td><td>2</td><td>Hrs.</td></tr> <tr><td>Clinical Experience:</td><td></td><td>Hrs.</td></tr> <tr><td>Field Experience:</td><td></td><td>Hrs.</td></tr> <tr><td>Practicum:</td><td></td><td>Hrs.</td></tr> <tr><td>Shop:</td><td></td><td>Hrs.</td></tr> <tr><td>Studio:</td><td></td><td>Hrs.</td></tr> <tr><td>Student Directed Learning:</td><td></td><td>Hrs.</td></tr> <tr><td>Other (Specify):</td><td></td><td>Hrs.</td></tr> <tr><td>Total:</td><td>4</td><td>Hrs.</td></tr> </table> | Lecture: | 2 | Hrs. | Laboratory: | | Hrs. | Seminar: | 2 | Hrs. | Clinical Experience: | | Hrs. | Field Experience: | | Hrs. | Practicum: | | Hrs. | Shop: | | Hrs. | Studio: | | Hrs. | Student Directed Learning: | | Hrs. | Other (Specify): | | Hrs. | Total: | 4 | Hrs. | <p>H: Course Prerequisites: CRIM 100 or CRIM 150. Students with relevant experience may have the prerequisite waived.</p> <p>I: Course Corequisites: NONE</p> <p>J: Course for which this Course is a Prerequisite: NONE</p> <p>K: Maximum Class Size: 35</p> |
| Lecture: | 2 | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Laboratory: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seminar: | 2 | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clinical Experience: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Field Experience: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practicum: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shop: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Studio: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Directed Learning: | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other (Specify): | | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total: | 4 | Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>L: College Credit Transfer <input checked="" type="checkbox"/></p> <p>College Credit Non-Transfer <input type="checkbox"/></p> <p>Non-Credit <input type="checkbox"/></p> | <p>M: Transfer Credit: Requested: <input type="checkbox"/></p> <p>Granted: <input checked="" type="checkbox"/></p> <p>Specify Course Equivalents or Unassigned Credit as appropriate: (as per current B.C. Transfer Guide)</p> <p>SFU SFU CRIM (3) UBC UBC SOCI (3) UNBC UNBC SOSC 200 lev (3) UVIC UVIC SOSC 200 lev (1.5) to a max. of 3 units UCFV UCFV CRIM (3)</p> |
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Luinda Fisher
 Course Designer(s)
Celia [Signature]
 Department Chair

[Signature]
 Dean
P. H. [Signature]
 Registrar

Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Silverman, Robert A. and Marianne O. Nielson. Aboriginal Peoples and Canadian Criminal Justice. Toronto: Butterworths, 1992.

Ross, Rupert. Dancing With a Ghost: Exploring Indian Reality. Markham, Ontario: Octopus Publishing Group, 1992.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. Course Objectives

The student will:

1. Discuss basic sociological concepts such as culture, values, social structure, class, racism, stereotypes, ethnocentrism, ethnicity.
2. Discuss the dynamics of racism and the role of stereotypes in decision-making. For example, decision-making in the criminal justice system with respect to Aboriginal peoples.
3. Be able to define the basic elements and requirements of theory.
4. Describe the nature and extent of Aboriginal criminality (youths and adults).
5. Discuss through a critical analysis, the predominant theories which attempt to explain the nature and extent of Aboriginal crime and delinquency.
6. Explain through a critical analysis the role of criminal justice agents with respect to Aboriginal offenders.
7. Describe several justice initiatives developed for, and by, Aboriginal peoples. Students will critically analyze such initiatives.

P. Course Content

- I. Defining the Problem: A Statistical Overview
 - a. Aboriginal conditions in Canada: social, economic, health
 - b. Criminal justice statistics: arrest rates, crime patterns, incarceration and recidivism rates of Aboriginal people in Canada
 - c. Aboriginal young offenders: a statistical overview
 - d. A statistical comparison to non-Aboriginal Canadians

II. Introduction to Theory: Nature and Requirements

- a. What is a "theory"?
- b. Criteria of theory, theory testing
- c. Theory, research and social policy

III. Theories of Criminality

- a. Introduction to basic concepts in sociology and psychology, for example: culture, values, personality, stereotypes, ethnicity, socialization, racism
- b. A critical analysis of various sociological, interpersonal, and psychological theories to explain Aboriginal crime and delinquency. This includes:
 - i. culture conflict
 - ii. anomie
 - iii. alcohol and crime
 - iv. personality theories
 - v. socialization and the family
 - vi. assimilation/acclturation
 - vii. social disorganization
 - viii. labeling and stereotypes
 - ix. critical conflict theory

IV. Aboriginal Peoples and the Criminal Justice System

- a. A critical analysis of the role of the criminal justice agents with respect to Aboriginal youth and Aboriginal adult offenders: implications for labeling and stereotypes
- b. Topics include:
 - i. police surveillance, visibility, and arrests of Aboriginal people
 - ii. Aboriginal youths and police relations
 - iii. communication in the courtroom: linguistic and cultural difficulties
 - iv. judicial sentencing: discrimination versus differential treatment
 - v. corrections: failing to meet the needs of Aboriginal offenders
 - vi. high recidivism rates of Aboriginal offenders: the revolving door

V. Justice Programs for Aboriginal Peoples: the Development of Alternatives

- a. An examination of the issues to consider when developing and implementing alternative programs:
 - i. community input and participation
 - ii. needs and concerns
 - iii. self-determination
 - iv. resources and support services
 - v. cross-cultural awareness

V. Justice Programs for Aboriginal Peoples, etc., cont'd.

- vi. a critical analysis of justice services developed for, and by, Aboriginal people, such as:
 - native courtworkers
 - Aboriginal Justice of the Peace Programs
 - Aboriginal Police Services
 - tribal courts, elders councils, circle sentencing
 - native brotherhoods and sisterhoods in correctional institutes
 - life skills programs for Aboriginal youth
- vii. recommendations for future programming

VI. International Comparisons: Justice Programs for Aboriginal Communities

- a. Various international comparisons will be discussed (Australia, U.S.A., New Guinea, New Zealand)

Q. Method of Instruction

The instructor will use lectures, audio-visual material, guest lecturers, assignments, examinations and discussions to cover the material.

R. Course Evaluation

The evaluation will be based on the course objectives and in keeping with the Douglas College evaluation policy which may include a combination of attendance, participation, presentations, examinations, term papers, and book reports valued up to 30 % each.

The student will be advised of this combination at the beginning of the semester.

Rationale for Changes to Criminology 255 Course Information

1. The course texts have been updated due to new texts becoming available.
2. The words "Native North Americans" have been changed to "Aboriginals" to reflect more appropriate terminology when discussing Aboriginal crime and deviance rates. Aboriginal encompasses all individuals of Aboriginal descent; including for example, Metis, Inuit and Native Indian peoples. Correctional Services of Canada, for example, now uses the categories: Native, Metis and Inuit when presenting offender related statistics.

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