

# Criminology 12

**District Name:** Mission  
**District Number:** 75  
**Developed by:** Joe Abrams  
**School Name:** Mission Secondary  
**Principal's Name:** Randy Huth  
**Board/Authority Approval Date:** January 15, 2004

**Board/Authority Signature:**

**Course Name:** Criminology  
**Grade Level of Course:** 12  
**Number of Course Credits:** 4  
**Number of Hours of Instruction:** 120

**Prerequisite(s):** Social Studies 10

**Facilities or Equipment Required:**

- TV/VCR
- Computers

**Course Synopsis:**

Criminology 12 has been developed, with the cooperation with the Criminology Department of The University College of the Fraser Valley, to prepare students for college criminology courses. Students will improve skills in public speaking, essay writing, debating, and critical thinking while exploring the Canadian criminal justice system. This course is intended to examine elements of, and contemporary issues arising from, criminal law and its application. It connects current issues reflected in the media with details of the law, theories of criminology and the operation of the system.

**Rationale:**

Criminology 12 has been developed in response to student requests for an opportunity to study the criminal justice system in greater depth than time and the curriculum of Law 12 allows. It affords students an opportunity to examine complex issues, policies and procedures, expand awareness of career alternatives and build skills that will enable successful completion of college criminology courses and eventually enter criminal justice careers.

**Organizational Structure:**

Unit	Title	Time
Unit 1	Introduction to the Criminal Justice System	22 hours
Unit 2	Introduction to Criminology	6 hours
Unit 3	Sources of Criminal Law	22 hours
Unit 4	Violent Crimes	30 hours
Unit 5	The Balance Between Control and Rights	12 hours
Unit 6	Sentencing, Corrections and Restorative Justice	8 hours
Unit 7	Victimless Crimes and the Limits of the Law	20 hours
	Total Hours	120 hours

## Curriculum Outcomes - Skills and Processes

*It is expected that students will:*

- communicate effectively in written and spoken language
- demonstrate the ability to think critically including the ability to:
  - define an issue or problem
  - gather relevant information from appropriate sources
  - assess the reliability and objectivity of evidence
  - develop and express appropriate responses to issues or problems
  - reassess their responses to issues on the basis of opinion
  - assess the influence of mass media on public opinion
  - develop, express, and defend a position on an issue
- demonstrate skills associated with active citizenship, including the ability to
  - collaborate and consult with others
  - respect and promote respect for the contributions of others
- demonstrate appropriate research skills, including the ability to:
- develop pertinent questions about a topic, issue, or situation
- use a range of resources

### Unit 1: Introduction to the Criminal Justice System

**Time: 22 hours**

Students will become familiar with the Charter of Rights and Freedoms, trial procedures and the roles of the participants in the criminal justice system through role-plays, lecture, discussion and video analysis. Particular attention will be given to the role of law and the rule of law, its history, application and role in providing the basis of a free and democratic society.

Learning Outcomes:

*It is expected that students will:*

- define:
  - crime
  - law
- demonstrate an understanding of:
  - the roles of the police, defense, crown, court officials, judges, juries, accused, victims, and witnesses
  - the adversarial process and how it functions to obtain justice
  - trial procedures
  - how laws are created in Canada
  - the role of the Supreme Court of Canada in interpreting laws and applying the Charter of Rights and Freedoms
  - fundamental freedoms and legal rights
  - the rule of law and the principles of justice upon which it is based
  - the elements of a crime
  - mens rea and the defense of not guilty by reason of mental disorder
- evaluate and discuss:
  - the impact of Supreme Court powers as they relate to laws passed by elected representatives
  - the balance between personal freedom and the states need to control behaviors identified as criminal
  - reasons for criminalizing certain behaviors
  - the use of discretionary powers at all levels of the criminal justice system

**Unit 2: Introduction to Criminology ( Origins of Law and Crime****Time: 6 hours**

Students will become familiar with criminology as a field of study that draws from a number of disciplines to analyze the criminal event. Criminology, therefore, encompasses a diverse range of career options for individuals with varying interest, skills and aptitudes.

To promote an understanding of criminal law as a flexible integral part of changing society, we will examine its historical roots and it's connection to culture, utility and concepts of morality.

Learning Outcomes:

*It is expected that students will:*

- Define
  - criminology
  - culture morality
- Demonstrate an understanding of:
  - the many disciplines that combine to make up the field of criminology
  - a wide range of criminology based career alternatives
- Analyze and discuss:
  - moral issues and the development of criminal law
  - the influence of culture on the development of criminal law
  - historical changes in criminal law
  - recent changes in criminal law
  - future changes in criminal law
- Compare and Contrast:
  - historical elements of Inuit law and the criminal law of Canada

**Unit 3: Sources of Criminal Law****Time: 22 hours**

The philosophies and beliefs of those who occupy criminal justice positions, create policies, and stand in judgment of our institutions, ultimately shape the criminal justice system. Students will examine forces and philosophies that shape how our criminal justice system is administered and perceived. Judicial philosophies, theories on offenders, political philosophies, the role of myths, legends, and crime news will be examined in an attempt to cast light upon how the system operates and the forces that lead to change.

Learning Outcomes:

*It is expected that students will:*

- Demonstrate an understanding of:
  - the judicial philosophies of natural law, positivism, realism and sociological jurist
  - the classical and positivist views of offenders
  - the conflict and consensus views of the development of criminal laws
  - the development of public policy
  - the role of public opinion in the development of public policy
  - the effect of information on societies perception of the system
  - the effect of crime myths and legends on public perception of crime
  - the adversarial system of seeking justice
  - the three levels of sexual assault and the associated penalties
  - the defense of consent as it relates to sexual assault
  - objectives of sentencing
- Analyze and evaluate:
  - how an individual's judicial philosophy will effect the use of the discretionary powers of those in criminal justice careers
  - the implications of one's view of the offender on sentencing and corrections
  - the role of crime news in shaping public opinion and ultimately public policy
  - the impact of the adversarial system on an isolated Inuit community

- Compare and contrast:
  - media reports on criminal events and accurate crime data
  - the crime control and due process models as they are applied in Canada, Japan, and Singapore
  - the adversarial system and principles of restorative justice in isolated First Nations communities
  - consistency in sentencing and the need to sentence offenders according to their individual needs and circumstances
- Explain:
  - the student's personal judicial philosophy
  - the student's view of offenders

#### **Unit 4:**

#### **Violent Crime**

**Time: 30 hours**

Crime involving violence, although not the most numerous of crimes, cause significant human suffering and consequently require special consideration. Within this context, students will study theories on aggression, social and psychological causes of crime, psychopathic behavior, crimes stemming from mental disorders, violence against women, and euthanasia while becoming familiar with laws on assault and homicide.

#### Learning Outcomes

*It is expected that students will:*

- demonstrate an understanding of:
  - the laws and penalties on homicide and assault
  - theories on aggression including psychoanalytical and ethnological viewpoint, frustration-aggression hypothesis, social learning theory, environmental factors and the effects of mass media
  - details on the extent, causes and distribution of homicide
  - behavioral characteristics of psychopaths
  - theories concerning the extent and type of crimes stemming from psychopathic behavior
  - details of the event that has become known as the 'Montreal massacre'
  - the key cases in law concerning euthanasia, specifically Nancy B. Sue Rodriguez, and Latimer
  - the defense of not guilty due to a mental disorder
  - Canada's system of control, treatment and release of offenders with mental disorders
- analyze and discuss:
  - reasons for variations in violent crimes in different regions and countries
  - legal, social and moral issues concerning euthanasia
  - psychopathic behavior using the student version of Hare's checklist for psychopathic behavior
  - problems associated with the misuse of Dr. Hare's checklist
  - misconceptions about psychopathic behavior
  - the extent, causes, and changes to our responses to violence against women
- compare and contrast.
  - level of homicide in a number of different countries
  - approaches to euthanasia in different countries
- evaluate
  - our laws and responses to violent crimes

#### **Unit 5: The Balance between Control and Rights**

**Time: 12 hours**

Students will examine fundamental freedoms and legal rights in the context of the adversarial system and the need to counterbalance the power of the state in our quest for justice. Specific examples of miscarriages of justice will be analyzed to demonstrate possible shortcomings of the system. The Charter of Rights and Freedoms will be discussed extensively and the rights of victims will be contrasted with the rights of the accused.

#### Learning Outcomes:

*It is expected that students will:*

- demonstrate an understanding of:
  - the 4 fundamental freedoms as set out in the Charter
  - the legal rights as set out in sections 7 to 11 in the Charter

- the notwithstanding clause, its use and associated dangers
- the Charter's legal status as section 1 of the Constitution
- the adversarial system as a competition between the accused and the state
- the problems associated with fetal alcohol syndrome
- compare and contrast
  - the rights of the accused and the rights of victims
  - the strengths of the state and the accused in the battle for justice
  - the rights of a mother with the rights of a fetus
- evaluate and discuss
  - the use of the notwithstanding clause in a number of legal rights issues
  - legal and social problems of protection the fetus from abuse by the mother
  - weaknesses of the police, lawyers, trial and appeal procedures that may lead to injustice

### **Unit 6: Sentencing, Corrections, and Restorative Justice**

**Time: 8 hours**

Students will examine the principles of sentencing, sentence alternatives, the theory and reality of our approach to imprisonment and release, and the alternative approaches of models of restorative justice.

#### Learning Outcomes

*It is expected that students will:*

- demonstrate an understanding of:
  - sentencing alternatives
  - sentencing objectives
  - sentencing policies and procedures
  - corrections security levels
  - controls and conditions within institutions of the 3 security levels
  - gradual release options
  - principles of restorative justice
  - examples of restorative justice models
- analyze and evaluate
  - circle sentencing as an approach to restorative justice
- compare and contrast
  - our gradual release system and real time systems
  - a restorative model with our traditional approach to justice

### **Unit 7: Victimless Crimes and the Limits of the Law**

**Time: 20 hours**

Students will examine the laws and social problems related to illegal drugs, prostitution and censorship to gain a better understanding of new directions and proposals in dealing with these complex health, safety and legal issues.

Vancouver's 4-pillar approach to drug control, the role of organized crime, violence against women, positive and negative effects of making 'victimless' crimes criminal, infringement on personal freedoms, and the significant health and safety issues stemming from these problems are among the topics to be discussed.

#### Learning Outcomes:

*It is expected that students will:*

- demonstrate an understanding of:
  - the laws concerning illegal drugs, prostitution and censorship
  - health issues related to illegal drug use
  - social costs related to drug use
  - the relationship between property crimes and drug abuse
  - the 4 pillar approach to the 'drug problem'
  - health and social costs related to various forms of prostitution
  - the laws and problems related to child prostitution
- evaluate and discuss:
  - the positive and negative effects of making drugs and prostitution illegal

- trends in dealing with drug and prostitution issues
- proposed changes to drug laws
- the Canadian approach to censorship of hate literature
- the Canadian approach to censorship of pornography
- legal and illegal prostitution and the associated social, economic, human rights, and health issues
- the limits on freedoms set out in the Charter applied to drug, prostitution, and censorship laws
- compare and contrast:
  - approaches of various countries to drug and prostitution issues
  - the dangers of censorship and the those of hate literature and pornography

### **Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction
- brainstorming
- guest speakers
- field trips
- videos
- group work
- independent instruction
- directed reading

### **Assessment Components:**

- Forty five percent (45%) of the grade will be based on the evaluation of tests and quizzes.
- Thirty percent (30%) of the grade will be based on the evaluation of assignment and projects.
- Ten percent (10%) of the grade will be based on the evaluation of essays.
- Ten percent (10%) of the grade will be based on oral presentations and debates.
- Five percent (5%) of the grade will be based on participation and notebook organization.

### **Learning Resources:**

- Textbooks:
  - All About Law, Exploring the Canadian Legal System Third, Fourth and Fifth Editions
- References:
  - Pocket Criminal Code, Carswell
  - Criminal Behavior A Psychosocial Approach, Curt R. Bartol
  - The Criminal Event, Second Edition, Sacco and Kennedy
  - Criminal Justice in Canada, Second Edition, Goff
  - Criminology A Canadian Perspective, Fourth Edition, R. Linden
  - Canadian Criminal Justice Today An Introductory Text for the Twenty-First Century
  - Canadian Corrections, Griffiths and Cunningham
- Videos:
  - Through A Blue Lens
  - Trial at Fortitude Bay
  - Anywhere But Here
  - In Search of Democracy - The Rule of Law
  - Circles
  - The Last Dance
- Guest Speakers may include:
  - Daryl Plecas - UCFV Criminology Department
  - GlenFlett - LINK
  - Jim Broom - Forensic Psychiatric Institution
  - Representatives of the RCMP and Canadian Corrections

- Field Trips may include:
  - Vancouver Provincial Courts
  - Forensic Psychiatric Institution
- Additional Resources:
  - Newspapers
  - Magazines
  - Internet